

# An Overview of the International Journal of Process Education: 2014 to the Present

It has been 10 years since we reflected on the scholarship we have published within the IJPE. Our last retrospective was in 2013 at the fifth anniversary of the IJPE. Time flies when learning and growing!

For your reference, the tables that follow list the IJPE publications from 2014 through this year's contributions. Since 2014, we have published **58** works of scholarship. Collaboration on research is evident, as **63** different authors have contributed to these articles within this timeframe. These authors represent **45** different universities, colleges, and agencies globally.

Additionally, we present an excerpt from the *eFaculty Guidebook's* Appendix G. This appendix lists all the IJPE articles referencing modules within the *Faculty Guidebook*. Scholars who are searching for references about a particular topic will find this resource extremely helpful. Additionally, Process Educators who want to learn more about a particular *Faculty Guidebook* topic have an instant source of reference materials to expand their knowledge.

We thank our past authors for their contributions and invite you to submit your scholarship for publication in future volumes of the IJPE.

## IJPE Volume 6 (2014)

### Helping Teaching Assistants Foster Student-Centered Learning

Tristan T. Utschig (*Kennesaw State University*)  
Maria-Isabel Carnasciali (*University of New Haven*)  
Carol Subiño Sullivan (*Georgia Institute of Technology*)

### Students' Perceptions on a Blended and Flipped Classroom

Katherine Graham (*State University of New York at Cortland*)  
Kathleen Burke (*State University of New York at Cortland*)

### Online Professional Development for Process Educators

Steve Beyerlein (*University of Idaho*)  
Kathleen Burke (*State University of New York at Cortland*)  
Philliph M. Mutisya (*North Carolina Central University and North Carolina A&T*)  
Daniel Cordon (*University of Idaho*)

### Achieving Lifelong Learning Outcomes in Professional Degree Programs

M. El-Sayed (*Kettering University*)  
J. El-Sayed (*Kettering University*)

### The Need for a Conceptual Framework for Leadership and Shared Governance between Faculty and Administrators

Philliph M. Mutisya (*North Carolina Central University and North Carolina A&T State University*)  
James E. Osler II (*North Carolina Central University*)  
Paul F. Bitting (*North Carolina State University*)  
Jerono P. Rotich (*North Carolina A&T State University*)

## IJPE Volume 7 (2015)

### Between You and Me: A Comparison of Proximity Ethics and Process Education

Denna Hintze (*Educational Consultant*)  
Knut Are Romann-Aas (*APRN, Gjøvik Hospital, Norway*)  
Hanne Kristin Aas (*University College of Sør-Trøndelag, Norway*)

### Learning How to Learn: Improving the Performance of Learning

Daniel K. Apple (*Pacific Crest*)  
Wade Ellis, Jr. (*Educational Consultant*)

### Internalizing Principles of Transformational Global Leadership in a Graduate Education Course

Adem Kaya (*North Carolina A&T State University*)  
Metin Kaplan (*Youth and Sport Ministry, Yalova, Turkey*)  
Philliph M. Mutisya (*North Carolina Central University*)  
Steve Beyerlein (*University of Idaho*)

### What is Self-Growth?

Chaya R. Jain (*Virginia State University*)  
Daniel K. Apple (*Pacific Crest*)  
Wade Ellis, Jr. (*Educational Consultant*)

### Knowledge, Abilities, Responsibilities: The Design of a Three-Dimensional Curriculum Framework for Modern Pharmacy Education

Wendy C. Duncan (*Drake University*)  
Brenda L. Gleason (*St. Louis College of Pharmacy*)

## **Learning-to-Learn Camps: Their History and Development**

Daniel K. Apple (*Pacific Crest*)

Wade Ellis, Jr. (*Educational Consultant*)

Denna Hintze (*Educational Consultant*)

## **A Multi-year Evaluation of the Flipped Format in a General Chemistry Course**

Colleen Taylor (*Virginia State University*)

## **Identifying At-Risk Factors That Affect College Student Success**

Joann Horton (*Pacific Crest*)

### **IJPE Volume 8-1 (2016)**

## **Title 25 Years of Process Education: Commemorating 25 Years of Scholarship in Process Education and the 10<sup>th</sup> Anniversary of the Academy of Process Educators**

Dan Apple (*Pacific Crest*)

Wade Ellis (*West Valley College, Emeritus*)

Denna Hintze (*Educational Consultant*)

### **IJPE Volume 8-2 (2016)**

## **Major Topics in Process Education: A Directory of Scholarship and Tools**

Denna Hintze (*Educational Consultant*)

Steve Beyerlein (*University of Idaho*)

## **Examination of Undergraduates' Perception of the Purpose for Academic Reading**

Elizabeth Lasley (*Sam Houston State University, Department of Language, Literacy and Special Populations*)

Lory E. Haas (*Sam Houston State University, Department of Language, Literacy and Special Populations*)

Prasopsuk Pinto (*Sam Houston State University, Special Education Program Area*)

## **Community Building Through Participatory Curricula Transformation**

Jacqueline El-Sayed (*Marygrove College*)

## **Leveraging Elements of Process Education to Extend Biggs' Model of Constructive Alignment for Increasing Learner Achievement**

Chaya R. Jain (*Virginia State University*)

Tristan T. Utschig (*Kennesaw State University*)

## **Key Learner Characteristics for Academic Success**

Daniel Apple (*Pacific Crest*)

Wendy Duncan (*California Health Sciences University*)

Wade Ellis (*Educational Consultant*)

### **IJPE Volume 9 (2018)**

## **Use of Reading Logs to Promote Learning to Learn in a Freshman Course**

Betty Hurd (*Madison College*)

Steve Beyerlein (*University of Idaho*)

Tristan T. Utschig (*Kennesaw State University*)

## **Students' Perceived Areas for Improvement in an Online Learning Environment**

Katherine Graham (*SUNY Cortland*)

Kathleen Burke (*SUNY Cortland*)

## **The Learning Process Methodology: A Universal Model of the Learning Process and Activity Design**

Matthew Watts (*Tidewater Community College*)

## **Impact of Higher Education Culture on Student Mindset and Success**

Daniel Apple (*Pacific Crest*)

Chaya Jain (*Virginia State University*)

Steven Beyerlein (*University of Idaho*)

Wade Ellis (*Educational Consultant*)

## **100 Best Practices for Teaching Learning to Learn and Self-Growth**

Chris Sweeney (*SUNY Canton*)

Daniel Apple (*Pacific Crest*)

Ingrid Ulbrich (*Colorado State University*)

### **IJPE Volume 10 (2019)**

## **Building Institutional Support for a Recovery Course for Academically Dismissed Students**

Wendy Wenner (*Grand Valley State University*)

Sherril Soman (*Grand Valley State University*)

Rik Stevenson (*Grand Valley State University*)

Daniel Apple (*Pacific Crest*)

## **Student Perceptions of Skill Acquisition in a Process Education Learning to Learn Camp**

Audrey Murray (*Hinds Community College*)

## **Employing a Rubric to Assess Learner Performance in Calculus and Differential Equations**

David Kaplan (*York College of Pennsylvania*)

## **Self-Growth Paper – An Assessment and Research Tool to Analyze Growth Outcomes**

Wade Ellis (*Educational Consultant*)

Dan Apple (*Pacific Crest*)

David Leasure (*Higher Learning Challenge, LLC*)

Willie Perkins (*Hinds Community College*)

Matthew Watts (*Tidewater Community College*)

## **Classifying Learning Skills for Educational Enrichment**

Cy Leise (*Bellevue University, Emeritus*)

Daniel M. Litynski (*Western Michigan University*)

Cynthia M. Woodbridge (*Georgia Gwinnett College*)

Ingrid Ulbrich (*Colorado State University*)

Chaya Jain (*Virginia State University*)

David Leasure (*Higher Learning Challenge, LLC*)

Joann Horton (*Educational Consultant*)

Denna Hintze (*Educational Consultant*)

Mohamed El- Sayed (*Eastern Michigan University*)

Wade Ellis (*Educational Consultant*)

Steve Beyerlein (*University of Idaho*)

Dan Apple (*Pacific Crest*)

## **IJPE Volume 11 (2020)**

## **Barriers to Implementing a Successful Learning to Learn Experience**

Daniel K. Apple (*Pacific Crest*)

Wade Ellis (*Educational Consultant*)

Thomas Nelson (*University of South Alabama*)

Ingrid M. Ulbrich (*Educational Consultant*)

Cynthia M. Woodbridge (*Georgia Gwinnett College*)

## **How the Learning to Learn Experiences Model the Seven Universal and Perennial Principles of Student Learning and Persistence**

Daniel K. Apple (*Pacific Crest*)

David E. Leasure (*Higher Learning Challenge, LLC*)

Thomas Nelson (*University of South Alabama*)

Ingrid M. Ulbrich (*Educational Consultant*)

Cynthia M. Woodbridge (*Georgia Gwinnett College*)

## **Developing the Entrepreneurial Mindset in STEM Students: Integrating Experiential Entrepreneurship into Engineering Design**

David Olawale (*R B Annis School of Engineering, University of Indianapolis*)

Steve Spicklemire (*R B Annis School of Engineering, University of Indianapolis*)

Jose Sanchez (*R B Annis School of Engineering, University of Indianapolis*)

George Ricco1 (*R B Annis School of Engineering, University of Indianapolis*)

Paul Talaga1 (*R B Annis School of Engineering, University of Indianapolis*)

Joseph Herzog (*R B Annis School of Engineering, University of Indianapolis*)

## **Applying the Framework for Identifying Quality Characteristics from a Process Education Perspective**

Mohamed El-Sayed (*Eastern Michigan University*)

Daniel Apple (*Pacific Crest*)

Steven Beyerlein (*University of Idaho*)

## **Closing the College Readiness Gap: Tools for Preparing Students for College Success**

Arlene King-Berry (*University of the District of Columbia*)

Wade Ellis (*West Valley College, Emeritus*)

Dan Apple (*Pacific Crest*)

## **Bringing Self-Growth Theory to Practice Using the Self-Growth Methodology**

Chaya R. Jain (*Virginia State University*)

Daniel K. Apple (*Pacific Crest*)

Wade Ellis (*Educational Consultant*)

Cy Leise (*Professor Emeritus Bellevue University*)

David Leasure (*Educational Consultant*)

## **A System for Learning by Performance (LxP)**

David Leasure (*Educational Consultant*)

Dan Apple (*Pacific Crest*)

Steve Beyerlein (*University of Idaho*)

Wade Ellis (*Educational Consultant*)

Tristan Utschig (*Kennesaw State University*)

## **Performance Descriptions: A Major Tool for Performance Development**

Thomas Nelson (*University of South Alabama*)

Dan Apple (*Pacific Crest*)

Wade Ellis (*Educational Consultant*)

David Leasure (*Educational Consultant*)

Arlene King-Berry (*University of the District of Columbia*)

## IJPE Volume 12 (2021)

### Improving Performance Using the Methodology for Developing Performance

Auston Van Slyke (*General Electric*)  
Tris Utschig (*Kennesaw State University*)  
Dan Apple (*Pacific Crest*)

### Conceptual Understanding Required to Implement a Learning to Learn Experience

Cynthia M. Woodbridge (*Georgia Gwinnett College*)  
Ingrid M. Ulbrich (*Educational Consultant*)  
Thomas Nelson (*University of Maryland Global Campus*)  
Dan Apple (*Pacific Crest*)  
Wade Ellis (*West Valley College*)  
Joann Horton (*Pacific Crest*)  
David Leasure (*Higher Learning Challenge, LLC*)

### Modeling Growth Capability—What is it?

Betty Hurd (*Madison College*)  
Daniel K Apple (*Pacific Crest*)  
Steve Beyerlein (*University of Idaho*)  
Wade Ellis (*West Valley College*)  
David Leasure (*University of Maryland Global Campus*)  
Cy Leise (*Bellevue University*)  
Thomas Nelson (*University of South Alabama*)

### Self-Growth Capability Components and Their Impact on Growth

Daniel K Apple (*Pacific Crest*)  
Cy Leise (*Bellevue University*)  
Wade Ellis (*West Valley College*)  
Steve Beyerlein (*University of Idaho*)  
David Leasure (*University of Maryland, Global Campus*)  
Grady Batchelor (*The American College of Financial Services*)  
Kathleen Burke (*SUNY Cortland*)  
Cynthia Woodbridge (*Georgia Gwinnet University*)  
Mohamed El-Sayed (*Eastern Michigan University*)  
Ingrid Ulbrich (*Educational Consultant*)  
Wendy Duncan (*Champlain College*)  
Tris Utschig (*Kennesaw State University*)  
Aurelia Donald (*Virginia State University*)

### Modeling Self-Growth with Fuzzy Cognitive Maps

George W. Dombi (*University of Rhode Island*)  
Matthew Watts (*Red Rocks Community College*)

### Developing a Quality of Life (QoL) Framework for Self-Growth

Arlene King-Berry (*University of the District of Columbia*)  
Dan Apple (*Pacific Crest*)  
Wade Ellis (*West Valley College*)  
Cy Leise (*Bellevue University*)

## IJPE Volume 13 (2023)

### Lessons from a Large Scale Implementation of Academic Coaching

David Leasure (*First-term Experience, University of Maryland Global Campus*)  
Steve Beyerlein (*University of Idaho-Moscow*)  
Marsha Fortney (*First-term Experience, University of Maryland Global Campus*)  
Stefan Günther (*Faculty Affairs, University of Maryland Global Campus*)  
Allison Patch (*Institutional Research, University of Maryland Global Campus*)

### Developing Transferrable Knowledge Using the Methodology for Generalizing Knowledge

Tris Utschig (*Kennesaw State University*)  
Dan Apple (*Pacific Crest*)  
Wade Ellis (*West Valley College*)  
David Leasure (*University of Maryland Global Campus*)

### An Insight Methodology to Guide Creation and Validation of Discoveries

Cy Leise (*Professor Emeritus, Clinical Counseling & Psychology, Bellevue University*)  
George W. Dombi (*Chemistry Dept., University of Rhode Island*)  
Daniel K. Apple (*Pacific Crest*)

### Nine Psychology Perspectives for Process Educators

Cy Leise (*Professor Emeritus Bellevue University*)  
Dan Apple (*Pacific Crest*)  
Wade Ellis (*Educational Consultant*)  
Steve Beyerlein (*University of Idaho-Moscow*)

### Roles of Performance Mentoring and Self-Growth Coaching in Developing Human Capability

Grady Batchelor (*The American College of Financial Services*)  
Dan Apple (*Pacific Crest*)  
Auston Van Slyke (*Pacific Crest*)  
Cy Leise (*Professor Emeritus, Bellevue University*)  
Wade Ellis (*Educational Consultant*)

## Evolution of Six Functions in the History of the Process Education Framework

Cy Leise (*Professor Emeritus, Clinical Counseling & Psychology, Bellevue University*)

Dan Apple (*Pacific Crest*)

Wade Ellis (*Educational Consultant, San Jose, California, United States*)

Steve Beyerlein (*Department of Mechanical Engineering, University of Idaho-Moscow*)

## IJPE Volume 14 (2024)

### Advancing the Transformation of Education Through Team-Based Learning

Yuqin Hu (*West Coast University School of Pharmacy*)

William Ofstad (*West Coast University School of Pharmacy*)

### Growth Potential of Learning Skills in the Cognitive, Social, Affective, and Assessment & Evaluation Domains

Kathleen Burke (*SUNY Cortland*)

Steven Beyerlein (*University of Idaho*)

Daniel Apple (*Pacific Crest*)

### Self-Growth Meta-Behaviors

Cy Leise (*Professor Emeritus, Bellevue University*)

Dan Apple (*Pacific Crest*)

Kathleen Burke (*SUNY Cortland*)

Wade Ellis (*Emeritus, West Valley College*)

Cynthia M. Woodbridge (*Georgia Gwinnett College*)

### Using Five Roles to Support Growth Action Planning

Kathleen Burke (*SUNY Cortland*)

Dan Apple (*Pacific Crest*)

Cy Leise (*Emeritus, Bellevue University*)

Wade Ellis (*Emeritus West Valley College*)

Mohamed El-Sayed (*Eastern Michigan University*)

### Addressing Impediments to Building Self-Growth Capabilities

Yolanda Watson Spiva (*Complete College of America*)

Wade Ellis (*Emeritus West Valley College*)

Cy Leise (*Professor Emeritus, Bellevue University*)

Daniel Apple (*Pacific Crest*)

Kathleen Burke (*SUNY Cortland*)

## IJPE Volume 15 (2025)

### Transforming Deming's Cycle to a Growth Cycle

Mohamed El-Sayed (*Eastern Michigan University*)

Kathleen Burke (*SUNY Cortland*)

Grace Onodipe (*Georgia Gwinnett College*)

Dan Apple (*Pacific Crest*)

Wade Ellis (*Emeritus West Valley College*)

### A Starting Point for Choosing QoL Criteria for Self-Growth

Grace Onodipe (*Georgia Gwinnett College*)

Tim Shenk (*Campbell University*)

Kathleen Burke (*SUNY Cortland*)

### The Self-Growth Journey: Transforming Mindset, Consciousness, and Motivation

Cy Leise (*Emeritus, Bellevue University*)

Dan Apple (*Pacific Crest, Research Director*)

Wade Ellis (*Professor Emeritus, West Valley College*)

### Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success

Knut Are Romann-Aas (*Lector, Fagskolen Innlandet and MedLearn, Norway*)

Denna Hintze (*Educational Consultant, Norway*)

# **eFaculty Guidebook Appendix G: Faculty Guidebook Referenced in IJPE articles**

## **Section 1—Institutional Development**

### **Chapter 1.1: Expectations and Change Movements**

#### **1.1.1 Introduction to Expectations and Change Movements in Higher Education**

- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]

#### **1.1.2 Changing Expectations for Higher Education**

- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]

#### **1.1.5 Role of Process Education in Fulfilling the Changing Mission of Higher Education**

- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]

### **Chapter 1.2: Changing Missions and Roles**

#### **1.2.1 Theory of Performance**

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Developing a Quality of Life (QoL) Framework for Self-Growth [2021, 12(1)]
- A System for Learning by Performance (LxP) [2020, 11(1)]
- Bringing Self-Growth Theory to Practice Using the Self-Growth Methodology [2020, 11(1)]
- How the Learning to Learn Experiences Model the Seven Universal and Perennial Principles of Student Learning and Persistence [2020, 11(1)]
- Self-Growth Paper: An Assessment and Research Tool to Analyze Growth Outcomes [2019, 10(1)]
- Classifying Learning Skills for Educational Enrichment [2019, 10(1)]
- Impact of Higher Education Culture on Student Mindset and Success [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Learning How to Learn: Improving the Performance of Learning [2015, 7(1)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]
- Classification of Life Enrichment Skills [2011, 3(1)]
- Improving Quality of Reflecting on Performance [2010, 2(1)]

#### **1.2.2 Profile of a Quality Learner**

- Advancing the Transformation of Education Through Team-Based Learning [2024, 14(1)]
- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- Putting It to Practice: Hands-On Learning Activities for Transforming Education [2013, 5(1)]
- Measuring Skills across the Profile of a Quality Learner and of a Quality Engineer [2012, 4(1)]

#### **1.2.3 New Faculty Roles for Institutional Effectiveness**

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

#### **1.2.4 Profile of a Quality Faculty Member**

- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- Putting It to Practice: Hands-On Learning Activities for Transforming Education [2013, 5(1)]

### **Chapter 1.3: Change Practices and Projects**

#### **1.3.1 Introduction to Change Practices and Projects**

- Ecological Leadership [2011, 3(1)]

#### **1.3.5 Recruiting and Maintaining Adjunct Faculty**

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

#### **1.3.7 Annual Professional Growth Plan**

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]

#### **1.3.8 Successful Institutional Change—The Human Dimension**

- Ecological Leadership [2011, 3(1)]

## **Chapter 1.4: Measurement and Evaluation for Effectiveness**

### 1.4.1 Overview of Measurement

- Bringing Self-Growth Theory to Practice Using the Self-Growth Methodology [2020, 11(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 1.4.2 Fundamentals of Rubrics

- Closing the College Readiness Gap: Tools for Preparing Students for College Success [2020, 11(1)]
- Process Education and Constructive Alignment: The Challenge of Student Assessment Online [2009, 1(1)]

### 1.4.3 Measuring Writing Performance in a Discipline

- Improving Quality of Reflecting on Performance [2010, 2(1)]

### 1.4.4 Measuring Quality in Design

- Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]

### 1.4.5 Performance Levels for Learners and Self-Growers

- Bringing Self-Growth Theory to Practice Using the Self-Growth Methodology [2020, 11(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Between You and Me: A Comparison of Proximity Ethics and Process Education [2015, 7(1)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]
- Conditions for Online Learning Autonomy [2010, 2(1)]
- Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]
- Using a Developmental Model to Facilitate Team-Based Design Experiences in a Pre-College Engineering Science Camp [2009, 1(1)]
- Using Rubrics for Course Assignments [2009, 1(1)]
- Keys to Improving Academic Assessment [2009, 1(1)]

### 1.4.8 Mindset for Evaluation

- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]

### 1.4.9 Turning Evaluation into Assessment

- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]

## **Chapter 1.5: Added Value through Program Assessment**

### 1.5.1 Writing a Self-Study Report

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 1.5.2 Methodology for Designing a Program Assessment System

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 1.5.3 Defining a Program

- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]

### 1.5.4 Writing Performance Criteria for a Program

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 1.5.5 Identifying Performance Measures for a Program

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 1.5.6 Constructing a Table of Measures

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 1.5.7 Writing an Annual Assessment Report

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 1.5.8 Assessing Program Assessment Systems

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

## **Section 2—Intellectual Development**

### **Chapter 2.1: Learning Theory**

#### 2.1.1 Overview of Learning Theory

- Modeling Growth Capability—What is it? [2021, 12(1)]

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
  - A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]
- 2.1.2 Adult Learning Theories in Process Education
- Putting It to Practice: Hands-On Learning Activities for Transforming Education [2013, 5(1)]

## Chapter 2.2: Thinking About Thinking

### 2.2.1 Bloom's Taxonomy—Expanding its Meaning

- Advancing the Transformation of Education Through Team-Based Learning [2024, 14(1)]
- Nine Psychology Perspectives for Process Educators [2023, 13(1)]
- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- Classifying Learning Skills for Educational Enrichment (June 2019, Volume 10 Issue 1)
- Impact of Higher Education Culture on Student Mindset and Success [2018, 9(1)]
- Knowledge, Abilities, Responsibilities: The Design of a Three-Dimensional Curriculum Framework for Modern Pharmacy Education [2015, 7(1)]
- Achieving Lifelong Learning Outcomes in Professional Degree Programs (June 2014, Volume 6 Issue 1)
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- Using Rubrics for Course Assignments [2009, 1(1)]

### 2.2.2 Elevating Knowledge from Level 1 to Level 3

- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- Classifying Learning Skills for Educational Enrichment (June 2019, Volume 10 Issue 1)
- The Learning Process Methodology: A Universal Model of the Learning Process and Activity Design [2018, 9(1)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- Conditions for Online Learning Autonomy [2010, 2(1)]

### 2.2.3 Developing Working Expertise (Level 4 Knowledge)

- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- Classifying Learning Skills for Educational Enrichment [2019, 10(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 2.2.4 Differentiating Knowledge from Growth

- Modeling Growth Capability—What is it? [2021, 12(1)]

### 2.2.5 Overview of Critical Thinking

- Advancing the Transformation of Education Through Team-Based Learning [2024, 14(1)]

### 2.2.6 Overview of Problem Solving

- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- Impact of Higher Education Culture on Student Mindset and Success [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Development and Usability of a Generic Quantitative Problem-Solving Rubric for Student Learning [2012, 4(1)]
- Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]

### 2.2.7 Understanding Motivation and Self-Regulation Theories

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 2.2.8 Process Education as a Motivation and Self-Regulation System

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Classification of Life Enrichment Skills [2011, 3(1)]

## Chapter 2.3: Learning Processes

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- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- Conceptual Understanding Required to Implement a Learning to Learn Experience [2021, 12(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Key Learner Characteristics for Academic Success [2016, 8(2)]
- Learning-to-Learn Camps: Their History and Development [2015, 7(1)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]

### 2.3.2 Framework for Implementing Process Education

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Identifying At-Risk Factors That Affect College Student Success [2015, 7(1)]
- Concept Maps for Linking Aspects in the Transformation of Education [2012, 4(1)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]

### 2.3.3 Classification of Learning Skills

- Growth Potential of Learning Skills in the Cognitive, Social, Affective, and Assessment & Evaluation Domains [2024, 14(1)]
- Self-Growth Capability Components and Their Impact on Growth [2021, 12(1)]
- Bringing Self-Growth Theory to Practice Using the Self-Growth Methodology [2020, 11(1)]
- Classifying Learning Skills for Educational Enrichment [2019, 10(1)]
- Key Learner Characteristics for Academic Success [2016, 8(2)]
- Measuring Writing as a Representation of Disciplinary Knowledge [2012, 4(1)]

### 2.3.4 Cognitive Domain

- Classifying Learning Skills for Educational Enrichment (June 2019, Volume 10 Issue 1)
- Students' Perceived Areas for Improvement in an Online Learning Environment [2016, 9(1)]
- Impact of Higher Education Culture on Student Mindset and Success [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Learning How to Learn: Improving the Performance of Learning [2015, 7(1)]
- Development and Usability of a Generic Quantitative Problem-Solving Rubric for Student Learning [2012, 4(1)]
- Improving Quality of Reflecting on Performance [2010, 2(1)]

### 2.3.5 Social Domain

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 2.3.6 Affective Domain

- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]

### 2.3.7 Learning Processes through the Use of Methodologies

- Modeling Growth Capability—What is it? [2021, 12(1)]
- Conceptual Understanding Required to Implement a Learning to Learn Experience [2021, 12(1)]
- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- The Learning Process Methodology: A Universal Model of the Learning Process and Activity Design [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Identifying At-Risk Factors That Affect College Student Success [2015, 7(1)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]
- Improving Quality of Reflecting on Performance [2010, 2(1)]

### 2.3.8 Learning Process Methodology

- Addressing Impediments to Building Self-Growth Capabilities [2024, 14(1)]
- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- A System for Learning by Performance (LxP) [2020, 11(1)]
- The Learning Process Methodology: A Universal Model of the Learning Process and Activity Design [2018, 9(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Concept Maps for Linking Aspects in the Transformation of Education [2012, 4(1)]

### 2.3.9 Forms of Knowledge and Knowledge Tables

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- The Self-Growth Journey: Transforming Mindset, Consciousness, and Motivation [2025, 15(1)]
- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- The Learning Process Methodology: A Universal Model of the Learning Process and Activity Design [2018, 9(1)]
- Learning How to Learn: Improving the Performance of Learning [2015, 7(1)]
- A Process Model of Judging and Deciding [2013, 5(1)]

### 2.3.10 Knowledge Table for Process Education

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Between You and Me: A Comparison of Proximity Ethics and Process Education [2015, 7(1)]

## Chapter 2.4: Instructional Design

### 2.4.1 Overview of Instructional Design

- Impact of Higher Education Culture on Student Mindset and Success [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Leveraging Elements of Process Education to Extend Biggs' Model of Constructive Alignment for Increasing Learner Achievement [2016, 8(2)]
- Between You and Me: A Comparison of Proximity Ethics and Process Education [2015, 7(1)]
- Knowledge, Abilities, Responsibilities: The Design of a Three-Dimensional Curriculum Framework for Modern Pharmacy Education [2015, 7(1)]

### 2.4.2 Instructional Systems Design Model, History, and Application

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 2.4.3 Development and Use of an Expert Profile

- The Self-Growth Journey: Transforming Mindset, Consciousness, and Motivation [2025, 15(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Development and Usability of a Generic Quantitative Problem-Solving Rubric for Student Learning [2012, 4(1)]
- Validation of Hybrid Program Design through Stakeholder Surveys [2010, 2(1)]

### 2.4.4 Long-Term Behaviors

- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]

### 2.4.5 Learning Outcomes

- Self-Growth Meta-Behaviors [2024, 14(1)]
- The Learning Process Methodology: A Universal Model of the Learning Process and Activity Design [2018, 9(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]

### 2.4.6 Methodology for Program Design

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Knowledge, Abilities, Responsibilities: The Design of a Three-Dimensional Curriculum Framework for Modern Pharmacy Education [2015, 7(1)]

### 2.4.8 Methodology for Course Design

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 2.4.9 Writing Performance Criteria for a Course

- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 2.4.11 Designing a Foundations Course

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 2.4.12 Creating a Capstone Course

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 2.4.13 Overview of Learning Activities

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 2.4.14 Designing Process-Oriented Guided-Inquiry Activities

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- The Learning Process Methodology: A Universal Model of the Learning Process and Activity Design [2018, 9(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Putting It to Practice: Hands-On Learning Activities for Transforming Education [2013, 5(1)]
- A Methodology for Team Teaching with Field Experts [2011, 3(1)]

### 2.4.15 Writing Critical Thinking Questions

- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- The Learning Process Methodology: A Universal Model of the Learning Process and Activity Design [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 2.4.16 Methodology for Creating Methodologies

- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Modeling Growth Capability—What is it? [2021, 12(1)]

- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- A Methodology for Team Teaching with Field Experts [2011, 3(1)]

#### 2.4.17 Assessing Learning Activities

- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Putting It to Practice: Hands-On Learning Activities for Transforming Education [2013, 5(1)]

### Chapter 2.5: Research and Scholarship

#### 2.5.1 Boyer's Model of Scholarship

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

#### 2.5.3 Distinguishing Between Problem Solving, Design, and Research REVISÉD

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]

## Section 3—Learner Development

### Chapter 3.1: Establishing Quality Learning Environments

#### 3.1.1 Overview of Quality Learning Environments

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- Students' Perceived Areas for Improvement in an Online Learning Environment [2016, 9(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Measuring Writing as a Representation of Disciplinary Knowledge [2012, 4(1)]
- Conditions for Online Learning Autonomy [2010, 2(1)]
- Improving Quality of Reflecting on Performance [2010, 2(1)]
- Using Rubrics for Course Assignments [2009, 1(1)]

#### 3.1.2 Introduction to Learning Communities

- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

#### 3.1.3 Methodology for Creating a Quality Learning Environment

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- Advancing the Transformation of Education Through Team-Based Learning [2024, 14(1)]
- Conceptual Understanding Required to Implement a Learning to Learn Experience [2021, 12(1)]
- Applying the Framework for Identifying Quality Characteristics from a Process Education Perspective [2020, 11(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- Classifying Learning Skills for Educational Enrichment [2019, 10(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Leveraging Elements of Process Education to Extend Biggs' Model of Constructive Alignment for Increasing Learner Achievement [2016, 8(2)]
- Internalizing Principles of Transformational Global Leadership in a Graduate Education Course [2015, 7(1)]
- Concept Maps for Linking Aspects in the Transformation of Education [2012, 4(1)]

#### 3.1.4 Establishing Initial Respect Without Prejudging

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Leveraging Elements of Process Education to Extend Biggs' Model of Constructive Alignment for Increasing Learner Achievement [2016, 8(2)]

#### 3.1.5 Getting Student Buy-In

- Conceptual Understanding Required to Implement a Learning to Learn Experience [2021, 12(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]

- Leveraging Elements of Process Education to Extend Biggs' Model of Constructive Alignment for Increasing Learner Achievement [2016, 8(2)]
  - Measuring Writing as a Representation of Disciplinary Knowledge [2012, 4(1)]
- 3.1.6 Obtaining Shared Commitment
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
  - Between You and Me: A Comparison of Proximity Ethics and Process Education [2015, 7(1)]
- 3.1.7 Setting High Expectations
- Bringing Self-Growth Theory to Practice Using the Self-Growth Methodology [2020, 11(1)]
  - Impact of Higher Education Culture on Student Mindset and Success [2018, 9(1)]
  - 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
  - Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
  - Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- 3.1.8 Letting Students Fail So They Can Succeed
- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
  - 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
  - Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- 3.1.9 Creating Meaningful Assessment and Documentation Systems
- Conceptual Understanding Required to Implement a Learning to Learn Experience [2021, 12(1)]
  - Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- 3.1.10 Learning to Learn Camps
- Conceptual Understanding Required to Implement a Learning to Learn Experience [2021, 12(1)]
  - How the Learning to Learn Experiences Model the Seven Universal and Perennial Principles of Student Learning and Persistence [2020, 11(1)]
  - Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]

## **Chapter 3.2: Facilitating Learning**

- 3.2.1 Overview of Facilitation
- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
  - Self-Growth Meta-Behaviors [2024, 14(1)]
  - Conceptual Understanding Required to Implement a Learning to Learn Experience [2021, 12(1)]
  - 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
  - Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
  - Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]
- 3.2.2 Profile of a Quality Facilitator
- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
  - Impact of Higher Education Culture on Student Mindset and Success [2018, 9(1)]
  - 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
  - Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
  - Leveraging Elements of Process Education to Extend Biggs' Model of Constructive Alignment for Increasing Learner Achievement [2016, 8(2)]
- 3.2.3 Facilitation Methodology
- Developing a Quality of Life (QoL) Framework for Self-Growth [2021, 12(1)]
  - Conceptual Understanding Required to Implement a Learning to Learn Experience [2021, 12(1)]
  - Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
  - Applying the Framework for Identifying Quality Characteristics from a Process Education Perspective [2020, 11(1)]
  - 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
  - Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
  - Leveraging Elements of Process Education to Extend Biggs' Model of Constructive Alignment for Increasing Learner Achievement [2016, 8(2)]
  - Online Professional Development for Process Educators (June 2014, Volume 6 Issue 1)
  - Concept Maps for Linking Aspects in the Transformation of Education [2012, 4(1)]
  - Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]
- 3.2.4 Appreciative Inquiry—A Tool for Transformational Learning
- A Process Model of Judging and Deciding [2013, 5(1)]

### 3.2.5 Creating a Facilitation Plan

- Developing a Quality of Life (QoL) Framework for Self-Growth [2021, 12(1)]
- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Putting It to Practice: Hands-On Learning Activities for Transforming Education [2013, 5(1)]
- Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]

### 3.2.6 Identifying Learner Needs

- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 3.2.7 Constructive Intervention

- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Faculty Efficacy in Creating Productive Learning Environments: Universal Design and the Lens of Students with Disabilities [2011, 3(1)]
- Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]

### 3.2.8 Constructive Intervention Techniques

- Developing a Quality of Life (QoL) Framework for Self-Growth [2021, 12(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]

### 3.2.9 Facilitation Tools

- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]

## Chapter 3.3: Effective Teaching Practices

### 3.3.1 Overview of Effective Teaching Practices

- Advancing the Transformation of Education Through Team-Based Learning [2024, 14(1)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]

### 3.3.2 Cooperative Learning

- A System for Learning by Performance (LxP) [2020, 11(1)]
- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Between You and Me: A Comparison of Proximity Ethics and Process Education [2015, 7(1)]

### 3.3.3 Process-Oriented Guided-Inquiry Learning

- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- How the Learning to Learn Experiences Model the Seven Universal and Perennial Principles of Student Learning and Persistence [2020, 11(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- Measuring Writing as a Representation of Disciplinary Knowledge [2012, 4(1)]

### 3.3.4 Problem-Based Learning

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 3.3.5 Self-Validation of One's Learning

- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]

### 3.3.6 Mid-Term Assessment

- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 3.3.8 Interdisciplinary Team Teaching

- A Methodology for Team Teaching with Field Experts [2011, 3(1)]

## Chapter 3.4: Effective Learning Tools

### 3.4.2 Designing Teams and Assigning Roles

- Advancing the Transformation of Education Through Team-Based Learning [2024, 14(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Learning How to Learn: Improving the Performance of Learning [2015, 7(1)]

### 3.4.3 Teamwork Methodology

- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### 3.4.8 Practical Implementation of Self-Assessment Journals

- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]

## Section 4—Self Development

### Chapter 4.1: Assessment as a Foundation for Growth

#### 4.1.1 Overview of Assessment

- Advancing the Transformation of Education Through Team-Based Learning [2024, 14(1)]
- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Modeling Growth Capability—What is it? [2021, 12(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Internalizing Principles of Transformational Global Leadership in a Graduate Education Course [2015, 7(1)]

#### 4.1.2 Distinctions Between Assessment and Evaluation

- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- A Process Model of Judging and Deciding [2013, 5(1)]

#### 4.1.3 Mindset for Assessment

- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- Bringing Self-Growth Theory to Practice Using the Self-Growth Methodology [2020, 11(1)]
- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- Classifying Learning Skills for Educational Enrichment (June 2019, Volume 10 Issue 1)
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Development and Usability of a Generic Quantitative Problem-Solving Rubric for Student Learning [2012, 4(1)]
- Impact of Faculty Development on Classroom Accessibility as Measured Using a Classroom Observation Instrument [2012, 4(1)]
- Keys to Improving Academic Assessment [2009, 1(1)]

#### 4.1.4 Assessment Methodology

- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Self-Growth Capability Components and Their Impact on Growth [2021, 12(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Leveraging Elements of Process Education to Extend Biggs' Model of Constructive Alignment for Increasing Learner Achievement [2016, 8(2)]
- Development and Usability of a Generic Quantitative Problem-Solving Rubric for Student Learning [2012, 4(1)]
- Concept Maps for Linking Aspects in the Transformation of Education [2012, 4(1)]
- Impact of Faculty Development on Classroom Accessibility as Measured Using a Classroom Observation Instrument [2012, 4(1)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]
- Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]

#### 4.1.5 Moving Toward an Assessment Culture

- Impact of Faculty Development on Classroom Accessibility as Measured Using a Classroom Observation Instrument [2012, 4(1)]
- Ecological Leadership [2011, 3(1)]
- Keys to Improving Academic Assessment [2009, 1(1)]

#### 4.1.6 Performance Levels for Assessors

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

#### 4.1.7 Writing Performance Criteria for Individuals and Teams

- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Building a Stakeholder-Based Rubric to Enhance Student Communication Skills [2010, 2(1)]

#### 4.1.8 Issues in Choosing Performance Criteria

- The Learning Process Methodology: A Universal Model of the Learning Process and Activity Design [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

#### 4.1.9 SII Method for Assessment Reporting

- Nine Psychology Perspectives for Process Educators [2023, 13(1)]
- An Insight Methodology to Guide Creation and Validation of Discoveries [2023, 13(1)]
- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Modeling Self-Growth with Fuzzy Cognitive Maps [2021, 12(1)]
- Modeling Growth Capability—What is it? [2021, 12(1)]
- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- A System for Learning by Performance (LxP) [2020, 11(1)]
- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- Students' Perceived Areas for Improvement in an Online Learning Environment [2016, 9(1)]
- Impact of Higher Education Culture on Student Mindset and Success [2018, 9(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Measuring Skills across the Profile of a Quality Learner and of a Quality Engineer [2012, 4(1)]
- Impact of Faculty Development on Classroom Accessibility as Measured Using a Classroom Observation Instrument [2012, 4(1)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]
- Faculty Efficacy in Creating Productive Learning Environments: Universal Design and the Lens of Students with Disabilities [2011, 3(1)]
- Implementing POGIL in Allied Health Chemistry Courses: Insights from Process Education [2010, 2(1)]
- Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]
- Improving Quality of Reflecting on Performance [2010, 2(1)]
- Using Rubrics for Course Assignments [2009, 1(1)]
- Keys to Improving Academic Assessment [2009, 1(1)]

#### 4.1.10 Assessing Assessments

- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]
- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]

#### 4.1.11 Peer Coaching

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]

### **Chapter 4.2: Mentoring for Self Growth**

#### 4.2.1 Overview of Mentoring

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- Lessons from a Large Scale Implementation of Academic Coaching [2023, 13(1)]
- Impact of Higher Education Culture on Student Mindset and Success [2018, 9(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- Improving Quality of Reflecting on Performance [2010, 2(1)]

#### 4.2.2 Becoming a Self-Grower

- The Self-Growth Journey: Transforming Mindset, Consciousness, and Motivation [2025, 15(1)]
- Modeling Self-Growth with Fuzzy Cognitive Maps [2021, 12(1)]

- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- Barriers to Implementing a Successful Learning to Learn Experience [2020, 11(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- What is Self-Growth? [2015, 7(1)]
- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]

#### 4.2.3 Personal Development Methodology

- Self-Growth Capability Components and Their Impact on Growth [2021, 12(1)]
- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- 100 Best Practices for Teaching Learning to Learn and Self-Growth [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- A Comparative Analysis of Reflection and Self-Assessment [2011, 3(1)]

#### 4.2.4 Life Coaching: The Heart of Advising

- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

### **Chapter 4.3: Creating a Culture of Self-Growth**

#### 4.3.1 Self-Growth Plans for Faculty Members

- Self-Growth Capability Components and Their Impact on Growth [2021, 12(1)]
- Modeling Growth Capability—What is it? [2021, 12(1)]
- Improving Performance Using the Methodology for Developing Performance [2021, 12(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]

#### 4.3.2 Student Learning Styles

- Towards Comprehensive Professional Development of Teachers: The Case of Kenya [2013, 5(1)]

#### 4.3.3 The Language and Culture of Success

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- Impact of Higher Education Culture on Student Mindset and Success [2018, 9(1)]
- Major Topics in Process Education: A Directory of Scholarship and Tools [2016, 8(2)]
- Ecological Leadership [2011, 3(1)]

#### 4.3.4 The Accelerator Model

- Human-to-Human Relationship Model as a Strategy for Student (and Teacher) Success [2025, 15(1)]
- Performance Descriptions: A Major Tool for Performance Development [2020, 11(1)]
- Implementing POGIL in Allied Health Chemistry Courses: Insights from Process Education [2010, 2(1)]
- Process Education Best Practices for Teaching Open-Ended Problem Solving in a Project Context [2010, 2(1)]