

From the Editorial Board

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Welcome to the eleventh volume of the *International Journal of Process Education*. In this issue, we present an exciting collection of collaborative research efforts from many Process Educators. Their collaborative efforts have yielded research that is mainly clustered around the themes of performance and learning, particularly Learning to Learn. Additionally, many of the authors explore methodologies and systems to explain these themes.

In our first article, **Barriers to Implementing a Successful Learning to Learn Experience**, Apple, Donald, Nelson, Ulbrich, and Woodbridge highlight the most challenging barriers for facilitators, the reasons why the barriers exist, and provide some clarity about addressing the issues in order to break down each barrier. The authors provide approaches, tools, and techniques to reduce these barriers into issues such that faculty and facilitators can more easily implement a learning to learn experience at their institution.

Continuing with research regarding Learning to Learn, Apple, Leasure, Nelson, Ulbrich, and Woodbridge share **How the Learning to Learn Experiences Model the Seven Universal and Perennial Principles of Student Learning and Persistence**. The authors explain how the components of the learning to learn experience align with each of the seven universal principles conducive to student learning and persistence and how this, in turn, provides a research-based explanation for the impact each component has on student success.

Olawale, Spicklemire, Sanchez, Ricco, Talaga, and Herzog examine the mindset for learning in their article, **Developing the Entrepreneurial Mindset in STEM Students: Integrating Experiential Entrepreneurship into Engineering Design**. The authors provide an overview of an approach incorporating necessary elements to develop the entrepreneurial mindset defined as the set of attitudes, skills, and behaviors needed by students to succeed academically, personally, and professionally. It is the ability to see opportunities, marshal resources, and create value, which are of high demand in both for-profit and not-for-profit organizations.

In their article, **Applying the Framework for Identifying Quality Characteristics from a Process Education Perspective**, El-Sayed, Apple, and Beyerlein apply a method for identifying quality characteristics derived from the world of product development to higher education through the lens of Process Education. The lens of Process Education involves the application of a template that includes three main sets of characteristics (form, function, and fit), each of which are subdivided into supporting characteristics. The use of the template is illustrated through three case studies that include facilitating learning to learn in a college course, managing enrollment in a higher education institution, and producing career-ready college graduates.

Closing the College Readiness Gap: Tools for Preparing Students for College Success is our fifth article. In this research, King-Berry, Ellis, and Apple help secondary and post-secondary educators establish educational goals for students in high school and in their first year of college. Two profiles (Profile of an Incoming High School Graduate with Typical Readiness Gaps and Profile of a Successful First-Year College Student) are used for establishing the educational goals. Two rubrics (Holistic Rubric for Assessing Learner Performance Level and Analytic Rubric for Assessing Learner Performance Level) are used to measure the levels of performance with respect to the profiles to determine the degree of goal achievement.

Jain, Apple, Ellis, Leise, and Leasure explain a six-stage Self-Growth Methodology in their article, **Bringing Self-Growth Theory to Practice Using the Self-Growth Methodology**. They delineate the individual steps within each of these methodology stages. Further, they describe the alignment of these steps and stages with both growth and self-growth skills from the Classification of Learning Skills.

Apple, Beyerlein, Ellis and Utschig share the development of a seven-stage system in their article, **A System for Learning by Performance (LxP)**. The authors explore each stage of the system by describing how performers learn through a performance by meeting specific outcomes. Additionally, they discuss how assessment from an observer (e.g., a mentor or facilitator) assists with growth and development through assessment feedback.

Our final article continues the examination of performance with Nelson, Apple, Ellis, Leasure, and King-Berry discussing a means of performance improvement in their article, **Performance Descriptions: A Major Tool for Performance Development**. The authors offer steps toward determining what exactly constitutes a performance and what constitutes a performance description. They introduce a new methodology for writing performance descriptions and include several models of the methodology's use in developing performance descriptions.

It is our hope that you will enjoy reading the contributions to our newest issue as much as we enjoyed working with the authors to bring the research to fruition. We look forward to receiving your feedback as well as your future research contributions.

Sincerely,

Kathleen Burke

Chief Editor, *International Journal of Process Education*