

## From the Editorial Board

Welcome to the fourteenth volume of the *International Journal of Process Education* in which we present the collaborative research efforts of a collection of Process Educators. The Editorial Board continues our endeavor to create a community of practice encompassing scholars and educators dedicated to transforming higher education. Within this volume we examine team-based learning's influence on the transformation of education and which learning skills have the highest impact on growth. Further we examine growth and self-growth through an exploration of meta-behaviors, using roles to support action planning, and addressing impediments to self-growth.

We begin with **Advancing the Transformation of Education Through Team-Based Learning** which seeks to explain the process and considerations of implementing team-based learning through the lens of the transformation of education by examining how each step of the team-based learning process map to the desired states of the transformation of education.

In the second paper, **Growth Potential of Learning Skills in the Cognitive, Social, Affective, and Assessment & Evaluation Domains**, a subset of learning skills which are especially powerful in promoting personal growth are delineated. This approach further resulted in 77 high-impact growth skills across all four domains of the Classification of Learning Skills. The results also highlight process areas and skill clusters for greatest leverage in promoting growth capability.

These growth capabilities are the foundation for self-growth. The work, **Self-Growth Meta-Behaviors** explores and details the differentiation of growth from self-growth meta-behaviors. The most important meta-behaviors, and the practices they support, were found to be associated with weekly transition action planning that takes full advantage of expected and created opportunities for applying growth and self-growth behaviors during the upcoming week. The work, **Using Five Roles to Support Growth Action Planning**, examines the five roles that support growth action planning: guide, director, coach, scriptwriter, and performer and their alignment with the Weekly Transition Methodology. Performance descriptions and criteria lay out the expectations for the performance of each role.

Finally, our last paper, **Addressing Impediments to Building Self-Growth Capabilities**, explores the impediments to self-growth. The identified impediments were classified within 10 psychological areas. A mentoring system is provided with a strategy highlighting the learning skills, growth skills, and mentoring skills with the most potential to strengthen specific capabilities to mitigate each of these impediments.

It is our hope that you will enjoy reading the work in our latest issue. We look forward to receiving your feedback as well as your future research contributions.

Sincerely,

Kathleen Burke

Chief Editor, *International Journal of Process Education*