

EDITORIAL: EXPERIENTIAL LEARNING: THE LEARNER-CENTRIC PEDAGOGY

Breanna J. Naegeli, PhD, Editor-in-Chief, Grand Canyon University

REFLECTION

This summer, we eagerly present the inaugural issue of the highly anticipated, Canyon Journal of Undergraduate Research (CJUR). We are pleased to introduce the editorial staff that has diligently collaborated to produce the launch of this novel journal at Grand Canyon University in Phoenix, Arizona: Scott Greenberger, EdD, Executive Editor, Breanna Naegeli, PhD, Editor-in-Chief, Jenny Kuban, Managing Editor, Ramesh Velupillaimani, PhD, Neal Adam, PhD, and Katalina Inzunza Herrera as Editorial Board Members, and Kelly Maguire, EdD and Sandi van Lieu as Copy Editors. We are sincerely grateful for the dedication and collaborative efforts of this editorial staff, and anxiously anticipate the growth of CJUR in the future.

The Canyon Journal of Undergraduate Research was initiated to serve as a platform for undergraduate learners at Grand Canyon University to share their original, contemporary research as it aligns with the Boyer Model of Scholarship. Further, this journal is dedicated to the publication of faculty-mentored and peer-reviewed research, and the following manuscripts have undergone both a competitive selection process, and a rigorous peer-review process. This issue is inclusive of the following guides: Discovery, Undergraduate Guide for Reflective Practice, and Guide for Reflection on Community Engagement.

We eagerly await manuscript submissions for our June 2024 issue. Undergraduate learners can visit <https://research.gcu.edu/cjur> to learn more about the Canyon Journal of Undergraduate Research, to access writing guides available for authors, and to submit a manuscript for consideration.

CURRENT ISSUE

In a recent article published in the *Frontiers in Psychology*, Kong (2021) demonstrates how experiential learning serves as a “learner-centric pedagogy” within higher education and applauds this approach for its contribution to the improvement of learner development, and increased classroom

engagement and overall motivation. Kong further posits that experiential learning is the bridge between how information is gathered, and how it is practically applied, thus more deeply engaging learners as active participants with more autonomy over their learning and professional development.

The eleven manuscripts selected for the June 2023 issue of the Canyon Journal of Undergraduate Research represent the exceptional depth and breadth of experiential learning opportunities available to undergraduate learners at Grand Canyon University. In collaboration with dedicated faculty-mentors, topics from these authors span from the importance of classical literature in secondary education, to the literature review of Arizona state child maltreatment laws, to proposed development programs for transitioning NCAA Division I student-athletes. Collectively, the authors featured did exceptional work conducting relevant research to both advance the scientific knowledge on such topic, but also to support their professional development within their respective fields of study. The present issue demonstrates the range in research conducted and reflected upon by these undergraduate authors.

The editorial staff of the Canyon Journal of Undergraduate Research is committed to empowering learners to engage in enriching collaborative, experiential learning activities throughout their undergraduate program, and to publish quality research across various academic disciplines. We will continue to publish scholarly manuscripts that support the advancement of scientific knowledge.

References

Kong, Y. (2021, October 21). *Frontiers in psychology*. The role of experiential learning on students' motivation and classroom engagement. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.771272/full>.