

EDITORIAL

Kelly R. Maguire | Scott W. Greenberger

REFLECTION

With the completion of Volume 4, Issue 1, the journal has now published 48 articles, involving 73 different scholars affiliated with 14 different institutions. We have published innovative manuscripts, such as reflective essays, community engagement portfolios, and professional profiles, as well as standard empirical articles. In addition, we have made the manuscripts available in an open access format on our website, and through the continued sponsorship of Grand Canyon University, we have published more than 50 print copies for each issue.

In addition, the journal continues to grow and transform. As such, we would like to welcome our new Managing Editor, Kelly Maguire, EdD. She currently serves as an assistant adjunct English professor at Grand Canyon University, and she instructs pre-service teachers in their required methods courses for the Bachelor of Arts in English for Secondary Education degree program. Additionally, Dr. Maguire teaches a variety of literature and writing courses. Her research interests include teacher training, pre-service teachers, microteaching, content knowledge, and reflective practice. Lastly, she is an associate member of Grand Canyon University's Reflective Practice Laboratory.

CURRENT ISSUE

As educators across the country are aware, the past year-and-a-half of teaching was altered due to the Covid-19 Pandemic. As such, higher education teachers responded with self-reflection and a desire to improve pedagogy. In this issue of the JSE, Maguire discusses the need to change her teaching approach with pre-service teachers due to the pandemic. Likewise, Seminoff delves into solutions for future semesters of teaching based on the impact of the pandemic which forced educational institutions into immediate e-learning. Additionally, West addresses school emergency closures and the subsequent impact on student engagement and social and emotional intelligence.

This issue of the JSE also includes several articles with a wide-variety of subject-matter related to faculty and student improvement. Anderson

elected to spend a year in professional development on diversity, equity, and inclusion (DEI) and ended with creating a self-reflection checklist for educators to help improve their teaching practices with DEI. Lizcano and Scheffel leveraged their roles as higher education instructors and became involved with community engagement in areas such as a reading clinic for local elementary students and their families. Posta and Valenti sought to alleviate test-anxiety in their empirical study using student-generated inspirational messages during an exam. Schilling, Davis, Duryee, and Hammond looked into barriers of workplace collaboration and ultimately discovered ways to meet those challenges and offer suggestions for deep and meaningful faculty collaboration.

Finally, this issue of the JSE offers articles on digital platforms which impact counselors, faculty, and students. Kaufmann used a personality assessment tool and an assessment measure to investigate motivation for playing online games, finding that personality does in fact impact game choice. Neel, Duffy, and Mueller reflected on how to use digital applications to engage students within their Learning Management System and introduced a strategy to promote student learning within the digital environment.

The editorial staff at the JSE hope that you will find these scholarly works to be both meaningful and impactful as you seek to improve your teaching practices.