

REFLECTION FROM THE EDITOR

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Since the first issue in June 2018, the journal has had steady, substantial, and transformative growth. With the completion of Volume 3, Issue 1, the journal has now published 33 articles, involving 49 different scholars affiliated with 10 different universities. 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 and gracious sponsorship of Grand Canyon University, we have published more than 50 print copies for each issue.

Due to continued growth, there has been need for important changes in staffing and guide development. Charles P. Seeley, PhD has accepted a part-time position as section editor. Dr. Seeley will handle desk reviews and as needed reviews of manuscripts conforming to one of the three current guides we offer online. Next, the Guide for Reflective Practice underwent a significant revision this past year, and recently was externally published in an international journal focused on reflection practice (Greenberger, 2020). In addition, the managing editor, Morgan McNaughton and I presented the community engagement portfolio at an international conference in Atlanta, Georgia this past fall (Greenberger & McNaughton, 2019). As a result, Dr. Seeley, McNaughton, and I plan a revision and external publication of the portfolio this coming year.

CURRENT ISSUE

The current issue contains five reflective essays on a variety of topics. Juarez and Vilkas explored the application of a face-to-face best practice in an on online modality. The central challenges they encountered included sustaining effective communication, process development, and fostering collaborative student engagement and assessment strategies. Zhang Ulyshen reflected upon doctoral student use of optional discussion forums in an online statistics course. The author evaluated student use of the forums and elaborated on ways such forums

could be used to enhance student engagement. Wade, Chavez, and Greenberger examined unexpected challenges in forming a student led doctoral research group. The authors discuss challenges including collaboration format, family and professional obligations, group dynamics, and mentor identification. Bryan and Graham discussed the use of annotated bibliographies to enhance the development of doctoral student research. The reflection involved exploring different types of annotations to identify best fit for the population of interest. Seeley and Rahm reflectively examined the values and fundamentals of women's leadership development in a leadership center in Honduras. They discussed ways to ensure a successful transition strategy of senior leadership in the center.

As reflective practice manuscripts, the articles in this issue have important practical and scholarly implications. Online instructors and education researchers could benefit from reading and analyzing these manuscripts. Specifically, the essays could be of benefit to online faculty thinking about general teaching and learning strategies, doctoral faculty searching specific approaches to enhance doctoral student experience, and college faculty reviewing opportunities for community outreach. These essays could also benefit scholars interested in exploring new ways to enhance online teaching and learning, as well as the effect on planning and implementing outreach activities during times of transition.

References

- Greenberger, S. W. (2020). Creating a guide for reflective practice: Applying Dewey's reflective thinking to document faculty scholarly engagement. *Reflective Practice: International and Multidisciplinary Perspectives*. <https://doi.org/10.1080/14623943.2020.1773422>
- Greenberger, S.W., & McNaughton, M. (2019, October). The community engagement portfolio: Documenting unconventional faculty scholarship. Oral presentation given at the ISSOTL 19 Conference, Atlanta, GA.