

# Research and Reflection on Learning and Teaching in Higher Education

---

Volume 1

Article 2

---

2023

## Editors' Message: A New Platform for Pedagogical Practices and Perspectives

Karen Velasquez

*University of Dayton*, [kvelasquez1@udayton.edu](mailto:kvelasquez1@udayton.edu)

Matthew A. Witenstein

*University of Dayton*, [mwitenstein1@udayton.edu](mailto:mwitenstein1@udayton.edu)

Christina Klimo

*University of Dayton*, [cklimo1@udayton.edu](mailto:cklimo1@udayton.edu)

Katerina Tsouma

*University of Dayton*, [atsouma1@udayton.edu](mailto:atsouma1@udayton.edu)

Patrick W. Thomas

*University of Dayton*, [pthomas1@udayton.edu](mailto:pthomas1@udayton.edu)

*See next page for additional authors*

Follow this and additional works at: <https://ecommons.udayton.edu/rrlthe>



Part of the [Scholarship of Teaching and Learning Commons](#)

---

### Recommended Citation

Velasquez, Karen; Witenstein, Matthew A.; Klimo, Christina; Tsouma, Katerina; Thomas, Patrick W.; and Schlangen, Maureen E. (2023) "Editors' Message: A New Platform for Pedagogical Practices and Perspectives," *Research and Reflection on Learning and Teaching in Higher Education*: Vol. 1, Article 2. Available at: <https://ecommons.udayton.edu/rrlthe/vol1/iss1/2>

This Front Matter is brought to you for free and open access by eCommons. It has been accepted for inclusion in *Research and Reflection on Learning and Teaching in Higher Education* by an authorized editor of eCommons. For more information, please contact [mschlangen1@udayton.edu](mailto:mschlangen1@udayton.edu), [ecommons@udayton.edu](mailto:ecommons@udayton.edu).

---

## Editors' Message: A New Platform for Pedagogical Practices and Perspectives

### Authors

Karen Velasquez, Matthew A. Witenstein, Christina Klimo, Katerina Tsouma, Patrick W. Thomas, and Maureen E. Schlangen

## Editors' Message

# A New Platform for Pedagogical Practices and Perspectives

---

*Karen Velasquez, University of Dayton*

*Matthew A. Witenstein, University of Dayton*

*Christina Klimo, University of Dayton*

*Katerina Tsouma, University of Dayton*

*Patrick Thomas, University of Dayton*

*Maureen Schlangen, University of Dayton*

At the heart of the University of Dayton's mission lies a commitment to learning, scholarship, and excellence in teaching, along with a dedication to sharing and implementing new knowledge across disciplines and among members of our diverse educational community. With these values in mind, *Research and Reflection on Learning and Teaching in Higher Education (RRLTHE)* is an exciting opportunity for colleagues at UD to join forces and form a community of scholars committed to promoting learning and teaching.

*RRLTHE* provides a free, accessible space where teaching professionals from many disciplines can critically evaluate and reflect on their teaching methods, share their achievements, and present research findings based on innovative educational practices. *RRLTHE* also fosters professional connections among dedicated educators and scholars. It highlights the development of inclusive teaching practices, enables the inter- and transdisciplinary exchange of knowledge, and permits the exploration of challenges faced by contemporary

educators. The journal provides an exceptional means of advancing teaching practices.

*RRLTHE* is also a valuable place for educators to reflect on their vocations and the ways teaching and learning connect to their purpose and identity. Through detailed narratives and research articles based on diverse pedagogical approaches, educators share transformative moments that occur in the learning environments they create with students. At its core, *RRLTHE* highlights the voices of educators who create and sustain authentic and meaningful connections with learners, campus colleagues, and community partners from varied backgrounds and life experiences. In doing so, the journal highlights the ways teaching and learning is a community experience. As an open-access digital journal, *RRLTHE* is available worldwide.

Publication about learning and teaching at the University of Dayton carries great institutional value for continuous quality improvement. Throughout UD's history, educational practices and curricula have changed and improved as new knowledge emerges in fields such as student learning, inclusive education, educational technology, online learning, community-engaged learning, learning assessment, and accommodation for learning differences. By sharing their research, observations, and experiences on these topics today, faculty, staff, and educational leaders serve UD in future decades: documentation of strategies and best practices over time that can inform new strategies to advance quality in teaching and learning.

Moreover, the timing for developing *RRLTHE* could not be more critical as teaching and learning practices have adapted for many, if not most, learners and educators through the COVID-19 pandemic. The pandemic caused profound trauma and loss in concert with the need to perform rapid adaptations to many of our personal and professional routines. This rings true for all higher education stakeholders at UD as well.

As our globe has generally entered the endemic phase, reflection on higher education learning and teaching dimensions is critical. While reflecting on learning and teaching during the pandemic is only one set

of topics and experiences to explore in *RRLTHE*, the journal has provided an opportune window into how educators and learners (which at times may be complementary terms) critically reflect on their work and experience and consider how they may continue or adapt going forward. *RRLTHE* provides a myriad of opportunities for UD educators and learners to share their critical reflections and prompt community members to interrogate and adapt their approaches and perspectives on teaching, praxis, and policy in higher education spaces.

