The Subject of Learning and Performance

The Learning and Performance Quarterly (LPQ) is an open, peer reviewed journal that invites scholars to share knowledge and research in the broad field of learning and performance. The journal accepts a wide variety of publications and will appeal to scholars who have interdisciplinary interests across a few different fields, including human resources, organizational management, performance improvement, learning technologies, training and development, instructional design, and spanning all fields of education.

The LPQ journal shares research and ideas from the Department of Learning Technologies at the University of North Texas (UNT) and reaches beyond to other research scholars and scholar-practitioners. In considering the definition for learning and performance, we will draw upon the UNT Department of Learning Technologies' mission to improve *learning and performance through innovation*.

Technology can be defined as the utilization of theory, systems, processes, and tools that advance society by improving skill sets, promoting global and local connectivity, and increasing the productivity and knowledge of a society (Wircenski & Allen, 1998). This definition allows "technology" to expand across theories and practices that impact instructional and learning styles, total quality management, and work-life balance options. This broad definition of technology takes into account innovations in learning, performance, and computing that allows society to move forward in a meaningful manner.

Learning Technology includes the use of a broad range of communication, information, and related technologies to support learning and teaching (Association of Learning Technology, 2006). The construct encompasses aspects of learning ranging from learning styles and teaching techniques to curriculum design, artificial intelligence, computer-assisted instruction, and human-computer interaction.

Learning is defined as the opportunity to gain knowledge, comprehension, or mastery through study. The field of learning crosses from K-12 and higher education institutions, into the area of technical/vocational trades, training and development, and distance learning. Learning provides the opportunity to share research, best practices and findings that occur in the face-to-face classroom or virtual environments. It is our hope that innovative and new ideas for learning reach this journal to help engage and enlighten others in the field.

Performance Technology a systematic process/methodology of linking business, educational, and governmental goals and strategies with workforce responsibilities for achieving goals (Addison, 2003, p.14; Van Tiem, Moseley & Dessinger, 2000).

Performance reviews the overall process to create value within an organization. Performance improvement and performance management standards allow for effective change to support problem solving and growth. It is the design, development and implementation of critical performance standards, and evaluations that help an organization move forward and innovate.

Editorial

Both learning and performance structures draw from similar resources and theoretical backgrounds to best inform programs, models and educational outlets.

As the founding journal editors, the process for developing and producing an open, access publication has been an adventure. This coming year will involve a great deal of learning and growth for our editorial team, reviewers, and authors who contribute to the journal. We are fortunate to have a solid group of experienced students, proven researchers, and published academics who are contributing to the first publication of the Learning and Performance Quarterly. The production of the first issue has demonstrated collaboration and effective knowledge sharing across the globe and academic disciplines. It will be our goal to publish future issues with research articles, theoretical frameworks papers, insights and opinion pieces, and current book reviews in the LPQ journal space.

This journal extends the goals of the Center for Knowledge Solutions at the University of North Texas to:

- Foster a consensus that knowledge solutions are developed through learning and performance innovation;
- Create interdisciplinary partnerships between scholars, scholar practitioners, and practitioners;
- Nurture future scholars and scholar practitioners;
- Serve as an incubator for learning and performance innovation;
- Decrease the gap between theory and practice;
- Increase exchange of knowledge between education and business;
- Develop knowledge solutions platforms to increase learning and performance; and
- Serve as curators of knowledge solutions for organizational systems.

These goals have allowed a group of students and faculty to achieve a seldom witnessed accomplishment: A student-led, open access, and refereed journal that strives to be a voice in the fields of learning and performance. We hope you enjoy the inaugural issue of the LPQ journal. We look forward to accepting your future submissions and watching this publishing outlet flourish over the course of the year.

Sincerely,

Laura Pasquini,
Founding Student Editor

Dr. Jeff M. Allen,
Founding Editor

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