

Transitions, Change, and the Power of Collaboration

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Technological change, to paraphrase Neil Postman, is not additive but ecological. We thank author Christine Boyko-Head for reminding us of this as we wrestle with a new online format. Here at Transformative Dialogues we are deep in our own technology change as we transition from html and cascading styles sheet to open source journal software. This has been both exciting and challenging. It is a profound ecological change that has impacted all parts of the journal production process. That said, we are embracing this as the next wave of publishing in an open source environment and working to increase our collaboration in positive ways. Our ongoing commitment to being an avenue for educational dialogues remains unwavering even as we dance through this new process. All this is to explain why this issue is a bit late in being released.

We start with a book review by Kirk S. Robinson, (University of Miami) on *Faculty Development in the Age of Evidence: Current Practices, Future Imperatives* (2016) which discusses the book's strengths and practical aspect.

Geneviève Maheux-Pelletier and Lisa Endersby (York University) take us on their reflective and active journey in *Reflection in Transit: Navigating a Model for Experiential Learning*. Which leads nicely into Christine Boyko-Head writing about her journey into synthesizing key elements of collaborative learning, flexible curriculum design and multi-literacies to develop a reciprocal learning practice that is learner-centric and emphasizes 21st Century technology skills. *Student Perceptions of Service-Learning Efficacy in a Hybrid Online Undergraduate Writing Class* by Thomasena Shaw (Bridgewater State University) is a study that also looks at the impacts of technology on learning and application.

There is more collaboration evidenced in *An Innovative Collaboration between an MD & PhD to Conduct SoTL Research* by Tasha R. Wyatt, Dena Henry, and Thad Wilkins (Medical College of Georgia, Augusta University) where the research gives insights into resident peer communications in medical education. Continuing to look at health care, authors and co-researchers, Donald C. Cole, Margot W. Parkes, Johanne Saint-Charles, Maya Gislason, Kaileah McKellar, and Jena Webb give us *Evolution of Capacity Strengthening: insights from the Canadian Community of Practice in Ecosystem Approaches to Health* with a dynamic article on what happens when a Community of Practice focuses on capacity strengthening across higher education institutions.

Student-Centered Pedagogy: Using Moses' Five-Step Approach as a Scaffolding Framework to Teach Diverse Learners by the team of Ruth Ahn (California State Polytechnic University), Dr. Ji Yeong I (Iowa State University), along with Justin White, Liane Monroy, Nicole Tronske (California State Polytechnic University, Pomona) combines the efforts of teacher educators and preservice teachers to reflect on the critical role played by scaffolding pedagogical framework.

In *Assessing the Impact of a Faculty Book Club on Self-Reflection and Teaching Practice* by Anneris Coria-Navi, Scott Moncrieff (Andrews University) elaborate on the positive results that Faculty Book Clubs have on both self-reflection about teaching and actual teaching practice.

We wrap up this issue with Vicki Jingjing Zhang's (University of Toronto) piece on *The Multiple Forces Behind Chinese Students' Self-segregation and How We May Counter Them* With the many good ideas that make higher education more inclusive.

It is evident that together we achieve more through our reflective practices and collaborative efforts both with and sometimes, despite the technology.