

2020

Editor's Note: Volume 1, Issue 2

Boyd L. Bradbury

Minnesota State University Moorhead, bradbury@mnstate.edu

Follow this and additional works at: <https://red.mnstate.edu/ijgll>



Part of the [Curriculum and Instruction Commons](#), [Educational Leadership Commons](#), [Higher Education Commons](#), [Leadership Studies Commons](#), and the [Online and Distance Education Commons](#)

ISSN: 2692-3394

Recommended Citation

Bradbury, B. L. (2020). Editor's Note: Volume 1, Issue 2. *The Interactive Journal of Global Leadership and Learning*, 1(2).

<https://red.mnstate.edu/ijgll/vol1/iss2/1>

This From the Editor-In-Chief is brought to you for free and open access by RED: a Repository of Digital Collections, the repository of Minnesota State University Moorhead.

Editor's Note: Volume 1, Issue 2



The Interactive Journal of Global Leadership and Learning (IJGLL)
Volume 1, Issue 2
Fall 2020

Dear Reader,

On behalf of our managing editor, associate editors, review board, and editorial board members, I welcome you to Volume 1 Issue 2 of the Interactive Journal of Global Leadership and Learning (IJGLL). This issue is dedicated in large part to matters of education within the COVID-19 era. There is little doubt that COVID-19 has left an indelible mark on all aspects of society, including education.

In this issue, you will find articles that include: a phenomenological study of special education teachers' perceptions and experiences as they transitioned to distance learning during the COVID-19 pandemic; an exploratory study that examined the impact that the COVID-19 pandemic had on Minnesota teachers; and a white paper focused on COVID-19 trauma and educational resilience in a post-COVID-19 era. In addition, three articles focus on areas of education outside of the COVID-19 impact area; those are, a quantitative study assessing the implementation of a freshman academy on multiple educational outcomes for students including academic, behavioral and emotional indicators, a quantitative study that reviews the predictive ability of perception survey results on teacher candidates' scores on a preparation requirement (edTPA), and exploratory research that strives to determine the relationship between organizational healthcare leaders' competency levels and healthcare administration curriculum.

We trust that you will find useful the articles in this issue. We wish you a safe, peaceful, and enjoyable holiday season and a prosperous 2021.

Sincerely,

Boyd L. Bradbury, Ph.D.
Editor-in-Chief