

Dear Contributors, Reviewers, and Readers:

As you will note from the delayed publication of the Spring 2022 issue of the *Journal of Effective Teaching in Higher Education (JETHE)*, the ongoing effects of COVID-19 continue to delay the review and publication process for scholarly journals like ours. Despite the delays, we are grateful for the work completed by our authors and reviewers and believe that the six articles included in this issue reflect our commitment to high quality scholarship of teaching and learning (SOTL) across a range of disciplines.

Volume 5, issue 1 of *JETHE* includes six articles on various topics related to teaching and learning in higher education from scholars in the US and Canada. Multiple articles explore the use of specific teaching techniques and their respective effects on students' experiences and learning outcomes. In the first two articles, Dandotkar and colleagues discuss the influence of reflective writing on students' epistemic beliefs in Psychology courses while Torres et al. examine the relationship between knowledge retention and the use of crossword puzzles as a teaching tool in a graduate-level Nursing course. Next, Dorland discusses her examination of the use of design thinking in an interdisciplinary undergraduate course in the article "That's a Good Question: Using Design Thinking to Foster Question Formulation Skill Development." The current issue also includes an article by Anderson and colleagues that explored the use of a jigsaw teaching technique across multiple semesters of a diversity course for Human Development and Family Science majors. These four articles provide insights on the benefits and challenges of utilizing these innovative teaching techniques across disciplines.

The two additional articles in volume 5.1 focus on cyberbullying in online education and the importance of reading in the college classroom, respectively. Cox and Raditch utilized document and policy analysis in their article titled "Teaching Online and Cyberbullying: Exploring Cyberbullying Policies." In the final article, Hollander and colleagues engaged in a mixed methods study to examine "The Importance of College Reading: Professors' and Students' Views." As always, all articles include implications for the practice of teaching across disciplines—an important contribution that is emphasized in *JETHE*.

We are honored to present the work of the authors included in the current issue. We hope to see our audience engage with these articles and want to thank you all for your continued interest in and support of our efforts at

JETHE. We are currently accepting submissions for our Fall 2022 and future issues and invite you to contribute your own work to the journal. To submit an article and/or download full-text copies of current and past issues please visit <http://jethe.org>.

Finally, we would like to invite you to become a reviewer for *JETHE*. If you are interested in reviewing for our journal, please send an email to the editors at jethe@uncw.edu indicating the subjects related to SoTL in higher education that most interest you and about which you have expertise. Please also attach your CV to that email.

Thank you for your continued support of *JETHE*!

James DeVita and Colleen Reilly
Coeditors, *JETHE*