



Editor's Note to Volume 7 of the *Journal of Communication Pedagogy*

Sharing is Caring

Renee Kaufmann 

First, I want to thank my editorial board, ad hoc reviewers, consulting editors, editorial assistant, and the Journal's out-going editor Deanna Sellnow. This Volume would not be possible without them. Their time, support, feedback, and expertise have helped shape this current Volume. I am forever grateful for the people that I am surrounded by and can say that a role like this takes a strong and supportive community. I believe this embodies what I see in our association—people who care and work together to help build stronger communication practices and pedagogy. It is why I love CSCA so much.

When I was asked to serve as the editor of the *Journal of Communication Pedagogy*, I was honored. For those who do not know me, I started my journey as an educator in the middle school classroom. From that pivotal experience, I learned how important it is to share best practices and reflect on those teaching experiences with others. Once I was in graduate school, I learned the value of empirical research and how difficult, at times, it is to access. These experiences highlighted that educators need this research; they want to be effective in the classroom, but at times, lack the resources to do it. *What good does this do?* It is through this journal that we serve our members and our communities with exemplary instructional communication and communication pedagogy work. This Volume provides informed pedagogical implications, best practices, and reflections on how we can be effective communication educators in a range of learning spaces with a variety of learners.

In my first Volume as Editor, I present nine original research studies, a best practices essay, and a reflective essay. Each piece offers thoughtful points for us to ponder and tangible considerations for us to employ with our students and beyond.

Specifically, in this Volume, authors present data and tools for us to engage our students who are experiencing classroom disengagement and disconnection post-COVID. Of those suggestions, rationale for incorporating a flipped classroom approach to strategically immerse students is provided (G. Yilmaz) along with a guide for the intentional use of enrichment journals to broaden students' interpersonal course experience (A. H. Becker) and suggestions for the use of photovoice as a tool for self-expression (D. Priddis and H. L. Hundley). Additionally, authors in this Volume present ways for us to best communicate with and instruct our students as well as areas where communication training is needed. For example, the need for training students on professional short messaging and evidence for how our work with communication education is valuable in providing our students with their best selves for the workplace (S. Frei, A. M. Alford, and A. B. Smith). In the online space, several strategies are shared on how instructors can be perceived as confirming to their students (A. Jones-Bodie, L. B. Anderson, and J. Hall) and considerations for student camera usage and its implications (Z. D. Johnson and K. Knoster). Moreover, for those of us who work with student veterans, a tested instructional communication training is provided (T. Kauer and M. Houser). Suggestions are also provided for general web accessibility of communication information for those with disabilities and limited English proficiency (A. M. Mason, E. A. Spencer, M. C. Westhoff, K. M. Livingston, and J. Compton). And finally, authors offer implications for student retention based on the format of basic communication course delivery (D. E. Schneider and J. D. McCullough).

Lastly, in this Volume, we have a best practices essay that offers ways in which we may think about language and how to create and implement Communication Action Statements (V. McDermott and A. R. May) as well as a reflective essay that calls for the development of an ethic of empathy in our communication classes (D. H. Kahl Jr.).

In conclusion, I hope you find this Volume as thoughtful and informative as I have. I also hope you consider submitting your work in the future to the *Journal of Communication Pedagogy* because sharing these findings, experiences, and resources truly is an act of care.
