

Welcome to the seventh issue and our fourth year of publication of the *Journal of Military Learning* (JML), the Army University's professional educational journal. As the editor in chief of the JML, I am honored by the incredible professionalism and dedication that our authors, editors, and reviewers have demonstrated in bringing this issue to you. Just as Army University continues to strive for academic excellence, we strive to achieve the highest educational writing standards; our goal as a peer-reviewed, semiannual publication is to improve education and training for the U.S. Army and to enhance the Army's professional military education (PME) system and the overall profession of arms.

The JML brings current adult-learning discussions and current educational research from the field for the development of our current and future leaders, PME faculty, and all levels of Army staffs. Accordingly, the peer-reviewed articles in this edition include metacognition and the military learner, humanitarian assistance and disaster relief competencies and training, and learning challenges faced by transitioning military. Our articles of interest include discussions on the evidence-based approach to learning, modernizing learning, and the importance of teaching followership.

I encourage soldiers, instructors, researchers, and military professors, both uniformed



Col. Paul E. Berg, PhD, U.S. Army
Journal of Military Learning
Editor in Chief

and civilian, to continue to submit articles to this educational journal. Only through critical thinking and challenging our education paradigms can we as a learning organization fully reexamine and assess opportunities to improve our military education.

A detailed call for papers and the submission guidelines can be found at <https://www.armyupress.army.mil/Journals/Journal-of-Military-Learning>. ☞