
Preface

For over a decade, between 1994 and 2009, Christine Johnston along with teachers and administrators at 19 national and international sites—including faculty at the University of Malta; Queens University, Belfast; St. Johns York University, UK; University of Tarragona, Spain; Hofstra and Adelphi Universities, NY, and the University of South Florida—worked with and assessed the Learning Connections Inventory (LCI): the instrument used to launch the Let Me Learn (LML) Process. Gathering results from more than 15,000 6- through 18-year-old students (including regular education, special education, dispraxic/neurologically impaired students, and Westinghouse National Science Scholars) and 7,000 adult professionals, researchers from these institutions have directed a research agenda that has established the validity and reliability of the LCI and the LML process in K–16 faculty and staff development and corporate human resource training (Borg & Calleja, 2006; Buchanan, 2005; Calleja, 1998; Campbell, 2005; C. Johnston, 2005, 2006; Kottkamp & Silverberg, 2006; Marcellino, 2001; McSweeney, 2005; Osterman & Kottkamp, 2004; Silverberg, 2002). *The Learning Combinations Inventory Manual* (C. Johnston & Dainton, 1997, 2004) contains the original studies of validity and reliability (Addy, 1996; Borg, 1996; Hayes, 1996; C. Johnston, 1996; J. Johnston, 1996; Mifsud, 1996).

The book came about as the natural coalescing of Chris, Bob, and Bonnie’s related research agendas on learning. Chris and Bob have worked together from 1982 until present beginning with Bob chairing her dissertation on professional communication. In a reversed teacher/student role set, Bob became Chris’s trusted colleague as LML concepts and tools were developed and tested in varied contexts: the Republic of Malta’s education system; a California community college; a small DuPont plant in Rochester, NY; accelerated LML professional

development courses, and national conferences. Bob has served on LML's advisory board since its inception.

Bonnie Dawkins began her educational leadership doctoral education in 2000 at Hofstra University where Bob introduced her to LML research resulting in Bonnie asking him to chair her dissertation. Bonnie chose to study implementing LML in her classroom. The segue, from research dissertation to educator friendly book and from hierarchical to collegial interaction among the authors, resulted in *Intentional Teaching* and a great deal of fun in the process.