Editorial

In this second issue of the Higher Learning Research Communications (HLRC) journal we are pleased to continue in our commitment to innovation in teaching and learning. Thought leadership and research of scholars from Spain, Chile, and the United States on such topics as ranking systems, the web and social media to promote powerful learning communal opportunities, action research project on key skill development, and reflections on the value of liberal education contribute to such discourse.

Despite the often controversial nature of higher education institutional classifications or rankings, such systems continue to emerge globally. Aguillo examines a multiplicity of ranking systems with a particular focus on Web Ranking with both its concomitant challenges and opportunities in its application.

Further demonstrating the power of web and social media as forces for enhancing higher education, Coronel and Mathai describe the global participation of students and faculty in localized and virtual contexts in the World Business Forum produced by HSM Global. Over 50,000 viewers across 19 countries participated in the event which was broadcast in English and Spanish.

In accord with the Bologna declaration, academic programme objectives and outcomes need to include professional skills expectations. In the third article in this issue, Fernández-Santander, García-García, Sáez-Pizarro and Terrón-López offer an action research project to determine, develop, and assess key employability skills. The approach provides not only a glossary of competency terms and assessment rubrics; it also serves as a potential model for other institutions to follow that is inclusive of key stakeholder input.

Shifting focus from the importance of professional skills, Eastwood offers a cogent argument on the value that components of a liberal or general education bring to how students navigate and understand the world.

Consistent with the spirit and intent of HLRC, individually and collectively the work of these authors gives us reason to reflect, to challenge commonly held paradigms, and even to act to create and sustain meaningful learning environments for students.

The Editors
Editors-in-Chief
Andrés Bernasconi, Universidad Andrés Bello, Chile
Denise Dezolt, Walden University, United States
Juan Salcedo, Universidad Europea de Madrid, Spain

Executive Editor
Carmen M. Méndez, Laureate Education, USA

Senior Consulting Editors
Drummond Bone, United Kingdom
Richard Riley, United States
Joseph Duffey, United States
David Wilson, United States
Manuel Krauskopf, Chile

Editorial Advisory Board
Agueda Benito, Universidad Europea de Madrid, Spain
Halil Guven, Istanbul Bilgi University, Turkey
Ana Fanelli, CEDES, Buenos Aires, Argentina
Iris M. Yob, Walden University, USA
Carlos Enrique González, Universidad del Valle de México
Jamíl Salmi, World Bank, USA
Claudia Uribe, Inter-American Development Bank, Washington, DC
José Joaquín Brunner, Universidad Diego Portales, Chile
Craig Marsh, Laureate Education, Netherlands
Leopoldo de Meis, UFRJ, Brazil
Daniel Levy, University at Albany - SUNY, USA
Manuel Campuzano, Universidad Tecnológica de México
David López, The National Hispanic University, USA
Ned Strong, Harvard University, USA
David Post, Pennsylvania State University, USA
Orhan Erdem, Istanbul Bilgi University, Turkey
Despina Varnava-Marouchou, European University Cyprus
Rogerio Meneghini, Scielo/Bireme/PAHO, Brazil
Dominic Szambowski, Blue Mountain Hotel Schools, Australia
Simón Cueva, Universidad de Las Américas, Ecuador
Germán Ramírez, Laureate Education, USA
Simon Schwartzman, IETS, Brazil
Graciela Risco, Universidad Peruana de Ciencias Aplicadas, Perú
Susan Saxton, Laureate Education, USA

Higher Learning Research Communications (HLRC, ISSN: 2157-6254) is published collaboratively by Walden University (USA), Universidad Andrés Bello (Chile), Universidad Europea de Madrid (Spain) and Istanbul Bilgi University (Turkey). Written communication to HLRC should be addressed to the office of the Executive Editor at Laureate Education, Inc. 701 Brickell Ave Ste 1700, Miami, FL 33131, USA. HLRC is designed for open access and online distribution through www.hlrcjournal.com.

The views and statements expressed in this journal do not necessarily reflect the views of Laureate Education, Inc. or any of its affiliates (collectively “Laureate”). Laureate does not warrant the accuracy, reliability, currency or completeness of those views or statements and does not accept any legal liability arising from any reliance on the views, statements and subject matter of the journal.