



Editorial

Dear Readers,

Welcome to Volume 15, Issue 3 of the *Journal of STEM Education: Innovations and Research*. With the semester's end come many changes in the world of education and our journal is no exception. This issue marks the departure of my dedicated editorial assistant, Anna Hewlett, who has obtained her master's degree and is moving on to pursue a career in communication. We all wish her the best of luck in the future. In her place, I would like to welcome Virginia Spears, a graduate student in the Technical and Professional Communication program here at Auburn University. I expect her to be a great asset to the journal.

Despite these editorial staff changes, our authors' excellent research continues, as readers will find evidenced in this issue's five interesting articles that describe several new approaches to improving students' learning and career preparation. To begin the issue, in "Gaa-Noodin-oke (Alternative Energy/Wind Power): A Curriculum Implementation on the White Earth Reservation," authors S. Selcen Guzey of Purdue University, James Nyachwaya of North Dakota State University, Tamara J. Moore of Purdue University, and Gillian H. Roehrig of the University of Minnesota share the results of a study engaging American Indian students in wind energy concepts.

In "Impact of Engineering Ambassador Programs on Student Development," authors Thalia Anagnos, Alicia Lyman-Holt, Claudia Marin-Artieda, and Ellen Momsen discuss the positive impact of participation in engineering ambassador programs.

James D. Lehman, WooRi Kim, and Constance Harris of Purdue University discuss elementary teaching techniques in "Collaborations in a Community of Practice Working to Integrate Engineering Design in Elementary Science Education." They describe the importance of collaboration among effective communities of practice.

In "Narrowing the Gender Gap: Enduring Changes in Middle School Students' Attitude Toward Math, Science, and Technology," authors Gilbert Naizer, Melissa J. Hawthorne, and Tracy B. Henley explore increasing confidence, interest, and retention of knowledge for both males and female students in rural communities.

Finally, authors Ruba Alkhasawneh and Rosalyn Hobson Hargraves describe their study on low enrollment and retention rates among majority students and underrepresented minority students in "Developing a Hybrid Model to Predict Student First Year Retention in STEM Disciplines Using Machine Learning Techniques."

As we close the fall semester, I hope all of our readers can look upon the last semester and see true accomplishments and learning among their students and use suggestions from our authors in the future semesters. As always, we welcome comments, questions and suggestions related to the journal sent by email to jstemed@gmail.com, and from all of us here at the journal, we wish all of our readers a joyous holiday season and a very happy new year!

Regards,

P.K. Raju

Editor-in-Chief