

Editorial

Dear Readers,

Welcome to Volume 16, Issue 2 of the *Journal of STEM Education: Innovations and Research*. As the summer continues, we have much new research to share with our readers. In this issue we are pleased to feature our authors' excellent research in six interesting articles that describe several innovative approaches to improving students' learning through hands-on experiences and exposure to real-world case studies.

To begin the issue, in "Aligning Technology Education Teaching with Brain Development," author Petros Katsioloudis of Old Dominion University analyzes the implications of brain development and growth on technology education by considering Epstein's brain growth theory and Piaget's stages of intellectual development.

Our second article is "Increasing Retention in STEM: Results from a STEM Talent Expansion Program at the University of Memphis." Authors Alistair Windsor, Rachel Best, Donald Franceschetti, John Haddock, Stephanie Ivey, all of the University of Memphis, David Russomanno of Indiana University-Purdue University Indianapolis, and Anna Bargagliotti of Loyola Marymount University, explore the successes of a students participating in a STEM retention and expansion program at the University of Memphis.

In our third article, authors Tonny J. Oyana of University of Tennessee, Jennifer Ann Haegele of Southern Illinois University Carbondale, Sonia Garcia of Texas A&M University, Timothy Hawthorne of Georgia State University, Joe Morgan of Jacksonville State University, and Nekya Young of Tennessee State University give an intriguing look into a place-based approach to retention of underrepresented students in STEM in their article "Nurturing Diversity in STEM Fields through Geography: the Past, the Present, and the Future."

Another interesting article, "Professionalizing the Role of Peer Leaders in STEM" by Bethany Bowling, Maureen Doyle and Jennifer Taylor of Northern Kentucky University and Alison Antes of Washington University relays the exciting impact of a STEM ambassador program for students approaching the professional world.

Next, Maria Kalevitch, Cheryl Maurer, Paul Badger, Greg Holdan and Arif Sirinterlikci, all of Robert Morris University, continue their research on an NSF grant that awards scholarship funds to at-risk STEM students in her article "Building a Community of Scholars: One University's Story of Students Engaged in Learning Science, Mathematics, and Engineering Through a NSF S-STEM Grant – Part II."

In our last article of the issue, entitled "Enhancing the Connection to Undergraduate Engineering Students: A Hands-on and Team-Based Approach to Fluid Mechanics," authors Tie Wei and Julie Ford of New Mexico Institute of Mining and Technology detail the exciting results of an innovative teaching method in a fluid mechanics class.

We sincerely hope you enjoy our authors' work in this edition of JSTEM, and we look forward to sharing more research and innovations in the upcoming issues. As always, we welcome comments, questions, and suggestions related to the journal. Please email your suggestions and comments to jstemed@gmail.com. From all of us here at the journal, we wish you a relaxing end to your summer!

Regards,

P.K. Raju

Editor-in-Chief