

Editorial

Dear Readers,

We would like to welcome you to our newest edition Volume 18, Issue 4. In this edition, authors will focus on improving learning methods and STEM involvement through various methods ranging from high school summer camps, to classroom adjustments, to increased enthusiasm.

To begin this edition, authors Alpaslan Sahin, Kadir Almus, and Victor Willson performed a study on the efficiency of charter schools versus public schools utilizing various test scores. The results of their study are discussed in their article, "Comparisons of State Test Performances of Public and A Charter School System in Old and New Testing in Texas."

Next, authors Dwight Krehbiel and Jon K. Piper focus on improving student enthusiasm through discovery using a one-week summer research camp for high school students. They discuss this in their article, "Recruiting STEM Students with Brief Summer Research Experiences: An Opportunity for Colleges and Their Alumni."

Similarly, authors Harsha Kittur, Lucas Shaw, and William Herrera performed a study entitled, "A new model for a multi-disciplinary engineering summer research program for high school seniors: program overview, effectiveness, and outcomes." This program encouraged high school student participation in an eight-week summer program that emphasized learning through teaching.

In our next article, authors Amber M. Henslee and Brandi A. Klein focused their study on increased learning through reduced math anxiety in, "Using Brief Guided Imagery to Reduce Math Anxiety and Improve Math Performance: A Pilot Study."

Continuing, Hyunkyung Kwon theorized and analyzed the usefulness of technology in the classroom. Her theory was tested in a summer camp setting, which can be reviewed in her study, "Effects of 3D Printing and Design Software on Students' Overall Performance."

Next, Daniel P. Kelly and Cameron D. Denson studied the effectiveness of flipped classrooms in grades Kindergarten to 12th. Teachers' responses can be read in their article, "STEM Teacher Efficacy in Flipped Classrooms."

Finally, authors Loraine Lowder, Mir Atiqullah, Donna Colebeck, Sandip Das, Daniel Ferreira, M. A. Karim, Adeel Khalid, Rajnish Singh, and Tristan Utschig sought to pair up various professors for the purpose of improving their educating skills. The results of this can be reviewed in, "Peer Observation: Improvement of Teaching Effectiveness through Class Participation at a Polytechnic University."

In closing, I invite you to share any comments via email at jstemed@gmail.com. In addition, if you would like to consider our journal for publishing your research, feel free to submit manuscripts at jstem.org. We hope you enjoy this edition!

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