

Editorial

Dear Readers,

We would like to extend a warm welcome to our May edition Volume 21, Issue 1. I hope our readers are having a happy and healthy 2020. Due to the COVID-19 pandemic, the new publication fee schedule is temporarily suspended. We at the editorial office apologize for some delays in our communication with our authors and reviewers caused by the pandemic. We profusely thank you for all your patience in working with us.

To begin the new issue, authors Dean Spaulding, Jelane Kennedy, Amanda Rózsavölgyi and Wilfredo Colón discuss the effect of STEM persistence on peer mentors and how they perceive their experiences. More can be found in their article, "Differences in Outcomes by Gender for Peer Mentors Participating in a STEM Persistence Program for First-Year Students."

In the next article, "Corporate Internships, Undergraduate Research, and Finances: Successful African American Engineers' Consideration of Immediate Workforce Entry or Graduate School," author Christopher Newman writes about how students' experiences with internships, research and their financial status effected their decision between immediate workforce entry or graduate school.

In the following article, authors Jasmine Sami, Krystin Sinclair, Zachary Stein and Larry Medsker talk about high school students' learning outcomes from the two-week Data Science Program at George Washington University. Results can be found in their article, "Data Science Outreach Educational Program for High School Students Focused in Agriculture."

The article "Factors Influencing Cooperative and Competitive Decisions in STEM Courses," authors Martiqua Post, Katherine Bates and Lauren Scharff investigate factors influencing students' cooperative versus competitive responses in a classroom.

Next, authors Mohammad Iqbal and Maureen Clayton discuss the effects of a field-based course on the environmental aspects of natural water, a program developed as part of an undergraduate STEM initiative, on students learning outcomes. To read more, visit their article, "Designing an Interdisciplinary Field and Lab Methods Course in Hydrology to Integrate STEM into Undergraduate Water Curriculum."

Authors Sharon Bowers, Thomas Williams Jr. and Jeremy Ernst investigate a study about the characteristics of STEM educators while exploring the nature of STEM students. The results can be found in the article "Profile of an Elementary STEM Educator."

The following article "Engineering Design Innovation through C-K Theory Based Templates," authors Ramana Pidaparti, Prabakaran Graceraj, Jacquelyn Nagel and Christopher Rose evaluate the benefits of using C-K theory and their application to design innovation.

Next, author Bryanne Peterson examines the impacts of design-based learning and scientific inquiry curriculum treatments on the career interests of fifth-grade students compared to an average classroom. The results of this study can be found in the article "Building STEM Career Interest Through Curriculum Treatments."

To conclude this publication, the article "Developing Workforce Skills in K-12 Classrooms: How Teacher Externships Increase Awareness of the Critical Role of Effective Communication" discusses the effect of participating in a teacher externship program on awareness of effective communication in the industry. Authors Bradley Bowen and Teresa Shume share their results.

We would like to thank our editorial assistant Amy Clark, assistant editor Eliza Banu, webmaster Paramjit Kahai, and format editor Wally Ridgway for their outstanding help throughout the year.

If you have any comments or questions, please send them to jstemed@gmail.com. If you are interested in publishing your own research, please visit our website jstem.org for instructions.

We hope everyone continues to stay safe and healthy.

Thank you,

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