

Editorial

Dear new and returning readers,

Welcome to Volume 23, Issue 3 of *The Journal of STEM Education: Innovations and Research*. We at JSTEM hope you enjoy this issue and the outstanding contributions from our authors.

The first article, "Elementary Teacher Self-Efficacy with Design-Based Learning in Virtual and Blended Educational Settings," by Sain and Bowen, explores the effect of the COVID-19 pandemic on teacher self-efficacy with delivering design-based learning to students in online and blended educational settings.

The second article is "REU-INFEWS program: Results from Innovations at the Nexus of Food, Energy and Water Security Program," by Pitre, MIsna and MIsna. This paper presents three years of data and success from a 10-week summer Research Experience for Undergraduates (REU) program hosted by Mississippi State University's Department of Chemistry from 2017-2021.

The next article, "Exploring Direct and Corequisite Mathematics Placement At a 4-Year State University," by Guerrero et al., contributes to the understanding of the impact of development reform efforts by investigating direct placement options for randomly selected students placed in the lowest development course at a 4-year state university.

The fourth article is "Effectiveness of An Innovative Application of Learning Technology in College Genetics," by Arif, Williams, and Chaudhury. This study examines student performance on a final examination after using a peer instruction strategy with clickers in a post-exam review on earlier exams.

The next article, "How Engineering Education Guilds are Expanding our Understanding of Propagation in Engineering Education," by Mallouk et al., articulates how the approaches of engineering education guilds align with existing literature and identifies how these approaches can advance the STEM education community's discussion of propagation practices through the use of an instrument (DSAAI).

The final article is "A Qualitative Evaluation of the Missouri State University S-STEM Program Highlighting the Importance of Taking an Intersectional Approach in Program Evaluations," by Templer Rodrigues and Pierson. This study makes a case for taking an intersectional approach when evaluating programs to support students in STEM and discusses the benefits and challenges of adopting intersectional approaches in program evaluations.

We would like to extend our utmost appreciation to several staff members for their continued dedication to the journal. The work of Format Editor Wally Ridgway, Associate Editor Eliza Banu, Managing Editor Murty Raju, and Editorial Assistants Anna Mathis and Anastasia Johnston is critical to the journal's success.

If you are interested in publishing your own research in our journal, please visit jstem.org for submission instructions. Please contact jstemed@gmail.com with any comments or questions, and our editorial staff would be happy to assist you.

Thank you,
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