

Editorial

Dear new and returning readers,

Welcome to Volume 24, Issue 3 of *The Journal of STEM Education: Innovations and Research*. We at JSTEM hope you enjoy this issue and the wonderful contributions from our authors.

The first article, "Measuring the Recurrence of Thematic Lexical Units Focused on "Working in Teams" in Student Reflective-Essays from a Practice-Based Undergraduate Course in Mechanical Engineering," by Narendranath et al., demonstrates an automated, quantitative assessment process to assess the presence of a specific thematic element in reflective essays.

The second article, "Examining the Impact of a Field Trip in Nature on Students' Environmental Perceptions and Feelings of Empowerment: A Case Study from the Acmes STEM Summer Camp," by Prasad et al., examines how exposure to nature contributes to adolescents' environmental perceptions and feelings of empowerment.

The third article, "Engineering Student and Faculty Perspectives on Undergraduate Research Experiences," by John Reise, illustrates that students and faculty have different perceptions of the benefits of participating in a URE and how, with this knowledge, faculty could improve UREs for students by emphasizing the development of skills for work in industry.

The fourth article, "Reflections from the First Year of a National Science Foundation Research Experience for Teachers in Civil Engineering," by Ajmera and Crary, summarizes the successes of the RET program and provides several concrete recommendations for future programs, specifically how the recruiting of both teachers and faculty could be more effective.

The fifth article, "Scientific Practices in the Context of STEM Education: A Case Study in Primary Education," by Mandrikas et al., details the results of a STEM educational program that was implemented in a primary rural school in Greece as part of a National Research Project.

The final article, "A Case for Culture & the Arts in Engineering Curriculum as a Response to Advanced Artificial Intelligence," an invited paper by Michael Zabala and Taylor Oldfather, contends that cultural and artistic enhancement of engineering education is the best response to AI that threatens the role of the traditional engineer. They propose three methods for incorporating culture and the arts into engineering curriculum.

We would like to extend our appreciation to several staff members for their dedication to the journal. These include Format Editor Wally Ridgway, Associate Editor Eliza Banu, Managing Editor Murty Raju, and Editorial Assistants Anastasia Johnston and Brandon DeLoach.

If you are interested in publishing your own research in our journal, please visit jstem.org for submission instructions. Please contact jstemed@mail.com with any comments or questions, and our editorial staff would be happy to assist you. Thank you for reading, and we at JSTEM wish you a happy and healthy holiday season!

Thank you,

Dr. P.K. Raju

Editor-in-Chief

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