

Editorial

Dear new and returning readers,

Welcome to Volume 25, Issue 1 of *The Journal of STEM Education: Innovations and Research*. We at JSTEM hope you enjoy this issue and the amazing contributions from our authors.

The first article, "Making the Case for Elementary Biomedical Education in Rural Communities," by Obery and Queen, measures the impact of an elementary biomedical intervention and shows an increase in career aspirations and self-efficacy while maintaining high levels of student interest.

The second article, "How KEEN Encourages the Adoption of Educational Innovations Focused on Entrepreneurial Mindset into Engineering Classrooms," by Ritz et al., characterizes the research-to-practice translation of the Kern Entrepreneurial Engineering Network. Through semi-structured interviews authors were able to examine faculty members' approaches to adoption and how they correlated with KEEN's dissemination approaches.

In their article, "Exploration of Critical Thinking Attributes in an Innovating Undergraduate STEM Program," Martinez Oquendo et al. qualitatively investigate attributes of critical thinking to gain a deeper understanding of how these attributes manifest themselves in undergraduate STEM scholars' problem-solving and decision-making.

The fourth article, "Pursuing Retention and Success of Rural and Diverse STEM Students: A Qualitative Investigation of a Program Ecosystem and Undergraduate Participants," by Jones and Emenike, is a qualitative study that reveals the importance of community and mentoring in supporting student persistence and success.

In "Mathematics as a Common Language in Science: A Scholarship Program for Students in Science, Technology, Engineering and Mathematics at Mississippi State University," Herring et al. investigate the impact of elements of a scholarship support program on the academic success of students.

The sixth article, "Microscopic Technique as a STEM Initiative Promotes Environmental Stewardship at a Community Sailing Program," by du Moulin et al., demonstrates the feasibility of developing sophisticated STEM programming founded upon principles of the scientific method for important environmental initiatives in the unique setting of a community sailing program.

This edition's **invited** article, "Chemistry by Design: A 4-Week In-Person and Virtual Activity to Teach Chemistry Through Human-Centered Design," is an **instructional tool brief** by Shehab and Bergandine. It presents an in-person and online version of a 4-week activity to teach chemistry through Human-Centered Design for high school students.

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

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 for reading!

Thank you,

Dr. PK. Raju

Editor-in-Chief

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