

# Editorial

Dear new and returning readers,

Welcome to Volume 25, Issue 2 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 is “Enhancing Students’ Conceptual Understanding with Engineered Course Material Delivery” by Viswanathan et al., which describes the application of a brain-based instructional approach in an engineering classroom and demonstrates its effectiveness in teaching complicated engineering concepts.

The next article is “STEM Persistence Among Women, Non-Binary, and Students of Color: A Longitudinal Study of the Impact of a Residential Science-Oriented Summer Bridge Program” by Helen Walter and Elisabeth Wade. This article explores the impact of a residential bridge program on STEM persistence for students of color, women, and nonbinary individuals in STEM.

“How the Introduction of Content Relates to Performance in a Middle School Modeling and Simulation Environment” is the third article in this issue by Bowen and Peterson. It proposes a way to measure the performance outcomes of students introduced to content in different formats to determine how the introduction of knowledge impacts their performance within a virtual simulation.

In “Virtual Engagement in a Hybrid Community of Practice: A Descriptive Study on the Training and Integration of New Members into the Genomics Education Partnership during COVID-19” the authors, Gehrke et al., examine the experiences of virtually trained new members in a hybrid distributed community of practice focused on undergraduate genomics education.

The fifth article, by Key et al., is “The Impact of Participation in STEM Outreach on Persistence of Diverse Students in Physics, Math, and Engineering,” in which current and former UWB SPOT Student Ambassadors participated in interviews for both formative and summative evaluation over two years identifying motivations, rewards, challenges, and improvements to strengthen program elements.

In their article “Bridging the Gap – Increasing Access and Preparedness for Post-Graduate Opportunities in the Biological Sciences for Student Transferring from a Rural Community College” Kara Tucker-Morgan and Francisco Villa shed light on the challenges faced by rural regions, especially those lacking 4-year institutions.

The seventh article, “Enhancing Scientific Practices in Primary Education Through a Meteorology-Oriented STEM Education Program: A Case Study,” by Mandrikas et al. presents the results of the implementation of a STEM education program in a primary rural school in southern Greece as part of the Diffusion of STEM project.

The final article is “Factors Shaping Students’ Attitude and Persistence After Participating in a Summer Physics Course – A Mixed Methods Study” by Raju et al. This article uses a mixed methods research design to understand the factors shaping students’ persistence after participating in a summer physics program for local 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](http://jstem.org) for submission instructions. Please contact [jstemed@gmail.com](mailto:jstemed@gmail.com) with any comments or questions, and our editorial staff would be happy to assist you. Thank you for reading!

Thank you,  
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