

# Editorial

Dear readers,

Welcome to our fall issue of this year (Volume 16, Issue 3) for the *Journal of STEM Education: Innovations and Research*. Readers will find that our authors' excellent research continues and we have six intriguing articles in this issue that describe several new approaches to improving students' learning through hands-on experiences and exposure to real-world case studies.

In this issue I would like to announce a change in our publication fees. **Please note that due to rising publication costs, authors who submit manuscripts on or after November 1, 2015, will be required to pay \$495 for the first 10 pages (plus author bios) and \$45 for each additional page. Authors whose work is not chosen for publication will not be required to pay.** I apologize for any inconvenience this may cause.

In "Life's Lessons in the Lab: A Summer of Undergraduate Research Experiences," Louis S. Nadelson of Utah State University and Don Warner and Eric Brown of Boise State University detail the emotional and developmental outcomes of students' experiences in an undergraduate research program at metropolitan university in the western United States.

Our second article, "Leadership: Industry Needs for Entry-Level Engineering Positions," by Beth L. Hartmann and Charles T. Jahren of Iowa State University, explores the meaning of leadership as mentioned in entry-level job listings by conducting interviews with hiring managers. In our third article, "University Festival Promotes STEM Education," Andrew Quagliata of Cornell University details a STEM education promotional event and examines its positive impact on the community's youth by evaluating surveys of attendees.

In "STEM Students on the Stage (SOS): Promoting Student Voice and Choice in STEM Education through an Interdisciplinary, Standards-focused Project Based Learning Approach," Alpaslan Sahin and Namik Top chronicle the successes of an interdisciplinary STEM learning pedagogy at Harmony Public Schools in Houston, Texas.

The fifth article of this edition, "A Qualitative Evaluation of the Use of Multimedia Case Studies in an Introductory Engineering Course at Two South-eastern Universities," by Kim C. Huett and Barbara Kawulich of the University of West Georgia, evaluates an engineering course's use of multimedia case studies.

Finally, in "The Effect of an Augmented Reality Enhanced Mathematics Lesson on Student Achievement and Motivation," Anne Estapa and Larysa Nadolny of Iowa State University gauge changes in student achievement and motivation in a high school math class that employed an augmented reality activity.

As the summer comes to a close and fall begins, I hope all of our readers can look upon the few months and see true accomplishments and learning among their students and use suggestions from our authors in future semesters. As always, we welcome comments, questions, and suggestions related to the journal, sent by email to [jstemed@gmail.com](mailto:jstemed@gmail.com).

Regards,

P.K. Raju

Editor-in-Chief