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Welcome Back to the *Journal of STEM Teacher Education*

William J. F. Hunter
Illinois State University

As the new editor, I would like to welcome you back to the *Journal of STEM Teacher Education*. After a brief hiatus, we are pleased to present the 49th volume of the journal. In this first issue, you will find five articles that describe research and ideas in integrated STEM education. Each article offers a unique insight that we hope will stimulate your thoughts and help generate further research and enhanced teaching.

The scope of the *Journal of STEM Teacher Education* is limited to manuscripts relating to science, technology, engineering, and mathematics teacher education issues from early childhood through the university level. All manuscripts accepted for publication in this journal address the integration of at least two STEM disciplines, but may focus on issues about which STEM teachers at any K–20 level should know or upon issues of how to better educate integrated STEM teachers. Manuscripts that are well written and support the dissemination of substantive research, theory, or innovative teaching perspectives will be considered for publication. We welcome STEM education manuscripts that report meaningful research, present research methodology, develop theory, and explore new perspectives. However, we also encourage the submission of manuscripts that primarily describe lesson plans, activities, teaching strategies, courses, or programs relating to STEM education. *Journal of STEM Teacher Education* is an open-access journal with a vigorous peer-review process and high standards for publication. All manuscripts which report data or participation by human subjects must include appropriate oversight by Institutional Review Boards.

As editor of the journal and director of the Center for Mathematics, Science, and Technology (CeMaST) at Illinois State University, I believe that as a society we face a number of problems that share particular characteristics:

- The problems of and solutions for our current and future world are primarily interdisciplinary.
- These problems will be solved by collaboration—locally, regionally, nationally, and internationally.
- These problems will be solved by teams of scientists, technicians, engineers, and mathematicians working collaboratively and innovatively to improve the lives of people everywhere.
- The next generation of STEM professionals must be taught in such a manner as to enable them to work collaboratively with other professionals from diverse fields.
- Future work should be grounded in research that established successful methods for achieving goals.

These characteristics have led to the development of the **CeMaST Stance**:

- Although we will support individual projects, our focus will be to encourage and pursue projects and ideas that bring together professionals from **multiple disciplines**.
- We will focus on problems that affect the day-to-day lives of people around the world and encourage STEM students and professionals to tackle them. We may support basic research, but we will preferentially support **applied and integrated solutions to current problems**.
- We will preferentially promote projects that have an **interdisciplinary research and/or outreach** component.
- We will work on projects that have both **local interest and national significance**.

As we move forward I hope that you will find these articles stimulating and informative. Please feel free to share this issue and these articles with your colleagues. Open access is available at jstemed.org.

As always, we welcome your contributions. Any comments or suggestions may be directed to me via the website or at whunter@ilstu.edu.

Respectfully,

William J. F. Hunter