

## EDITORIAL

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We are pleased to share with you the third issue of the Journal of Research in STEM Education, J-STEM. In this issue we publish four studies, each with unique contribution to the field.

Williams and Mangan (2017) the results of a study in which they designed an intervention for young professional technologists, engineers and scientists (known as ambassadors) to visit schools and carry out a variety of interventions to educate and encourage students to choose STEM careers in New Zealand.

The second article written by Yasar (2017), Epistemological, Psychological, Neurosciences, and Cognitive Essence of Computational Thinking provides a motivating and provocative argument about the conceptualization of Computational Thinking (CT). He draws from epistemology, psychology and neuroscience literature to advance his argument and call for conceptualizing of CT. He raises some important questions about the direction the field is taking.

Gale and colleagues (2017) report on the outcomes of a project in which they made middle school students use LEGO robotics to complete a series of investigations and engineering design challenges to deepen their understanding of key force and motion concepts (net force, acceleration, friction, balanced forces, and inertia) at Georgia Tech.

Finally, Ting (2017) proposes a model for implementing STEM in the classroom based on an engineering design perspective and for the purpose of students to acquire real-world problem-solving skills by engaging them in an engineering design process, in which students use the technology tools of graphic-based programming.

Collectively these studies, present unique perspectives, models and raise important questions about ways in which we can advance the field. These ideas contribute to ongoing efforts to further make sense of STEM as an integrated concept and as distinct content areas that share common dispositions and practices.