

EDITORIAL

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In this issue of Journal of Research in STEM Education, we provide four articles that came out of an NSF-funded conference that explored three themes in STEM: problem solving, equity and computational thinking. This issue was co-edited by Dr. Anna Bargagliotti, Dr. Dorothea Herreiner and Dr. Jeffrey A. Phillips so the co-organizers of the NSF funded Breaking the Boundaries in STEM Education conference. In the first article, Bargagliotti and colleagues present the overall goal of the conference and contributions of the conference to the emerging field of STEM, particularly at the college level. In the second article Berude and colleagues describe two programs, ACCESS (A Community Committed to Excellence in Scientific Scholarship) and The LMU McNair Scholars Program designed to support underrepresented students in STEM disciplines at Loyola Marymount University (LMU). They provide an overview of each program and detail about components of the programs that have led to success. Consistent with the third theme of the conference, Reinholz et al's paper focuses on the question of what makes a good disciplinary or interdisciplinary problem. They draw from literature across the STEM disciplines and two conference sessions to provide insight into what makes a good problem within a specific STEM discipline and across the disciplines.

Collectively, these articles provide a unique insight into the field of STEM Education and Integration specifically.

References:

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