



From the Editor  
January 2022

New Year's greetings to our readers! When we started the *Southeast Asian Journal of STEM Education* in July 2020, we could not have known that a year and a half later the world would still be trying to contain the Covid-19 virus and its mutated variants. We now usher in a new year with a new variant: the Omicron with its unbelievable 50 mutations. As STEM educators, we are aware of what viruses can do to disrupt life, not only for humans but all forms of organisms. Of course, we just happen to take it personally.

While many journals worldwide have received a lower number of submissions and have scaled back their issues per year (*SAJSE* included), we have been fortunate to receive several quality articles to meet our goal of at least five quality articles per issue. We feel that it is important to contribute to the knowledge base of STEM education and will continue to do so despite the challenges faced during the ongoing pandemic.

I would like to take the opportunity to thank the journal's Managing Editor, Thundanai Yoosamran for his excellent assistance in not only readying the articles for publication by formatting, laying out, and publishing each one, but also for keeping the journal page updated by working with the website technicians. I also owe a debt of gratitude to our in-house STEM education senior specialists Dr. Mark Wingate and Dr. Ed Reeve for giving valuable feedback about each manuscript's potential, to the Associate Editors for advice, and to Review Board members who give time to look critically at the submissions and give needed critiques.

In this issue, Volume 3, Number 1, we once again have five high quality articles, each with a unique perspective on STEM education. **Yi-Jung Lee** studied 12 STEM project-based units in an elementary school and analyzed how student teachers leveraged students' readiness, interest, and learning style to support equitable participation. **Grace Rusk Kerr** and **Michael K. Daugherty** examined the similarities and differences in the formation and implementation of both STEM education and multimodal literacy instruction, including misconceptions about and obstacles to program implementation. From a presentation at an international science education conference, **Pradeep Dass** discusses the critical roles of collaboration and teamwork in STEM education, not only in a local context but also when studying global issues. In his second co-authored article for this issue, **Michael K. Daugherty** joins with his university colleagues **Heather D. Young**, **Vinson Carter**, and **Leah R. Cheek** in laying out research that argues for integrated STEM lesson planning and in sharing an example from an elementary classroom project. Integrating mathematics with augmented reality technology is the basis for a literature review by **Carlo Godoy, Jr.** to support schools transitioning to smart campus curricula.

As always, we thank you for your interest in the *Southeast Asian Journal of STEM Education* and encourage you to share these fine articles with your colleagues and if a faculty member at a university, to also share them with your graduate students. We invite all STEM educators to submit a manuscript for consideration. Please send inquiries to Editor John Stiles at [jsscience@yahoo.com](mailto:jsscience@yahoo.com) and submit articles to Managing Editor Mr. Yoosamran Thundanai at [stemjournal@seameo-stemed.org](mailto:stemjournal@seameo-stemed.org).

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