

From the Editors

In This Issue

As a field that has often been subject to elective student enrollment, technology and engineering education is impacted by the perceptions of potential students. In particular, their perceptions about the personal appeal of the field and even future jobs related to that field may impact their enrollment decisions. This is especially important in a field with gender-skewed historical enrollment. Thus, it is important for researchers and teachers to take snapshots from time to time, and in different locales, of the perceptions of students (prospective, current, and former) so that these perceptions can be used in better-crafting meaningful programs and instruction, and campaigns can be launched to dispel myths about the field.

Toward that end, Qiaoping Zhang, Hui Min Chia, and Kexin Chen look at the perceptions held by a sample of students in Hong Kong regarding STEM subjects and the students' career interests. Among their conclusions, they suggest that “we must put more attention and support on female students' participation in STEM activities” (p. 16).

Speaking of student attitudes, how would you like a new instrument that could be used to measure students' attitudes toward innovation? Rhonda Christensen and Gerald Knezek carefully developed such an instrument, attending to its reliability and validity. Of particular interest were three factors: propensity to be inventive; motivation or pride; and leadership. Among the many applications for this instrument, they suggest using it to provide baseline data to aid in understanding the impacts of new programs, or even using the resulting data to inform the collaborative grouping of students.

There are two book reviews in this issue. The first is Wouroud ElFarmawi's review of Daniel Gerstein's (2019) *The story of technology: How we got here and what the future holds*. Gerstein explores the evolution of technology and its influence on social development then emphasizes the importance of research to anticipate risks and avoid impacts of invention and innovation.

The second is Jeritt Williams' review of *Teaching computational thinking: An integrative approach for middle and high school learning* by Maureen D. Neumann, Lisa Dion, and Robert Snapp (2021). These authors offer numerous examples of enhancing students computational thinking skills often with digital and non-digital resources. Each of these books can help technology and engineering educators rethink the content, learning scaffolds, and range of learning experiences they provide to their students.

Call for Manuscripts

The publication dates for the *Journal of Technology Education (JTE)* continue to lag somewhat, with the current issue being published in the summer rather than the spring of 2022. We hope that the submission of quality, in-scope

manuscripts will increase, allowing *JTE* to be published each April and September, eventually.

Toward that end, we would like to ask readers to consider submitting both your in-scope research reports that would undergo blind peer review, as well as manuscripts in other categories that would undergo only editorial review: book reviews, literature reviews, position papers (i.e., at-issue manuscripts or guest editorials), and reactions to published articles. Your ideas are critical in helping us each to understand better what our field has been, what it is, what it could be, and what it should be. We need your creativity, insight, and wisdom; *JTE* can help you make a difference.

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If there are questions or concerns, please contact the editors at jte@iteea.org.

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