



From the Editor

HOLLY MATUSOVICH
Virginia Tech
Blacksburg, VA

Last year, I set a goal of four issues of *Advances in Engineering Education* (AEE) per year at regular intervals (January, April, July, and October). I am pleased that we are on our way for 2022. The January issue was the final special issue curated under Larry Shuman's direction as the Founding Editor of *Advances in Engineering Education*. Again, I thank him for his contributions to creating this journal and hope to attract him back to lead special issues in the future. With this April issue, we bring forth four manuscripts. Cook, Ekstedt, Self, and Koretsky report on the design, development, and implementation of two inquiry-based laboratory activities. Faber, Ellestad, and Walsh describe two modules related to information literacy that they have implemented and evaluated in two different first-year courses. Gorbett, Chapman, and Liberatore describe an interactive textbook created to provide students the opportunity to develop spreadsheet skills through active engagement. Finally, Szőke, Katz, Borgoltz, and Devenport present a hybrid delivery method of a laboratory experiment associated with a stability wind tunnel. Our July issue is also lined up and we are starting to fill the October queue. I hope to have at least one special issue every year, so look for a call for papers initiating the 2023 special issue.

I am also pleased to announce that this is the first issue of *Advances in Engineering Education* to have DOI's for each paper. Thank you to Larry for starting the work to make this happen and to the ASEE team for establishing a process and providing resources. DOI's represent a significant advance in the visibility of the works published in this journal and critical for indexing through Web of Science and other sources. Going forward, all published manuscripts will have DOIs and we will go back and add them for the January 2022 issue at a minimum.

Finally, I call your attention to the editorial that Lisa Benson, the editor of the *Journal of Engineering Education* (JEE), and I co-wrote and jointly published in both JEE and AEE during January. Recognizing that both journals are associated with ASEE and both publish scholarship related to engineering education, our editorial, titled "Roles of AEE and JEE for the Engineering Education Community", aims to clarify the types of works each journal publishes. We focus on research vs. evaluation, use of frameworks, and the role of theory and offer suggestions on how to decide which journal might be a good fit for individual papers.