From the Editor

It was great to see many of you at the ASEE conference in Baltimore in June. Advances in Engineering Education (AEE) was represented at the booth for ASEE's scholarly publications and in a short video produced by ASEE. We thank ASEE for bringing visibility to our journal. I enjoyed speaking with authors already published in and new authors considering AEE for their work. I hope to see some of those manuscripts submitted!

I am pleased to present the latest issue of AEE. This issue includes four manuscripts that address development of teaming skills, use of video in flipped classroom, an ethics-based diversity training and student-centered teaching strategies for inclusivity. Nuñez-Thompson, Saterbak, Rincon, Stelling, Allen, and Wettergreen describe a team-based, first-year engineering design course that challenges student teams to tackle real-world problems and cultivates positive team member effectiveness. Using CATME and a linear mixed effects model, they demonstrate how participation in this course is associated with improved teaming skills during senior capstone engineering design. Alvarado, Basinger-Ellis, Lahijanian, Karaca, and Alvarado describe different ways that video was used in a flipped software-intensive modeling course for engineering undergraduates and evaluated student preferences. The modes included medium-length videos (30-60 minutes), and a mini-series of short-length (4-12 minutes) videos. Evaluation revealed that students expressed preferences for the mini-series in a pre-assessment, but post-assessment confirmed that the medium-length videos were used more. However, results on achievement of better learning outcomes based on video length was inconclusive and more work is needed. Sabat, Nault, Fotney, Peterson, and Banerjee describe a novel ethics-based training for undergraduate students that was designed to elicit positive diversity-related outcomes. They found that the training had positive impacts including decreases in sexism and increased intentions to confront discrimination. Burns, Johnson, Grasman, Habibi, Smith, Kaehr, Lacar, and Yam describe a new student-centered teaching strategy implemented in an engineering course based on four pedagogical areas: scaffolded, universally-designed, mastery-based, and gameful learning. Positive student outcomes include that the flexibility in learning and assessment enhanced students' mastery of content and maximized their sense of ownership in the learning process while multiple attempts on quizzes provided the students with more freedom to fail and resulted in a more supportive learning environment.