Introduction to Volume 17, Issue 2

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Issue 17-2 of the Journal of Computational Science Education features nine articles, including six papers presented at the SEHET26 Workshop on Strategies for Enhancing HPC Education and Training at PEARC26 in Minneapolis, MN. A common theme of the SEHET26 papers is building lasting capacity for computational science and HPC, both by reaching underserved communities and by making existing training materials easier to find.

Cahill et al. describe the CDS-Exchange, a faculty community of practice helping lesser-resourced institutions launch computational and data science offerings. Johnston et al. discuss adapting TACC's HPC training for African sites receiving repurposed Stampede2 hardware. Leung et al. present the Sustainable Research Pathways program as a model for expanding access to the NSF National AI Research Resource (NAIRR). Purwanto et al. describe how evaluation of the first cohort of T3-CIDERS, a train-the-trainer program in CI skills for cybersecurity, shaped the redesign of its second cohort. Wang et al. present a retrieval-augmented generation chatbot for searching Cornell Virtual Workshop content, and Vyas et al. describe the design of the ICICLE AI Training Catalog.

This issue also includes three additional articles. Fong et al. evaluate postgraduate computational science internships at the National Laboratory of the Rockies, finding the largest gains in technical rather than non-technical skills. Feltus et al. describe how faculty across many disciplines at Clemson University integrated the Palmetto2 supercomputer into their courses. Finally, JOCSE 17-2 features a student paper by Kaakarla, a high school student who built a low-cost autonomous robot using embedded neural networks and computer vision on an ESP32 microcontroller.

We encourage you to submit your work to the Journal of Computational Science Education. Computational science is an increasingly important interdisciplinary field, offering insights into complex systems, accelerating discovery, and helping to solve diverse problems. We welcome high-quality papers describing instructional materials, successful projects, or research on instructional efficacy. Whether you are faculty or a student, your contributions are valuable to advancing computational science education. Additionally, if you have expertise in computational science, consider volunteering as a reviewer to support our peer review process. Together, we can share successes and inspire others to develop and adopt computational science in education!

Sincerely, Dave Joiner