Acknowledgment

It often takes considerable work to prepare, process, and publish a book of chapters, and significant support from many different professionals and colleagues is often necessary to create a successful book. That was indeed the case for Robotics in K12 Education. The editors would like to thank several organizations and individuals associated with the publication of this book. First, we would like to thank IGI Global for their detail-oriented organizational support and steadfast approach to keeping us on schedule. They provided a consistent and well-detailed timeline of tasks for us. As editors, we always knew what we had to do, and how long we had to accomplish it. Secondly, we would like to thank the University of Nebraska (Lincoln and Omaha campuses) for allowing us to work on this important professional task while engaged in our other NU responsibilities. In recent years, Nebraska has become a national leader in the development of educational robotics projects, and our university administrators and colleagues were all helpful as we proceeded down through the many IGI subtasks of publication. Third, we would like to thank the NASA Nebraska Space Grant and Astronaut Clay Anderson. In the pursuit of finding someone to write the foreword of the book, the Space Grant suggested Mr. Anderson, and he was kind enough to agree to do the foreword. Mr. Anderson was the perfect choice for this important role, and the editors are deeply in his debt for this important contribution to the book. We would also like to thank Drs. Arlene de Strulle and Gerhard Salinger from the National Science Foundation who have inspired and challenged us to further our understanding of STEM education. We would also like to thank Eric Simmons at LEGO Education for his support of our efforts and Dr. Bing Chen for his commitment to the development and use of the CEENBoT. We also thank the other companies and organizations inspired to use their products and expertise for STEM education. We would like to thank individual authors who contributed all the chapters. Their individual passion for helping youth learn and enjoy learning is obvious when reading every page of this book. We are proud to have the opportunity to help them share their research, ideas, and passion related to the important educational potential of robotics. Finally, the book would not have been possible without the help of the Technical Advisory Committee and the reviewers who gave freely of their time to provide critical feedback to authors and editors alike. Our group of editors is grateful for the leadership and coordination work by Bradley Barker who was able to keep each individual involved on track through the entire book preparation process.

Bradley S. Barker
Gwen Nugent
Neal Grandgenett
Viacheslav I. Adamchuk
Editors