Introduction to Volume 12 Issue 3

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FOREWORD

This issue begins with an article by Wetherbee and Jones describing the use of fire simulation codes to introduce students to simulation of a real-world problem impacting their local environment. Students examined a number of the parameters that impact the spread of wildfires and visualized the resulting impacts.

Döpper et al. describe the content of two major HPC computer simulation projects at the German National Supercomputing Center HLRS aimed at middle and high school students and professionals, respectively. The Simulated Worlds project involves teachers and students in a variety of topics introducing mathematical modeling and computer simulation. The Supercomputing Academy offers professionals experiences with HPC simulations of interest to industry. The article summarizes the approach to both programs and provides examples of the project contents.

Finally, González-Ríos provides a description of an introductory undergraduate course in modeling and simulation at the University of Puerto Rico - Mayagüez. The course aims to infuse the fundamental competencies in computational science into the undergraduate curriculum. The course uses Python to introduce students from a variety of disciplines to both programming and concepts of modeling and simulation.

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