

Notes from the Editor

Welcome to the 15th issue of *New Waves-Educational Research and Development (NWERD)*! This year is the 20th anniversary of our Chinese American Educational Research and Development Association's (CAERDA) annual international conference. It is a sincere delight to extend my congratulations to CAERDA on its growth and development over this 20-year journey. Importantly, the establishment of our *NWERD* journal, which continues to thrive in the quality of its published articles and diversity of its contents, has been a long-time companion in this journey as well.

This issue includes five research articles, which, in combination, reflect diverse subject areas, conceptual and theoretical underpinnings, research methods, and educational implications. These are in keeping with CAERDA's core values as an all-inclusive, multicultural professional organization.

In the first article, Campbell-Whatley, Lee, Toms, and Wang examine and assess "student perceptions of diversity and campus climate" at a large Southeastern research university in the United States. Through administering a Campus Climate for Diversity Survey and performing a factor analysis, the authors found that non-majority students report the university climate as one less welcoming than do their majority student peers. They also report significant differences between male and female students. The findings of the study not only strengthen the existing literature on campus diversity and climate but also provide useful information for other institutions of higher education interested in conducting similar studies.

Continuing with the theme of diversity, but shifting from the higher education context in the United States to the K-12

arena, the second study by H. Jiang utilizes the theory of boundary work in cultural sociology to qualitatively examine what pre-service teachers learn from working with students of low socio-economic background during a cross-regional immersion internship in China. Jiang's study focuses on the lived experiences of pre-service teachers and the mixture of cultural meanings appropriated by them for shaping their understanding and actions during the internship. Jiang found that pre-service teachers use multiple cultural resources to draw intellectual, moral, and cultural boundaries during their internship experiences. As this study addresses a common concern of preparing pre-service teachers to teach low income, rural students, the findings of this study have implications for teacher education practices both in China and the United States.

Linguistic diversity is essential to Chinese American parents and their children as it helps to develop, negotiate, and maintain their complex, multilayered cultural identity. Fan and Han's study, using participant observation as a lens, focuses on one teacher's storytelling in a Chinese language maintenance class, examining how the teacher positioned herself and her students within the broader Chinese sociocultural context through her storytelling. The study reveals that the teacher's stories function to "[engage] the students in learning Chinese language and literacy texts, [reinforce] positive attitudes toward learning Chinese, and [enrich] students' understanding of their native language and Chinese culture." The multiple functions of the teacher's stories found in this study suggest that language teachers refine their instructional skill set by becoming more aware of, and integrating, the potential, power, and cultural

connotations of their stories into their lessons.

Lei's study continues with the topic of Chinese language education, but with an emphasis on the learners. Lei focuses on the socio-psychological factors affecting heritage language education among six second-generation Chinese American adolescents. Grounded in the framework of Individual Network of Linguistic Contacts (INLC) and "investment," Lei explores how Chinese heritage language learners made both ideological and instrumental investment across various settings. Lei's findings illuminate that learning Chinese is not only for cultural retention or ethnic pride, but also an instrumental investment that allows youths to generate practical images and personal expectations, as well as to project goals of self-actualization, that extend beyond temporal spatial limits. Lei's study provides insights regarding the research encompassing the intersections of language, power, identity, and ideology in our increasingly globalized world.

Professional learning is considered important for improving teacher quality and for development of organizational capacity for student learning. Chandler and Chan's mixed method study examines the implementation of the National Staff Development Council Standards (NSDC) in professional learning in Georgia schools through the NSDC Standards Assessment Instrument and six open-ended follow-up questions. The findings suggest that teachers in Georgia do not perceive that professional learning enjoys a high priority by school

leaders, state legislators, and key policy makers. However, teachers rate their professional development effort toward context and content areas to be above average. The findings of this study indicate the important roles school leaders could play in fostering the development of professional activities and provide further support relative to the need for valid and reliable instruments to inform and guide improvements in school professional learning programs.

In closing, I would like to express my deep appreciation to the Board members and President Ya-yu Lo for their enduring support of my work. I extend my sincere gratitude as well to Wen Ma, former Editor-In-Chief of *NWERD*, who mentored me last year while I served as the Associate Editor and has continued to provide expert guidance and advice in my role as Editor-In-Chief. Our Webmaster, E. Shen, has provided timely and consistent technical support and advice to ensure the smooth operation of the journal's online system, and which are greatly appreciated. I also extend my profound appreciation to the *NWERD* Editorial Review Board members for their enthusiastic professional commitment and expertise. Their detailed reading of manuscripts, insightful suggestions, and encouraging comments to the prospective authors regarding their manuscripts are an invaluable and constant support to my role as Editor-In-Chief.

Binbin Jiang
Editor-in-Chief