

Notes from the Editor

Welcome to another packed issue of *New Waves-Educational Research and Development (NWERD)*! Before I begin to tell you about the interesting articles in this issue, I want to take a moment to thank the Board members, Webmaster E. Shen, President Ya-yu Lo, and past President Chuang Wang, all of the *Chinese American Educational Research and Development Association (CAERDA)*, for their support of my work. I also like to thank the Editorial Review Board members (see the list of reviewers for this issue) for volunteering their valuable time to provide insightful feedback in the often multiple rounds of review processes. I want to thank the numerous authors, too, for choosing *NWERD* as the venue to disseminate their scholarship within the *CAERDA* community and beyond. Of course I should thank the countless readers who have given enthusiastic suggestions and comments on *NWERD* publications, as well as kind encouragement to me. Colleagues and friends, my sincere thanks to you all!

This issue contains five rich research articles, which reflect very diverse subject areas, conceptual and theoretical underpinnings, research methods, and educational implications. Needless to say, this is in keeping with *CAERDA*'s core values as an all-inclusive, multicultural professional organization. To begin with the issue, Algozzine, Wang, and Boukhtiarov focus on what they call how "performance on widely-used progress monitoring measures relates to end-of-grade achievement on statewide assessments." Through a strenuous evaluation of the STAR Reading and SRI-I performance by more than 1,000 students from diverse backgrounds, Algozzine et al. conclude that the students' scores were statistically significantly correlated to the Florida

Comprehensive Assessment Test results. These findings have broad implications, especially in terms of increasing K-12 students' learning outcomes. The rigorous methodology of the study itself, I think, is exemplary of fine statistical analysis practices.

Next, Wang, Wang, and Osterlind's study includes even more participants (over 8,000 fourth graders) from the United Kingdom and Hong Kong. Drawing on the large-scale secondary data from the Progress in International Reading Literacy Study 2001 (PIRLS 2001), Wang et al. explore how home and parental factors may influence students' text comprehension as measured by their attitude toward reading and reading self-concept, and whether there exists any overarching difference between the Eastern (Chinese) and the Western (UK) cultures. As the article suggests, such research yields useful insight on how to improve reading instructions in a Chinese or a Western sociocultural context.

She, Lan, and Wilhlem's article continues with an international focus, this time involving eight mathematics teachers from Sichuan in China and Texas in the United States. Specifically, She et al. employ an interview protocol consisted of multiple algebraic questions to help them probe any similarities and differences in these educators' pedagogical content knowledge. Their findings are quite revealing: the four U.S. teachers were more prone to use concrete models and practical approaches in promoting their students' problem-solving and mathematical thinking skills, whereas their Chinese counterparts were more inclined to utilize theories and procedures in instruction. While there may be both merits and demerits in both approaches, the four U.S. mathematics teachers appeared to lack more in-depth

understanding of mathematical concepts and cross-conceptual interconnections, the four Chinese teachers seemed to be more at ease in integrating concepts into a more meaningful conceptual network. When supported by larger sample size and more participant diversity, such findings can be very useful for effective mathematics instruction and assessment in both countries.

Jiang and Wei investigate another important area of study in the higher education field: university governance. Drawing on structured interviews of 20 faculty members from a Midwestern university in the United States and a university in Central China, Jiang and Wei discover drastically different governance structures, which in turn have impacted the curriculum, faculty roles, student lives, and institutional organization. The authors' suggestions on effective governance, while meaningful for both settings, seem to be particularly relevant to the ongoing university reforms in China.

The last article by Sung showcases four Chinese as a Foreign Language (CFL) college students' strategy use and their writing achievement. Using a variety of data, including survey, learner interviews, classroom observations, and learners' writing samples, Sung concludes that CFL learners regularly exposed to explicit writing strategy instruction tend to write at a higher proficiency level than those only required to focus on oral language skills. In light of the growing interest in teaching and learning CFL in the United States and around the world, the development of CFL learners' balanced listening, speaking, reading, and writing skills through learning strategies will be quite meaningful.

Finally, this is the last issue under my editorship as I am now completing my two-year term. Looking back, I am pleased that *NWERD* has continued to grow during my tenure, that its authors, reviewers and

readers are all increasing, and that *NWERD* has now been included in the *Directory of Open Access Journals (DOAJ)* and *EBSCO* databases, adding to the visibility of *NWERD*, as well as our *CAERDA* community. Moving forward, Binbin Jiang from Kennesaw State University will take over as the new editor (she has already teamed up with me and worked diligently as the Associate Editor). Indeed, this issue is the fruition of our collaboration. I am confident that *NWERD* will keep on gaining prominence as a refereed professional journal, and I can think of no one more suited for this position than Binbin Jiang!

Wen Ma
Editor

