

Notes from the Editors-in-Chief

Welcome to the Spring 2018 Special Issue, Volume 21 of *New Waves-Educational Research and Development* (NWERD)! The theme of this special issue is *Influences of Teacher Learning on Teachers' Competence, Knowledge, and Practice*. Such influences, we believe, are central to the current teaching and teacher education transformation, yet have not been carefully understood conceptually and empirically. In this issue, we bring three studies to you. Two directly related to the theme of the issue and the other offers an important implication for development of teacher preparation.

The first article by Kate French examines the changing beliefs of beginning teachers teaching in the urban diverse school contexts. It found that new teachers are more likely to change their beliefs about teaching and what it means to teach for social justice during the survival and disillusionment phases. The study offers an important implication for designing a teacher induction program in the urban school context focusing on helping teachers learn to teach students with diverse cultural and racial backgrounds effectively.

The second study by Jianlan Wang and Gayle Buck analyze the influences of a carefully constructed debate intervention contextualized in the scientific content topic on preservice teachers' argumentation competence and affective perception of argumentation in the science methods courses using quasi-experimental design. Such an argumentation competence is presumably important for teachers to engage students in learning science effectively. It revealed that the debate activity enhanced preservice teachers' argumentation skills of which its confrontational aspect is especially useful in developing their argumentation skills, and yet it is also the component of argumentation intervention most likely to trigger their negative attitudes.

In the third study, Xue Xing and Jay Rojewski investigate the role of family in shaping students' career decision-making drawing on the data from Chinese secondary vocational students. It found that among all the family influences surveyed, the parental general psychosocial support is the major influence predicting participants' career decisions, which contributes to the knowledge base upon which effective strategies can be developed to attract high school graduates to choose teaching as their careers.

It is our sincere wish that you will find these three articles useful in enriching your thinking about the issue related to teacher learning and informative for you to examine similar or other issues of teacher learning deeply, extensively, and continuously. We also would like to thank every reviewer of this special issue for their thorough and constructive suggestions and comments which made this issue possible. Your effort to make this issue quality one is greatly appreciated by us and all the members of the Chinese American Educational Research and Development Association.

Jian Wang and Fanni Coward
Editors-in-Chief