

## Notes from the Editor-in-Chief

Welcome to the 17th issue, volume number 2, of *New Waves-Educational Research and Development (NWERD)*! This is the second year that NWERD produces two issues in one year—a special issue together with a regular issue. In this regular issue, we present four articles under the Articles section and three book reviews in the Book Reviews section. We are indeed fortunate that Dr. Guofang Wan continues as Book Reviews Editor, a role he began last year. This year, I would like to introduce a new member who has played an important role in the publication of this issue, Dr. Qiuyun Lin from State University of New York at Plattsburgh. She is now the Associate Editor of the *New Waves Journal*. This issue would not be possible without the contribution of both Drs. Lin and Wan, to whom I am very grateful.

The current issue is noteworthy in many respects. In the research articles section, the four articles address diverse topics: constructing a multi-dimensional teaching environment for college EFL teaching in China, interdisciplinary teaching to connect the arts to other academic subjects in a 4th grade classrooms, a historic examination of the formation of the notion of Model Minority in the United States, and an operational model of induction and mentoring for new K-16 educators. In the first article, Yang examines the application of the All-Encompassing Teaching Materials (AETM) in the classrooms of a tertiary course *College English Speaking* in China. The study focuses on constructing a multi-dimensional teaching environment for English as Foreign Language (EFL) teaching through combining AETM and massive information resource utilizing data from classroom observations and teacher/student interviews. The findings indicate that the students' English speaking proficiency tends

to be better compared to the students learning with traditional textbooks, an approach which only emphasizes the practice of oral skills. The study attributes the higher speaking proficiency of the students who participated in the AETA program to consistent cooperation between students and teachers in redesigning AETM before, during and after the *College English Speaking* course to extend learning contents, changing learning methods, and creating an authentic communicative environment. This study provides CAERDA members a glimpse of how technology and multimedia materials are being utilized in teaching College English Speaking courses in a post-secondary context in China.

The second article, by Delacruz and An, explores the possibilities of interdisciplinary teaching to connect the arts to other academic subjects in a classroom with a high number of English Language Learners. The study focuses on the following two questions: (1) What projects does a class create using traditional and digital art forms within language arts instruction?, and (2) what impacts do integrated arts projects have on students' literacy learning? Data sources were student artifacts, student reflections, and teacher interviews. Results indicate students visualized the content and recalled facts when 21st century literacy skills were employed. This study provides insights for educators to continue to pursue avenues to integrate arts into other academic subjects in elementary classrooms especially in classrooms that have high EL population.

The third article, by Wang, examines the multifaceted images of Asian Americans illustrated in popular print magazines, specifically, *Life*, *New York Times*, and *Saturday Evening Post* from 1945 to 1966, to provide the historical context for the formation of "Model Minority" in the US

print media. Specifically, the study focuses on the characteristics of the “model minority” group that render them the “model” for other ethnic groups, as well as on the creators of these images and the purpose for its creation. Through a detailed analysis of the portrayal of Chinese- and Japanese-Americans by popular print magazines, this study argues that “the model minority discourse includes Asian Americans in the post war America citizenry landscape due to their apparent embrace of values such as democracy and freedom, while at the same time, excludes Asian Americans through the emphasis on values associated with Asian cultures.” The article points out that attributing the “model minority” image to Asian Americans in contemporary America fails to provide the educators and researchers the critical lens through which to understand the dilemmas and issues Asian Americans face today. The study concludes with suggestions for educators to demystify the “model minority” images in a globalized era.

The fourth article, by Chan, introduces a new faculty induction and mentoring model in elementary, secondary and higher education institutions. Based on Edward Deming’s Total Quality Management concept and the National Staff Development Council’s nine professional development standards, the model starts with a continuous improvement component and ends in program evaluation. Chan emphasizes that implementing an induction and mentoring program for new faculties will help increase the retention rate of new teachers. However, for an induction and mentoring program to be successful, policy mandates and human resources need to be made available for support. In addition, the state-of-art and future development of new faculty induction and mentoring programs are also explored.

I am also delighted to introduce the three book reviews in the Book Review section in this issue. To reiterate the purpose for this

section, this is a forum for CAERDA members to contribute to the New Waves journal by introducing critical reviews of books whose topics are of professional interest. Thanks to Dr. Guofang Wan, our founding book review editor, who selected three highly relevant books to review for us in this issue. They include *The Smartest Kids in the World and How They Got that Way* by A. Ripley; *Whose Knowledge Counts in Government Literacy Policies? Why Expertise Matters*, by K.S. Goodman, R.C. Calfee & Y.M. Goodman; and *The Challenge to Care in Schools: An Alternative Approach to Education* by N. Noddings. Again, Dr. Wan invites you to submit reviews of other relevant books to consider for publishing in future issues of the NWERD journal.

In closing, I would like to express my continued appreciation to the CAERDA Board Members for their enduring and strong support of the NWERD journal. I extend my sincere gratitude as well to Drs. Wen Ma and Chuang Wang, both of whom were former Editors-In-Chief of NWERD. They have continued to provide expert guidance and advice to me and to all of us engaged in producing the NWERD journal, including this present issue. Further, my special thanks go to the members of the NWERD’s Editorial Board for volunteering their valuable time to provide insightful feedback in the multiple rounds of the review process, which helps ensure the high quality of each journal issue. I would also like to take this opportunity to encourage CAERDA members to submit manuscripts to our journal and/or serve as peer reviewers for the New Waves Journal as it is a representation of the CAERDA especially in its scholarship and academic endeavors. As we are at the end of the 2014, I wish all of you a very joyous holiday season and a productive and prosperous 2015.

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Editor-in-Chief