

## Notes from the Editors-in-Chief

Welcome to the 19th issue, volume number 1, of *New Waves-Educational Research and Development* (NWERD)! This volume is the fourth special issue that New Waves journal has published since the inauguration of the journal. The theme of this special issue is on promoting lifelong learning in students and preservice teachers. Promoting lifelong learning is an important topic to address, especially in our ever changing society. Teachers at all levels should strive to instill a love of lifelong learning in their students. The articles in this issue represent research and perspectives from scholars in the field of teacher education whose studies are focused on motivation and learning in schools and in preservice teachers.

The articles comprising this issue focus either directly or indirectly on lifelong learning. Two articles focus on secondary students, one has a focus on self-regulation and motivation, and the other on the development of higher order thinking through teacher questioning. The third article discusses a problem-based learning process inventory that is used with preservice teachers. Each article provides a different lens on lifelong learning and its application and interpretation in the classroom and in teacher education. In addition, the two book reviews in this issue present recent and relevant resources for educators seeking to develop critical thinking and lifelong learning skills in their students. This special issue contains a collection of research articles that will contribute substantially to the literature in the field and will be of interest to scholars, researchers, and practitioners.

Our sincere appreciation goes to the guest editor of this Special Issue, Dr. Betsy Ng, whose valuable time and expertise yielded high quality and relevant articles. I also applaud her passion in lifelong learning, and her dedication to this special issue in the New Waves Journal. We also would like to thank the editorial board members who reviewed manuscripts for this special issue. Their thorough and constructive suggestions and comments were greatly appreciated and assisted us in refining each of the manuscripts while enhancing the issue's overall quality. The contribution you have made is greatly appreciated by us and all the member of the Chinese American Educational Research and Development Association.

Alan Bates and Miranda Lin  
Editors-in-Chief