

Foreword

With this issue, while welcoming Dr. Taehee Choi and Prof. Paula Y. K. Kwan to the Editorial Committee, I should extend my gratitude to Dr. William Y. Wu, Prof. David K. K. Chan, Prof. Hon-kwong Chow, Prof. Esther S. C. Ho, Dr. Paul Sze and Prof. Alison S. C. Yeung for their support and contribution to the journal in the past years.

There are six articles in this issue. Ali Nouri and Mahmoud Mehrmohammadi from Iran adopt a qualitative content analysis approach to define the state and scope of neuroeducation in terms of its own discipline-specific terminology. The main goal of study in the field and challenges facing the field are also discussed.

All other five papers are set in the Hong Kong context. Miron K. Bhowmik and Kerry J. Kennedy review issues and concerns related to the educational provisions for ethnic minority students in Hong Kong. They also raise the importance of attending to the needs of “out of school” ethnic minority children in Hong Kong. By making reference to major English speaking countries, Theodore T. Y. Chen proposes to develop a framework for teaching introductory accounting in Hong Kong. Survey results show that Hong Kong degree-granting institutions find such framework feasible.

King-hong Choi, Chi-chung Lam and Ngai-ying Wong investigate the process and factors shaping the New Senior Secondary Mathematics curriculum decision making in Hong Kong. Results highlight the importance of taking curriculum decision making at the school level. Christy Zhihui Kou and John Chi-kin Lee discuss the design and implementation of communicative Putonghua classroom teaching with practical examples drawn from the Hong Kong Putonghua classrooms.

Huixuan Xu and Jacqueline Kin-sang Chan explore the challenges and difficulties facing pre-service Liberal Studies teachers in Hong Kong when adopting the issue-based approach. Recommendations are made to address these challenges.

This is my third issue as the Editor of the *Educational Research Journal* (ERJ). Putting together this issue of the ERJ has definitely not been a solo effort. I could not have managed without daily help from Wai-kit Fung, Carmen Leung, Cherry Mui and colleagues in the Hong Kong Institute of Educational Research at The Chinese University of Hong Kong. Without them, I doubt that you would be holding this issue in your hands. My sincere thanks and appreciation go out to them.

I hope you all find many things of interest in this issue, and I invite you to write to me with comments, suggestions and critiques because it is only with the assistance of the readership that we can continue to improve the service to the profession that the ERJ is dedicated to provide. I will make every effort to attend to readers' needs.

Barley S. Y. Mak
Editor