

A Foreword from the Editor-in-Chief

Teaching, Learning, Perceiving and Perspectives

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This 6th volume of the *AsTEN Journal of Teacher Education* was published at the time when the restrictions that were imposed on education systems around the world, due to the Covid-19 crisis, have largely been lifted. Schools were resuming in-person on-campus classes after a prolonged period of remote learning. The Covid-19 crisis caused significant re-examinations of critical aspects of education systems, ranging from a greater awareness of the importance of student mental well-being (e.g., Fegter & Kost, 2023; Soon, Caleon, Shaik Kadir, Chua & Ilham, 2023), better support for students with special education needs (e.g., Starks & Reich, 2023), to a greater understanding of the affordances of remote learning (e.g., Sadjadi, 2023).

AsTEN Journal of Teacher Education's mission of publishing peer-reviewed, evidence-based, theory-framed, and practice-relevant studies will continue to be relevant. In this volume, five studies related to the theme of “teaching, learning, perceiving and perspectives” are presented.

Two of the papers presented insights on the quality of remote learning conducted during the Covid-19 crisis.

Ganal, Balot and Mauricio's paper examined the impacts of remote teaching and learning on student academic achievement, perception, and attitude. Several recommendations on improving remote learning were presented in this paper.

The 2nd paper by Zhan, Chuang, Garcia, and Santos presented insights on students' perceptions of remote assessment. This study examined students' perceived assessment anxiety, preferred mode of assessments and academic honesty.

In the paper by Conel and Avilla, the benefits of an experiential-reflective instruction (ERI) were examined. An ERI pedagogical approach was found to improve students' knowledge and understanding.

Students also reported that the ERI approach was perceived to be more fun and effective.

Moving on to the paper by Dung and Pereira – they conducted an analysis of the factors that accounted for the positive perception of teachers in Vietnam. Teachers' social status can be understood from a social historical and cultural perspectives.

The final paper by Ganal and Geronimo examined students' perceived sense of well-being, sense of purpose and quest for meaning. This paper provided insights on how education systems can help students to enhance their sense of well-being and purpose.

I hope that this issue of the *AsTEN Journal of Teacher Education* is useful and relevant for you.

In closing, I wish you all the best for the new year.

Singapore

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