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*Volume 3, 2018*

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## Foreword

**Lim Kam Ming**

*Editor-in-Chief, AsTEN Journal of Teacher Education*

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This issue of the AsTEN Journal of Teacher Education examined the factors influencing key aspects within the education system: 1) teacher development, 2) student well-being, 3) teacher education, and 4) pedagogical approach.

Prakash & Maretha (2018) found that it may be useful to incorporate greater opportunities for face-to-face interactions during teacher development workshops that include blended learning modes. The findings from this study would be useful to guide the planning and implementation of teacher development workshops.

Ganal & Naravez (2018) examined a key aspect of student well-being: the relationship between the meaning of life and happiness among a sample of students enrolled in a university. The results from their study provided useful guidance for the role of universities and other education institutions in ensuring the well-being of their students.

Hannington (2018) found that contract teaching and practicum facilitated the career transition of student teachers as they developed their teacher identity. This study illustrated key features of the early career transition of student teachers from their previous careers.

Barosa (2018) examined the effects of a problem-based learning approach on students' acquired science process skills and critical thinking skills. This study found that problem-based learning approach is effective in facilitating the development of both skills.

While the four papers focused on different topics ranging from teacher education to pedagogical approaches, one common factor across the four papers was their focus on factors that help to determine the successful implementation of the specific factors.

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