

A Foreword from the Editor-in-Chief

Teacher Education Institutions responded to the Covid-19 pandemic to support student success

Lim Kam Ming

National Institute of Education, Nanyang Technological University

The world-wide impact of the Covid-19 pandemic was swift, severe and unprecedented. The deep and wide-ranging disruptions to the economic, education, healthcare, transportation, and social systems caused governments to react with new policies, approaches, innovations and technologies to contain and manage the pandemic. In many cases, long-standing and sacrosanct policies were adjusted to facilitate support and help for those impacted by the pandemic.

The Covid-19 pandemic has impacted education systems in almost all countries in the world. A total of close to 1.6 billion learners in more than 190 countries experienced some form of disruptions to their schooling routines (United Nations, 2020). Closures of schools and other institutions have impacted 94% of the world's student population (United Nations, 2020). The impact was greater in low and middle-income countries with almost 99% of the student population being impacted (United Nations, 2020). The situation in the ASEAN region was similarly bleak. For example, inadequate internet facilities and digital devices deprived 27% of children in the ASEAN region, whose schools had closed, the full benefits of participating in online learning programmes (Morgan & Trinh, 2021).

Education systems, schools and institutions have had to respond swiftly and purposefully to manage the impact of Covid-19. How education systems responded have significant implications on the immediate and long-term futures of children and learners under their charge.

This special issue, under the stewardship of guest editors, Professors Christine Goh and Bert Tuga, examined the impact, innovations,

institutional changes and insights from six AsTEN members, namely Kasetsart University (Thailand), the Philippine Normal University, National Institute of Education, Nanyang Technological University (Singapore), Kolej Universiti Perguruan Ugama Seri Begawan (Seri Begawan Religious Teachers University College) (Brunei Darussalam), University of Social Sciences and Humanities/ Vietnam National University, and Universitas Pendidikan Indonesia (Indonesia University of Education).

A key common factor across the six articles is the focus on increasing or maintaining the likelihood of student success in the midst of the unprecedented upheavals caused by the Covid-19 pandemic. Student success has been defined as the potential for students to gain the full benefits of their educational experience (Kinzie & Kuh, 2017). While the approaches to ensuring student success during a world-wide crisis such as the current Covid-19 pandemic may range from implementation of policies, provision of resources and support to the retraining of teaching staff (e.g., Black, Ferdig & Thompson, 2021; Borup, Jensen, Archambault, Short & Graham, 2020; Tranfield, Worsham & Mody, 2020), education systems and institutions have to consider the unique context of their environments.

The six curated articles in this special edition of the AsTEN Journal of Teacher Education provide readers with the context, considerations and insights of the approaches taken by the six teacher education institutions to manage the Covid-19 disruptions and to ensure student success.

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