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Editors
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Dear editors,

Re-Submission of Manuscript to The Internet and Higher Education

The attached manuscript, “Editorial for Special Issue”, or parts of it, has not been and will not be submitted elsewhere for publication.

All comments and suggestions of the editor have been addressed.

Please consider the re-submitted manuscript for publication in your journal.

Best Regards,

Cher Ping LIM

Eugenia NG

Editorial for Special Issue: The Internet and Teacher Education – An Asian Experience

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Editorial

Special Issue: The Internet and Teacher Education: An Asian Experience

In the face of globally rapid technological and economic developments, teacher education institutions (TEIs) in Asia are challenged to prepare teachers who are open to new ideas, open to new practices and information and communication technologies (ICT), open to learn how to learn, unlearn and relearn, and to understand and accept the need for change. The pre-service teacher education program in institutions in this region plays an especially crucial role in preparing such quality teachers for schools during their apprenticeship phase. These programs also groom pre-service teachers to be change agents and ICT champions in schools. Moreover, practicing teachers are also challenged to remain current in ICT pedagogical competencies in classroom teaching. The teachers require professional learning courses to better equip them with the appropriate pedagogies to select and integrate ICT in the curriculum to improve student learning outcomes.

Although there are many journal articles and books on how teacher education may harness the teaching and learning opportunities of the Internet, most of the resources have drawn upon the best practices and lessons learned from the western world. Given the differences in the cultural and social practices between the east and west, more documentation is needed to draw from the professional learning practices that have been mediated by the Internet in Asian countries. This special issue is a response to this call and aims to showcase research studies and best practices of how the Internet has been used in TEIs among the Asian countries. Indeed, seven high quality papers have been selected in this special issue to showcase the theories and best practices of pre- and in-service teacher education in Hong Kong, Singapore, South Korea and Taiwan.

Ching Sing Chai and Cher Ping Lim set the scene for this special issue - The Internet and Teacher Education - An Asian Experience. The challenges of teacher education are discussed based on Popper's framework of three worlds. They highlight the demanding role for pre-service teachers to mediate tensions and opportunities of world 1 (physical world), world 2 (mental world) and world 3 (products of human ideas). This framework is used also to incorporate ICT to foster their learning of how to learn through constructive-oriented teaching practices. Chai and Lim propose teacher education as a process of enculturation of pre-service teachers as knowledge contributors to inquiry knowledge communities.

Hyeonjin Kim discusses the findings of the perceptions of first year pre-service teachers on the value of ICT in education after they have created digital instructional resources for their students in their subject areas. From the pre-service teachers' assignments, observation and classroom discussion, 15 out of 20 participants have developed and used situated knowledge about teaching ICT in terms of conceptual case knowledge, social shared identities and beliefs. Five pre-service teachers have no change in the value that they have placed on ICT in education where they perceive ICT as merely providing a supplementary role to learning.

Yiu Chi Lai and Eugenia Ng describe an innovative project between two classes of ICT major pre-service teachers, who create digital learning resources for secondary school students in Hong Kong. The pre-service teachers develop an assessment rubric to assess their own and other's work. They also use peer assessment rubrics to assess each other's projects. The pre-service teachers' footprints show that they have mastered various generic ICT skills, refreshed their subject knowledge and appreciated the wiki activity which are perceived as meaningful and have a significant purpose for their professional learning. Last but not least, the pre-service teachers are able to understand the various criteria necessary for constructing a good wiki site through self and peer-assessment.

It is very common for pre-service teachers to have their teaching practices in schools but Chao-hsiu Chen, Chen-hung Liao, Yi-chieh Chen, and Chen-feng Lee present an alternative mode of "teaching practices". Eighteen Taiwanese pre-service teachers teach their students using synchronous communication during summer for four weeks. The pre-service teachers designed and implemented a variety of instructional activities to motivate their students. Some of the students have shown their appreciation to the "tutors" but others are still not motivated to learn. The pre-service teachers highlight that the impact of such a practice will be more significant if they are able to see their peers online using webcam and have better access to technical support.

Steven Zuiker and Doreen Ang elaborate on the changing education paradigm, particularly evident in the Asia Pacific region. They describe their research study on in- and pre-service teacher education in Singapore and how they customize a virtual environment, namely, Quest Atlantis for constructivist pedagogy in schools. Their study indicated there is no difference between in- and pre-service teachers with respect to their concerns and perceived challenges despite the differences in their

teaching experiences and gaming. The findings further suggest that professional learning courses for in-service teachers may be similar to courses for pre-service teachers when introducing virtual environments.

The Internet may contain an abundance of useful learning resources but there may also be inappropriate information which may pose threats to young Internet users. From classroom observations, Chien Chou and Hsinyi Peng state that teachers play a pivotal role in developing students' awareness of Internet safety. They describe the Teacher Awareness of Internet Safety project for elementary and middle school teachers. The program aims to train practicing teachers and pre-service about Internet safety in Taiwan. They present the processes and outcomes of the project, from 2000-2009, based on a designed-based research perspective.

In the last article of this special issue, Pei-Shan Tsai, Chin-Chung Tsai, and Gwo-Jen Hwang explore the relationship of teachers' epistemological beliefs on Internet environments, their web strategies and search outcomes. Results were triangulated from questionnaires, tracked records and responses to open-ended questions. The teachers in the study with advanced epistemological beliefs utilize more sophisticated web search strategies and respond better to the questions asked. This finding supports what Ching Sing Chai and Cher Ping Lim propose about using ICT to bridge world 2 to world 3.

Short biographies of SI Editors

Dr. Eugenia Mee Wah Ng is an Associate Professor (Department of Mathematics and Information Technology) and Associate Dean (Graduate School) at the Hong Kong Institute of Education. She has extensive teaching experience at tertiary education institutes teaching information technology (IT) and IT in education courses. She is the Co-Editor-in-Chief of International Journal of Web-based Learning and Teaching Technologies. She has published over 70 articles as book chapters, journal articles, conference proceedings and newspaper articles in the area of information systems and IT in education.

Professor Cher Ping Lim is the Head of the Outcome Based Learning Unit and an academic staff in the Curriculum and Instruction department at the Hong Kong Institute of Education. He has led several large scale research studies in Australia, Indonesia, and Singapore on the use of ICT in education and teacher education that

have brought about transformation in education policies and practices. He has also provided technical consultancy to the World Bank, UNESCO, Inter-American Development Bank, Microsoft, and other public and private organizations on building the capacity of schools and education agencies to improve student learning outcomes.

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