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Education: Factors Influencing Learning,
Teacher Perceptions and Student Achievement



Moyes College
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From the Editors – About this Issue

By Karen Bjerg Petersen and Peggy J. Saunders, Editors of JISTE

We are pleased to present the current issue of the *Journal of the International Society for Teacher Education, JISTE*, Volume 22, number 2, featuring the theme “Education: Factors Influencing Learning, Teacher Perceptions, and Student Achievement”. Current and former members of ISfTE – the International Society for Teacher Education – have contributed articles for this issue. The articles witness the multilayered interests of educators from various parts of the world towards numerous aspects of the teacher profession. The first two articles in this issue written by Norwegian teacher educators reflected upon the influence of environment either physical or virtual on teacher education. Teacher perceptions was the topic of the next two articles. While the American authors focused on how pre-service educators’ perceptions change through service learning, the European/Bhutanese authors investigated teacher perceptions of feedback in certain specific contexts of foreign language teaching. The final article is from researchers in Nigeria. Its focus is about how academic achievement can be improved through after school programs. In sum, the five articles may open a new world for readers and educators who are interested in understanding the role of teacher education, teacher educators, and teachers in diverse contexts and different countries of the world.

We would like to thank the reviewers who have contributed with several and repeated reviews on the submitted articles for this issue. We are grateful for the active support from scholars from all over the world, members and non-members of ISfTE, who have spent their time and used their expertise to review the manuscripts.