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Conditions Influencing Learning and Teaching:
Country Based Investigations and Reflections



WEBER STATE UNIVERSITY
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Conditions Influencing Learning and Teaching:
Country Based Investigations and Reflections

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From the editors – About this issue

By Karen Bjerg Petersen, David Byrd and DeeDee Mower, Editors of JISTE

The world - including academics and educators - have been facing numerous challenges because of the impact of the pandemic Covid19 and multiple variants in the past year. We are; therefore, even more pleased to present the current issue of the *Journal of the International Society for Teacher Education, JISTE*, Volume 25, number 1. This volume is an open issue and includes articles from scholars in- and outside the International Society for Teacher Education (ISfTE).

JISTE 25.1 is featuring the theme “Conditions Influencing Learning and Teaching: Country based Investigations and Reflections”. The authors represent a diversity of scholars from four continents interested in investigating a variety of conditions that may influence students’ learning and achievement. Although the conditions for learning and teaching in the countries differ, the authors are united in a curiosity about how conditions for learning can be enhanced be it in Bhutan, Nigeria, Scandinavia or Canada.

Kristine E. Illøkken, Nina Cecilie Øverby, Berit Johannessen and Frøydis Nordgård Vik from Norway are interested in the impact of free school meals on students. In the article, “Possible Effects of a Free School Meal on School Environment: The School Meal Intervention in Norway,” they describe a study in which they wanted to investigate whether free school meals had effects on behavioral issues, inactiveness, self-efficacy, school enjoyment and classroom environment. Their research however indicates that evaluating free school meals is a very “complex issue.”

Adedeji Tella and Felicia Motunrayo Fatoki from Nigeria are curious about whether a game-based approach to learning and teaching, in particular the Bingo game, can enhance student achievement in maths. The article, “Effect of Bingo Game Instructional Strategy on Pupils’ Achievement in Mathematics in Public Primary Schools in Oyo State, Nigeria,” is a report on their investigations. They find that a Bingo game instructional strategy improved pupils’ achievement in mathematics and therefore encourage primary school mathematics teachers to adopt this strategy in their teaching.

From Bhutan, the high school teachers Prem Prasad Timsina, Ugyen Tshewang, Nima Tshering, Rinchen Sherab, Karma Dawa, Tshering Dorji and Phurba Tashi are investigating how particular learning styles might help enhance student learning. In their article, “Preferred Learning Style of Students of Nangkor Central School, Bhutan,” they present a study applying visual, aural, read or write and kinesthetic learning styles (VARK) on high school students. They find that the most

preferred learning styles are aural (A) and kinaesthetic (K) and recommend using teaching pedagogy supporting conceptual understanding of “aural and kinesthetic learners.”

In the article, “Reflections on Place, Place-Based Education and Wild Pedagogies in Denmark: a Schooner Project,” Karen Bjerg Petersen investigates places and nature as conditions for learning. She presents findings from a project for underserved young people and students being enrolled as crewmembers at a schooner. The results indicate that place, nature, an extended stay and the relationship competency of the crew are factors that can have a positive and transformative impact on participants, supporting their efforts to get ‘on keel.’

Finally, Karen Julien from Canada shares her personal reflections about online teaching during the Covid19 pandemic. In her “Personal Reflection Paper: Learning to Teach in Higher Education in Canada. Online... During a Pandemic,” she shares her experiences and thoughts about challenges and efforts in online teaching during the pandemic. Among other things, she suggests trauma-informed pedagogy, which recognizes the effects of stress on the body and brain and the effects of emotions on learning, as a tool for helping “our students, and ourselves” in creating successful learning experiences.

The articles in this issue of *JISTE* evidence how teachers, educators and researchers are interested in investigating not only teaching and learning but also the many various conditions and contexts that influence learning and teaching.

Finally, 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.

Personal statement from the editor

June 2021

JISTE 25.1. will be my last issue as editor of the *Journal of the International Society for Teacher Education (JISTE)*. During my years as the editor, we have successfully published two journal issues annually. Over the years, many members of ISfTE have contributed to the comprehensive and time-intensive work needed to publish *JISTE* consistently.

First, I would like to thank the members of *JISTE*'s Editorial Board, who have contributed ideas, expertise and hours of their time for many years. The Editorial Board plays an important role in how we carry out our work producing an international journal.

Secondly, the ISfTE Board, former and the current Secretary Generals are very important to the journal as discussion and decision partners. They have contributed valuable input into the work of the journal and provided the support needed for the success of the journal.

Thirdly, I would like to thank the individuals who have willingly reviewed the submitted articles and made it possible for us to keep a high international standard for the journal.

The associate editors are crucial for the success of *JISTE*. I would like to thank the former associate editor of *JISTE*, Peggy Saunders from Weber State University, USA, with whom I have worked for many years. Over the years, Peggy, with her tireless work as English editor, APA specialist, and final editing of the journal has helped maintain the high standard of the journal. Peggy is moving into a well-deserved retirement from her academic position. I wish her the best!

I want to thank Leanne Taylor and Vera Woloshyn, Brock University, Canada, who also served as associate editors for a number of years. They contributed greatly to the process of publishing the submissions received during their term. And, lastly, my thanks go to the current associate editors, David Byrd and DeeDee Mover, both from Weber State University, USA. As we all know, the time intensive and editorial work of the associate editors is essential to the success of the journal.

To conclude, I would like to wish Leanne Taylor from Brock University, Canada good luck with her job as the next editor of *JISTE*. I am very pleased that Leanne has agreed to step into the position. She has the background and experience to take up the role as Editor. I am confident that Leanne will fill the position with great professionalism and commitment.

Sincerely,

Karen Bjerg Petersen
Aarhus University, Denmark