

Foreword

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Over the last few decades, an expanding literature has emerged providing rich insights and information on the learning environments of classrooms, particularly in schools. Students' and teachers' perceptions of these environments have led to changes which have contributed to improved student achievement. A robust knowledge base exists that has proved valuable in teacher preparation and professional development courses and policy making that continues to aim for enhanced student achievement.

At the National Institute of Education in Singapore, we have identified three core areas to form the research agenda at the Centre for Research in Pedagogy and Practice over the next five years. These areas are Mathematics and Science Literacy, Language Literacy (both English and Mother Tongue), and Information and Communication Technology. We regard these areas as the keys to developing a society that will both continue to prosper in this era of globalisation as well as develop a cohesive society in the decades ahead. It is interesting to note that the third of these areas is a focus of this book.

This book is one of the first that links ICT with studies of learning environments and represents an exciting advance in that it brings into one volume work by some of the leaders in the field of studies of technology-rich learning environments. The influence of new technology is deservedly given an important place in these studies and will contribute to new models for classroom environment studies into the future.

The co-editors, Myint Swe Khine and Darrell Fisher are to be congratulated for their initiative in taking a future perspective on learning environment studies and in preparing this book.