

Foreword

There are six papers in this final issue of the *Educational Research Journal* (ERJ).

Dorit Patkin and Ruthi Barkai compare the geometric thinking levels of pre- and in-service mathematics teachers in Israel at various stages of their education by adopting the van Hiele's (1987) theory. Despite various differences, results show that all participating groups have demonstrated higher mastery of geometric thinking levels in triangles and quadrilaterals than in circles and three-dimensional geometric figures. Johnny Leung and Joseph Wu examine the association of mindfulness (as a trait subject to individual difference) to stress and its role in moderating the daily hassles-stress relationship with Chinese university students. Results shed lights on the importance of integrating mindfulness-based training into the campus life of this group of students.

Ho-cheong Lam explores how three preschool teachers have employed seven teaching strategies to teach beginning learners of Chinese to write Chinese characters in the Hong Kong classrooms. Findings reveal that there is inconsistency among the three teachers' understanding of the correct ways to write the characters — an issue that warrants attention.

Three papers are related to various aspects of professional development. Jeremy Lackman and Jepakorir Rose Chepyator-Thomson conduct a literature-based study (2003–2013) to examine research informing physical education curriculum and preparing teachers for professional engagement in schools. The study concludes with suggestions for change to curricular offerings in physical education in urban contexts.

Amy S. Ha, Lijuan Wang and John Collins investigate the perceptions of Hong Kong physical education teachers and the applications of Teaching Games for Understanding (TGfU) in their respective schools. Results suggest that professional development of TGfU should emphasize on demonstrations of TGfU teaching methods and experience sharing among teachers. Yick-wah Leung traces the evolution of the professional development of principals in Hong Kong by reviewing relevant documents from 1982 to 2013. Changes of policy objectives, strategies and relations among various stakeholders are identified as the three emerging distinct trends.

Putting together this issue of the ERJ has definitely not been a solo effort. I could not have managed without daily help from Erica Ho, Wai-kit Fung, Cherry Mui and colleagues in the Hong Kong Institute of Educational Research at The Chinese University of Hong Kong. Without them, I doubt that you would be holding this issue in your hands. My sincere thanks and appreciation go out to them.

This is the final issue of the ERJ. The Hong Kong Educational Research Association has decided to replace the ERJ with *Asian Educational and Development Studies* (AEDS) as its official journal. AEDS is published by the Emerald Group. Please consider submitting your paper to AEDS and refer to the following website for the Author Guidelines (http://www.emeraldgroupublishing.com/products/journals/author_guidelines.htm?id=aeds).

For enquiries about the AEDS, you may contact the Editor-in-Chief, Prof. Ka-Ho Mok (kahomok@ied.edu.hk)

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Editor