

Preface

Knowledge building is an educational theory based on research on expertise in a variety of domains, as well as decades of cognitive research into how students learn; it is one of the main theories developed by the learning sciences. Research on knowledge building has been gaining momentum in the Asia-Pacific region in the last years, and the first workshop was held in 2007 at the ICCE conference in Hiroshima, Japan to provide a venue for researchers, graduate students and teachers to discuss their work and explore collaborations. The second workshop enlarges the theme somewhat and especially welcomed papers examining the social and cultural features of schools in Asia-Pacific.

The workshop consists of four long papers and five short papers by authors from throughout the region that examine a range of aspects of knowledge building. Prominent in the research presented is work that examines the analysis of knowledge building discourse (Zhang and Chan; Jin Leng; Cheung). The papers by Truong and Zhao examine knowledge building in relation to the Chinese learner. The remaining papers examine knowledge building more generally. For example Seow and colleagues examine knowledge building in a seamless learning environment and Hong and Chen examine the views of prospective teachers on the knowledge building principles. It is expected that these papers will again stimulate research and development on knowledge building in the region that will not only enhance educational practice but also contribute to the theory itself.

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