Editorial

Naraphorn Paoprasert

Department of Industrial Engineering,
Faculty of Engineering,
Kasetsart University,
Bangkok, 10900, Thailand
Email: naraphorn.p@ku.th

Biographical notes: Naraphorn Paoprasert is from the Department of Industrial Engineering, Faculty of Engineering, Kasetsart University, with expertise in behavioural analysis and operations research. Her academic and applied work focuses on decision and risk analysis, behavioural analysis, and strategic management. She holds a PhD in Industrial and Systems Engineering from the University of Wisconsin-Madison, USA, where she developed a strong foundation in systems optimisation, data analytics, and decision-making methodologies. Her academic work includes behavioural analysis using statistical methods and the application of optimisation modelling.

This special issue explores the theme of *technology adoption in innovative learning practices* in the wake of the COVID-19 pandemic. It highlights how educators, institutions, and learners are moving beyond temporary solutions to embrace technology as a key component of resilient, inclusive, and future-ready learning ecosystems.

A central focus is *practical innovation* – how theoretical concepts are applied in real educational settings to address emerging challenges. Across the six contributions, a common thread emerges: integrating technology with pedagogy, culture, and learner behaviour to support meaningful and sustained learning.

One key theme is the *human-centred use of intelligent technologies*. From AI-powered teaching tools to optimisation algorithms for course timetabling, these studies show how digital innovations can support, rather than replace, educators' evolving roles as facilitators and designers of learning.

The issue also emphasises *learner engagement and experience* in technology-mediated environments. Studies examine factors influencing satisfaction in distance learning and continued use of MOOCs, underlining the importance of emotional connection and sustained motivation.

This theme extends to a study on *gamified learning acceptance* before and after the pandemic in a developing country context. It provides insight into how students' perceptions of game-based learning have shifted, highlighting gamification's potential to motivate learners and reflect changing educational expectations.

Another contribution demonstrates the importance of *context-sensitive innovation*, integrating socio-scientific issues and local wisdom into science education. It underscores the need for educational technology to align with cultural values and lived experiences.

These papers reflect a broader shift from emergency digital responses to *sustainable digital strategies*. They advocate for agile, inclusive models that adapt to the evolving needs of diverse learners.

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As we navigate this new normal, this issue invites educators, researchers, and leaders to reflect on their practices and draw inspiration from these examples. As showcased here, technology-mediated learning is not a fixed solution but a continuous process requiring creativity, adaptability, and care.