

Editor's Note

**Special Issue: Pedagogy, Teaching and Assessment
Practices in Technology in Education**

Over the past decade—and with particular intensity during and after the COVID-19 pandemic—I have observed, both as a researcher and as a teacher educator, how technology has shifted from a peripheral aid to an unavoidable condition of contemporary pedagogy in ASEAN classrooms. This transformation has not unfolded uniformly. It has been shaped by the region's cultural heterogeneity, linguistic plurality, and varied economic realities. Yet across these differences, one common thread is unmistakable: technology is now embedded in the everyday work of teaching and learning, often in ways that demand more than technical competence. They call for pedagogical rethinking, professional resilience, and institutional imagination.

It is from this vantage point that I am deeply grateful to have been invited to serve as Guest Editor for this special issue. Being part of this scholarly effort has allowed me to engage closely with colleagues whose work reflects both the challenges and possibilities of technology-enhanced education across the region.

My work with educators in Vietnam and nearby countries continues to show that many challenges have no simple answers. Teachers ask how they can keep meaningful relationships

with students when communication happens through technologies; how to ensure fairness when access to technology is unequal; and how to assess learning in ways that reflect true understanding, not just digital routines. These are real, everyday struggles shaped by changing expectations and limited resources. They form the core concerns of this special issue.

Contributions of the Special Issue

This collection brings together empirical studies from Vietnam, Thailand, and the Philippines, offering grounded insights into how pedagogy, teaching practices, and assessment are evolving in technology-mediated contexts. The contributions illuminate both the promise and the complexity of educational technology across diverse settings.

1. Undergraduates' Experiences of E-learning at Teacher Training Universities in the South of Vietnam: A Comparative Case Study

Phuong Thi Lan Pham (Vietnam)

Pham's comparative study of 659 pedagogical students reveals generally positive orientations toward e-learning,

while highlighting institutional disparities in satisfaction and support. The findings underscore the strategic importance of infrastructure and student services for sustaining meaningful online learning experiences.

2. Differentiated Instruction in School Practices: Managerial Implications for Teacher Professional Development

Tran Thanh Huong (Vietnam)

Huong examines lower-secondary department heads' perceptions of differentiated instruction. Although its pedagogical value is widely recognized, implementation remains uneven, constrained by limited preparation and institutional barriers. The study calls for more localized and context-attuned professional development.

3. Factors Influencing the Implementation of Play-Based Learning in Supporting Elementary School Students' Social-Emotional Development

Van Vy Dao & Thu Anh Thi Pham (Vietnam)

Dao and Pham explore play-based learning as a pathway to strengthen social-emotional development. Their sequential mixed-methods design identifies teacher-related factors—particularly collaboration and reflective practice—as central to effective implementation.

4. STEM-Based Gear Activities for Enhancing Understanding and

Engagement in a Multi-Grade Engineering Class

Chinapat Mongkholsiriwattana & Monamorn Precharattana (Thailand)

This study shows how hands-on STEM gear activities enhance conceptual understanding and engagement among multi-grade engineering students. The results highlight how well-designed, resource-conscious activities can support STEM learning, particularly in technologically diverse environments.

5. The Context of AI-Integrated Classroom Practices in English Higher Education in the Philippines

Sam Roy Dela Cruz (Philippines)

Dela Cruz documents how AI tools—from ChatGPT to Grammarly, Turnitin, Copilot, and Canvas—are reshaping English language instruction. The integration of AI has improved efficiency and feedback quality, while also raising pressing questions about digital literacy, responsible use, and institutional support.

Synthesis and Forward Look

Across these contributions, several shared themes emerge:

- Technology magnifies existing pedagogical strengths and weaknesses.

- Assessment practices are being rethought to emphasize formative feedback and competency development.
- Institutional cultures shape the depth of technology integration, from infrastructure to leadership commitment.
- Equity remains an urgent concern that demands structural and policy-level responses.

Looking ahead, the papers in this issue suggest important directions for future inquiry:

- Comparative ASEAN scholarship that attends to cultural and linguistic diversity in digital learning.
- Longitudinal research on AI-supported pedagogies and their evolving impacts.
- Leadership strategies that balance innovation, ethics, and care.
- Context-responsive, low-resource models for supporting rural and underserved communities.

These trajectories reaffirm a central insight: while technology continues to reshape the contours of education, meaningful learning still relies on the commitments, beliefs, and capacities of educators and institutions.

As I close this note, I want to reiterate my appreciation for the opportunity to be part of this

special issue. It has been a privilege to engage with the authors' contributions and to support a collection that advances ongoing conversations about the future of teaching and learning in ASEAN contexts.

Provenance Statement

This special issue emerges from ongoing academic collaborations within VNU–University of Social Sciences and Humanities and contributes, HCMC to broader regional conversations on technology, pedagogy, and assessment practices in ASEAN education.

Transparency Statement

I drafted and revised this Editor's Note based on my own scholarly interpretation of the studies included in this issue. Digital tools were used solely for routine editorial tasks. All conceptual framing, synthesis, and reflections represent my own academic contributions.

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