Influences of Technology Integration, Creative Mind Set, and Parental Engagement on Teaching and Learning: Co-Editors' Notes

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As co-editors of the *Educational Research and Development Journal*, we welcome you to the Summer 2025 Issue in Volume 28. In this issue, we present three articles: One examining teachers' integration of technology in their instruction before, during, and after the pandemic in Taiwan, one investigating the relationship between preservice teachers' creative mindsets, self-efficacy, life adaptability, and life satisfaction in Singapore, and a third analyzing the factors that influence school-based engagement among parents of students with disabilities.

Integration of technology in teaching is becoming increasingly vital in redefining what and how students learn and what and how teachers teach in their classrooms (Buabeng-Andoh, 2012). Successful integration is often influenced by teachers' knowledge, beliefs, and the environment in which they implement such an integration (Mumtaz, 2000). Thus, it is important to understand how teachers develop technology integration in teaching when they are situated in different instructional environments (Zhao & Frank, 2003). In a mixed-methods study using questionnaire and interview data, Lin and his colleagues explore how elementary teachers in Taiwan developed their integration of technology in teaching before, during, and after the COVID-19 pandemic. Through the lens of Bronfenbrenner's Ecological Systems Theory, they showed that participants increased post-pandemic technology use over time. However, it revealed that device limitations, misaligned training, and technology's dual role as aid and distraction barriers impact their teaching experience and professional development, which predicted their integration in teaching technology.

Developing students' creativity and nurturing their competencies for innovation becomes a critical focus that teachers are expected to develop in their teaching practices (Kaplan, 2019). Consequently, it is necessary to help teachers develop a creative mindset and creative self-efficacy for teaching (Liu et al., 2024), which presumably helps students develop creativity and innovative competencies (Cayirdag, 2017). Thus, it is vital to examine the relationship between teachers' creative mindset, creative self-efficacy, and adaptability to their contexts (Nemeržitski & Heinla, 2020). In a quantitative examination using a questionnaire survey, Park and Lee examined the relationships between preservice teachers' creative mindsets, creative self-efficacy, life adaptability, and life satisfaction in Singapore. It revealed that participants' growth of creative mindset positively predicted creative self-efficacy directly and mediated life adaptability through creative self-efficacy.

Parental engagement functions importantly in bridging families, schools, and communities (Emerson et al., 2012), raising their awareness of their children's education (Goodall, 2013), and thus improving their children's school learning (McNeal Jr, 2015). Parent engagement is especially important for those parents of children with special needs (Balli, 2016). Thus, it is important to examine the factors that prevent parents of children with specific needs from actively engaging with school on behalf of their children's education. In the qualitative study relying on open-ended survey data, Chang and her colleagues explored the perceived facilitators and barriers of school-based engagement for parents of children with disabilities developed during the COVID-19 pandemic. They showed that while some parents experienced increased collaboration with schools,

others reported that limited technological access, inadequate educator preparedness, and logistical constraints posed challenges to their active school engagement.

We hope this issue helps deepen your understanding of teachers' integration of technology into instruction, as the environment for using technology and delivering instruction is evolving. It will also expand your knowledge of the relationship between preservice teachers' creative mindset, self-efficacy, and life satisfaction within their program coursework. Additionally, we aim to broaden your understanding of how parents of children with special needs develop school-based engagement and the factors shaping their involvement. Finally, we hope this issue will serve as a valuable resource for you to examine similar topics more thoroughly, extensively, and continuously.

Ultimately, we would like to thank all the reviewers for their thorough and constructive suggestions and comments. We also encourage all the Chinese American Educational Research and Development Association members, other professional researchers, and practitioners to contribute to the *Educational Research & Development Journal.* These contributions will make the journal a high-quality outlet for enriching our understanding of various professional education issues.

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