

Editorial Note

The second issue of the *Journal of Innovative Learning* (Vol. 1, No. 2) reflects the journal's continuing mission to serve as a forum for innovative educational practices and research. This issue showcases a rich collection of studies that integrate pedagogy, technology, and systemic innovation, demonstrating how theory and practice intersect to advance learning.

The issue opens with a timely review article examining the use of ChatGPT in probability education. At a time when artificial intelligence is reshaping classrooms, the paper highlights both opportunities and limitations in adopting generative AI. It shows how ChatGPT can assist teachers in lesson planning, visualizations, and formative assessments, while also serving as a personalized tutor for students. The article raises critical questions about how AI can responsibly enrich education without replacing teachers.

The following research contributions address pressing needs across mathematics, science, and teacher development. One study introduces an inductive–deductive inquiry model for teaching conic sections in Grade 10 mathematics, demonstrating how combining inquiry, induction, and deduction can strengthen reasoning and engagement. Another investigates socio-scientific issue–based learning, capturing student and teacher responses to science lessons that engage real-world problems. A third explores how analogical physical models embedded in the 5E framework can make abstract concepts such as quantum numbers and electron configuration more accessible.

Beyond subject-specific pedagogy, the issue also includes broader educational initiatives. A study on building STEM education capacity highlights Thai teachers' networks through Girls in ICT Day, emphasizing gender inclusion and collaboration in technology education. The final article designs an empowerment-based supervision model, incorporating lesson study as a means of supporting teachers' professional growth in primary education. Together, these contributions illustrate how innovative teaching models, when grounded in real contexts, can strengthen both learning outcomes and systemic capacity.

The editorial team acknowledges with gratitude the authors who have contributed their scholarship to this issue, the reviewers who ensured its academic quality, and the international editorial board whose guidance continues to shape the journal's vision. Their collective effort upholds the rigor and integrity necessary for advancing knowledge in the field of innovative learning.

As education undergoes transformation driven by digital technologies, societal needs, and global challenges, the *Journal of Innovative Learning* remains dedicated to providing a platform for dialogue and reflection. It is hoped that the articles in this issue will inspire educators, researchers, and policymakers to adapt and apply new ideas thoughtfully, and to contribute further to the development of innovation in education.

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