

Editorial

This edition of the Journal for Researching Education Practice and Theory (JREPT) presents papers that focus on a variety of aspects related to learning and teaching from different standpoints in the educational terrain. The papers are based on research undertaken by practitioners; draws on data from the field, current research and their professional insights into practice. The first paper, titled ‘An Assessment of the Effectiveness of the Implementation of the Mathematics ‘Assessment For, As and Of Learning’ Strategy in a Primary School in Dubai’ aims at assessing the effectiveness of the implementation of the ‘Assessment For, As and Of Learning’ strategy in Mathematics in a British curriculum primary school in Dubai. Using classroom observations, analysis of some students’ assessment work, semi-structured interviews (with the coordinator and teacher) and students focus group discussion, the findings show that ‘Assessment for, as and of Learning’ strategy is mostly effectively implemented in mathematics providing an efficient data collection resource that measures students’ understanding and informs future teaching instructions. It clarifies that some challenges in implementation arise from the need to differentiate assessments, features of online testing, and the inconsistent feedback. The paper concludes that implementing this type of assessment strategy in mathematics has an operative effect on students’ learning progress but should take into consideration the implied challenges. The second paper focuses on examining teachers’ perceptions regarding the policies used to manage cyberbullying in their schools which includes their perspectives on schools’ policies on cyberbullying in the UAE and how confident they are to apply them in order to manage incidents cyberbullying. Data was collected from 60 teachers in the emirate of Dubai through an online questionnaire and analysed descriptively. The findings indicate that teachers

are aware and concern about online harassment and inconsistent attempts by schools to increase the awareness of cyberbullying through activities such as training, classroom activities and parental discussions. Based on the views of the respondents, the paper recommends that training on cyberbullying in schools for teachers should start early during teacher training in higher education institutions. The last paper investigates teaching-learning strategies that enhance physiotherapy undergraduates' evidence-based practice during clinical training from the perspective of clinical educators. The research is a qualitative study that used in-depth interviews to generate data from physiotherapy students and clinical educators. The findings from the study shows that clinical educators use a number of varied strategies that aimed at enhancing students' evidence-based practice during clinical placement. These strategies include problem-based learning strategies; exposure to a variety of patient cases and different clinical educators. The paper recommends that Clinical educators of physiotherapy students in Abu Dhabi employ a variety of teaching-learning strategies that enhance the adoption of an evidence-based physiotherapy practice by students during undergraduate clinical training.