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Editorial

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The Journal for Researching Education Practice and Theory (JREPT) focuses on sharing research and practice-based projects from education practitioners across a wide range of practice contexts. This edition presents six insightful papers. In the first paper, by Alia El Naggar and Chehek Rattra presents finding from research that examined the experiences of gifted learners with Autism Spectrum Disorder (ASD) in mainstream schools in Dubai, United Arab Emirates (UAE). This qualitative research generated data from 10 students through semi-structured interviews. The findings show that students face a major challenge of inconsistency in support measures. The paper recommends improving resources to support students' socio-emotional development. The second paper titled 'Fostering Pedagogical Resilience Through AI-Mediated Interpreting Practice in Resource-Constrained Higher Education' is a case study within a Salvadoran context by Ana Gladis Martínez Ramírez and Claudia Celene Hernández Villatoro. In this paper, Ramírez and Villatoro examine the use of ChatGPT as a tool to provide immediate formative feedback to students to understand students' perception of the quality of feedback, how interaction with AI influence students' attitudes, and the perceived challenges and benefits of using Generative AI. Using a semi-structured questionnaire, quantitative and qualitative data were collected from 41 undergraduate students in a private higher education institution. The findings of the study indicated high levels of student acceptance and perceived pedagogical value; supported student autonomous practice, provided useful feedback, and increased range of opportunities. The third paper

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focuses on understanding the degree to which 'HE institutions are prepared to integrate AI-driven educational technologies for personalized learning and the challenges emerging from pedagogical, infrastructural, and institutional perspectives'. Data were collected from 210 students and 20 educators and administrators. Findings show that AI-integrated learning enhanced student motivation, comprehension, and performance through personalized engagement. The author recommends appropriate policy interventions particularly in promoting digital infrastructure, faculty capacity building and ethical usages. In the fourth paper, Hazim Al-Karaki and Emad A. S. Abu-Ayyash explore the effectiveness of model texts and visual prompts in improving EFL students' creative writing across proficiency levels. The study implored a number of strategies (mixed-methods) to generate relevant data to achieve the research aim – these included employing qualitative document analysis, descriptive statistics of students' written essays and post-production, semi-structured interviews. The paper concludes that a model text prior to exposing students to a writing task resulted in more creative pieces from students, compared to following a similar procedure with visual prompts. Paper number five investigates the psychological effects of insecurity and violence on the undergraduate students at a university in Nigeria and its surrounding communities. Based on a survey type of research, 400 students completed a Psychological Impact of insecurity and violence Questionnaire (PIIVQ). The findings show that insecurity and violence had wide range of psychological effects emotional stress, fear and sleep disturbances. The impact

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of insecurity and violence on the university's communities included reduced social participation and uncertainty about the future. The paper recommender the strengthening of security measures and providing psychological support to students and community members. The last paper, a theoretical based, by Saumya Agrawal and Rasna Sehrawat, focuses on identifying the dimension of digital pedagogy in the Indian context and using this to develop a Digital Pedagogy Framework tailored specifically for secondary science education. The framework consists of three interrelated components (Technology integration, Supporting Theories, and Application in Teaching-Learning process) and aims to support educators in their planning for meaningful change in instruction for deeper scientific inquiry and measurable student achievement at the secondary level. The paper identifies generalisability as the limitations to the proposed framework.

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