

Research Question Examples: Education

About this document

This PDF contains 809 **education research question examples**, each quoted word for word from one of 370 completed dissertations and theses (2010–2026), grouped into 5 sections. Each question links to the thesis that asked it, so you can read how it was answered. Use them to see what a well-formed education research question looks like, then adapt the shape to your own study.

By [Derek Jansen](#) (MBA) · Reviewed by [Eunice Rautenbach](#) (DTech) · Grad Coach · October 2026

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Descriptive questions

These questions ask what is happening: how much, how often, or what kinds. They describe a situation rather than explain it.

1. What are teachers' perceptions of the implementation of equity-focused teaching?

Asked in: "All of Our Kids Are All of Our Kids": Using Equity-Focused Teaching Strategies Within the MTSS Process to Increase Student Achievement and Address Significant Disproportionality in Special Education · April Hill · Texas Woman's University · 2025

2. How do students demonstrate different abilities related to AI- and media literacy when using AI tools?

Asked in: "ChatGPT said.": A study on upper secondary students' use of AI tools and AI-generated information · Reinsich, Cornelia · Swedish School of Sport and Health Sciences · 2026

3. What is the validity evidence according to the Messick framework for the use of a novel rubric as an assessment tool for Cognitive Load Theory and Cognitive Theory of Multimedia Learning Principles in respiratory lectures at the University of Sydney, Australia?

Asked in: "Development and Pilot Testing of an Observational Instrument to Evaluate the Integration of Cognitive Load Theory and Cognitive Theory of Multimedia Learning in First-Year Medical Lectures" · Bernardino Campos, Pedro · Harvard University · 2025

4. To what extent do anatomy and pathophysiology medical school lectures from the respiratory module incorporate principles of Cognitive Load Theory and Cognitive Theory of Multimedia Learning in their design and delivery?

Asked in: "Development and Pilot Testing of an Observational Instrument to Evaluate the Integration of Cognitive Load Theory and Cognitive Theory of Multimedia Learning in First-Year Medical Lectures" · Bernardino Campos, Pedro · Harvard University · 2025

5. What are the participants' views and perspectives on how their experiences in the METCO program have influenced their life outcomes?

Asked in: "No one worked harder than us METCO kids, we had to figure out the rules on our own like wild animals" the impact of the METCO program on Black students · Shavers, Efe Igbo-Osagie · Boston University · 2024

6. What are the participants' views on the implications their experiences could have on current and future METCO policies?

Asked in: "No one worked harder than us METCO kids, we had to figure out the rules on our own like wild animals" the impact of the METCO program on Black students · Shavers, Efe Igbo-Osagie · Boston University · 2024

7. What pros and cons do the teachers experience in multimodal working methods?

Asked in: "The Concept of Multimodality is new to me..." : A qualitative study of how teachers in nursery class and grade 1-6 work with multimodality · Emma Pettersson · Jönköping University · 2017

8. To what extent are the preparatory EFL learners (de)motivated in their target language learning?

Asked in: (De)motivation in the Preparatory Language Classroom: EFL Learners' and Teachers' Voices · Ayan, Hatice Çelebi · Eastern Mediterranean University · 2014

- 9. What are the life and career experiences of school administrators responsible for effectively utilizing an online credit recovery program and significantly decreasing the number of at-risk students making up course credit and increasing the school's graduation rate using the online credit recovery software?**

Asked in: [A Basic Interpretative Study of the Lived Experiences of Secondary School Leaders in Georgia Who Have Used Online Credit Recovery to Assist At-Risk Students Graduate](#) · Deidrienne N. Gross · Valdosta State University · 2024

- 10. What were some of the barriers encountered by school administrators responsible for effectively utilizing an online credit recovery program, significantly increasing the number of at-risk students making up course credits at an identified Georgia high school and increasing the school's graduation rate?**

Asked in: [A Basic Interpretative Study of the Lived Experiences of Secondary School Leaders in Georgia Who Have Used Online Credit Recovery to Assist At-Risk Students Graduate](#) · Deidrienne N. Gross · Valdosta State University · 2024

- 11. What aspects of college culture awareness did [Early College High School] students explore?**

Asked in: [A Case Study Examination of Georgia Early College Students' Perceptions Related to College Readiness](#) · Angela Chanté Harrell · Valdosta State University · 2022

- 12. What factors influence teachers' decisions to include music education in a PK 3 and 4 classroom?**

Asked in: [A Collaborative Action Research Study on Music Education Inclusion for PK 3 and 4 Latinx Children](#) · Andrea Leonor Garcia · University of Texas at San Antonio · 2024

- 13. What are early childhood teachers' perceptions of receiving modeling, guidance, and resources for their music instruction?**

Asked in: [A Collaborative Action Research Study on Music Education Inclusion for PK 3 and 4 Latinx Children](#) · Andrea Leonor Garcia · University of Texas at San Antonio · 2024

- 14. What is the reported extent of the use of Internet-enhanced instructional strategies by Georgia secondary Agricultural Education teachers who participated in the study?**

Asked in: [A Descriptive Study of Internet-enhanced Instruction in Georgia Secondary Agricultural Education](#) · Walter John Parks · Valdosta State University · 2018

- 15. What are the current uses of Internet-enhanced instructional strategies by Georgia secondary Agricultural Education teachers who participated in the study?**

Asked in: [A Descriptive Study of Internet-enhanced Instruction in Georgia Secondary Agricultural Education](#) · Walter John Parks · Valdosta State University · 2018

- 16. What are the language teachers' beliefs about their learners' learning styles?**

Asked in: [A Descriptive Study of Teaching Styles in Freshman English Classrooms](#) · Çakmak, Özge · Eastern Mediterranean University · 2014

- 17. How do African American, first generation college students describe their academic experiences attending a selective institution of higher education?**

Asked in: [A DIFFERENT WORLD: AFRICAN AMERICAN, FIRST GENERATION COLLEGE WOMEN AT A SELECTIVE UNIVERSITY](#) · Johnson, Jennifer Michelle · University of Maryland · 2013

18. How do African American, first generation college students describe their social experiences attending a selective institution of higher education?

Asked in: [A DIFFERENT WORLD: AFRICAN AMERICAN, FIRST GENERATION COLLEGE WOMEN AT A SELECTIVE UNIVERSITY](#) · Johnson, Jennifer Michelle · University of Maryland · 2013

19. What challenges do students face during the Gallery Walk focused on Spatial Geometry?

Asked in: [A gallery walk and mathematical communication: an experience with a 10th grade class](#) · Rodrigues, Andreia Filipa Carvalho · University of Minho · 2024

20. How can the written communication of students be characterized during the Gallery Walk focused on Spatial Geometry?

Asked in: [A gallery walk and mathematical communication: an experience with a 10th grade class](#) · Rodrigues, Andreia Filipa Carvalho · University of Minho · 2024

21. How can the oral communication of students be characterized during the Gallery Walk focused on Spatial Geometry?

Asked in: [A gallery walk and mathematical communication: an experience with a 10th grade class](#) · Rodrigues, Andreia Filipa Carvalho · University of Minho · 2024

22. What are teachers' classroom assessment practices in secondary schools in Kazakhstan?

Asked in: [A GROUNDED THEORY APPROACH TO THE STUDY OF CLASSROOM ASSESSMENT PRACTICES OF TEACHERS IN SECONDARY SCHOOLS IN KAZAKHSTAN](#) · Tynybayeva, Madina · Nazarbayev University · 2016

23. What are some of the principles, patterns, relationships and synergies that are integral to promoting optimal health, well-being, continuous learning, and sustainability for the individuals and for the system as a whole?

Asked in: [A Health Promoting Continuous Learning Sustainable Education System](#) · Stanton, Colleen Maura · University of Toronto · 2014

24. Is there one or possibly two system environments that might be considered to be the leverage point or enablers for significant change towards a health promoting continuous learning sustainable system?

Asked in: [A Health Promoting Continuous Learning Sustainable Education System](#) · Stanton, Colleen Maura · University of Toronto · 2014

25. What are teachers' predominate SoC with the implementation of blended learning as identified by the Stages of Concern Questionnaire?

Asked in: [A Mixed Methods Study of Teacher Concerns Toward the Implementation of Blended Learning](#) · Melissa Dandy Walker · Valdosta State University · 2017

26. What are teachers' top three concerns related to the implementation of blended learning in their classes?

Asked in: [A Mixed Methods Study of Teacher Concerns Toward the Implementation of Blended Learning](#) · Melissa Dandy Walker · Valdosta State University · 2017

- 27. What are the experiences of the male professional career and technical educators of gender non-traditional career pathway programs in Georgia secondary school districts with an exemplary record of teaching female students and preparing them for high-wage, high-skilled, and in-demand jobs?**

Asked in: [A Narrative Inquiry of Male Teachers Working with Female Students in Gender Non-Traditional Career, Technical, and Agricultural Education \(CTAE\) Programs](#) · Beth K. Adams · Valdosta State University · 2022

- 28. What organizational practices did exemplary male [Career, Technical, and Agricultural Education] teachers responsible for gender non-traditional career preparation programs in Georgia secondary school districts utilize when recruiting and retaining female students for technical, trade, and industry jobs?**

Asked in: [A Narrative Inquiry of Male Teachers Working with Female Students in Gender Non-Traditional Career, Technical, and Agricultural Education \(CTAE\) Programs](#) · Beth K. Adams · Valdosta State University · 2022

- 29. What negative predispositions can affect young adult Millennial students' ability to write in college?**

Asked in: [A Narrative Phenomenological Study: An Investigation into the Meaning of Negative Predispositions toward Writing](#) · Hendricks, LaRonce Marie · Valdosta State University · 2017

- 30. What teaching strategies and classroom management practices can college English 1010 instructors use to aid in building positive writing communities?**

Asked in: [A Narrative Phenomenological Study: An Investigation into the Meaning of Negative Predispositions toward Writing](#) · Hendricks, LaRonce Marie · Valdosta State University · 2017

- 31. What are the qualitatively different ways in which Singaporean teachers conceive of wisdom?**

Asked in: [A phenomenographic study of teachers' conceptions of wisdom and their experiences of wisdom in education](#) · Diane Judith Rozells · National Institute of Education, Singapore · 2012

- 32. What are the life and career experiences of successful algebra teachers who employ IXL as a teaching strategy in rural South Georgia mathematics classrooms?**

Asked in: [A Phenomenological Qualitative Study on Successful Algebra Teachers' Perceptions of the Implementation and Use of IXL](#) · Thompson, Lindsay B. · Valdosta State University · 2022

- 33. What are the best implementation strategies as -- perceived by successful algebra teachers who employ IXL as a teaching strategy -- in rural South Georgia mathematics classrooms?**

Asked in: [A Phenomenological Qualitative Study on Successful Algebra Teachers' Perceptions of the Implementation and Use of IXL](#) · Thompson, Lindsay B. · Valdosta State University · 2022

- 34. If teachers have experienced implementing integrated [Social Emotional Learning] and [Culturally Responsive Practices], what are their experiences of implementing integrated SEL and CRP?**

Asked in: [A phenomenological study of instructional coaches and teachers' perceptions of social emotional learning \(SEL\) and culturally responsive practices \(CRP\)](#) · Labissiere, Geraldine M. · Boston University · 2023

- 35. What are the life experiences, career experiences, and Professional Learning Community-related experiences of identified middle school principals in rural south Georgia who regularly promote Professional Learning Communities in their schools?**
Asked in: [A Phenomenological Study of Principals' Lived Experiences and Perceptions of Professional Learning Communities](#) · David Michael Sims · Valdosta State University · 2021
- 36. What are the perceptions of identified middle school principals in rural south Georgia of the Professional Learning Community process?**
Asked in: [A Phenomenological Study of Principals' Lived Experiences and Perceptions of Professional Learning Communities](#) · David Michael Sims · Valdosta State University · 2021
- 37. What processes do identified middle school principals who regularly participate in Professional Learning Communities in rural south Georgia find most effective?**
Asked in: [A Phenomenological Study of Principals' Lived Experiences and Perceptions of Professional Learning Communities](#) · David Michael Sims · Valdosta State University · 2021
- 38. What are the life and career experiences of successful veteran teachers who completed the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) in southwest Georgia?**
Asked in: [A Phenomenological Study of the Self-Efficacy of Program Completers of the Georgia Teacher Academy for Preparation and Pedagogy](#) · Brecca S. Pope · Valdosta State University · 2021
- 39. What were the perceived barriers of successful veteran teachers who completed the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) in southwest Georgia?**
Asked in: [A Phenomenological Study of the Self-Efficacy of Program Completers of the Georgia Teacher Academy for Preparation and Pedagogy](#) · Brecca S. Pope · Valdosta State University · 2021
- 40. What strategies were used by successful veteran teachers who completed the Georgia Teacher Academy for Preparation and Pedagogy (GaTAPP) in southwest Georgia to mitigate completion barriers?**
Asked in: [A Phenomenological Study of the Self-Efficacy of Program Completers of the Georgia Teacher Academy for Preparation and Pedagogy](#) · Brecca S. Pope · Valdosta State University · 2021
- 41. How do public high school teachers perceive their use of culturally relevant pedagogy in the classroom?**
Asked in: [A qualitative case study exploring high school teachers' perceptions of culturally relevant pedagogy on fostering equitable and inclusive classrooms.](#) · Monique N. Gillis · Baylor University · 2024
- 42. How do public high school teachers describe strategies for fostering an equitable and inclusive classroom through culturally relevant pedagogy?**
Asked in: [A qualitative case study exploring high school teachers' perceptions of culturally relevant pedagogy on fostering equitable and inclusive classrooms.](#) · Monique N. Gillis · Baylor University · 2024
- 43. What knowledge and skills do leaders and teachers bring to the role in supporting the inclusive program?**
Asked in: [A Qualitative Case Study of Assistive Technology Use in Inclusive Education Programs in Selected Central Florida Schools](#) · Shipe, Megan · Florida Southern College · 2019

- 44. What were the experiences and perceptions that led faculty from the University System of Georgia higher education institutions to participate in an instructional consultation?**
 Asked in: [A Qualitative Study of the Experiences of Higher Education Faculty in Faculty Developer-Led Instructional Consultations](#) · Josie G. Baudier · Valdosta State University · 2021
- 45. How beneficial did the faculty member perceive the consultation process in addressing the reason for the consultation?**
 Asked in: [A Qualitative Study of the Experiences of Higher Education Faculty in Faculty Developer-Led Instructional Consultations](#) · Josie G. Baudier · Valdosta State University · 2021
- 46. What are the self-perceived traits among educational leaders regarding the practices of Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart?**
 Asked in: [A Quantitative Study of the Perceived Leadership Practices of Business and Educational Leaders in North Georgia](#) · Marc Robert Feuerbach · Valdosta State University · 2016
- 47. What are learners' responses to my teaching with information and communication technology (ICT) in Grade 10 Physical Sciences?**
 Asked in: [A self-study of a novice teacher's experiences of using information and communication technology \(ICT\) in teaching grade 10 physical sciences.](#) · Nqobile Antonia Njoko · University of KwaZulu-Natal · 2020
- 48. What are the lived experiences of provisionally accepted, first-time, full-time, Black male students within their first academic year at state colleges and state universities in Georgia?**
 Asked in: [A Smooth Transition: A Phenomenological Approach to Understanding the Experiences of First-time, Full-time, Provisionally Accepted Black Male Students](#) · Nikki Nacole Jackson · Valdosta State University · 2017
- 49. What are the common perceptions of provisionally accepted, first-time, full-time, Black male students that influence their academic success at state colleges and state universities with the [University System of Georgia]?**
 Asked in: [A Smooth Transition: A Phenomenological Approach to Understanding the Experiences of First-time, Full-time, Provisionally Accepted Black Male Students](#) · Nikki Nacole Jackson · Valdosta State University · 2017
- 50. Are college students aware of the crime prevention resources on their campus?**
 Asked in: [A Study of Students' Perception and Awareness of Crime on a Southeastern College Campus](#) · Matthew R. Maestas · Valdosta State University · 2018
- 51. What were the leadership practices of the principals in selected successful [National Strategy Learner Attainment] schools?**
 Asked in: [A study of the leadership approaches of principals heading National Strategy Learner Attainment \(NSLA\) schools in the metro central education district in the Western Cape province](#) · Cornelissen, Rudolph Peter · University of the Western Cape · 2020
- 52. What are the perceptions of recently graduated in place/traditional special education teacher candidates on their student teaching experiences?**
 Asked in: [A tale of two pathways: the perceptions of newly graduated traditional and in place special education teacher candidates on their teacher preparation experiences](#) · Oshita, Linda M. Y. O. · University of Hawaii at Manoa · 2013

53. To what extent do teacher candidates believe student teaching experiences contributed to their success/challenges in the classroom?

Asked in: [A tale of two pathways: the perceptions of newly graduated traditional and in place special education teacher candidates on their teacher preparation experiences](#) · Oshita, Linda M. Y. O. · University of Hawaii at Manoa · 2013

54. What are the perceptions of experienced field supervisors regarding the traditional and in place student teaching experiences?

Asked in: [A tale of two pathways: the perceptions of newly graduated traditional and in place special education teacher candidates on their teacher preparation experiences](#) · Oshita, Linda M. Y. O. · University of Hawaii at Manoa · 2013

55. In the section of the BUSN 1440 course that utilized the multimedia discussion tool, VoiceThread, for class discussions, what are the opinions of the students about the technology and its impact on the course?

Asked in: [A Times Series Study: Student Perceptions on Multimedia Discussion Features' Impact on Student Learning and Student Achievement](#) · Kayano Williams Bell · Valdosta State University · 2015

56. How do ABE program administrators describe the effects of policies developed at the federal level on their practice?

Asked in: [ABE Program Administrators' Perceptions of the Impact of Selected Federal Policies on Their Practice](#) · Ursula Parker · Texas State University · 2010

57. What factors shape the implementation of the policies by local ABE program administrators?

Asked in: [ABE Program Administrators' Perceptions of the Impact of Selected Federal Policies on Their Practice](#) · Ursula Parker · Texas State University · 2010

58. What factors and practices contribute to success and flourishing of academic leaders in the higher education context?

Asked in: [Academic Leadership: A Case Study Examining the Leadership Experience in one Canadian University](#) · Hill, Shannon · Queen's University · 2022

59. What leadership competencies are key for effective academic leadership in the higher education context?

Asked in: [Academic Leadership: A Case Study Examining the Leadership Experience in one Canadian University](#) · Hill, Shannon · Queen's University · 2022

60. What are [Advanced Certificate in Education] Technology Education lecturers' and in-service teachers' understanding of the design process?

Asked in: [ACE technology lecturers' and in-service teachers' understanding of the design process and its enactment in their pedagogical practice](#) · Bongeka Petunia Mabaso · University of KwaZulu-Natal · 2015

61. What incidental adult learning occurs as a result of being involved with Early Head Start in rural Central Texas?

Asked in: [Adult Learning within the Context of Early Head Start: The Case of Three Families, their Community Cultural Wealth, Informal and Incidental Learning](#) · Elizondo, Andrea · Texas State University · 2010

- 62. What is the amount and percent of instructional time that teachers spend implementing reading comprehension instructional strategies during 7th grade [English Language Arts/Reading] and [social studies] instruction?**

Asked in: [An Analysis of the Comprehension Instruction and Reading Comprehension and Vocabulary Strategies Used by Teachers to Facilitate Students' Ability to Understand Text](#) · Reyna-Barron, Elsa Yvonne · Texas A&M University · 2016

- 63. What is the amount and percent of instructional time that teachers spend implementing vocabulary instructional activities during [English Language Arts/Reading] and [social studies] instruction?**

Asked in: [An Analysis of the Comprehension Instruction and Reading Comprehension and Vocabulary Strategies Used by Teachers to Facilitate Students' Ability to Understand Text](#) · Reyna-Barron, Elsa Yvonne · Texas A&M University · 2016

- 64. What do the high school music teachers in this study believe students learn through the use of music notation software?**

Asked in: [An appraisal of the use of computer music notation software among selected high school music teachers](#) · Villani, A. David, Jr. · Boston University · 2014

- 65. Have policy objectives been met in the implementation of [Education White Paper 6] within [full-service schools]?**

Asked in: [An evaluation of the implementation of Education White Paper 6 in selected full-service schools in KwaZulu-Natal](#) · Jacobs, Merise K. · University of Zululand · 2015

- 66. What are the barriers to implementing [Education White Paper 6] within [full-service schools]?**

Asked in: [An evaluation of the implementation of Education White Paper 6 in selected full-service schools in KwaZulu-Natal](#) · Jacobs, Merise K. · University of Zululand · 2015

- 67. What factors promote or impede N4 [Quantity Surveying] students' engagement with the assessing and processing of information from engineering graphics and specification drawings?**

Asked in: [An exploration of quantity surveying students' engagement with engineering graphics and specification drawings](#) · Emmanuel Konadu-Yiadom · University of KwaZulu-Natal · 2016

- 68. What teaching strategies are used by mathematics teachers in teaching area and perimeter in grade 6?**

Asked in: [An exploration of teaching strategies in teaching area and perimeter in grade 6 at Mahlabathini Circuit Management Centre](#) · Madide, Celenkosini Henry · University of KwaZulu-Natal · 2018

- 69. How do tutees perceive the effectiveness of writing center tutorials?**

Asked in: [An Exploratory Study of a Middle Eastern Writing Center: The Perceptions of Tutors and Tutees](#) · Maria Eleftheriou · University of Leicester · 2011

- 70. How do tutors perceive the effectiveness of writing center tutorials?**

Asked in: [An Exploratory Study of a Middle Eastern Writing Center: The Perceptions of Tutors and Tutees](#) · Maria Eleftheriou · University of Leicester · 2011

71. What are writing program instructors' perspectives on planning and enacting digital multimodal composing projects?

Asked in: [An Investigation of Digital Multimodal Instruction: Writing Instructors Teaching English and English Language Learners](#) · Khorosheva, Mariia · University of Arizona · 2023

72. What patterns emerge in length and quality of student summaries?

Asked in: [An Investigation of Student Collaborative Summary Writing with Different Instructional Strategies](#) · Sarah Annita Lashley · Valdosta State University · 2015

73. What are seventh-grade teachers' perceptions about student performance on collaborative GIST summary writing?

Asked in: [An Investigation of Student Collaborative Summary Writing with Different Instructional Strategies](#) · Sarah Annita Lashley · Valdosta State University · 2015

74. What are seventh-grade students' perceptions about their performance on collaborative GIST summary writing?

Asked in: [An Investigation of Student Collaborative Summary Writing with Different Instructional Strategies](#) · Sarah Annita Lashley · Valdosta State University · 2015

75. What are seventh-grade teacher and student perceptions about collaborative GIST summary writing with technology?

Asked in: [An Investigation of Student Collaborative Summary Writing with Different Instructional Strategies](#) · Sarah Annita Lashley · Valdosta State University · 2015

76. To what degree is analogy involved in connecting different representations of a phenomenon to each other and to the represented phenomenon?

Asked in: [Analogical reasoning in science education : - connections to semantics and scientific modelling in thermodynamics](#) · Haglund, Jesper · Linköping University · 2012

77. What are students' and teachers' experiences of student voice efforts, prior to the classroom-based student voice initiatives in Singapore schools?

Asked in: [Are we listening?: Exploring perspectives, possibilities and pitfalls of student voice from the Singapore classroom](#) · Fernandez, Lucy Oliver · National Institute of Education, Singapore · 2019

78. How are teachers and moderators trained to equip them as competent examiners?

Asked in: [Assessing home economics coursework in senior secondary schools in Botswana](#) · Gosetsemang Leepile · University of Pretoria · 2011

79. How does the examining body (BEC) ensure that all examiners adhere to the quality control mechanisms?

Asked in: [Assessing home economics coursework in senior secondary schools in Botswana](#) · Gosetsemang Leepile · University of Pretoria · 2011

80. What are principal perceptions of the benefits of Georgia public elementary extended learning programs?

Asked in: [Assessing the Benefits of Extended Learning Programs: A Study of Georgia Public Elementary Schools](#) · Vincent Maynard Hamm · Valdosta State University · 2015

81. What is the nature of teachers' [Assessment for Learning] strategies?

Asked in: [Assessment for Learning Explored in Grade 9 Applied Mathematics Classrooms](#) · Chapman, Allison · Queen's University · 2017

82. Will the investment of AR implementation in the learning process pay off?

Asked in: [Augmented Reality Supported Learning Process for Operators](#) · Sofia Mani · Mälardalen University · 2022

83. What are the perceptions and attitudes of band directors in the Northwest District toward the Music Performance Adjudication (MPA)?

Asked in: [Band Directors' Perceptions of Music Performance Adjudication](#) · Watson, Melanie H · East Carolina University · 2018

84. What are the motivating factors for band directors in the Northwest District to attend [Music Performance Adjudication]?

Asked in: [Band Directors' Perceptions of Music Performance Adjudication](#) · Watson, Melanie H · East Carolina University · 2018

85. How do students from marginalized groups describe their experiences in engineering education?

Asked in: [Beyond the Numbers: An Intersectional Exploration of the Undergraduate Engineering Student Experience](#) · Hanson, Cori · University of Toronto · 2021

86. What do students say faculties of engineering and engineering educators could do to make engineering education more inclusive?

Asked in: [Beyond the Numbers: An Intersectional Exploration of the Undergraduate Engineering Student Experience](#) · Hanson, Cori · University of Toronto · 2021

87. What were the life experiences of selected African-American university faculty members prior to becoming university faculty members at a university research institution in a southeastern U.S. state?

Asked in: [Black Scholars' Burden: An examination of life and career experiences of African-American faculty at a PWI](#) · Michelle Robinson · Valdosta State University · 2020

88. What barriers, if any, did selected African-American university faculty members at a university research institution in a southeastern U.S. state encounter in their efforts to become university faculty members?

Asked in: [Black Scholars' Burden: An examination of life and career experiences of African-American faculty at a PWI](#) · Michelle Robinson · Valdosta State University · 2020

89. If barriers were encountered, what strategies did select African-American university faculty members use to overcome the barriers at a university research institution in a southeastern U.S. state?

Asked in: [Black Scholars' Burden: An examination of life and career experiences of African-American faculty at a PWI](#) · Michelle Robinson · Valdosta State University · 2020

90. How do teachers describe factors that promote achievement with African American males in Gifted and Talented Programs?

Asked in: [Breaking Outside the Walls: Teachers of Gifted and Talented African American Males in a Texas Urban Middle School](#) · Henderson, Sowanda Nimmer · Texas A&M University · 2013

91. How do ethnic Kazakh returnee students from China describe a student experience in Kazakh-medium higher education?

Asked in: [Bridging Language, Identity and Integration in the Ethnic Migration- Student Experience of China-Kazakhs in Kazakhstan](#) · Toktau, Zhuldyz · Nazarbayev University · 2017

92. What are their perceptions and beliefs about the conditions that facilitate or impede the process of educational technology integration?

Asked in: [Bridging the Divide: District Level Technology Leaders as Agents of Change](#) · Elisabeth Amy Moody · Valdosta State University · 2014

93. What are the life and career experiences of identified female school superintendents in rural Georgia regarding their career advancement?

Asked in: [Career Pathway Barriers, Strategies, and Practices of Female Superintendents in Rural Georgia: A Narrative Inquiry](#) · Erin S. Rehberg · Valdosta State University · 2022

94. What do female school superintendents in rural Georgia believe are strategies for increasing female superintendents at school districts in the southern U.S. region?

Asked in: [Career Pathway Barriers, Strategies, and Practices of Female Superintendents in Rural Georgia: A Narrative Inquiry](#) · Erin S. Rehberg · Valdosta State University · 2022

95. What experiences, both challenges and triumphs, are participating Latinas in central office roles facing?

Asked in: [Cariño Chronicles: Testimonios of Latina K-12 Central Office Charter Leaders in Texas](#) · Andrea Fernandez · Texas State University · 2025

96. What strategies (if any) of cariño do they utilize to sustain themselves in their workplaces?

Asked in: [Cariño Chronicles: Testimonios of Latina K-12 Central Office Charter Leaders in Texas](#) · Andrea Fernandez · Texas State University · 2025

97. How do teachers perceive the effectiveness and quality of the four critical areas in their teacher preparation programs?

Asked in: [Case Study: Examining Teachers' Perceptions of Need in Areas Crucial for Preparation and Practice in Five Pacific Northwest Districts](#) · Adam M. Watkins · University of Oregon · 2025

98. What elements do teachers identify as essential in teacher training and professional development based on their perceptions and experiences?

Asked in: [Case Study: Examining Teachers' Perceptions of Need in Areas Crucial for Preparation and Practice in Five Pacific Northwest Districts](#) · Adam M. Watkins · University of Oregon · 2025

99. What various roles did the students undertake in their community of practice?

Asked in: [Collaborative learning among high school students in an alternative styles strings ensemble](#) · David Reed Doke · Boston University · 2020

100. What kinds of multimodal and linguistic resources do [Black/African Descendant] high school youth and alumni/ae of [New York City independent schools] use to express their identities as members of various communities?

Asked in: [Counterstories of Black High School Students and Graduates of NYC Independent Schools: A Narrative Case Study](#) · Martin, Kahdeidra M. · The Graduate Center, City University of New York · 2021

- 101.** According to [Black/African Descendant] alumni/ae, what are the lasting impacts of their [New York City independent schools] experiences on their present day lives?

Asked in: [Counterstories of Black High School Students and Graduates of NYC Independent Schools: A Narrative Case Study](#) · Martin, Kahdeidra M. · The Graduate Center, City University of New York · 2021

- 102.** How do the regional high school district teachers and administrators of Title I schools perceive the use of data to make informed decisions from a district and building perspective?

Asked in: [Data driven decision making: data interplay within a high school district](#) · Heilig, Chris · Rowan University · 2014

- 103.** How do school administrators and teachers perceive the district data team in relation to their building based data use efforts?

Asked in: [Data driven decision making: data interplay within a high school district](#) · Heilig, Chris · Rowan University · 2014

- 104.** What data do first-year teachers have access to in Indiana schools?

Asked in: [DATA USE OF FIRST YEAR INDIANA EDUCATORS: A STATEWIDE SURVEY STUDY](#) · Wise, Robin M. · Indiana University · 2020

- 105.** How do first-year teachers feel they receive support with data use?

Asked in: [DATA USE OF FIRST YEAR INDIANA EDUCATORS: A STATEWIDE SURVEY STUDY](#) · Wise, Robin M. · Indiana University · 2020

- 106.** What is Anishinaabe ecological relational knowledge and what principles and concepts of Anishinaabe ecological relational knowledge are made visible in a public school classroom?

Asked in: [Demonstrating Anishinaabe storywork circle pedagogy: creating conceptual space for ecological relational knowledge in the classroom.](#) · Peltier, Sharla · Laurentian University · 2016

- 107.** What do teachers perceive as important characteristics of a professional learning community?

Asked in: [Developing a professional learning community in a Ghanaian School: Teachers' Perceptions of Important Characteristics of PLC](#) · Huusela, Katariina · University of Jyväskylä · 2020

- 108.** What kind of challenges have the teachers faced regarding outdoor education in multicultural preschool groups?

Asked in: [Developing social interactions through outdoor education in multicultural preschool settings : Teachers' perspectives](#) · Csányi, Sarolta · Jönköping University · 2018

- 109.** What are the characteristics of middle school students' understanding of signs in mathematical writing form in problem solving in areas of algebra and function?

Asked in: [Development and application of Mathematical Writing form based on Semiotics](#) · Lee, Kyeng Hee · Ewha Womans University · 2021

- 110.** What are the characteristics of middle school students' change in understanding of preferences in communicative writing using mathematical writing form?

Asked in: [Development and application of Mathematical Writing form based on Semiotics](#) · Lee, Kyeng Hee · Ewha Womans University · 2021

111. What are the teacher's attitudes and perceptions about the use of digital video in distance higher education?

Asked in: [Digital Distance Education – A Longitudinal Exploration of Video Technology](#) · Dafgård, Lena · University of Gothenburg · 2020

112. What opportunities and challenges do music teachers perceive regarding the content and execution of music education when using digital tools?

Asked in: [Digital Tools in Music Education : A Qualitative Study of Music Teachers' Use of Digital Tools in Grades 6–9.](#) · Patrik J Selleby · Jönköping University · 2026

113. How do music teachers use artificial intelligence (AI) in their teaching?

Asked in: [Digital Tools in Music Education : A Qualitative Study of Music Teachers' Use of Digital Tools in Grades 6–9.](#) · Patrik J Selleby · Jönköping University · 2026

114. What are the writing feedback practices and perceptions of disciplinary instructors?

Asked in: [Disciplinary Writing Feedback Practices: Comparing Preference, Expectations, and Practices](#) · Jacob Witt · University of Arizona · 2019

115. What are the writing feedback preferences, perceptions, and strategies of students in their disciplinary courses?

Asked in: [Disciplinary Writing Feedback Practices: Comparing Preference, Expectations, and Practices](#) · Jacob Witt · University of Arizona · 2019

116. What are administrator and staff's perceptions of malleable exosystem factors that facilitate the inclusive education of children with early intervention and early childhood special education service needs in their center-based community early childhood education programs?

Asked in: [Early Childhood Inclusion in Community-based Programs: A Case Study Approach to Exploring Malleable Program Exosystem Factors](#) · Lickvar-Armstrong, Chavis · University of Kansas · 2023

117. What are educators' reflections on the Junior Secondary Integrated Consumer Sciences curriculum?

Asked in: [Educators' reflections of the Swaziland junior secondary Integrated consumer science curriculum: towards development of a unique content area.](#) · Mabuza, Dumisa Celemusa. · University of KwaZulu-Natal · 2018

118. What lesson may be learnt from the educators' reflections, for the purpose of improving the curriculum?

Asked in: [Educators' reflections of the Swaziland junior secondary Integrated consumer science curriculum: towards development of a unique content area.](#) · Mabuza, Dumisa Celemusa. · University of KwaZulu-Natal · 2018

119. What are educators' reflections on the implementation of Agricultural Sciences [Curriculum and Assessment Policy Statement]?

Asked in: [Educators' reflections on their practices of Agricultural Sciences curriculum and Assessment Policy statement.](#) · Msimelelo Buyisile Nkohl · University of KwaZulu-Natal · 2016

120. What lessons can be learnt with educators' reflections in the implementing of Agricultural Sciences [Curriculum and Assessment Policy Statement]?

Asked in: [Educators' reflections on their practices of Agricultural Sciences curriculum and Assessment Policy statement.](#) · Msimelelo Buyisile Nkohl · University of KwaZulu-Natal · 2016

- 121.** How useful is Bibliotherapy and/or its principles as a tool in designing a literacy programme for re-engaging disaffected adolescents?
- Asked in: [Effects of a Bibliotherapy Based Intervention on Literacy, Behaviour and Self-efficacy of Disaffected Adolescents](#) · Vivian Lynne Rivers · University of Exeter · 2016
- 122.** What does the implementation of an engaged scholarship partnership with a local hospice look like within the boundaries of an undergraduate Radiation Therapy Program?
- Asked in: [Engaged Scholarship in Partnership with a Local Hospice: A Qualitative Case Study in a Radiation Therapy Classroom](#) · Trad, Megan · Texas State University · 2012
- 123.** What are the pedagogical practices relative to English (EFL) education in two private kindergarten classes in Korea?
- Asked in: [English language education in two kindergarten classes in Korea : pedagogical practices and insiders' perceptions](#) · Eun A Kim · University of Texas at Austin · 2014
- 124.** How do the members of the two classes (i.e., the children, ECE teachers, and English language instructors) perceive the language, language teaching and learning, and pedagogical practices?
- Asked in: [English language education in two kindergarten classes in Korea : pedagogical practices and insiders' perceptions](#) · Eun A Kim · University of Texas at Austin · 2014
- 125.** What challenges did a group of EFL pre-service teachers face in speaking English?
- Asked in: [ENGLISH LANGUAGE SPEAKING ANXIETY OF EFL PRE-SERVICE TEACHERS AND THEIR STRATEGY USE: EVIDENCE FROM A MULTILINGUAL CONTEXT](#) · Rakhimzhanova, Tolkyn · Nazarbayev University · 2022
- 126.** What are the types and the sources of errors and misconceptions committed by Grade 9 learners in Algebra learning?
- Asked in: [Errors and misconceptions related to learning algebra in the senior phase – grade 9](#) · Philile Nobuhle Mathaba · University of Zululand · 2019
- 127.** [W]hat strategies are used by the award-winning [institutions of higher education] to evaluate internationalization efforts?
- Asked in: [Evaluating Internationalization Efforts in Select Award-winning Institutions of Higher Education: Where are the International Graduate Students?](#) · Sehin, Oleksandra · Texas State University · 2015
- 128.** [W]hat do the Chief International Education Administrators from a subset of award-winning [institutions of higher education] value in regards to internationalization processes in their institutions?
- Asked in: [Evaluating Internationalization Efforts in Select Award-winning Institutions of Higher Education: Where are the International Graduate Students?](#) · Sehin, Oleksandra · Texas State University · 2015
- 129.** [W]hat do the Chief International Education Administrators (CIEAs) from a subset of award-winning [institutions of higher education] value in regards to international graduate students' enrollment on their campuses?
- Asked in: [Evaluating Internationalization Efforts in Select Award-winning Institutions of Higher Education: Where are the International Graduate Students?](#) · Sehin, Oleksandra · Texas State University · 2015

130. What are the challenges and benefits of implementing online formative assessment?

Asked in: [Evaluation of online formative assessment practices at higher education institutions](#) ·

Wilhelmina Etuna Simon · University of Pretoria · 2019

131. What are the teachers' perceptions of the overall impact of [Formative Assessment Lesson] implementation?

Asked in: [Examination of High School Students' Self-Efficacy, Motivation, and Achievement in Response to Formative Assessment Lesson Implementation](#) · Leah M. Owens · Valdosta State University · 2022

132. What was the distribution of graduates, who graduated from a high school in Texas who were college ready based on proficiency on the Texas Success Initiative assessment in both ELA and Math?

Asked in: [Examining College Readiness for Underrepresented Students in Texas](#) · Walter Becerra ·

University of Houston · 2024

133. Of those who graduated in the classes of 2015 – 2018 from high schools in Texas, what proportion of African American, Hispanic, and economically disadvantaged graduate students were college ready based on proficiency on the Texas Success Initiative assessment in both ELA and Math?

Asked in: [Examining College Readiness for Underrepresented Students in Texas](#) · Walter Becerra ·

University of Houston · 2024

134. Of those graduates who enrolled in a Texas Institution of Higher Education, what were the percentages of African American, Hispanic, and economically disadvantaged students who were college ready (met proficiency in ELA and Math sections)?

Asked in: [Examining College Readiness for Underrepresented Students in Texas](#) · Walter Becerra ·

University of Houston · 2024

135. What are the general education teachers' perceptions of factors that affect the academic progress of former bilingual education students who have exited into all-English classes?

Asked in: [Examining general education teachers' perceptions about the factors that affect the academic progress of former bilingual education students who exit into all English classes](#) · Robyn Sandoval ·

University of Houston-Clear Lake · 2019

136. What instructional accommodations do general education teachers report using with their formerly bilingual education students?

Asked in: [Examining general education teachers' perceptions about the factors that affect the academic progress of former bilingual education students who exit into all English classes](#) · Robyn Sandoval ·

University of Houston-Clear Lake · 2019

137. What models are appropriate for mentoring geographically-dispersed Supplemental Instruction Leaders?

Asked in: [Examining how an Online Mentoring Model may support new Supplemental Instruction Leaders](#) ·

Phillip John Dawson · University of Wollongong · 2011

138. How did students grow in early literacy and cognitive selfregulation skills across the preschool year?

Asked in: [Examining the Relationship of Early Literacy Skills and Cognitive Self-Regulation to Kindergarten Readiness of Preschool Students](#) · Rasplika, Caitlin · University of Oregon · 2016

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- 139.** What were the experiences of first-generation, low-income students throughout their first semester in a dual enrollment course at a two-year postsecondary institution in the rural south?

Asked in: [Experiences and Perceptions of First-Generation, Low- Income Students' First Semester of Dual Enrollment in Georgia](#) · Megan L. Higgins · Valdosta State University · 2021

- 140.** What are the perceptions of first-generation, low-income students pertaining to their college preparedness throughout their first semester in a dual enrollment course at a two-year postsecondary institution in the rural south?

Asked in: [Experiences and Perceptions of First-Generation, Low- Income Students' First Semester of Dual Enrollment in Georgia](#) · Megan L. Higgins · Valdosta State University · 2021

- 141.** What implications can be drawn for disability policy to enhance social justice in higher education?

Asked in: [Experiences of disabled students at two South African universities: a capabilities approach](#) · Mutanga, Oliver · University of the Free State · 2015

- 142.** What music literacy practices appear in music education and music classes?

Asked in: [Exploring Disciplinary and Multimodal Literacy Practices in Music Education](#) · Hyun-ju Kim · University of Michigan · 2014

- 143.** What contribution has higher education made to the capabilities and valued functionings of selected black women graduates regarding the professional and personal lives they have reason to value?

Asked in: [Exploring higher education capabilities of black women graduates towards personal and professional development](#) · Mahlaha, Nteboheng Theresia · University of the Free State · 2014

- 144.** Do black women graduates have the agency and freedom to achieve what they value both professionally and personally?

Asked in: [Exploring higher education capabilities of black women graduates towards personal and professional development](#) · Mahlaha, Nteboheng Theresia · University of the Free State · 2014

- 145.** How do parents and instructors perceive children's learning in the natural environment in an early childhood learning setting?

Asked in: [Exploring Parental and Instructor Perspectives of Learning in the Natural Environment for Young Children: A Qualitative Study](#) · Brittany Molner · University of Alberta · 2022

- 146.** What does play-based writing look like in a hybrid bilingual preschool classroom?

Asked in: [Exploring Play-Based Writing in a Hybrid Bilingual Preschool Classroom](#) · Lopez, Rebecca L. · University of Arizona · 2021

- 147.** What is the understanding of sustainability education among Finnish pre-service teachers?

Asked in: [Exploring sustainability education : perspectives of Finnish pre-service teachers](#) · Abitha Chakrapani · University of Jyväskylä · 2023

- 148.** What are teachers' experiences in the selection processes of school leaders?

Asked in: [Exploring teachers' experiences in the selection processes of school leaders.](#) · Bongani Victor Malinga · University of KwaZulu-Natal · 2018

149. Which teaching strategies do teachers normally use to teach mathematics in Grade 9 at Mkhuhlu circuit?

Asked in: [Exploring teaching strategies to improve the performance of grade 9 learners in mathematics in Mkhuhlu Circuit, Bohlabela District](#) · Venetia Sebenzile Mthethwa · University of Limpopo · 2021

150. What is the level of support that teachers receive from the different levels of the system?

Asked in: [Exploring teaching strategies to improve the performance of grade 9 learners in mathematics in Mkhuhlu Circuit, Bohlabela District](#) · Venetia Sebenzile Mthethwa · University of Limpopo · 2021

151. How do teachers view the implementation of CEFR-aligned assessments for writing skills in ESL classrooms?

Asked in: [Exploring the CEFR-Aligned Writing Skills Assessment by ESL Teachers: Perspectives, Practices and Challenges](#) · Azurawati Binti Wok Zaki · Universiti Sains Islam Malaysia · 2024

152. How do teachers implement CEFR-aligned assessments for writing skills in ESL classrooms?

Asked in: [Exploring the CEFR-Aligned Writing Skills Assessment by ESL Teachers: Perspectives, Practices and Challenges](#) · Azurawati Binti Wok Zaki · Universiti Sains Islam Malaysia · 2024

153. What issues do teachers face in implementing CEFR-aligned assessments for writing skills in ESL classrooms?

Asked in: [Exploring the CEFR-Aligned Writing Skills Assessment by ESL Teachers: Perspectives, Practices and Challenges](#) · Azurawati Binti Wok Zaki · Universiti Sains Islam Malaysia · 2024

154. How do NST pre-service teachers represent their understanding of an integrated Natural Science and Technology curriculum?

Asked in: [Exploring the development of TSPCK of grade six natural science and technology pre-service teachers: a case for matter and materials](#) · Rosann Chantel Naidoo · University of KwaZulu-Natal · 2021

155. What is the leadership role of high school counselors in advocating for support of undocumented Latinx students' pursuit of post-secondary options in a majority Latino urban school district?

Asked in: [Exploring the Leadership Role of Urban High School Counselors in Advocating for Undocumented Latinx Students' Pursuit of Post-Secondary Options](#) · Trevino-Garcia, Josefina 1970- · University of Houston · 2026

156. What are the experiences of lecturers and tutors using translanguaging as a teaching strategy in isiZulu second language teaching?

Asked in: [Exploring the significance of using translanguaging as a teaching strategy in isiZulu second language teaching at University of KwaZulu-Natal](#) · Gumbi, Gcebile · University of KwaZulu-Natal · 2024

157. What are the significant factors influencing learners' low academic performance in the [Seventh-Day Adventist] secondary schools?

Asked in: [Factors influencing learner academic performance in the seventh-day adventist secondary schools in malawi](#) · Nyasulu, Moses · Mzuzu University · 2020

158. What academic interventions can enhance learners' high academic performance in the [Seventh-Day Adventist] secondary schools in Malawi?

Asked in: [Factors influencing learner academic performance in the seventh-day adventist secondary schools in malawi](#) · Nyasulu, Moses · Mzuzu University · 2020

159. What process do college music majors use to find potential universities?

Asked in: [Factors Influencing Undergraduate Music Majors' Choice of College](#) · Candler, Kaitlyn Elizabeth · Texas Woman's University · 2026

160. To what extent do the faculty participants utilize the flipped classroom teaching method?

Asked in: [Flip to Engage: Faculty Perspectives on Implementing Active Learning](#) · Wang, Litao · University of Houston · 2026

161. What factors, according to the students and teachers, are important for developing and fostering oral communication skills?

Asked in: [Fostering Students' Oral Communication Skills in the Second Language Classroom : Främja elevers muntliga kommunikationsförmågor i andraspråksklassrummet](#) · Säberg, Maja · Linköping University · 2017

162. What are teachers' experiences in incorporating [Information Communication Technology] into language Pedagogy in the Foundation Phase?

Asked in: [Foundation phase teachers' experiences in integrating Information Communication Technology \(ICT\) into language learning and teaching at Uthungulu District schools.](#) · Durodolu, Mercy · University of Zululand · 2016

163. What are the attitudes and responses of teachers towards the use of [Information Communication Technology] in language teaching and learning?

Asked in: [Foundation phase teachers' experiences in integrating Information Communication Technology \(ICT\) into language learning and teaching at Uthungulu District schools.](#) · Durodolu, Mercy · University of Zululand · 2016

164. What are the levels of teachers' resistance to the use of [Information Communication Technology]?

Asked in: [Foundation phase teachers' experiences in integrating Information Communication Technology \(ICT\) into language learning and teaching at Uthungulu District schools.](#) · Durodolu, Mercy · University of Zululand · 2016

165. What is the level of appropriate use of [Information Communication Technology] for curriculum delivery in language teaching and learning?

Asked in: [Foundation phase teachers' experiences in integrating Information Communication Technology \(ICT\) into language learning and teaching at Uthungulu District schools.](#) · Durodolu, Mercy · University of Zululand · 2016

166. What is the landscape of [Physics Education Research] in Canada; who are our [Physics Education Research] experts and what are their areas of research focus?

Asked in: [Gender Equity in Physics Education: Framing the Future of Physics Education Research in Canada](#) · Mainhood, Lindsay · Queen's University · 2022

167. What do Canada's [Physics Education Research] experts consider to be the most pressing needs and priorities to address the gender equity issue?

Asked in: [Gender Equity in Physics Education: Framing the Future of Physics Education Research in Canada](#) · Mainhood, Lindsay · Queen's University · 2022

168. What sort of feedback options (format, timing, quantity) do high school students and teachers find most useful in a touch-screen app?

Asked in: [Giving High Needs Students Voice: A Grant Proposal to Create a Touchscreen App to Gather Real Time Student Instructional Feedback](#) · Lauritzen, Zachary · University of Oregon · 2019

169. To what degree can a touchscreen app provide technically adequate measures of instruction?

Asked in: [Giving High Needs Students Voice: A Grant Proposal to Create a Touchscreen App to Gather Real Time Student Instructional Feedback](#) · Lauritzen, Zachary · University of Oregon · 2019

170. How do interviewees perceive hackathons in relation to key elements of the UNESCO Learning Cities Framework?

Asked in: [Hackathons as a tool for learning in the framework of UNESCO learning cities](#) · Lionaite, Monika · Stockholm University · 2020

171. How do participants of the hackathons perceive their learning process?

Asked in: [Hackathons as a tool for learning in the framework of UNESCO learning cities](#) · Lionaite, Monika · Stockholm University · 2020

172. What is the curriculum policy informing the teaching of HIV and AIDS education in Lesotho secondary schools?

Asked in: [HIV and AIDs education and meaning-making among learners in one rural secondary school in Lesotho.](#) · Aletta 'Matopollo Monyake · University of KwaZulu-Natal · 2019

173. How are teachers trained for their role as HIV and AIDS educators in schools?

Asked in: [HIV and AIDs education and meaning-making among learners in one rural secondary school in Lesotho.](#) · Aletta 'Matopollo Monyake · University of KwaZulu-Natal · 2019

174. How do the different [Initial Teacher Education (ITE)] cohort groups use Pepper in terms of its functions and features?

Asked in: [How Does a Virtual Learning Environment Support and Enhance Community Building in Initial Teacher Education Cohorts?](#) · Marla Anne Zupan · University of Toronto · 2015

175. According to instructors, what factors contribute to the development of community online?

Asked in: [How Does a Virtual Learning Environment Support and Enhance Community Building in Initial Teacher Education Cohorts?](#) · Marla Anne Zupan · University of Toronto · 2015

176. How do students perceive and use Pepper as an extension of their classroom environment?

Asked in: [How Does a Virtual Learning Environment Support and Enhance Community Building in Initial Teacher Education Cohorts?](#) · Marla Anne Zupan · University of Toronto · 2015

177. How has technology influenced the way people prefer to engage in self-directed learning?

Asked in: [How We Like to LearnIT: A Quantitative Study on the Preferred Technological Characteristics Adults Use in Self-Directed Learning for the Workplace](#) · Amanda Rene Young · Texas State University · 2025

178. What are the most frequently used technological platforms for self-directed learning?

Asked in: [How We Like to LearnIT: A Quantitative Study on the Preferred Technological Characteristics Adults Use in Self-Directed Learning for the Workplace](#) · Amanda Rene Young · Texas State University · 2025

179. What are the preferred technological characteristics for cognitive, psychomotor, and affective learning?

Asked in: [How We Like to LearnIT: A Quantitative Study on the Preferred Technological Characteristics Adults Use in Self-Directed Learning for the Workplace](#) · Amanda Rene Young · Texas State University · 2025

- 180.** What were the reasons, counts, and trends over time for determination of eligibility for Part C services for infants and toddlers who were documented to be exposed to and/or affected by illegal substance abuse?

Asked in: [IDEA Part C referrals, determination of eligibility, and services recommended for infants and toddlers affected by illegal substances: A policy implementation study](#) · Asha-Lateef Williams · University of Maryland, College Park · 2010

- 181.** What were the reasons, counts, and trends over time for services recommended for infants and toddlers who were documented to be exposed to and/or affected by illegal substance abuse?

Asked in: [IDEA Part C referrals, determination of eligibility, and services recommended for infants and toddlers affected by illegal substances: A policy implementation study](#) · Asha-Lateef Williams · University of Maryland, College Park · 2010

- 182.** What are the critical design principles and characteristics of Internet-based learning environments for young people who are living with type 1 diabetes?

Asked in: [Identification of design principles for effective Internet-based education to support young people living with diabetes](#) · Richard Thomas Sprod · University of Wollongong · 2012

- 183.** What factors and processes do designers need to consider when building an online learning environment for young people living with Type 1 diabetes?

Asked in: [Identification of design principles for effective Internet-based education to support young people living with diabetes](#) · Richard Thomas Sprod · University of Wollongong · 2012

- 184.** What are Latina students' experiences in transitioning from high school to higher education?

Asked in: [Identifying Best Practices for Facilitating Access to Higher Education for Latina High School Students in Georgia](#) · Gear, Treva Yulonda · Valdosta State University · 2016

- 185.** What are the forms of social and cultural capital that Latina students identify as helping them to transition from high school to higher education?

Asked in: [Identifying Best Practices for Facilitating Access to Higher Education for Latina High School Students in Georgia](#) · Gear, Treva Yulonda · Valdosta State University · 2016

- 186.** What are the perceived best practices for transitioning Latina high school students into institutions of higher education?

Asked in: [Identifying Best Practices for Facilitating Access to Higher Education for Latina High School Students in Georgia](#) · Gear, Treva Yulonda · Valdosta State University · 2016

- 187.** How do plurilingual [English for Academic Purposes] teachers portray the relationship between their identities and practices?

Asked in: [Identities and Practices of Plurilingual English for Academic Purposes Instructors: A Multimodal Pluriethnography](#) · Schmor, Rebecca · University of Toronto · 2024

- 188.** What were the perceptions of followers, in the Office of the Registrar, of the role(s) their leader played in fostering effectiveness during change (crisis)?

Asked in: [Impact of Leader Style on Followers and Organizations During the Unplanned Change of COVID-19: A Case Study of Higher Education](#) · Schumann, Brenda Adelle · Texas A&M University · 2023

- 189. What were the self-perceptions of leaders, in the Office of the Registrar, of their role(s) in fostering employee effectiveness during change (crisis)?**

Asked in: [Impact of Leader Style on Followers and Organizations During the Unplanned Change of COVID-19: A Case Study of Higher Education](#) · Schumann, Brenda Adelle · Texas A&M University · 2023

- 190. What are the experiences of Latina non-student facing staff mentors in a Latina college mentoring program at a public four-year Hispanic-serving university in southwest Texas?**

Asked in: [Impactful Service: Understanding Experiences and Roles of Latina Non-Student Facing Staff Mentors at a Four-Year Public University](#) · Esmeralda Cardenas Valdez · University of Houston · 2026

- 191. To what extent do teachers implement social constructivist-based learning environments, required by the [revised National Curriculum Statement], in Grade 9 Natural Science classes?**

Asked in: [Implementation of social constructivist learning environments in grade 9 natural science in the Western Cape Province, South Africa](#) · Luckay, Melanie B · University of Cape Town · 2010

- 192. What are teachers' attitudes towards e-learning and purpose for using it?**

Asked in: [Implementing E-learning in Traditional Universities: Drivers and Barriers? : A comparative study of two Chinese universities and one Swedish university](#) · Jing Ma · Jönköping University · 2010

- 193. What are the driving factors and barriers of e-learning implementation?**

Asked in: [Implementing E-learning in Traditional Universities: Drivers and Barriers? : A comparative study of two Chinese universities and one Swedish university](#) · Jing Ma · Jönköping University · 2010

- 194. What types of environments support teachers to address the challenges of teaching with multimodal practices?**

Asked in: [Importance of Working Collaboratively and Risk-taking with Digital Technologies when Teaching Literacy](#) · Carol Sarah Doyle-Jones · University of Toronto · 2015

- 195. How do evaluators describe the influence of Evaluation Participant Engagement on use?**

Asked in: [Improving Use Through Evaluation Participant Engagement](#) · Hughes, Jennifer · Queen's University · 2024

- 196. What challenges do teachers in physical education and health experience when creating inclusive teaching?**

Asked in: [Inclusion in the subject of physical education and health : A qualitative study of physical education teachers work with inclusive teaching](#) · Stedt, Sofia · The Swedish School of Sport and Health Sciences · 2026

- 197. What are the goals of [information literacy] programmes in senior secondary schools in Botswana?**

Asked in: [Information literacy integration strategies into the curriculum of senior secondary schools in Botswana.](#) · Onen, Margaret Aber · University of KwaZulu-Natal · 2015

- 198. What are the content, resources, and teaching strategies for delivering [information literacy] to students?**

Asked in: [Information literacy integration strategies into the curriculum of senior secondary schools in Botswana.](#) · Onen, Margaret Aber · University of KwaZulu-Natal · 2015

199. What are the roles of teachers, librarians, school principals and the Director of Curriculum Development in promoting [information literacy] integration into senior secondary school curriculum?

Asked in: [Information literacy integration strategies into the curriculum of senior secondary schools in Botswana.](#) · Onen, Margaret Aber · University of KwaZulu-Natal · 2015

200. What are the attitudes and perceptions of teachers, librarians and school principals towards [information literacy] in senior secondary schools?

Asked in: [Information literacy integration strategies into the curriculum of senior secondary schools in Botswana.](#) · Onen, Margaret Aber · University of KwaZulu-Natal · 2015

201. Is there a pattern of community engagement that emerges amongst higher education institutions in the state of Georgia?

Asked in: [Institutionalizing Community Engagement in Higher Education: A Quantitative Approach to Identifying Patterns of Engagement Based on Institutional Characteristics](#) · Natasha L. Hutson · Valdosta State University · 2016

202. What are instructors' perceptions of their experiences with postsecondary pedagogical approaches or instructional methodologies implemented in their university?

Asked in: [Instructors' Perceptions of Authentic Learning in the Pedagogical Approaches of Postsecondary Education in Sub-Saharan Africa: A Case for Uganda](#) · Muganga, Lawrence · University of Alberta · 2018

203. What are instructors' perceptions of their experiences with the degree to which [Authentic Learning (AL)] is important, implemented, and supported at the university level?

Asked in: [Instructors' Perceptions of Authentic Learning in the Pedagogical Approaches of Postsecondary Education in Sub-Saharan Africa: A Case for Uganda](#) · Muganga, Lawrence · University of Alberta · 2018

204. What are instructors' perceptions of the [Indigenous African Education (IAE)] pedagogy and how they relate it to their current postsecondary instructional methodologies?

Asked in: [Instructors' Perceptions of Authentic Learning in the Pedagogical Approaches of Postsecondary Education in Sub-Saharan Africa: A Case for Uganda](#) · Muganga, Lawrence · University of Alberta · 2018

205. How do faculty in [online learning environments] experience encounters regarding accessibility for students who have print related disabilities?

Asked in: [Interpretative Phenomenological Analysis of Accessibility Awareness Among Faculty in Online Learning Environments](#) · Rachael Sessler Trinkowsky · Nova Southeastern University · 2015

206. What aspects of accessibility and Universal Design for Learning (UDL) do faculty members practice in [online learning environments] and what meaning do they ascribe to the lived experience of providing these accommodations?

Asked in: [Interpretative Phenomenological Analysis of Accessibility Awareness Among Faculty in Online Learning Environments](#) · Sessler Trinkowsky, Rachael · Nova Southeastern University · 2015

207. What are the characteristics of [single-case research] studies, published through March 2019, that promote self-determination for students with or at-risk of [emotional and behavioral disorders] in a school setting?

Asked in: [Interventions That Promote Self-Determination for Students With or At-Risk For Emotional and Behavioral Disorders in School Settings: A Quality Review and Meta-Analysis of the Single Case Literature](#) · Gushanas, Christina Marie · Texas A&M University · 2021

208. What self-determination elements (Wehmeyer, 1997) are incorporated within the interventions?

Asked in: [Interventions That Promote Self-Determination for Students With or At-Risk For Emotional and Behavioral Disorders in School Settings: A Quality Review and Meta-Analysis of the Single Case Literature](#) · Gushanas, Christina Marie · Texas A&M University · 2021

209. What is the quality of the identified [single-case research] studies according to the What Works Clearinghouse Design Standards?

Asked in: [Interventions That Promote Self-Determination for Students With or At-Risk For Emotional and Behavioral Disorders in School Settings: A Quality Review and Meta-Analysis of the Single Case Literature](#) · Gushanas, Christina Marie · Texas A&M University · 2021

210. What are the experiences of White secondary teachers working with Black students in a small, southern community?

Asked in: [Is it Really Just Black and White? A Basic Interpretive Qualitative Study of Effective White Teachers of Black Students in a Small, Southern Community](#) · Maura A. Lewis · Valdosta State University · 2022

211. What role do White teachers play in facilitating Black students' success?

Asked in: [Is it Really Just Black and White? A Basic Interpretive Qualitative Study of Effective White Teachers of Black Students in a Small, Southern Community](#) · Maura A. Lewis · Valdosta State University · 2022

212. What are the learning strategies that are used by successful science students?

Asked in: [Learning strategies of successful high school science students.](#) · Phehlane Churchill Lebuso · University of KwaZulu-Natal · 2010

213. Through the ecovillage experience (as a visitor or resident), what is learned about living sustainably?

Asked in: [Learning Sustainability through Participation in the Ecovillage: A Study of Four Cases](#) · Mychajluk, Lisa · University of Toronto · 2023

214. What are the lived experiences of former teachers that chose to leave the profession?

Asked in: [Leaving education : a descriptive single-case study examining what factors drive teachers from the profession in Oklahoma.](#) · Romel S. Muex · Baylor University · 2022

215. What factors influenced teachers to leave the profession pre-retirement in Oklahoma?

Asked in: [Leaving education : a descriptive single-case study examining what factors drive teachers from the profession in Oklahoma.](#) · Romel S. Muex · Baylor University · 2022

216. What changes to practice will teachers sustain after engaging in a cycle of Lesson Study?

Asked in: [Lessons from Lesson Study: Exploring School Climate, Teacher Learning and Teacher Self-Efficacy in an Inner London Primary School](#) · Jeremy Hannay · University of Exeter · 2021

217. What activities do students perform with modelling tasks in learning logarithmic functions?

Asked in: [Mathematical modelling in learning logarithmic functions using the graphing calculator: a study with 12th grade students](#) · Araújo, Samuel Rego Marques de · University of Minho · 2021

218. What was the trend of CRCT mathematics achievement of African American students in School Districts A and School Districts B from 2009 to 2014 after the enactment of NCLB?

Asked in: [Mathematics Achievement of African American Students in Georgia from 2009-2014 after the Enactment of NCLB: A Comparison of Two City and County School Systems](#) · Tiffanie Shiver Warren-Williams · Valdosta State University · 2017

219. What are the life and career experiences of educators who teach identified remedial mathematics students with moderate to high math anxiety at identified postsecondary institutions in South Georgia?

Asked in: [Mathematics Anxiety and the Instructional Triangle: A Case Study of Remedial College Instructors](#) · Pringle, Njeri Monik · Valdosta State University · 2020

220. What are the descriptive statistics of treatment adherence and Ratings of Classroom Management and Instructional Support?

Asked in: [Measuring Intervention Implementation: Examining the Relation of Dimensions of Implementation to Student Outcomes in a Kindergarten Mathematics Intervention](#) · Brafford, Tasia · University of Oregon · 2021

221. How confident are pre-service teachers in their abilities to support and manage mental health in the classroom?

Asked in: [Mental Health Literacy and Self-Efficacy of Pre-Service Teachers in Ontario](#) · Mackenzie Tourigny-Conroy · University of Windsor · 2020

222. What mentoring relationships have primary school vice-principals experienced in the course of their career?

Asked in: [Mentoring relationships of selected vice-principals in Singapore primary schools](#) · Zhou, Morgan You Qin · National Institute of Education, Singapore · 2020

223. How well did students rate their experiences of the whole [Teaching-Learning Sequence]?

Asked in: [Microbiology honours students' conceptual development during a beer brewing teaching learning sequence \(TLS\)](#) · Rethabile Reginalda Tekane · University of KwaZulu-Natal · 2010

224. What experiences contributed to middle school math teachers' understanding and use of the pedagogical strategies that have contributed to their success?

Asked in: [Middle School Mathematics Teachers' Perceptions of Culturally Responsive Teaching](#) · Stephanie Hicks · Valdosta State University · 2022

225. Under what conditions will implementing mobile learning technologies provide the most value (learning/usefulness/ease of use)?

Asked in: [MOBILE LEARNING TECHNOLOGY: ASSESSMENT OF USERS' REQUIREMENTS, TECHNOLOGY OPTIONS, AND RECOMMENDATIONS](#) · Mosley, Shawntria M. and Evans, Russshell T. · Naval Postgraduate School · 2021

226. What are the requirements for delivering educational value to Navy users of mobile learning?

Asked in: [MOBILE LEARNING TECHNOLOGY: ASSESSMENT OF USERS' REQUIREMENTS, TECHNOLOGY OPTIONS, AND RECOMMENDATIONS](#) · Mosley, Shawntria M. and Evans, Russshell T. · Naval Postgraduate School · 2021

227. Will targeted and learned skills be demonstrated towards peers who were not trained as part of the [Peer Mediated Instruction and Intervention] program?

Asked in: [Moving Beyond the Speech Room: Using Peer Mediated Instruction and Intervention \(PMII\) to Foster Social Skills Development](#) · Jennifer Drasher Hartwell · Valdosta State University · 2020

228. What specific facilitators exist which support the appropriation of IT?

Asked in: [Multiple Perspectives on Understanding Innovation with IT in an Early Childhood Education and Care Organisation](#) · Melinda Plumb · University of Wollongong · 2018

229. What specific barriers exist which hinder the appropriation of IT?

Asked in: [Multiple Perspectives on Understanding Innovation with IT in an Early Childhood Education and Care Organisation](#) · Melinda Plumb · University of Wollongong · 2018

230. What are some of the essential conditions to support technology usage policies in schools and what are some of the constraints of those policies?

Asked in: [Navigating 1:1 Personalized Technology Initiatives in Indiana K-12 Public Schools: Technology Directors' Perspectives on Technology Usage Policies in Rural School Districts](#) · Seitz, Keshia M. · Indiana University · 2019

231. What are the perceptions that technology directors have about the ethical and legal implications of their technology usage policies within the context of implementing a personalized 1:1 technology initiative in their district?

Asked in: [Navigating 1:1 Personalized Technology Initiatives in Indiana K-12 Public Schools: Technology Directors' Perspectives on Technology Usage Policies in Rural School Districts](#) · Seitz, Keshia M. · Indiana University · 2019

232. What educational and professional experiences influenced the instructor's visions of science learning and teaching?

Asked in: [Newly Qualified Teachers' Visions of Science Learning and Teaching](#) · Roberts, Deborah L. · University of Maryland · 2011

233. In summary, what visions of science learning and teaching were promoted in the participants' science teaching methods course?

Asked in: [Newly Qualified Teachers' Visions of Science Learning and Teaching](#) · Roberts, Deborah L. · University of Maryland · 2011

234. What visions of science learning and teaching did the newly qualified teachers bring with them as they graduated from the teacher preparation program?

Asked in: [Newly Qualified Teachers' Visions of Science Learning and Teaching](#) · Roberts, Deborah L. · University of Maryland · 2011

235. How do some teachers and special education teachers define the concept of an accessible learning environment and how can it be designed?

Asked in: [One, two, three - everone on board. : The Impact of an Accessible Learning Environment in Relation to early Literacy Development.](#) · Lindoff, Josefin · Malmö University · 2023

236. What are the perceptions of how the accessible learning environment affects pupils' early literacy?

Asked in: [One, two, three - everone on board. : The Impact of an Accessible Learning Environment in Relation to early Literacy Development.](#) · Lindoff, Josefin · Malmö University · 2023

237. What perceptions emerge regarding how the special education teacher can contribute to the development of an accessible learning environment with a focus on early literacy?

Asked in: [One, two, three - everone on board. : The Impact of an Accessible Learning Environment in Relation to early Literacy Development.](#) · Lindoff, Josefin · Malmö University · 2023

238. What are the parental perceptions of the nature and availability of learning support services in Singapore?

Asked in: [Parental perceptions of learning support services in Singapore](#) · Cindy Yu-Yin Lim · National Institute of Education, Singapore · 2015

239. What are the stories of four adult poets becoming engaged in Spoken Word practice?

Asked in: [Penning Possibilities: Narratives of Poets' Personal and Community Learning Experiences Practicing Spoken Word](#) · Uphoff, Sarah J. · Texas State University · 2018

240. What personal experiences do high-achieving African American males perceive as contributing to their academic success in a large urban community college?

Asked in: [Perceived experiences that positively contribute to high-achieving African American male student success at a large urban community college](#) · Shantay Renee Grays · The University of Texas at Austin · 2017

241. What institutional programs or services do high-achieving African American males perceive as contributing to their academic success in a large urban community college?

Asked in: [Perceived experiences that positively contribute to high-achieving African American male student success at a large urban community college](#) · Shantay Renee Grays · The University of Texas at Austin · 2017

242. What experiences have first year/first generation Black male students had when in need of help and/or when asking for help?

Asked in: [Perceptions of Help-seeking by First Year/First Generation Black Males at a Southeastern HBCU](#) · Marquis J. Stewart · Valdosta State University · 2017

243. From what they have been taught and from their experiences, what perceptions of help-seeking have first year/first generation Black male students developed?

Asked in: [Perceptions of Help-seeking by First Year/First Generation Black Males at a Southeastern HBCU](#) · Marquis J. Stewart · Valdosta State University · 2017

244. What are the perceptions of translinguaging amongst English teachers in township primary schools?

Asked in: [Perceptions of translinguaging among English teachers in township primary schools](#) · Shine Aung · University of Pretoria · 2021

245. What are Russian and Kazakh-speaking EFL teachers' perceptions of translinguaging?

Asked in: [PERCEPTIONS ON TRANSLANGUAGING FROM EFL TEACHERS WITH DIFFERENT LINGUISTIC BACKGROUNDS IN KAZAKHSTAN](#) · Tuskeyeva, Aliya · Nazarbayev University · 2022

246. What are principals' perspectives on the position of the deputy principals in selected secondary schools?

Asked in: [Perspectives of principals on the position of deputy principals in selected secondary schools of uMlazi district.](#) · Phumlani Samuel Mnikathi · University of KwaZulu-Natal · 2022

247. What paradigm informs the mediation strategies of teachers of Life Orientation?

Asked in: [Perspectives on a mediating role for effective teaching and learning of Life Orientation in the Further Education and Training \(FET\) Band in schools under the Pinetown District of KwaZulu-Natal Province, South Africa](#) · Gladstone Khulani Zulu · University of Zululand · 2016

248. What information have districts received about dyslexia requirements, and how have they been informed?

Asked in: [Policy As Problem or Solution? Implementation of Arizona's Dyslexia Laws](#) · Perry Spooner, Janet Elizabeth · University of Arizona · 2023

249. How do participants perceive their informal learning, formal education, or training that influenced their sustainability and mobility in the programs?

Asked in: [Post-Secondary Education Pathways: The Disconnection for Texas Women Receiving TANF and Public Housing Assistance](#) · Scott, Cedric M. · Texas State University · 2024

250. What factors do participants perceive as influencing their personal and family sustainability?

Asked in: [Post-Secondary Education Pathways: The Disconnection for Texas Women Receiving TANF and Public Housing Assistance](#) · Scott, Cedric M. · Texas State University · 2024

251. What are primary school teachers' perceptions of their responsibility to promote positive mental health?

Asked in: [Primary school teacher's responsibility to promote positive mental health](#) · Holt, Deborah Anne · The University of Edinburgh · 2019

252. What do teachers perceive to be their technical and professional socialization needs experienced during the planning and implementation of student formative assessment and how are these met?

Asked in: [Principals' leadership for learning : formative assessment strategies in every classroom](#) · Suzanne Martinez Villalpando · The University of Texas at Austin · 2014

253. What are the school principals' perceptions of how they address the technical and professional socialization needs of teachers during the planning and implementation of student formative assessment?

Asked in: [Principals' leadership for learning : formative assessment strategies in every classroom](#) · Suzanne Martinez Villalpando · The University of Texas at Austin · 2014

254. What are teacher educators' experiences of quality enhancement in teacher education?

Asked in: [Quality enhancement in teacher education : Tanzanian teacher educators' conceptions and experiences](#) · Chambulila, Colonel · Åbo Akademi University · 2013

255. What are the main perceived barriers to the use of research by secondary school leaders?

Asked in: [Research Use and the Impact in Secondary Schools](#) · Witherow, Katherine · University of Toronto · 2011

256. What is the experience of school leaders with addressing the root cause of inequities in school discipline?

Asked in: [RESTORATIVE JUSTICE AND THE EQUITY MATRIX: BRIDGING THE DISCIPLINE GAP](#) · Diana Jemieff Hayes · University of Saskatchewan · 2024

257. What is the experience of school leaders with the Equity Matrix as a tool for responding to student discipline?

Asked in: [RESTORATIVE JUSTICE AND THE EQUITY MATRIX: BRIDGING THE DISCIPLINE GAP](#) · Diana Jemieff Hayes · University of Saskatchewan · 2024

258. What perceptions do educators have regarding the overall attractiveness of an educational leadership position, such as the principalship?

Asked in: [Seeking Educational Leadership Certification in Preparation for Applying for the Principalship: A Job Desirability Perspective](#) · Jennifer Johns Reed · Valdosta State University · 2022

259. What perceptions do educators have regarding the probability of seeking, being offered, and accepting an educational leadership position in the foreseeable future?

Asked in: [Seeking Educational Leadership Certification in Preparation for Applying for the Principalship: A Job Desirability Perspective](#) · Jennifer Johns Reed · Valdosta State University · 2022

260. How do the teachers perceive their experiences in the country (Kuwait and UAE) as having shaped their positions as intercultural sojourners and teachers of English as a foreign language?

Asked in: [Serbian EFL Teachers in the Middle East: Three Cases of Intercultural Learning and Teaching](#) · Radojkovic, Dunja · University of Arizona · 2021

261. What experiences, sources of knowledge and discourses do they draw upon in their understanding of culture/interculturality - both in terms of something they are living and something they are teaching?

Asked in: [Serbian EFL Teachers in the Middle East: Three Cases of Intercultural Learning and Teaching](#) · Radojkovic, Dunja · University of Arizona · 2021

262. What are the servant leadership behaviors of [General Equivalency Diploma] graduates?

Asked in: [Servant leadership behaviors of general equivalency diploma \(GED\) graduates: a non-randomized exploratory inquiry](#) · Sylvia Eulalia Del Bosque · Texas A&M University-Corpus Christi · 2018

263. What are the teachers' perspectives regarding the use of simulations as sensemaking tools?

Asked in: [Simulations and Sensemaking in Elementary Project-Based Science](#) · Kathleen M. Easley · University of Michigan · 2020

264. What are the learners' experiences of learning siSwati as a subject at two senior secondary schools in the Lubombo region of Eswatini?

Asked in: [siSwati language as a subject in senior secondary schools in Eswatini: learners' experiences in two selected schools in the Lubombo region.](#) · Lungile Mathamane Nxumalo · University of KwaZulu-Natal · 2021

265. Do children and young people write about physical education, and in what contexts are these writings connected?

Asked in: [Small penises and embarrassing periods : A study of children's experiences of physical education in Kamratposten 2011 - 2023](#) · Forsberg, Filippa · The Swedish School of Sport and Health Sciences · 2025

266. Do children share experiences of physical education, and if so, what are they?

Asked in: [Small penises and embarrassing periods : A study of children's experiences of physical education in Kamratposten 2011 - 2023](#) · Forsberg, Filippa · The Swedish School of Sport and Health Sciences · 2025

267. What is the student attitude, satisfaction, and intention towards accepting online learning technology in the Southland region of Invercargill?

Asked in: [Student acceptance of online learning during the COVID-19 pandemic in Invercargill](#) · Agarwal, Preeti · Unitec Institute of Technology · 2020

268. Is there a need for customised online learning to make the learning experience better?

Asked in: [Student acceptance of online learning during the COVID-19 pandemic in Invercargill](#) · Agarwal, Preeti · Unitec Institute of Technology · 2020

269. What is the frequency of occurrence of each of the five elements of blended learning design (online activity as an extension of live events, self-directed learning activity, collaboration and communication, assessment, and reference materials) within the courses of the review period?

Asked in: [Student Outcomes and Design Elements in Blended Learning Courses](#) · Newbury, Robert · University of Nevada, Reno · 2018

270. What is the most important blended learning design element based on importance scores reported by students?

Asked in: [Student Outcomes and Design Elements in Blended Learning Courses](#) · Newbury, Robert · University of Nevada, Reno · 2018

271. What do students identify as enabling factors that supported their interest in pursuing science in a postsecondary pathway?

Asked in: [Success Stories in Urban Science Education](#) · Saliccioli, Kristina Ann · University of Toronto · 2025

272. How do teacher leaders who serve on school leadership teams in exemplary middle schools perceive their role?

Asked in: [Teacher Leaders' Perceptions of Distributed Leadership Practice in Middle Schools](#) · Williams, Arthur · University of Maryland · 2013

273. What organizational structures support distributed leadership in middle schools and what organizational structures impede it?

Asked in: [Teacher Leaders' Perceptions of Distributed Leadership Practice in Middle Schools](#) · Williams, Arthur · University of Maryland · 2013

274. What are the leadership activities that influence instructional decision making?

Asked in: [Teacher Leaders' Perceptions of Distributed Leadership Practice in Middle Schools](#) · Williams, Arthur · University of Maryland · 2013

275. How do [Diploma Program] humanities teachers perceive academic honesty at one [International Baccalaureate] school in Kazakhstan?

Asked in: [Teacher perceptions and promotion of academic honesty](#) · Altaibekova, Magripa · Nazarbayev University · 2020

276. What practices do [Diploma Program] humanities teachers use in the classroom to promote student academic honesty at one IB school in Kazakhstan?

Asked in: [Teacher perceptions and promotion of academic honesty](#) · Altaibekova, Magripa · Nazarbayev University · 2020

277. [W]hat factors are perceived to be most important to developing a positive school climate?

Asked in: [Teacher Perceptions of School Climate During the Transition to a Middle School Configuration](#) · Misty Horton Robinette · Valdosta State University · 2016

278. How do teachers perceive their personalities influencing student engagement in the classroom?

Asked in: [Teacher personality matters : a qualitative case study of how teacher personality traits influence teacher-student relationships and engagement.](#) · Sarah E. Thornell · Baylor University · 2024

279. [W]hat is the overall level of teacher sense of efficacy surrounding classroom behavior management for elementary teachers in [Positive Behavior Interventions and Supports] schools located in a large urban district?

Asked in: [Teachers' Perceptions of the Effects of Positive Behavioral Interventions and Support in an Urban Public School System: A Mixed Methods Study](#) · Guerlene M. Merisme · Valdosta State University · 2019

280. What are the district teachers' suggestions to improve [Positive Behavior Interventions and Supports] implementation in elementary schools to increase teacher efficacy in classroom behavior management?

Asked in: [Teachers' Perceptions of the Effects of Positive Behavioral Interventions and Support in an Urban Public School System: A Mixed Methods Study](#) · Guerlene M. Merisme · Valdosta State University · 2019

281. How do teachers of grades 4-6 of different ages use digital games in mathematics instruction?

Asked in: [Teachers' use of digital games in mathematics instruction : A quantitative study on how and for what purposes teachers of different ages use digital games in mathematics instruction](#) · Hedin, Simon · Jönköping University · 2024

282. For what purpose do teachers of grades 4-6 of different ages use digital games in mathematics instruction?

Asked in: [Teachers' use of digital games in mathematics instruction : A quantitative study on how and for what purposes teachers of different ages use digital games in mathematics instruction](#) · Hedin, Simon · Jönköping University · 2024

283. What is the role of new media and technology in changing older adults' lifestyles?

Asked in: [Teaching and Learning Technology and New Media in a Community-Based Program: Adult Educators and Older Learners' Experiences](#) · Hernandez, Regina · Texas State University · 2016

284. What are the motivations of older adults to venture into the use and exploration of technology and new media?

Asked in: [Teaching and Learning Technology and New Media in a Community-Based Program: Adult Educators and Older Learners' Experiences](#) · Hernandez, Regina · Texas State University · 2016

285. What experiences or circumstances contribute to choral teachers' action or inaction toward more inclusive practices for transgender and gender-expansive students?

Asked in: [Teaching transgender and gender-expansive singers in the secondary choral classroom](#) · Peithmann, Lauren K. · Boston University · 2023

286. What are the purposes and tensions of a strong translanguaging stance for elementary [dual-language immersion] teachers?

Asked in: [Teaching with Translanguaging as a Critical Literacy Pedagogy in Elementary Dual-Language Immersion Education](#) · Donley, Kevin · University of Oregon · 2022

287. What perceived benefits and weaknesses do teachers identify in the TechnoMath program?

Asked in: [Teamwork Makes the Dream Work: Teachers' Experiences with Interdisciplinary Integration in Technological Education](#) · Santos, Luis · Queen's University · 2020

288. How do secondary school mathematics teachers describe their ways of integrating technology?

Asked in: [Technological Pedagogical Content Knowledge: Secondary School Mathematics Teachers' Use of Technology](#) · Stoilescu, Dorian · University of Toronto · 2011

289. What difficulties do teachers have when they try to integrate technology into mathematics classrooms?

Asked in: [Technological Pedagogical Content Knowledge: Secondary School Mathematics Teachers' Use of Technology](#) · Stoilescu, Dorian · University of Toronto · 2011

290. What importance is given to textual genres in the organization of the Bem-me-quer mais língua portuguesa collection?

Asked in: [Textual genres and literacy: content analysis of the Bem-Me-Quer Mais Língua Portuguesa collection](#) · França, Daiane Berto · State University of Bahia · 2025

291. What are the most recurrent textual genres in the textbooks in this collection?

Asked in: [Textual genres and literacy: content analysis of the Bem-Me-Quer Mais Língua Portuguesa collection](#) · França, Daiane Berto · State University of Bahia · 2025

292. For the choral director, what personal experiences and past musical backgrounds shape the teacher's feelings and attitudes about participating in an "America Sings!" festival?

Asked in: [The "America Sings!" Festival: a case study](#) · Kenneth Robert Stultz, II · Boston University · 2016

293. What are the benefits and/or challenges of attending an "America Sings!" festival?

Asked in: [The "America Sings!" Festival: a case study](#) · Kenneth Robert Stultz, II · Boston University · 2016

294. What range of student behaviors can be observed during their preparation for and performance in the "America Sings!" festival?

Asked in: [The "America Sings!" Festival: a case study](#) · Kenneth Robert Stultz, II · Boston University · 2016

295. To what extent are middle school students able to differentiate their individual performance from the performance of the group in instrumental music environments?

Asked in: [The Effect of Using a Recording of Students' Performance Paired with Specific Feedback on the Self-Evaluation Accuracy of Novice Performers](#) · Beth Ann Wheeler · University of Kansas · 2016

296. What are the conditions necessary for promoting teachers' engagement in self-directed professional development?

Asked in: [The Elementary Teachers' Perceptions of Motivation for and the Principal's Influence on Their Engagement in Self-Directed Professional Development](#) · Minutillo Jr, Carmine · Queen's University · 2016

297. What are teachers' perceptions of the principal's role in supporting, fostering, encouraging, and sustaining the professional development of teachers?

Asked in: [The Elementary Teachers' Perceptions of Motivation for and the Principal's Influence on Their Engagement in Self-Directed Professional Development](#) · Minutillo Jr, Carmine · Queen's University · 2016

298. Did the students engage in and benefit from [Discovery Scholars Program] events and feel supported by the DSP groups?

Asked in: [The evaluation of effectiveness of school-based small group mentoring system : Discovery Scholars Program at UT Austin](#) · Oh, Haein · University of Texas at Austin · 2017

299. Did the [Discovery Scholars Program] program help students feel more comfortable and confident as a part of the [University of Texas at Austin] community?

Asked in: [The evaluation of effectiveness of school-based small group mentoring system : Discovery Scholars Program at UT Austin](#) · Oh, Haein · University of Texas at Austin · 2017

300. What are the views of geography teachers on the quality of the geography teacher preparation programme offered by the University of Zambia?

Asked in: [The experiences of geography teachers of a teacher preparation programme at the University of Zambia](#) · Matilda Kanyampa Nakazwe · University of Pretoria · 2024

301. What are the experiences of geography teachers in teaching geography in secondary schools?

Asked in: [The experiences of geography teachers of a teacher preparation programme at the University of Zambia](#) · Matilda Kanyampa Nakazwe · University of Pretoria · 2024

302. How does the instructor of the Thesis Writing course perceive the graduate candidates' autonomy?

Asked in: [The Graduate Students' Autonomy Development in A Thesis Writing Course For Postgraduate Students at EMU](#) · Toprak, Funda · Eastern Mediterranean University · 2014

303. How do university leaders, faculty, and administrative staff perceive the impact of their proficiency in Kazakh, Russian, and English on their ability to manage international collaborations at Kazakhstani public universities?

Asked in: [THE IMPACT OF LANGUAGE PROFICIENCY ON MANAGING INTERNATIONAL COLLABORATION PRACTICES AT KAZAKHSTANI PUBLIC UNIVERSITIES](#) · Tleukhan, Aitoty · Nazarbayev University · 2025

304. What specific language-related challenges and barriers do university leaders, faculty, and administrative staff encounter in management practices related to international collaborations?

Asked in: [THE IMPACT OF LANGUAGE PROFICIENCY ON MANAGING INTERNATIONAL COLLABORATION PRACTICES AT KAZAKHSTANI PUBLIC UNIVERSITIES](#) · Tleukhan, Aitoty · Nazarbayev University · 2025

305. What strategies can be proposed to improve language proficiency and enhance management practices to support successful international collaborations?

Asked in: [THE IMPACT OF LANGUAGE PROFICIENCY ON MANAGING INTERNATIONAL COLLABORATION PRACTICES AT KAZAKHSTANI PUBLIC UNIVERSITIES](#) · Tleukhan, Aitoty · Nazarbayev University · 2025

306. [W]hat evaluated programmes meet the characteristics of social innovation education, what are their characteristics, and how are they evaluated?

Asked in: [The Impact of Social Innovation Education in Ireland on Student and Teacher Wellbeing](#) · Maynard, Andrea · University College Dublin · 2023

307. What are the current demographics of college students enrolled in entry-level college math?

Asked in: [The Impact that A New Co-Requisite Model for Entry-Level College Courses is Having on Students' Success in Mathematics](#) · Remigio Padilla-Hernandez · Valdosta State University · 2020

308. What resources are in place to support the delivery of entry-level college math?

Asked in: [The Impact that A New Co-Requisite Model for Entry-Level College Courses is Having on Students' Success in Mathematics](#) · Remigio Padilla-Hernandez · Valdosta State University · 2020

309. How do teachers perceive the implementation of ICT to promote teaching and learning in the classroom?

Asked in: [The implementation of information communication technology for teaching and learning in Tshwane West District](#) · Mafampe Mokware Sarah · University of Pretoria · 2024

310. What strategies do teachers use in ICT implementation to promote teaching and learning?

Asked in: [The implementation of information communication technology for teaching and learning in Tshwane West District](#) · Mafampe Mokware Sarah · University of Pretoria · 2024

311. What are the challenges experienced by teachers when implementing ICT to promote teaching and learning in the classroom?

Asked in: [The implementation of information communication technology for teaching and learning in Tshwane West District](#) · Mafampe Mokware Sarah · University of Pretoria · 2024

312. What kinds of games are presented by teachers on social media to develop students' mathematical conceptual ability in mathematics?

Asked in: [The importance of play for mathematical concept development in preschool class : An analysis of teachers' posts on social media](#) · Madeleine Josefsson · Karlstad University · 2021

313. What aspects of the teacher's role are displayed on social media when it comes to students' mathematical concept development through play?

Asked in: [The importance of play for mathematical concept development in preschool class : An analysis of teachers' posts on social media](#) · Madeleine Josefsson · Karlstad University · 2021

314. What are elementary (K -5) teachers' perceptions of successful reading instruction?

Asked in: [The Influence of Teacher Perceptions on Reading Instruction](#) · Sherri Loyd Moorman · Valdosta State University · 2015

315. What are the experiences of mainstream educators who teach learners diagnosed with ADHD?

Asked in: [The issues and challenges that foundation phase educators experience when teaching learners with attention deficit hyperactivity disorder \(ADHD\)](#) · Lawrence, Meryl · University of KwaZulu-Natal · 2012

316. What intervention strategies do educators employ to handle learners with ADHD?

Asked in: [The issues and challenges that foundation phase educators experience when teaching learners with attention deficit hyperactivity disorder \(ADHD\)](#) · Lawrence, Meryl · University of KwaZulu-Natal · 2012

317. What support structures exist in schools to assist educators of learners with ADHD?

Asked in: [The issues and challenges that foundation phase educators experience when teaching learners with attention deficit hyperactivity disorder \(ADHD\)](#) · Lawrence, Meryl · University of KwaZulu-Natal · 2012

318. What meaning(s) do the students ascribe to inclusion in mathematics learning and teaching?

Asked in: [The meaning\(s\) of inclusion in mathematics in student talk : Inclusion as a topic when students talk about learning and teaching in mathematics](#) · Roos, Helena · Linnaeus University · 2019

319. What resources do popular music theory pedagogues explore, and what are their criteria for inclusion, when selecting curricular materials?

Asked in: [The pedagogical reasoning and action of popular music theory professors in higher popular music education programs](#) · Huggins, Mark Roger · Boston University · 2021

320. How effectively do CREDE activity center tasks accommodate students with different learning preferences?

Asked in: [The perceptions of students with different learning preferences regarding their learning experiences in a university classroom that incorporates instructional strategies for diverse learners](#) · Hyomi Kim · University of Hawaii at Manoa · 2013

321. What are the lived experiences of school counselors regarding any training and preparation for working in a virtual K-12 setting?

Asked in: [The Preparation and Training of School Counselors for Roles in Virtual K-12 Settings](#) · Black, Cindy A · University of Nevada, Reno · 2025

322. How do school counselors perceive the effectiveness of any training and preparation in addressing the specific challenges of working in a virtual K-12 setting?

Asked in: [The Preparation and Training of School Counselors for Roles in Virtual K-12 Settings](#) · Black, Cindy A · University of Nevada, Reno · 2025

323. How do the teachers think that their work with reading aloud can support the students' language development?

Asked in: [The role of reading aloud in the classroom : An interview study on how teachers describe and justify their way of working with reading aloud in grades F-3](#) · Stenfeldt, Wendela · Jönköping University · 2024

324. How do the teachers describe their design of read-aloud lessons to promote learning?

Asked in: [The role of reading aloud in the classroom : An interview study on how teachers describe and justify their way of working with reading aloud in grades F-3](#) · Stenfeldt, Wendela · Jönköping University · 2024

325. What are the life histories of eight Black males pursuing doctoral studies?

Asked in: [The Stories of Eight Black Males Pursuing Doctoral Degrees Examined Through the Lenses of Critical Race Theory: Don't Believe the Hype; Don't Live the Hype](#) · Horn, Herman · Texas State University · 2012

326. What tools do the specialists of the [Psychological, Medical and Pedagogical Consultations] use to identify learning disabilities in children?

Asked in: [The tools and approaches used by officials of the Psychological, medical and pedagogical consultations to identify learning disability in children in a region in Kazakhstan](#) · Daripbayeva, Gulnura · Nazarbayev University · 2020

327. What approaches do the specialists of the [Psychological, Medical and Pedagogical Consultations] employ to identify learning disabilities in children?

Asked in: [The tools and approaches used by officials of the Psychological, medical and pedagogical consultations to identify learning disability in children in a region in Kazakhstan](#) · Daripbayeva, Gulnura · Nazarbayev University · 2020

328. What are the lived experiences of 10 high school students who took the human geography class that contributed to their understanding of culture?

Asked in: [Through A Strangers' Eyes: From Stranger to Familiar A Phenomenological Journey Exploring High School Students' Understanding of Culture Through Participation in the Human Geography Class](#) · Steffani Parker Dyer · Valdosta State University · 2018

329. What are the long-term benefits that students experienced or anticipate experiencing from taking the human geography class?

Asked in: [Through A Strangers' Eyes: From Stranger to Familiar A Phenomenological Journey Exploring High School Students' Understanding of Culture Through Participation in the Human Geography Class](#) · Steffani Parker Dyer · Valdosta State University · 2018

330. What does the preschool teacher describe as the causes of children's exercise of power in play?

Asked in: [To comprehend the use of power in children's play : A discourse analysis of children's use of power in play, mentioned by preschool teachers](#) · Kinneam, Viveca · Södertörn University · 2018

331. What is the strategy behind the focus on knowledge creation and innovation within the transitioning higher education system?

Asked in: [Towards a technological university: A design approach to knowledge creation](#) · Lynne Whelan · Institute of Technology Carlow · 2018

332. Did the developed instrument satisfactorily measure students' perceptions of culturally responsive teaching and sense of belonging in agriculture and STEM within higher education?

Asked in: [Undergraduate Students' Perceptions of Culturally Responsive Teaching and Their Sense of Belonging and Academic Self-Efficacy in Higher Education](#) · Yujie Huang · Purdue University · 2019

333. Did the structural equation model for this study demonstrate a good model fit?

Asked in: [Undergraduate Students' Perceptions of Culturally Responsive Teaching and Their Sense of Belonging and Academic Self-Efficacy in Higher Education](#) · Yujie Huang · Purdue University · 2019

334. Which specific French language outcomes do educators expect kindergarten children to have achieved by the end of kindergarten?

Asked in: [Understanding Educator Perspectives of French Language Instruction in Play-Based Kindergarten](#) · Seiveright, Gregory · Queen's University · 2021

335. What is an elementary school principal's understanding of school health?

Asked in: [Understanding the Role of the Principal in School Health: How Elementary School Principals Make Sense of School Health](#) · Kellam, Stephanie Frances · University of Houston · 2026

336. How do elementary school principals perceive their role in school health?

Asked in: [Understanding the Role of the Principal in School Health: How Elementary School Principals Make Sense of School Health](#) · Kellam, Stephanie Frances · University of Houston · 2026

337. What are the key factors shaping the sense of belonging in transnational education programs?

Asked in: [University Belongingness Among Professional Doctoral Alumni in the US Transnational Education in China: A Mixed Methods Case Study](#) · Guo, Yaxin · The University of Arizona · 2025

338. Does the course PPL30 in the Health and Physical Education curriculum (OME, 2000a) policy document include expectations that encourage knowledge about the practice of environmental sustainability?

Asked in: [Using Indigenous Pedagogy and Philosophy to Enrich Outdoor Education Curriculum](#) · Boyce, Shannon · Queen's University · 2015

339. What are the Uzbek speaking minority students' experiences of social and academic integration in Kazakh and Russian medium programs in Kazakhstani [Higher Education Institutions]?

Asked in: [Uzbek Minorities' Experiences in Majority Higher Education Institutions](#) · Abdurakhimova, Dilnoza · Nazarbayev University · 2017

340. How do fourth grade students with learning disabilities in a small rural school district perceive themselves as readers across three different classroom settings?

Asked in: [What Are The Similarities And Differences Of Reading Instruction Of Fourth Grade Students With Learning Disabilities Taught In A Co-Taught Classroom, A Resource Classroom And A Single-Taught Teacher Classroom?](#) · Doreen Cheryl Avenall · Wayne State University · 2014

341. What are the teachers' perceptions of their students' reading ability?

Asked in: [What Are The Similarities And Differences Of Reading Instruction Of Fourth Grade Students With Learning Disabilities Taught In A Co-Taught Classroom, A Resource Classroom And A Single-Taught Teacher Classroom?](#) · Doreen Cheryl Avenall · Wayne State University · 2014

342. What is the experience of students with dyslexia concerning reception and support in secondary school?

Asked in: [„Maður þarf bara að setta sig við það“ : upplifun nemenda með dyslexíu af framhaldsskólakerfinu](#) · Friederike Berger · University of Iceland · 2013

343. In connection with what kinds of higher education policy research topics has the concept of academic drift been utilised?

Asked in: [Akateemisen nosteen tutkimusaiheet, alkuperä ja prosessit](#) · Kasari, Emma · Tampere University · 2026

344. What are the notions of children, family and class in the reading-books?

Asked in: [Barn, familj och klass : en jämförande studie av läseböcker i svenskämnet för årskurs 3, från 1950 till 2009](#) · Karin Andreasson Nielsen · Södertörn University · 2011

345. Which information/historical and geographical knowledge do students produce by reading and exploring Miniatures in History?

Asked in: [Contributo das iluminuras no ensino da História e dos mapas temáticos no ensino da Geografia](#) · Moreira, Mónica Vaz · University of Minho · 2014

346. What is the contribution of iconic sources (miniatures and thematic maps) in the teaching and learning process of geographic and historical knowledge?

Asked in: [Contributo das iluminuras no ensino da História e dos mapas temáticos no ensino da Geografia](#) · Moreira, Mónica Vaz · University of Minho · 2014

347. What dimensions of democracy, cultural legitimacy, and participation emerge in their descriptions of teaching?

Asked in: [Demokrati i rörelse : hiphopdans som kroppslig och kulturell praktik](#) · Elisa Saume · Örebro University · 2026

348. How do the children perceive their multilingualism and the value in their multilingual abilities?

Asked in: [Dinosaurier i Kurdistan pratar kurdiska : En studie i hur barn i förskolan tänker om och uttrycker sin flerspråkighet](#) · Amanda Linnéa Oest · Uppsala University · 2013

349. What kind of resources can contribute to the empowerment of preschool children, in the construction of critical, creative and active thinking?

Asked in: [Educação pré-escolar e cidadania ambiental](#) · Costa, Carla Pinheiro · University of Lisbon · 2022

350. What teaching practices have been developed with digital technologies at a Portuguese public university after the COVID-19 pandemic?

Asked in: [Ensino com o digital no ensino superior : práticas pedagógicas numa universidade pública portuguesa](#) · Ana Rita da Costa Semanas · University of Lisbon · 2024

351. What are the narratives of children and adults about being a child and being an educator in the context of early childhood education?

Asked in: [Estar-a-ser-educador, estar-a-ser-criança, existências, relações e discursos inventivos no jardim de infância](#) · Bispo, Vera · University of Lisbon · 2024

352. Is it possible to find the concept of inventiveness in the discourses of children and adults in early childhood education institutions?

Asked in: [Estar-a-ser-educador, estar-a-ser-criança, existências, relações e discursos inventivos no jardim de infância](#) · Bispo, Vera · University of Lisbon · 2024

353. What elements of what we call inventiveness can contribute to a more inclusive pedagogical educator/child relationship?

Asked in: [Estar-a-ser-educador, estar-a-ser-criança, existências, relações e discursos inventivos no jardim de infância](#) · Bispo, Vera · University of Lisbon · 2024

354. Are the teachers incorporating an LGBTQ perspective in their classes, and if so, in what sense?

Asked in: [Hbtq-frågor, varför då? Barnen är ju så små... : En studie om huruvida lärare tar tillvara på hbtq-perspektiv i sin undervisning i årskurs F-3](#) · Jenny Odenholm · Södertörn University · 2014

355. Are LGBTQ questions relevant and of interest in the education?

Asked in: [Hbtq-frågor, varför då? Barnen är ju så små... : En studie om huruvida lärare tar tillvara på hbtq-perspektiv i sin undervisning i årskurs F-3](#) · Jenny Odenholm · Södertörn University · 2014

356. Do teachers feel like they have gained the right tools in their pedagogical education and/or in their workplace to work with LGBTQ questions in their class room?

Asked in: [Hbtq-frågor, varför då? Barnen är ju så små... : En studie om huruvida lärare tar tillvara på hbtq-perspektiv i sin undervisning i årskurs F-3](#) · Jenny Odenholm · Södertörn University · 2014

357. What extra adaptations are made for pupils' with reading and writing difficulties?

Asked in: [När den ordinarie undervisningen inte räcker till : En kvalitativ analys av extra anpassningar och särskilt stöd i årskurs 1-3](#) · Jonsson, Kim · Jönköping University · 2017

358. What routines exist for working with extra adaptations and special support?

Asked in: [När den ordinarie undervisningen inte räcker till : En kvalitativ analys av extra anpassningar och särskilt stöd i årskurs 1-3](#) · Jonsson, Kim · Jönköping University · 2017

359. What is the receptivity of students to the repertoire of instruments in Music Initiation?

Asked in: [O contributo do repertório de instrumento para a Iniciação Musical](#) · Raposo, Mónica Mendes · Polytechnic Institute of Castelo Branco · 2018

360. What do the teachers of the instrument think about the application of this repertoire, in the development of the student?

Asked in: [O contributo do repertório de instrumento para a Iniciação Musical](#) · Raposo, Mónica Mendes · Polytechnic Institute of Castelo Branco · 2018

361. What ideas do students have about heritage, artistic-religious heritage, and about heritage as historical evidence?

Asked in: [O património artístico-religioso de Chaves da época barroca: o uso de fontes patrimoniais locais para a construção de evidência histórica em alunos de 8º ano](#) · Sofia Isabel Loureiro Mendonça Proença Nascimento · University of Minho · 2021

362. What types of heritage sources do students know about Chaves concerning the Baroque period and what relevance do they attribute to the construction of knowledge of local/national history?

Asked in: [O património artístico-religioso de Chaves da época barroca: o uso de fontes patrimoniais locais para a construção de evidência histórica em alunos de 8º ano](#) · Sofia Isabel Loureiro Mendonça Proença Nascimento · University of Minho · 2021

363. What historical evidence do students build from their exploration of the local (artistic-religious) heritage of Chaves?

Asked in: [O património artístico-religioso de Chaves da época barroca: o uso de fontes patrimoniais locais para a construção de evidência histórica em alunos de 8º ano](#) · Sofia Isabel Loureiro Mendonça Proença Nascimento · University of Minho · 2021

364. Does the current appraisal model suit professional control or the regulation of professional development most?

Asked in: [O sistema de avaliação de desempenho docente: tensões e desafios nas escolas e nos professores](#) · Aguiar, José Lúcio da Silva · University of Minho · 2011

365. How much swimming instruction do students receive in upper secondary schools?

Asked in: [Opetussuunnitelmassa olevien uinnin tavoitteiden tarpeellisuus ja täyttyminen yläkouluissa](#) · Milja Lusila · University of Jyväskylä · 2025

366. What is the opinion of physical education teachers about the necessity of swimming in the curriculum?

Asked in: [Opetussuunnitelmassa olevien uinnin tavoitteiden tarpeellisuus ja täyttyminen yläkouluissa](#) · Milja Lusila · University of Jyväskylä · 2025

367. Do physical education teachers feel that swimming lessons in upper secondary schools are beneficial?

Asked in: [Opetussuunnitelmassa olevien uinnin tavoitteiden tarpeellisuus ja täyttyminen yläkouluissa](#) · Milja Lusila · University of Jyväskylä · 2025

368. Is the goal of strengthening swimming and lifesaving skills in the curriculum being fulfilled?

Asked in: [Opetussuunnitelmassa olevien uinnin tavoitteiden tarpeellisuus ja täyttyminen yläkouluissa](#) · Milja Lusila · University of Jyväskylä · 2025

369. What are the contributions of immersive technologies to the field of architecture?

Asked in: [Realidade virtual na arquitetura : desenvolvimento e avaliação de soluções imersivas e colaborativas no ensino da história da arquitetura e urbanismo](#) · GOMES, Emerson · University of Lisbon · 2024

370. How do principals describe language development work and their role in leading and developing this work?

Asked in: [Rektorers perspektiv på det språkutvecklande arbetet : En kvalitativ studie om synen på framgångsfaktorer och samarbetet med specialpedagogisk kompetens](#) · Hansen Nyström, Terese · Luleå University of Technology · 2026

371. What function is attributed to special educational competence in language development work, and how do principals describe a preferred form of collaboration with this competence?

Asked in: [Rektorers perspektiv på det språkutvecklande arbetet : En kvalitativ studie om synen på framgångsfaktorer och samarbetet med specialpedagogisk kompetens](#) · Hansen Nyström, Terese · Luleå University of Technology · 2026

372. What different ways of experiencing the phenomenon of relationships between quantities can be discerned in student interviews?

Asked in: [Relationer eller operationer - två sidor av samma mynt : Elevers utforskande av en del-helhetsmodell som redskap för att urskilja relationer i additiva strukturer](#) · Andersson, Charlotta · Stockholm University · 2022

373. What subject positions are enabled and made available for pupils in media education at upper secondary school?

Asked in: [Visuella möjlighetsrum : gymnasieelevers subjektsskapande i bild och medieundervisning](#) · Annika Hellman · Malmö University · 2017

Exploratory questions

These questions ask how or why something happens, usually where little research exists yet. They are common in qualitative studies built on interviews or observation.

374. What do her stories reveal about her multiple literacy practices for navigating daily life?

Asked in: [“I FORGOT HOW STRONG I HAVE BEEN”: A NARRATIVE INQUIRY OF ONE AFGHAN WOMAN’S STORIED EXPERIENCES](#) · Raymond, Cathy · Indiana University · 2021

375. How do Black students describe their experiences in the METCO Program?

Asked in: [“No one worked harder than us METCO kids, we had to figure out the rules on our own like wild animals” the impact of the METCO program on Black students](#) · Shavers, Efe Igho-Osagie · Boston University · 2024

376. How does a principal within a highly efficient organization, with high teacher collective efficacy, display characteristics of transformational, transactional, and instructional leadership styles?

Asked in: [A Case Study of the Leadership Styles a Highly Effective Principal Employed To Cultivate Teacher Collective Efficacy](#) · Lowry, Kasey Leah · Texas A&M University · 2022

377. How can music education be included in a PK 3 and 4 early childhood classroom that primarily serves Latinx children, considering their unique cultural and linguistic backgrounds?

Asked in: [A Collaborative Action Research Study on Music Education Inclusion for PK 3 and 4 Latinx Children](#) · Andrea Leonor Garcia · University of Texas at San Antonio · 2024

378. How do representations of Korean culture interplay within words and pictures?

Asked in: [A Critical Analysis of Written and Pictorial Representations in Picturebooks about Koreans in the United States](#) · Lee, En Hye · University of Arizona · 2020

379. How do representations of Korean culture shift and/or transform in accordance with the publishing years of picturebooks?

Asked in: [A Critical Analysis of Written and Pictorial Representations in Picturebooks about Koreans in the United States](#) · Lee, En Hye · University of Arizona · 2020

380. How do social, historical, cultural, and political contexts of publishing years interplay with the representations of Korean culture in words and pictures?

Asked in: [A Critical Analysis of Written and Pictorial Representations in Picturebooks about Koreans in the United States](#) · Lee, En Hye · University of Arizona · 2020

381. How do African American, first generation college students mitigate barriers to college persistence?

Asked in: [A DIFFERENT WORLD: AFRICAN AMERICAN, FIRST GENERATION COLLEGE WOMEN AT A SELECTIVE UNIVERSITY](#) · Johnson, Jennifer Michelle · University of Maryland · 2013

382. Why and how do the top three most influential system environments (leadership; a culture of continuous learning; and interrelatedness of work and life) promote optimal health, well-being, continuous learning, and sustainability for the individual and the system as a whole?

Asked in: [A Health Promoting Continuous Learning Sustainable Education System](#) · Stanton, Colleen Maura · University of Toronto · 2014

383. How do early educators promote children's social emotional development and address challenging behaviors?

Asked in: [A Multidimensional Investigation of Expulsion and Suspension Practices in Early Childhood Programs](#) · Zhe (Gigi) An · University of Kansas · 2018

384. In what situations are expulsion and suspension used or considered for use?

Asked in: [A Multidimensional Investigation of Expulsion and Suspension Practices in Early Childhood Programs](#) · Zhe (Gigi) An · University of Kansas · 2018

385. How do educator attitudes toward education and gender equity affect the development of equitable non-traditional programming and response strategies in Georgia school districts?

Asked in: [A Narrative Inquiry of Male Teachers Working with Female Students in Gender Non-Traditional Career, Technical, and Agricultural Education \(CTAE\) Programs](#) · Beth K. Adams · Valdosta State University · 2022

386. How do teachers perceive social-emotional learning and culturally responsive teaching?

Asked in: [A phenomenological study of instructional coaches and teachers' perceptions of social emotional learning \(SEL\) and culturally responsive practices \(CRP\)](#) · Labissiere, Geraldine M. · Boston University · 2023

387. How are leaders supporting the use of Assistive Technology to support effective inclusion?

Asked in: [A Qualitative Case Study of Assistive Technology Use in Inclusive Education Programs in Selected Central Florida Schools](#) · Shipe, Megan · Florida Southern College · 2019

388. How are teachers using Assistive Technology to support effective inclusion?

Asked in: [A Qualitative Case Study of Assistive Technology Use in Inclusive Education Programs in Selected Central Florida Schools](#) · Shipe, Megan · Florida Southern College · 2019

389. How do leaders and teachers address ethics of justice, critique, care, and professionalism in the successful use of Assistive Technology in inclusion?

Asked in: [A Qualitative Case Study of Assistive Technology Use in Inclusive Education Programs in Selected Central Florida Schools](#) · Shipe, Megan · Florida Southern College · 2019

390. How do my past experiences of information and communication technology (ICT) in education influence my teaching pedagogy as a novice teacher?

Asked in: [A self-study of a novice teacher's experiences of using information and communication technology \(ICT\) in teaching grade 10 physical sciences.](#) · Nqobile Antonia Njoko · University of KwaZulu-Natal · 2020

391. How can I learn information and communication technology (ICT) pedagogical tools and use them to better teach Grade 10 Physical Sciences?

Asked in: [A self-study of a novice teacher's experiences of using information and communication technology \(ICT\) in teaching grade 10 physical sciences.](#) · Nqobile Antonia Njoko · University of KwaZulu-Natal · 2020

392. How do social network systems, student engagement, cognitive dissonance and self-efficacy affect first-time, full-time provisionally accepted, Black males' academic success?

Asked in: [A Smooth Transition: A Phenomenological Approach to Understanding the Experiences of First-time, Full-time, Provisionally Accepted Black Male Students](#) · Jackson, Nikki Nacole · Valdosta State University · 2017

393. To what extent, if any, does attending an [Hispanic-Serving Institution] impact Black male students' identities?

Asked in: [A space to fit in : a descriptive case study examining Black male students' collegiate experiences at a Hispanic-serving institution.](#) · Nash, Trevor · Baylor University · 2024

394. How do Black male students deal with belonging at an [Hispanic-Serving Institution]?

Asked in: [A space to fit in : a descriptive case study examining Black male students' collegiate experiences at a Hispanic-serving institution.](#) · Nash, Trevor · Baylor University · 2024

395. How do teachers' negative attitudes toward change generate cynicism or resistance to change?

Asked in: [A STUDY OF TEACHERS' ATTITUDES TOWARD CHANGE: SEPARATING NEGATIVITY FROM RESISTANCE](#) · Crowell-Dunlap, Kristin Diane · University of Kansas · 2020

396. How are decisions made in the implementation of e-Learning in the [Technical Education, Vocational and Entrepreneurship Training] sector?

Asked in: [A study of the enablers and challenges in the implementation of e-learning policies in technical education, vocational and entrepreneurship training colleges in Zambia](#) · Konayuma, Gabriel Syantema · University of Cape Town · 2015

397. How does organizational context influence the development of effective leadership practices in the higher education context?

Asked in: [Academic Leadership: A Case Study Examining the Leadership Experience in one Canadian University](#) · Hill, Shannon · Queen's University · 2022

398. How do undergraduate engineering students experience the recognition of their engineering identities?

Asked in: [Access, Perceive, Interpret, and Believe: A Longitudinal Phenomenology of Undergraduate Engineering Recognition](#) · Kelsey L. Scalero · University of Nevada, Reno · 2024

399. How do e-Learning champions engage in activities within their institutional context?

Asked in: [Activities of champions implementing e-Learning processes in higher education](#) · Catherine Margaret Beukes-Amiss · University of Pretoria · 2012

400. In what ways do the sociohistorical processes of urbanization in Gary, Indiana intersect with my educational journey and self-definition as a Black woman educator and scholar?

Asked in: [All in Me: Exploring Educator and Scholar Identity Through the Urban Histories and Educational Realities of Gary, IN](#) · Nelson, Lawren LaChell · Indiana University Indianapolis · 2026

401. How can Qualitative Document Analysis and Critical Storytelling serve as affective and political tools to uncover the epistemologies embedded in urban educational spaces?

Asked in: [All in Me: Exploring Educator and Scholar Identity Through the Urban Histories and Educational Realities of Gary, IN](#) · Nelson, Lawren LaChell · Indiana University Indianapolis · 2026

402. How do the high school music teachers in this study describe their experiences with music notation software in the music curriculum?

Asked in: [An appraisal of the use of computer music notation software among selected high school music teachers](#) · Villani, A. David, Jr. · Boston University · 2014

403. How does using music notation software influence the teaching practices of the high school music teachers in this study?

Asked in: [An appraisal of the use of computer music notation software among selected high school music teachers](#) · Villani, A. David, Jr. · Boston University · 2014

404. How does folding back support learners' interaction with geometric reasoning tasks during the lessons?

Asked in: [An exploration of folding back in improving grade 10 students' reasoning in geometry](#) · Koena Samuel Mabotja · University of Limpopo · 2017

405. How does a Grade 10 mathematics teacher use folding back to enrich student reasoning in geometry?

Asked in: [An exploration of folding back in improving grade 10 students' reasoning in geometry](#) · Koena Samuel Mabotja · University of Limpopo · 2017

406. How do university writing instructors plan, enact, and reflect on multimodal projects they assign in their courses?

Asked in: [An Investigation of Digital Multimodal Instruction: Writing Instructors Teaching English and English Language Learners](#) · Khorosheva, Mariia · University of Arizona · 2023

407. In what ways do course-embedded opportunities contribute to adult development and leadership practice?

Asked in: [ANCHORING AND ACTIVATING TRANSFORMATIONAL LEADERSHIP: HOW AN EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM CULTIVATES BELONGING AND TRUST](#) · Jennifer Otero Horne · East Carolina University · 2026

408. How do teachers design and enact classroom-based student voice initiatives in English Language classrooms in Singapore?

Asked in: [Are we listening?: Exploring perspectives, possibilities and pitfalls of student voice from the Singapore classroom](#) · Fernandez, Lucy Oliver · National Institute of Education, Singapore · 2019

409. What do student voices reveal about their experiences of teaching and learning, beyond their teachers' student voice initiatives?

Asked in: [Are we listening?: Exploring perspectives, possibilities and pitfalls of student voice from the Singapore classroom](#) · Fernandez, Lucy Oliver · National Institute of Education, Singapore · 2019

410. What stories do six recent high school graduates from a fine arts school share about their experiences before, during, and after engaging in [Arts-Integrated Learning] in their high school science classes, and what meanings do these participants create from their lived experiences?

Asked in: [Arts-Integrated Learning in Science: Experiences of Fine Arts High School Graduates](#) · Oliver William Ellis · Valdosta State University · 2024

411. In what ways do band directors in the Northwest District utilize [Music Performance Adjudication] to foster growth in their students?

Asked in: [Band Directors' Perceptions of Music Performance Adjudication](#) · Watson, Melanie H · East Carolina University · 2018

412. How do the life experiences of teachers influence their advocacy for African American males in Gifted and Talented Programs?

Asked in: [Breaking Outside the Walls: Teachers of Gifted and Talented African American Males in a Texas Urban Middle School](#) · Henderson, Sowanda Nimmer · Texas A&M University · 2013

413. How do Gifted and Talented teachers of African American males participate in and influence identification and referrals of African American males in Gifted and Talented Programs?

Asked in: [Breaking Outside the Walls: Teachers of Gifted and Talented African American Males in a Texas Urban Middle School](#) · Henderson, Sowanda Nimmer · Texas A&M University · 2013

414. What are the beliefs and experiences of the individual serving in the role of district level coordinators of technology and how have these factors influenced their decisions regarding educational technology integration?

Asked in: [Bridging the Divide: District Level Technology Leaders as Agents of Change](#) · Elisabeth Amy Moody · Valdosta State University · 2014

415. How do career service leaders come to understand the nature of diversity and social justice in the context of their work?

Asked in: [Brokers of Opportunity: The Diversity and Social Justice Work of Career Service Leaders in Higher Education](#) · Wendy Sue Shoemaker · University of Kansas · 2023

416. How do career services leaders go about carrying out their work in leading diversity and social and justice initiatives of career centers?

Asked in: [Brokers of Opportunity: The Diversity and Social Justice Work of Career Service Leaders in Higher Education](#) · Wendy Sue Shoemaker · University of Kansas · 2023

417. How do different forms of capital (social, cultural, psychological) influence students' participation in computing education in Sweden and Bangladesh?

Asked in: [Capital in Computing Education in Sweden and Bangladesh: A Comparative Study](#) · Akter, Fatama · Uppsala University · 2024

418. What personal and professional educational experiences influenced participating Latinas to take on central office leadership roles?

Asked in: [Cariño Chronicles: Testimonios of Latina K-12 Central Office Charter Leaders in Texas](#) · Andrea Fernandez · Texas State University · 2025

419. How do participating Latinas navigate their leadership trajectory to stay true to themselves and serve their communities and to be exemplars of cariño?

Asked in: [Cariño Chronicles: Testimonios of Latina K-12 Central Office Charter Leaders in Texas](#) · Andrea Fernandez · Texas State University · 2025

420. In what ways has the job of the academic advisor changed over the years?

Asked in: [Changes in Academic Advising and Its Impact on Advising Professionals](#) · Brittany Baldwin · Valdosta State University · 2020

421. What is the impact of changes in the role of the academic advisor on advising practices, job responsibilities, and job satisfaction?

Asked in: [Changes in Academic Advising and Its Impact on Advising Professionals](#) · Brittany Baldwin · Valdosta State University · 2020

422. What contributes to the satisfaction and retention of qualified academic advising professionals?

Asked in: [Changes in Academic Advising and Its Impact on Advising Professionals](#) · Brittany Baldwin · Valdosta State University · 2020

423. How do preschool teachers describe their work in developing and supporting children's social play skills?

Asked in: [Children's right to be able to play : A qualitative interview study on preschool teachers' perceptions of supporting the development of children's social play skills](#) · Ramona Byström · Södertörn University · 2025

424. How did the teacher serve as facilitator of this community of practice?

Asked in: [Collaborative learning among high school students in an alternative styles strings ensemble](#) · David Reed Doke · Boston University · 2020

425. How do Mainstream and Extended Programme students perform the way they do in their first year of university studies at a higher education institution?

Asked in: [Comparing academic performance of students in mainstream and extended programmes at a Higher Education Institution in South Africa.](#) · Lekhehle, Remaketse Goodness · University of KwaZulu-Natal · 2020

426. What motivates high school music teachers to participate in competitive jazz festivals?

Asked in: [Competitive jazz festivals: what motivates Northern California instrumental music teachers to participate in them?](#) · Robert Michael Calonico · Boston University · 2016

427. How does one's jazz background influence motivation to participate in CMEA Bay Section events?

Asked in: [Competitive jazz festivals: what motivates Northern California instrumental music teachers to participate in them?](#) · Robert Michael Calonico · Boston University · 2016

428. How is novice elementary teachers' content knowledge for teaching science evident in their teaching practice over time?

Asked in: [Content Knowledge for Teaching Science: A Longitudinal Study of Novice Elementary Teachers' Knowledge Development in a Practice-Based Teacher Education Program and School Contexts](#) · Bismack, Amber · University of Michigan · 2019

429. What are the African American female band directors' perceptions and knowledge about counterspaces, and how do they utilize counterspaces to counter intersecting forms of oppression that African American female musicians face in bands?

Asked in: [Counterspaces in band programs: experiences of African American female band directors at the secondary level](#) · Williams, Krista Faye · Boston University · 2021

430. How do the African American female band directors utilize counterspaces to help the African American female band students form positive selfdefinitions about themselves, and to share their individual and collective experiences of involvement in bands?

Asked in: [Counterspaces in band programs: experiences of African American female band directors at the secondary level](#) · Williams, Krista Faye · Boston University · 2021

431. How do ideologies of language, race, class, and gender impact perceived schooling experiences of [Black/African Descendant] high school youth and alumni/ae?

Asked in: [Counterstories of Black High School Students and Graduates of NYC Independent Schools: A Narrative Case Study](#) · Martin, Kahdeidra M. · The Graduate Center, City University of New York · 2021

432. How do multimodal, public narratives of [Black/African Descendant] alumni/ae describe ideologies of language, race, class, and gender in [New York City independent schools]?

Asked in: [Counterstories of Black High School Students and Graduates of NYC Independent Schools: A Narrative Case Study](#) · Martin, Kahdeidra M. · The Graduate Center, City University of New York · 2021

433. How do literature discussion and critical literacy practices influence students' understandings of social issues?

Asked in: [Creating Spaces for Critical Literacy within a Puerto Rican Elementary Classroom: An Ideological Model of Literature Discussions](#) · González-Robles, Aura E. · University of Arizona · 2011

434. In what ways do they describe how they work with creativity in their teaching?

Asked in: [Creativity in piano teaching : A qualitative study about how pianoteachers in the school of culture and music uses creativity in their teaching](#) · Annie Persson · Karlstad University · 2016

435. How do the regional high school district teachers and administrators of Title I schools use data to make educational decisions?

Asked in: [Data driven decision making: data interplay within a high school district](#) · Heilig, Chris · Rowan University · 2014

436. How is Anishinaabe ecological relational knowledge socially enacted in the classroom?

Asked in: [Demonstrating Anishinaabe storywork circle pedagogy: creating conceptual space for ecological relational knowledge in the classroom.](#) · Peltier, Sharla · Laurentian University · 2016

437. How does the teacher's perception of Anishinaabe ecological relational knowledge transform their pedagogy?

Asked in: [Demonstrating Anishinaabe storywork circle pedagogy: creating conceptual space for ecological relational knowledge in the classroom.](#) · Peltier, Sharla · Laurentian University · 2016

438. How do the teachers conceptualize outdoor activities' role on social interactions in multicultural preschool settings?

Asked in: [Developing social interactions through outdoor education in multicultural preschool settings : Teachers' perspectives](#) · Csányi, Sarolta · Jönköping University · 2018

439. How do the teachers foster social interactions through outdoor education?

Asked in: [Developing social interactions through outdoor education in multicultural preschool settings : Teachers' perspectives](#) · Csányi, Sarolta · Jönköping University · 2018

440. How do course designers respond to the possibilities and limitations of video for distance higher education?

Asked in: [Digital Distance Education – A Longitudinal Exploration of Video Technology](#) · Dafgård, Lena · University of Gothenburg · 2020

441. How can a pre-service art teacher learn to develop and grow their artist educator skills, dispositions, and knowledge through arts-based inquiry?

Asked in: [Do I have what it takes to be an artist educator? Overcoming imposter syndrome through arts-based inquiry](#) · Varsha Vignesh · National Institute of Education, Singapore · 2024

442. How can an aspiring artist educator use arts based inquiry to learn to overcome [imposter syndrome] through the development and growth of these skills, dispositions and knowledge?

Asked in: [Do I have what it takes to be an artist educator? Overcoming imposter syndrome through arts-based inquiry](#) · Varsha Vignesh · National Institute of Education, Singapore · 2024

443. How do those exosystem factors facilitate inclusion in their center-based community early childhood education program?

Asked in: [Early Childhood Inclusion in Community-based Programs: A Case Study Approach to Exploring Malleable Program Exosystem Factors](#) · Lickvar-Armstrong, Chavis · University of Kansas · 2023

444. How are economic, political and social processes brought together on a policy level for motivating and regulating individuals' educational choices (Article I)?

Asked in: [Educational choices of the future. A sociological inquiry into micro-politics in education](#) · Goran Puaca · University of Gothenburg · 2013

445. How do students' educational choices correspond with policy intentions and the assumptions of rational choice that the latter are founded on (Article I-II)?

Asked in: [Educational choices of the future. A sociological inquiry into micro-politics in education](#) · Goran Puaca · University of Gothenburg · 2013

446. Why do educators reflect on/in/for the Junior Secondary Integrated Consumer Sciences curriculum in particular ways?

Asked in: [Educators' reflections of the Swaziland junior secondary Integrated consumer science curriculum: towards development of a unique content area.](#) · Mabuza, Dumisa Celemusu. · University of KwaZulu-Natal · 2018

447. How do radiation therapy students respond to the implementation of an engaged scholarship partnership with the local hospice in relation to educational gains, experiential learning, transformational learning, and professional growth?

Asked in: [Engaged Scholarship in Partnership with a Local Hospice: A Qualitative Case Study in a Radiation Therapy Classroom](#) · Trad, Megan · Texas State University · 2012

448. How do women engineering students describe their experiences of epistemic (in)justice, specifically testimonial and hermeneutical types?

Asked in: [Epistemic Injustice Toward Women in Engineering](#) · Kaitlyn Anne Thomas · University of Nevada, Reno · 2026

449. [I]n what ways do the Senator Paul Simon Award-winning [institutions of higher education] value the presence of international graduate students on their campuses?

Asked in: [Evaluating Internationalization Efforts in Select Award-winning Institutions of Higher Education: Where are the International Graduate Students?](#) · Sehin, Oleksandra · Texas State University · 2015

450. In what ways does participation in an online [Supplemental Instruction Leader] support program impact on mentors, mentees and community members?

Asked in: [Examining how an Online Mentoring Model may support new Supplemental Instruction Leaders](#) · Phillip John Dawson · University of Wollongong · 2011

451. How do opinions about substitute teachers from classroom teachers, school administrators, and school personnel affect the teaching and learning process?

Asked in: [Examining Opinions and Perceptions Regarding Substitute Teachers and Their Impact on Student Learning](#) · Lodoungoto Bekingalar · Nova Southeastern University · 2015

452. What methods of collaboration and strategies can the classroom teachers, school administrators, and district personnel use to enhance substitute teachers' efficacy?

Asked in: [Examining Opinions and Perceptions Regarding Substitute Teachers and Their Impact on Student Learning](#) · Lodoungoto Bekingalar · Nova Southeastern University · 2015

453. How can the professional development of substitute teachers improve instruction?

Asked in: [Examining Opinions and Perceptions Regarding Substitute Teachers and Their Impact on Student Learning](#) · Lodoungoto Bekingalar · Nova Southeastern University · 2015

454. How do disabled students experience their studies and interact with higher education?

Asked in: [Experiences of disabled students at two South African universities: a capabilities approach](#) · Mutanga, Oliver · University of the Free State · 2015

455. How do lecturers and Disability Unit staff understand disability and the experiences of 'disabled students'?

Asked in: [Experiences of disabled students at two South African universities: a capabilities approach](#) · Mutanga, Oliver · University of the Free State · 2015

456. How does the capabilities approach account for the experiences of disabled students in higher education?

Asked in: [Experiences of disabled students at two South African universities: a capabilities approach](#) · Mutanga, Oliver · University of the Free State · 2015

457. How do teacher educators and preservice teachers in a music education department define literacy in general and music literacy in particular and how do they perceive the teaching of literacy?

Asked in: [Exploring Disciplinary and Multimodal Literacy Practices in Music Education](#) · Hyun-ju Kim · University of Michigan · 2014

458. How does gender and race enable or constrain black women graduates' capability for work, including their career development, over time?

Asked in: [Exploring higher education capabilities of black women graduates towards personal and professional development](#) · Mahlaha, Nteboheng Theresia · University of the Free State · 2014

459. How does a video-informed feedback model support embedded [educator professional learning] between [middle leader] facilitators and teachers?

Asked in: [Exploring How Video-informed Feedback Supports Embedded Educator Professional Learning Between Middle Leader Facilitators and Teachers](#) · Danielle LaPointe-McEwan · Queen's University · 2018

460. How do video-informed feedback dialogues between [middle leader] facilitators and teachers evolve to support [educator professional learning] over time?

Asked in: [Exploring How Video-informed Feedback Supports Embedded Educator Professional Learning Between Middle Leader Facilitators and Teachers](#) · Danielle LaPointe-McEwan · Queen's University · 2018

461. How is remote learning during the COVID-19 pandemic experienced by parents with young children registered in a nature-based kindergarten?

Asked in: [Exploring Parental and Instructor Perspectives of Learning in the Natural Environment for Young Children: A Qualitative Study](#) · Brittany Molner · University of Alberta · 2022

462. How does the medium of instruction (virtual or in-person) mediate children's engagement with writing during the COVID-19 pandemic?

Asked in: [Exploring Play-Based Writing in a Hybrid Bilingual Preschool Classroom](#) · Lopez, Rebecca L. · University of Arizona · 2021

463. How is sustainability education embedded in the teacher education curriculum at [University of Jyväskylä], and in what terms?

Asked in: [Exploring sustainability education : perspectives of Finnish pre-service teachers](#) · Abitha Chakrapani · University of Jyväskylä · 2023

464. What factors influence teachers' experiences in the selection processes of school leaders?

Asked in: [Exploring teachers' experiences in the selection processes of school leaders.](#) · Bongani Victor Malinga · University of KwaZulu-Natal · 2018

465. How do teachers address the issues they face in implementing CEFR-aligned assessments for writing skills in ESL classrooms?

Asked in: [Exploring the CEFR-Aligned Writing Skills Assessment by ESL Teachers: Perspectives, Practices and Challenges](#) · Azurawati Binti Wok Zaki · Universiti Sains Islam Malaysia · 2024

466. How do we engage [Natural Science and Technology] pre-service teachers to elicit their understanding of an integrated NST curriculum?

Asked in: [Exploring the development of TSPCK of grade six natural science and technology pre-service teachers: a case for matter and materials.](#) · Rosann Chantel Naidoo · University of KwaZulu-Natal · 2021

467. How did first-generation college students with a degree in music therapy experience challenges and barriers while obtaining their degree?

Asked in: [Exploring the Experiences of First-Generation College Students Within the Field of Music Therapy: A Phenomenological Research Study](#) · Bennett, Britney · Texas Woman's University · 2026

468. How did first-generation college students with a degree in music therapy experience protective factors and resources while obtaining their degree?

Asked in: [Exploring the Experiences of First-Generation College Students Within the Field of Music Therapy: A Phenomenological Research Study](#) · Bennett, Britney · Texas Woman's University · 2026

469. How do undocumented Latinx students determine how to get support to pursue post-secondary education options in a majority Latino urban school district?

Asked in: [Exploring the Leadership Role of Urban High School Counselors in Advocating for Undocumented Latinx Students' Pursuit of Post-Secondary Options](#) · Trevino-Garcia, Josefina 1970- · University of Houston · 2026

470. How is the treatment affected by the presence of mentoring relationships between the supervisor and the employee?

Asked in: [Factors that Affect Relationships at Workplace with Supervisors: Perception of Young Female Faculty Members from Kazakhstan](#) · Yelibay, Moldir · Nazarbayev University · 2019

471. How do faculty participants describe their decision-making process for implementing flipped classroom teaching method?

Asked in: [Flip to Engage: Faculty Perspectives on Implementing Active Learning](#) · Wang, Litao · University of Houston · 2026

472. How do veteran literacy teachers view changes in education based on their experiences in the classroom?

Asked in: [For the Love of Teachers: Accessing the Knowledge, Experiences, and Expertise of Veteran Literacy Teachers](#) · Thomas, Christina Marie · Texas Woman's University · 2026

473. How do veteran literacy teachers interpret teaching trends they have witnessed come and go throughout their time in the classroom?

Asked in: [For the Love of Teachers: Accessing the Knowledge, Experiences, and Expertise of Veteran Literacy Teachers](#) · Thomas, Christina Marie · Texas Woman's University · 2026

474. How do veteran literacy teachers consider the most meaningful moments in their teaching careers to have impacted their ability to do their job?

Asked in: [For the Love of Teachers: Accessing the Knowledge, Experiences, and Expertise of Veteran Literacy Teachers](#) · Thomas, Christina Marie · Texas Woman's University · 2026

475. How do preservice teachers' understandings of fractions and fraction representations develop over a teacher education program?

Asked in: [Fractions speak louder than words: Investigating preservice primary teachers' knowledge and understanding for teaching fractions with representations](#) · Elise Thurtell · University of Wollongong · 2019

476. What measures can be implemented that would help develop a framework that can be applied to tertiary education in New Zealand in order to create an entrepreneurship ecosystem?

Asked in: [Functions of a successful entrepreneurial ecosystem: A case study of a New Zealand university](#) · Miranda, Geraldo · Unitec Institute of Technology · 2021

477. How does playing Roblox influence social interaction and learning for 2nd-grade students?

Asked in: [Games and Learning: Social Interactions and Language Use of 2nd Grade Students Playing a Digital Game in Pairs](#) · Hernandez, James Jeremy · University of Texas at San Antonio · 2023

478. How does playing Roblox promote language skills development for 2nd-grade students?

Asked in: [Games and Learning: Social Interactions and Language Use of 2nd Grade Students Playing a Digital Game in Pairs](#) · Hernandez, James Jeremy · University of Texas at San Antonio · 2023

479. How do preservice art teachers employ social media and online platforms as resources in their lesson plans at the outset of student teaching?

Asked in: [I Found It, I Liked It, I Taught It: Preservice Art Teachers' Use and Transformation of Online Resources in Curriculum Development](#) · Stuart, Kasey Elizabeth · University of Arizona · 2022

- 480.** After engaging with an intervention on critically assessing online-based lesson plans, how do preservice art teachers reflect upon and/or transform their own lesson plans?
Asked in: [I Found It, I Liked It, I Taught It: Preservice Art Teachers' Use and Transformation of Online Resources in Curriculum Development](#) · Stuart, Kasey Elizabeth · University of Arizona · 2022
- 481.** How does the process of finding, analyzing, and redesigning lesson plans found online and via social media transform the participants' approach to designing curriculum?
Asked in: [I Found It, I Liked It, I Taught It: Preservice Art Teachers' Use and Transformation of Online Resources in Curriculum Development](#) · Stuart, Kasey Elizabeth · University of Arizona · 2022
- 482.** How do plurilingual [English for Academic Purposes] teachers engage with each other in the role of researchers of difference?
Asked in: [Identities and Practices of Plurilingual English for Academic Purposes Instructors: A Multimodal Pluriethnography](#) · Schmor, Rebecca · University of Toronto · 2024
- 483.** In what ways, if any, are adolescent males' musical identities engaged in the general music classroom?
Asked in: [Identity development among adolescent males enrolled in a middle school general music program](#) · Katherine Anne Willow-Peterson · Boston University · 2016
- 484.** What role, if any, do in-class connections to informal contexts play in this engagement?
Asked in: [Identity development among adolescent males enrolled in a middle school general music program](#) · Katherine Anne Willow-Peterson · Boston University · 2016
- 485.** How does the collaboration dimension of the 'Collaborative and Reflective Writing Program' help students develop autonomy in writing?
Asked in: [Impact of Collaborative and Reflective Writing Activities on Students' Autonomy in Writing: An Action Research on Freshmen Law Students](#) · Nadiran Tanyeli Zeki · Eastern Mediterranean University · 2016
- 486.** How does the reflection dimension of the 'Collaborative and Reflective Writing Program' help students develop autonomy in writing?
Asked in: [Impact of Collaborative and Reflective Writing Activities on Students' Autonomy in Writing: An Action Research on Freshmen Law Students](#) · Nadiran Tanyeli Zeki · Eastern Mediterranean University · 2016
- 487.** How did COVID-19 impact the Office of the Registrar and the ability of the followers and leaders to cope with the crisis situation?
Asked in: [Impact of Leader Style on Followers and Organizations During the Unplanned Change of COVID-19: A Case Study of Higher Education](#) · Schumann, Brenda Adelle · Texas A&M University · 2023
- 488.** How did participating in the Latina college mentorship program impact their working practice and conceptual roles as non-student facing staff employees?
Asked in: [Impactful Service: Understanding Experiences and Roles of Latina Non-Student Facing Staff Mentors at a Four-Year Public University](#) · Esmeralda Cardenas Valdez · University of Houston · 2026
- 489.** How do teachers utilize digital technologies to support teaching and learning through multimodal methods?
Asked in: [Importance of Working Collaboratively and Risk-taking with Digital Technologies when Teaching Literacy](#) · Carol Sarah Doyle-Jones · University of Toronto · 2015

490. What strategies of Evaluation Participant Engagement do evaluators identify to increase use?

Asked in: [Improving Use Through Evaluation Participant Engagement](#) · Hughes, Jennifer · Queen's University · 2024

491. How can study participants benefit from the strategies of Evaluation Participant Engagement identified to influence use?

Asked in: [Improving Use Through Evaluation Participant Engagement](#) · Hughes, Jennifer · Queen's University · 2024

492. How is [information literacy] implemented at the policy level in senior secondary schools?

Asked in: [Information literacy integration strategies into the curriculum of senior secondary schools in Botswana.](#) · Onen, Margaret Aber · University of KwaZulu-Natal · 2015

493. How do instructors perceive the way in which teaching and learning in Ugandan postsecondary education can undergo improvement?

Asked in: [Instructors' Perceptions of Authentic Learning in the Pedagogical Approaches of Postsecondary Education in Sub-Saharan Africa: A Case for Uganda](#) · Muganga, Lawrence · University of Alberta · 2018

494. How do teachers' backgrounds (their status as Native English Speakers and white individuals, where they grew up, their family's value system, their own beliefs and experiences) influence their teaching styles, expressions of agency, and conceptualizations of Social Justice Pedagogy?

Asked in: [Integrating Social Justice Curricula into English for Academic Purposes \(EAP\) Instruction](#) · Leah Mortenson · University of Kansas · 2018

495. What are instructors' beliefs about teacher neutrality in the classroom, and how do these beliefs impact their teaching about "controversial" topics, which may include social justice topics?

Asked in: [Integrating Social Justice Curricula into English for Academic Purposes \(EAP\) Instruction](#) · Leah Mortenson · University of Kansas · 2018

496. How can we effectively internationalize K-12 education committed to gender equity and social justice in Ontario?

Asked in: [Internationalizing Ontario K-12 Classrooms for Social Justice: A Transnational Feminist Pedagogical Approach](#) · Brooks, Hayley H. · University of Toronto · 2023

497. How do faculty in [online learning environments] experience the journey of developing the skills needed to provide accessibility for students with print related disabilities?

Asked in: [Interpretative Phenomenological Analysis of Accessibility Awareness Among Faculty in Online Learning Environments](#) · Rachael Sessler Trinkowsky · Nova Southeastern University · 2015

498. How do LGBTQ students with disabilities conceptualize their multiple, intersecting social identities, specifically the intersections of disability, gender, and sexuality?

Asked in: [Intersections of disability, gender, and sexuality in higher education : exploring students' social identities and campus experiences](#) · Miller, Ryan Andrew · The University of Texas at Austin · 2015

- 499.** How do LGBTQ students with disabilities perceive the influence of context at a predominantly White, research-intensive university in the southern United States in shaping their identity development journeys?
 Asked in: [Intersections of disability, gender, and sexuality in higher education : exploring students' social identities and campus experiences](#) · Miller, Ryan Andrew · The University of Texas at Austin · 2015
- 500.** How do learners respond to the opportunities provided by the trainee teachers to speak in teacher-learner and learner-learner interactions in the classroom?
 Asked in: [Investigating Practicum Students' Practices and Activities of Affording Learning Opportunities for Second Language Spoken English in Intermediate Classrooms in Saudi Arabia](#) · Kawther Gholam Mortada · University of Exeter · 2015
- 501.** How do grade 12 learners solve problems in Linear Programming?
 Asked in: [Learners' problem-solving processes in linear programming at selected schools of Lusaka district of Zambia.](#) · Sandambo, Gabriel · The University of Zambia · 2024
- 502.** What is the impact of the ecovillage experience/learning on the learner?
 Asked in: [Learning Sustainability through Participation in the Ecovillage: A Study of Four Cases](#) · Mychajluk, Lisa · University of Toronto · 2023
- 503.** What are the impacts of [Sexual Harassment] on teacher candidates?
 Asked in: [Learning to Teach, Learning to Endure: Teacher Candidates' Experiences of Sexual Harassment in the Ontario Teaching Practicum](#) · Andersen, Julia · Queen's University · 2025
- 504.** How do different institutional responses to reported [Sexual Harassment] impact [Teacher Candidates]?
 Asked in: [Learning to Teach, Learning to Endure: Teacher Candidates' Experiences of Sexual Harassment in the Ontario Teaching Practicum](#) · Andersen, Julia · Queen's University · 2025
- 505.** Will initiating a programme of Lesson Study be associated with a positive impact on the climate of a primary school?
 Asked in: [Lessons from Lesson Study: Exploring School Climate, Teacher Learning and Teacher Self-Efficacy in an Inner London Primary School](#) · Jeremy Hannay · University of Exeter · 2021
- 506.** Will initiating a programme of Lesson Study be associated with a positive impact on teacher self-efficacy in implementing inclusive practice?
 Asked in: [Lessons from Lesson Study: Exploring School Climate, Teacher Learning and Teacher Self-Efficacy in an Inner London Primary School](#) · Jeremy Hannay · University of Exeter · 2021
- 507.** Do the local community studies help the students determine the problems in their environments and find out the solutions for these problems?
 Asked in: [Local community studies in social studies course:an action research](#) · Selanik Ay, Tuğba · Science and Art Foundation (BİSAV) · 2010
- 508.** How can the prevalence of student unrest be managed in South African universities?
 Asked in: [Managing student unrest in a South African university: a case study](#) · Unathi Mvuyisi Gwama · University of the Free State · 2022

509. What is the perceived impact of mentoring relationships on organisational career development as experienced by the vice-principals?

Asked in: [Mentoring relationships of selected vice-principals in Singapore primary schools](#) · Zhou, Morgan You Qin · National Institute of Education, Singapore · 2020

510. How do middle school mathematics teachers describe the elements of their teaching they perceive as directly related to success with African American students?

Asked in: [Middle School Mathematics Teachers' Perceptions of Culturally Responsive Teaching](#) · Stephanie Hicks · Valdosta State University · 2022

511. How is consent framed in the educational materials, and which aspects of consent are highlighted, and if so, how?

Asked in: [Mission: Consent : A qualitative analysis of how consent, gender norms, and power relations are addressed in educational materials in primary and secondary schools](#) · Emilia Isaksson · Swedish School of Sport and Health Sciences · 2025

512. How is the practical work with the proposal of "more movement in school" evaluated?

Asked in: [Movement in the school world : A Qualitative Study on the Implementation of the Swedish National Agency for Education's Proposal for Increased Movement in Schools](#) · Yousef, Viktor · The Swedish School of Sport and Health Sciences (GIH) · 2023

513. How does the IT appropriation process unfold as an interactive process?

Asked in: [Multiple Perspectives on Understanding Innovation with IT in an Early Childhood Education and Care Organisation](#) · Melinda Plumb · University of Wollongong · 2018

514. How can the IT appropriation process be understood as a reconfiguration of the holism of material equipment, performed activity, and social identity that constitutes the world of the [Early Childhood Education and Care] employees?

Asked in: [Multiple Perspectives on Understanding Innovation with IT in an Early Childhood Education and Care Organisation](#) · Melinda Plumb · University of Wollongong · 2018

515. How is the change in the way of being of IT within the process of IT appropriation clarified through an understanding of enacted accommodations in response to emergent resistance encountered during the IT appropriation process?

Asked in: [Multiple Perspectives on Understanding Innovation with IT in an Early Childhood Education and Care Organisation](#) · Melinda Plumb · University of Wollongong · 2018

516. How did technology directors choose their type of technology usage policy and what was their purpose for selecting that type of policy?

Asked in: [Navigating 1:1 Personalized Technology Initiatives in Indiana K-12 Public Schools: Technology Directors' Perspectives on Technology Usage Policies in Rural School Districts](#) · Seitz, Keshia M. · Indiana University · 2019

517. How do teachers reason about the opportunities and challenges associated with using news in the classroom?

Asked in: [News consumption in a polarized society](#) · Magnus Mella · Umeå University · 2025

518. Why is Spoken Word an important pedagogical vehicle for learning at the levels of self and community?

Asked in: [Penning Possibilities: Narratives of Poets' Personal and Community Learning Experiences Practicing Spoken Word](#) · Uphoff, Sarah J. · Texas State University · 2018

519. How is school discipline in South Africa conceptualized in a non-specialist social media space?

Asked in: [Perspectives of a Twitter public on disciplinary practices in a moment of classroom conflict](#) · Stephens, Frances · University of Cape Town · 2024

520. What is the articulation of a social media conceptualization of school discipline and South African educational policies related to school discipline?

Asked in: [Perspectives of a Twitter public on disciplinary practices in a moment of classroom conflict](#) · Stephens, Frances · University of Cape Town · 2024

521. How do principals deploy deputy principals as their assistants in the management of schools?

Asked in: [Perspectives of principals on the position of deputy principals in selected secondary schools of uMlazi district.](#) · Phumlani Samuel Mnikathi · University of KwaZulu-Natal · 2022

522. How do teachers' mediation strategies align content, intended outcomes and assessment for daily learning activities?

Asked in: [Perspectives on a mediating role for effective teaching and learning of Life Orientation in the Further Education and Training \(FET\) Band in schools under the Pinetown District of KwaZulu-Natal Province, South Africa](#) · Gladstone Khulani Zulu · University of Zululand · 2016

523. Why do teachers perceive their mediation strategies as being congruent with the attainment of the Life Orientation curriculum statement and learning outcomes?

Asked in: [Perspectives on a mediating role for effective teaching and learning of Life Orientation in the Further Education and Training \(FET\) Band in schools under the Pinetown District of KwaZulu-Natal Province, South Africa](#) · Gladstone Khulani Zulu · University of Zululand · 2016

524. How do human/nonhuman collaborations prompt and influence the formation of ecocultural identity?

Asked in: [Phenomena of Place: An Arts-Based Exploration of Children's Drawing and Ecocultural Identity](#) · Zollinger, Rachel · The University of Arizona · 2023

525. What intrapersonal transactions did participants utilize to navigate their challenges while in the programs?

Asked in: [Post-Secondary Education Pathways: The Disconnection for Texas Women Receiving TANF and Public Housing Assistance](#) · Scott, Cedric M. · Texas State University · 2024

526. How does social support from their family and friends influence their journeys towards sustainability?

Asked in: [Post-Secondary Education Pathways: The Disconnection for Texas Women Receiving TANF and Public Housing Assistance](#) · Scott, Cedric M. · Texas State University · 2024

527. What are the ways in which power relations are enacted within one early learning environment?

Asked in: [Power Relations in Early Childhood Education: A Case Study of Perceptions, Space, and Place](#) · Cory Jobb · Brock University · 2017

528. How do educators' perceptions of the environment as place and space contribute to the ways in which power relations are enacted?

Asked in: [Power Relations in Early Childhood Education: A Case Study of Perceptions, Space, and Place](#) · Cory Jobb · Brock University · 2017

529. How do the professionals disseminate their knowledge gained from PMTO training, within preschools and primary schools?

Asked in: [Professionals' perception of PMTO basic training and its impact on children's behavioral difficulties : „... you use what is useful and works“](#) · Katrín Ösp Magnúsdóttir · University of Iceland · 2020

530. What did working with an intervention on improving student - to - student interactions indicate about the complexity in the multilingual upper secondary mathematics classroom?

Asked in: [Promoting student-to-student interactions in mathematics : a study in a multilingual upper secondary classroom](#) · Sjöblom, Marie · Malmö University · 2015

531. How do [early career teachers] take up inquiry-oriented professional learning to investigate a problem of practice in their literacy classrooms?

Asked in: [Refining literacy practices through inquiry-oriented professional learning : a multiple case study with early career teachers.](#) · Harper, Tracy D. · Baylor University · 2021

532. How do [early career teachers] enact change in their literacy classrooms in response to inquiry-oriented professional learning?

Asked in: [Refining literacy practices through inquiry-oriented professional learning : a multiple case study with early career teachers.](#) · Harper, Tracy D. · Baylor University · 2021

533. How do secondary school leaders access and use relevant research findings?

Asked in: [Research Use and the Impact in Secondary Schools](#) · Witherow, Katherine · University of Toronto · 2011

534. In what ways does the school district support or hinder the use of research?

Asked in: [Research Use and the Impact in Secondary Schools](#) · Witherow, Katherine · University of Toronto · 2011

535. How can the Equity Matrix make school leaders' response to student discipline restorative?

Asked in: [RESTORATIVE JUSTICE AND THE EQUITY MATRIX: BRIDGING THE DISCIPLINE GAP](#) · Diana Jemieff Hayes · University of Saskatchewan · 2024

536. How does nature, particularly outdoor and artful play, shape children's creativity and influence their creative outcomes?

Asked in: [Searching for Art in the forest: An examination of how nature inspires children's creativity.](#) · Detta, Lindsay · Brock University · 2025

537. How might insights gained about this study be applied in order to empower and build educators' confidence to teach creativity outdoors?

Asked in: [Searching for Art in the forest: An examination of how nature inspires children's creativity.](#) · Detta, Lindsay · Brock University · 2025

538. How did the three secondary school mathematics teachers address pupils' errors and misconceptions related to quadratic equations at Grade 11 level?

Asked in: [Secondary school teachers' mathematical knowledge for teaching quadratic equations: a case of three secondary schools in Katete district.](#) · Titus Luka Mbewe · University of Zambia · 2025

539. How do teachers support student sensemaking while working with simulations in the context of 3rd grade project-based science?

Asked in: [Simulations and Sensemaking in Elementary Project-Based Science](#) · Kathleen M. Easley · University of Michigan · 2020

540. How are the learners affected by their experiences in learning siSwati as a subject at two senior secondary schools in the Lubombo region of Eswatini?

Asked in: [siSwati language as a subject in senior secondary schools in Eswatini: learners' experiences in two selected schools in the Lubombo region.](#) · Lungile Mathamane Nxumalo · University of KwaZulu-Natal · 2021

541. Why do the learners experience learning of siSwati as a subject in the way they do in two senior secondary schools in the Lubombo region of Eswatini?

Asked in: [siSwati language as a subject in senior secondary schools in Eswatini: learners' experiences in two selected schools in the Lubombo region.](#) · Lungile Mathamane Nxumalo · University of KwaZulu-Natal · 2021

542. How do preservice teachers' understandings of inequity and their roles as members of the IEP team shift over the course of a 12-week class that integrates issues of inequity in special education and the use of critical frameworks?

Asked in: [Speaking Up for ALL Kids: Developing Pre-Service General Education Teachers as Advocates through Critical Coursework and Simulated IEP Meetings](#) · Ebony Metheline Perouse-Harvey · University of Michigan · 2020

543. How do [preservice teachers]' understandings of inequity shift from the beginning to the end of the course?

Asked in: [Speaking Up for ALL Kids: Developing Pre-Service General Education Teachers as Advocates through Critical Coursework and Simulated IEP Meetings](#) · Perouse-Harvey, Ebony · University of Michigan · 2020

544. How do [Pre-Service Teachers]' understandings of their role as members of the IEP team shift from the beginning to the end of the course?

Asked in: [Speaking Up for ALL Kids: Developing Pre-Service General Education Teachers as Advocates through Critical Coursework and Simulated IEP Meetings](#) · Ebony Metheline Perouse-Harvey · University of Michigan · 2020

545. How do [preservice teachers] respond to issues of racism and ableism when it is shared by a Black parent of a student identified with a (dis)ability during initial and final simulations?

Asked in: [Speaking Up for ALL Kids: Developing Pre-Service General Education Teachers as Advocates through Critical Coursework and Simulated IEP Meetings](#) · Perouse-Harvey, Ebony · University of Michigan · 2020

546. How do [preservice teachers] engage in collaboration and advocacy practices when working with a Black parent of a student identified with a (dis)ability?

Asked in: [Speaking Up for ALL Kids: Developing Pre-Service General Education Teachers as Advocates through Critical Coursework and Simulated IEP Meetings](#) · Perouse-Harvey, Ebony · University of Michigan · 2020

547. How does a first-generation Latina engineer and scientist describe her life experiences as she became interested in STEM?

Asked in: [STEMujeres: a case study of the life stories of first-generation Latina engineers and scientists](#) ·
Vielma, Karina I. · The University of Texas at San Antonio · 2016

548. How do fifth-grade general music students self-indicate and create shared meanings through verbal and nonverbal symbolic interactions?

Asked in: [Symbolic interactionism: insights into the creative processes of fifth-grade music students](#) ·
Jyawook, Alia Mae Margaret · Boston University · 2023

549. How do first year college students in procedural programming classrooms approach learning?

Asked in: [Taking first year college students' programming skills from the visual to the procedural](#) ·
Tijani Fatimah Yetunde · University of Pretoria · 2018

550. How does the visual programming environment (VPE) support learning of procedural programming in first year college students?

Asked in: [Taking first year college students' programming skills from the visual to the procedural](#) ·
Tijani Fatimah Yetunde · University of Pretoria · 2018

551. How do novice teacher mentees and more experienced teachers build their mentoring relationships in one secondary school in Kazakhstan?

Asked in: [Teacher Mentoring Relationships in One School in South Kazakhstan: Experiences, Benefits and Challenges](#) ·
Shaimerdenova, Nazgul · Nazarbayev University · 2020

552. [H]ow does the transition to a middle school configuration combined with additional organizational changes impact the perceptions of teachers of the school climate?

Asked in: [Teacher Perceptions of School Climate During the Transition to a Middle School Configuration](#) ·
Misty Horton Robinette · Valdosta State University · 2016

553. [H]ow do teachers perceive the significance of physical, social, and psychological working conditions on school climate?

Asked in: [Teacher Perceptions of School Climate During the Transition to a Middle School Configuration](#) ·
Misty Horton Robinette · Valdosta State University · 2016

554. How do secondary school teachers experience planning for teaching using the Lower Secondary Curriculum in Mbarara City in Uganda?

Asked in: [Teachers' experiences of implementing the competence-based curriculum in Uganda : a case of selected secondary schools in western Uganda](#) · Monica Ahabwe · Kyambogo University · 2025

555. How do secondary school teachers experience teaching using the Lower Secondary Curriculum in Mbarara City in Uganda?

Asked in: [Teachers' experiences of implementing the competence-based curriculum in Uganda : a case of selected secondary schools in western Uganda](#) · Monica Ahabwe · Kyambogo University · 2025

556. How do secondary school teachers experience assessment using the Lower Secondary Curriculum in Mbarara City in Uganda?

Asked in: [Teachers' experiences of implementing the competence-based curriculum in Uganda : a case of selected secondary schools in western Uganda](#) · Monica Ahabwe · Kyambogo University · 2025

557. [T]o what extent do the teachers at the case study school feel [Positive Behavior Interventions and Supports] implementation influenced their efficacy in classroom behavior management?

Asked in: [Teachers' Perceptions of the Effects of Positive Behavioral Interventions and Support in an Urban Public School System: A Mixed Methods Study](#) · Guerlene M. Merisme · Valdosta State University · 2019

558. How does the experience of teaching a transgender or gender-expansive student affect music teachers' policies, procedures, and pedagogy in the choral music classroom?

Asked in: [Teaching transgender and gender-expansive singers in the secondary choral classroom](#) · Peithmann, Lauren K. · Boston University · 2023

559. How do elementary [dual-language immersion] teachers negotiate these tensions to design critical translanguaging literacy lessons?

Asked in: [Teaching with Translanguaging as a Critical Literacy Pedagogy in Elementary Dual-Language Immersion Education](#) · Donley, Kevin · University of Oregon · 2022

560. How do elementary [dual-language immersion] teachers critically and creatively shift their translanguaging pedagogy while teaching such lessons?

Asked in: [Teaching with Translanguaging as a Critical Literacy Pedagogy in Elementary Dual-Language Immersion Education](#) · Donley, Kevin · University of Oregon · 2022

561. How do two teachers collaborate to deliver an integrated TE and academic mathematics program?

Asked in: [Teamwork Makes the Dream Work: Teachers' Experiences with Interdisciplinary Integration in Technological Education](#) · Santos, Luis · Queen's University · 2020

562. What challenges do teachers face during integrated teaching of the TechnoMath program, and how do they navigate these challenges?

Asked in: [Teamwork Makes the Dream Work: Teachers' Experiences with Interdisciplinary Integration in Technological Education](#) · Santos, Luis · Queen's University · 2020

563. What, in the band directors' opinion, is the cause/source of the existence or nonexistence of the tension?

Asked in: [Tension in the band repertoire selection process: issues of compatibility between training, belief, and practice](#) · Justin Jay Mertz · Boston University · 2018

564. To what extent do recurring genres contribute to students' reading development?

Asked in: [Textual genres and literacy: content analysis of the Bem-Me-Quer Mais Língua Portuguesa collection](#) · França, Daiane Berto · State University of Bahia · 2025

565. What guides the decision to participate in an "America Sings!" festival?

Asked in: [The "America Sings!" Festival: a case study](#) · Kenneth Robert Stultz, II · Boston University · 2016

566. Does the service component of the "America Sings!" festival affect the participants?

Asked in: [The "America Sings!" Festival: a case study](#) · Kenneth Robert Stultz, II · Boston University · 2016

567. In what ways did Thomas A. Edison contribute to music education?

Asked in: [The contributions of Thomas Alva Edison to music education](#) · Kevin Daniel Kelleher · Boston University · 2013

- 568.** How do middle-aged adult, multilingual, immigrant learners enrolled in a Canadian college program for reskilling/upskilling engage with misinformation on visual-based platforms like TikTok?

Asked in: [The Digital Crucible: A Practitioner Inquiry Examining Misinformation Engagement, Identity, and Critical Digital Literacy among Middle-Aged Adult Multilingual Learners in an English for Academic Purposes Class](#) ·

Haidar, Rana · University of Toronto · 2026

- 569.** How do learners participate in and make sense of instructional activities in an [English for Academic Purposes] course that target critical thinking, media literacy, and information literacy skills; what challenges and affordances do they perceive; and how do these activities influence their evaluation of misinformation in social media content?

Asked in: [The Digital Crucible: A Practitioner Inquiry Examining Misinformation Engagement, Identity, and Critical Digital Literacy among Middle-Aged Adult Multilingual Learners in an English for Academic Purposes Class](#) ·

Haidar, Rana · University of Toronto · 2026

- 570.** What cultural and social capital, prior knowledge and personal experiences do learners bring to their encounters with misinformation, and how do these resources shape their interpretations and decision-making?

Asked in: [The Digital Crucible: A Practitioner Inquiry Examining Misinformation Engagement, Identity, and Critical Digital Literacy among Middle-Aged Adult Multilingual Learners in an English for Academic Purposes Class](#) ·

Haidar, Rana · University of Toronto · 2026

- 571.** What emotional states do students experience when they encounter misinformation in digital media that aligns with their worldview, and how do these emotional states influence the way they engage in the analysis and evaluation of that misinformation?

Asked in: [The Digital Crucible: A Practitioner Inquiry Examining Misinformation Engagement, Identity, and Critical Digital Literacy among Middle-Aged Adult Multilingual Learners in an English for Academic Purposes Class](#) ·

Haidar, Rana · University of Toronto · 2026

- 572.** How is inclusive education practiced in [Technical and Vocational Education and Training] Colleges?

Asked in: [The dynamics of inclusive education in further education and training in South Africa: a case study of two technical and vocational education and training colleges in Pietermaritzburg](#) · Gladys Nokwazi Nyameka Ntombela ·

University of KwaZulu-Natal · 2019

- 573.** How are geography student teachers at the University of Zambia prepared as future geography teachers?

Asked in: [The experiences of geography teachers of a teacher preparation programme at the University of Zambia](#) ·

Matilda Kanyampa Nakazwe · University of Pretoria · 2024

- 574.** How does a teacher's perception of reading instruction influence the number of elementary students with reading deficiencies?

Asked in: [The Influence of Teacher Perceptions on Reading Instruction](#) · Sherri Loyd Moorman ·

Valdosta State University · 2015

- 575.** How do elementary (K -5) teacher demographics (gender, age, race, year of practice, and level of educational degree) influence teacher perceptions and student performance?

Asked in: [The Influence of Teacher Perceptions on Reading Instruction](#) · Sherri Loyd Moorman ·

Valdosta State University · 2015

576. How do first-generation college students choose their out-of-classroom engagement experiences?

Asked in: [The Out-of-Classroom Engagement Experiences of First-Generation College Students that Impact Persistence](#) · Sherolyn S. Hopkins · Valdosta State University · 2020

577. How do popular music theory pedagogues prepare (analyze, interpret, transform, and organize) curricular materials?

Asked in: [The pedagogical reasoning and action of popular music theory professors in higher popular music education programs](#) · Huggins, Mark Roger · Boston University · 2021

578. How do popular music theory pedagogues adapt and tailor instruction, as well as evaluate student understanding?

Asked in: [The pedagogical reasoning and action of popular music theory professors in higher popular music education programs](#) · Huggins, Mark Roger · Boston University · 2021

579. How do popular music theory pedagogues reflect on the instructional process, and what new comprehensions of subject matter, students, and self arise from their reflection?

Asked in: [The pedagogical reasoning and action of popular music theory professors in higher popular music education programs](#) · Huggins, Mark Roger · Boston University · 2021

580. In what ways do school counselors believe their preparation and training for work in the virtual K-12 setting could be improved?

Asked in: [The Preparation and Training of School Counselors for Roles in Virtual K-12 Settings](#) · Black, Cindy A · University of Nevada, Reno · 2025

581. How do preschool staff speak about the expressions of responsibility and the boundaries of responsibility in the preschool's everyday life?

Asked in: [The responsible encounter : A proximity ethical analysis of the meaning of care in preschool](#) · Josefson, Mie · Stockholm University · 2018

582. How do researchers and policy makers explain/make sense of the relationship between learners' achievements in the TIMSS Grade 8 Science test and their socio- cultural-economic backgrounds?

Asked in: [The role of cultural capital in the achievement in TIMSS Grade 8 Science in respect of rural secondary schools \(1995- 2003\): a meta-analysis.](#) · Muziwandile Justice Nxumalo · University of KwaZulu-Natal · 2016

583. How did attending a rural high school impact the STEM perceptions of female and male college students?

Asked in: [The Rural Effect: How Male and Female Students' STEM Perceptions are Influenced by Attending a Rural Georgia High School.](#) · Benjamin N. Pitchford · Valdosta State University · 2016

584. How do the school curriculum and school climate influence identity formation in students, educators, and the community?

Asked in: [The Sounds of Blackness: A Genealogical Participatory Study of Identity, Community, and Rooting](#) · Mouton, April · Texas State University · 2023

585. How can we make sense of their life experiences through the lenses of critical race theory?

Asked in: [The Stories of Eight Black Males Pursuing Doctoral Degrees Examined Through the Lenses of Critical Race Theory: Don't Believe the Hype; Don't Live the Hype](#) · Horn, Herman · Texas State University · 2012

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586. What can be learned from their life histories that can inspire other Black males and inform the policies and practices of institutions of higher education?

Asked in: [The Stories of Eight Black Males Pursuing Doctoral Degrees Examined Through the Lenses of Critical Race Theory: Don't Believe the Hype; Don't Live the Hype](#) · Horn, Herman · Texas State University · 2012

587. How is learning disability understood by the [Psychological, Medical and Pedagogical Consultations] in one region in Kazakhstan?

Asked in: [The tools and approaches used by officials of the Psychological, medical and pedagogical consultations to identify learning disability in children in a region in Kazakhstan](#) · Daripbayeva, Gulnura · Nazarbayev University · 2020

588. How do 10 high school students shift from an initial conceptualization of culture to a broader, deeper understanding of culture and the many variances encapsulated in the concept of culture?

Asked in: [Through A Strangers' Eyes: From Stranger to Familiar A Phenomenological Journey Exploring High School Students' Understanding of Culture Through Participation in the Human Geography Class](#) · Steffani Parker Dyer · Valdosta State University · 2018

589. How does the preschool teacher describe that the power is manifested in children's play?

Asked in: [To comprehend the use of power in children's play : A discourse analysis of children's use of power in play, mentioned by preschool teachers](#) · Kinneam, Viveca · Södertörn University · 2018

590. How can engagement with a participatory design research process for youth from urban Indigenous and newcomer immigrant communities foster intercultural understanding?

Asked in: [Towards a Pedagogy of Intercultural Understanding: Participatory Design Research with Urban Indigenous and Newcomer Immigrant Youth](#) · Naureen Mumtaz · University of Alberta · 2019

591. How can the value of practice oriented learning benefit an emerging [Technological University] culture?

Asked in: [Towards a technological university: A design approach to knowledge creation](#) · Lynne Whelan · Institute of Technology Carlow · 2018

592. How do the students I work with (autistic students with IDD) develop a sense of belongingness in classrooms and school spaces?

Asked in: [Understanding Belongingness in Schools for Disabled Students Who Require a High Level of Support](#) · Katherine Primeau · Brock University · 2022

593. How do French Immersion kindergarten teachers and [early childhood educators] plan for and deliver meaningful French language instruction within a play-based setting?

Asked in: [Understanding Educator Perspectives of French Language Instruction in Play-Based Kindergarten](#) · Seiveright, Gregory · Queen's University · 2021

594. How do faculty in higher education describe an effective undergraduate course in their field?

Asked in: [Understanding of How Faculty in Higher Education Make Instructional](#) · Conner, Charles Lamar, Jr. · Valdosta State University · 2021

595. In what ways do the behaviors of undergraduate students impact instructional decision making?

Asked in: [Understanding of How Faculty in Higher Education Make Instructional](#) · Conner, Charles Lamar, Jr. · Valdosta State University · 2021

596. What influences instructional style and decision making of faculty teaching undergraduate courses?

Asked in: [Understanding of How Faculty in Higher Education Make Instructional](#) · Conner, Charles Lamar, Jr. · Valdosta State University · 2021

597. How do synchronous collaborative learning opportunities emerge during virtual patient (VP), mixed modality and manikin-based transatlantic telesimulations?

Asked in: [Understanding synchronous collaborative learning via telesimulation for health professions education](#) · Joy, Aislinn · University College Cork · 2022

598. How are synchronous collaborative learning opportunities supported (or not) during [virtual patient], hybrid, and manikin-based transatlantic telesimulations?

Asked in: [Understanding synchronous collaborative learning via telesimulation for health professions education](#) · Joy, Aislinn · University College Cork · 2022

599. How does the transnational nature of educational programs shape students' sense of belonging toward the US and Chinese partner universities?

Asked in: [University Belongingness Among Professional Doctoral Alumni in the US Transnational Education in China: A Mixed Methods Case Study](#) · Guo, Yaxin · The University of Arizona · 2025

600. What does school turnaround mean to a Chicano administrator working in schools that are facing accountability sanctions?

Asked in: [Using Autoethnography to Re-Frame School Turnaround: Praxis through the Eyes of a Chicano Leader in Texas Schools](#) · Castro, Luciano · Texas State University · 2023

601. How is a Chicano administrator's understanding of the conditions involved in school turnaround influenced by life experience, theory, and policy?

Asked in: [Using Autoethnography to Re-Frame School Turnaround: Praxis through the Eyes of a Chicano Leader in Texas Schools](#) · Castro, Luciano · Texas State University · 2023

602. Where is the space for negotiation and reform of a Chicano administrator's school turnaround plan?

Asked in: [Using Autoethnography to Re-Frame School Turnaround: Praxis through the Eyes of a Chicano Leader in Texas Schools](#) · Castro, Luciano · Texas State University · 2023

603. How do students engage with the Student Response System (clickers) in an isiXhosa Clinical Communication course in Higher Education settings?

Asked in: [Using clickers in an isiXhosa Communication Course: A case study on implementation of Interactive Student Response Systems \(clickers\) for learning isiXhosa as an Additional Language in Higher Education clinical settings](#) · Mhlabeni, Linda · University of Cape Town · 2021

604. How does dyslexia affect self-esteem of students at secondary school?

Asked in: [„Maður þarf bara að sætta sig við það“ : upplifun nemenda með dyslexíu af framhaldsskólakerfinu](#) · Friederike Berger · University of Iceland · 2013

605. How do students use the graphing calculator to solve tasks involving functions?

Asked in: [A calculadora gráfica na aprendizagem das funções por alunos do 10º ano de matemática A](#) · Russo, Joana Cristina Alves Quitério · University of Lisbon · 2024

606. What role does the graphing calculator play in mediating the learning of functions?

Asked in: [A calculadora gráfica na aprendizagem das funções por alunos do 10º ano de matemática A](#) · Russo, Joana Cristina Alves Quitério · University of Lisbon · 2024

607. How do different departments within different municipalities use learning models to learn from their innovation processes?

Asked in: [Användandet av lärandemodeller i en offentligt kontext](#) · Kovacevic, Benjamin · Mälardalen University · 2023

608. How do teachers who teach hip hop dance describe their responsibility for fostering participation and inclusion?

Asked in: [Demokrati i rörelse : hiphopdans som kroppslig och kulturell praktik](#) · Elisa Saume · Örebro University · 2026

609. How does an educator describe their work, using the combination of DP and NLP, with the aim to change limiting patterns?

Asked in: [Det inre dramat på den yttre scenen. : En studie om Dramapedagogik och Neurolingvistisk Programmering i kombination, med avsikt att bryta begränsande mönster.](#) · Annacarin Nilsson · University of Gävle · 2016

610. How is the multilingualism expressed in the day to day interaction in preschool?

Asked in: [Dinosaurier i Kurdistan pratar kurdiska : En studie i hur barn i förskolan tänker om och uttrycker sin flerspråkighet](#) · Amanda Linnéa Oest · Uppsala University · 2013

611. What significance does the daily interaction with peers and educators have for the children's perceptions of their multilingualism?

Asked in: [Dinosaurier i Kurdistan pratar kurdiska : En studie i hur barn i förskolan tänker om och uttrycker sin flerspråkighet](#) · Amanda Linnéa Oest · Uppsala University · 2013

612. How is physics content constructed as an object of learning during a work team's planning of physics teaching?

Asked in: [Förskollärares konstruktion av ett fysikaliskt fenomen som objekt för lärande i förskola : en komplex och föränderlig process](#) · Hellberg, Lina · University of Gothenburg · 2019

613. In what qualitatively different ways does the statements of the preschool teachers, related to the physics content, change over time?

Asked in: [Förskollärares konstruktion av ett fysikaliskt fenomen som objekt för lärande i förskola : en komplex och föränderlig process](#) · Hellberg, Lina · University of Gothenburg · 2019

614. How do students and teachers explain the ways in which previous experiences of outdoor activities affect students engagement and motivation in outdoor education?

Asked in: [Friluftsliv i gymnasiet: Elevers engagemang, motivation och erfarenheter : En kvalitativ intervjustudie om gymnasieelevers upplevelser av friluftsuppläring](#) · Wahlsten, Emma · The Swedish School of Sport and Health Sciences (GIH) · 2026

615. How do students and teachers perceive that organizational conditions and teaching design influence the possibilities of creating meaningful outdoor education?

Asked in: [Friluftsliv i gymnasiet: Elevers engagemang, motivation och erfarenheter](#) : En kvalitativ intervjustudie om gymnasieelevers upplevelser av friluftsupervisning · Wahlsten, Emma · The Swedish School of Sport and Health Sciences (GIH) · 2026

616. How do we organize reading comprehension teaching for students with ASD aged 6-10 in order to generate the most favourable conditions to develop their reading comprehension?

Asked in: [Gynnsam läsförståelseundervisning för elever med autismspektrumtillstånd](#) : En intervjustudie om lärares, speciallärares och specialpedagogers erfarenheter. · Kagg, Nora · Halmstad University · 2024

617. How is the experience of working with didactic, social and spatial inclusion described?

Asked in: [Hur inkluderas särskoleelever i grundskolan?](#) : En intervjustudie om några klasslärares erfarenheter · Strömlund, Susanne · Karlstad University · 2016

618. How do Latina teachers position their identities in the figured worlds of their bilingual classroom and school campus?

Asked in: [La identidad y la practica 'entrelazadas'](#) : towards a humanizing pedagogy · Chávez, Guadalupe Domínguez · The University of Texas at Austin · 2015

619. What impact do achievement targets have in relation to the pupils' own motivation to learn?

Asked in: [Motivation ur ett elevperspektiv](#) : En studie om vilka faktorer som har betydelse för elevers motivation · Ådefors, Annica · Karlstad University · 2010

620. How do after-school program leaders describe the emergence of conflicts?

Asked in: [När barn och viljor krockar](#) : En studie om konflikter i fritidsmiljöer · Zaher, Arina · Uppsala University · 2025

621. How is conflict management carried out in an after-school program from the perspective of after-school program leaders?

Asked in: [När barn och viljor krockar](#) : En studie om konflikter i fritidsmiljöer · Zaher, Arina · Uppsala University · 2025

622. How do previous ideas work as a facilitator or as an obstacle to the construction of the historical and geographical knowledge?

Asked in: [O contributo das ideias prévias dos alunos no desenvolvimento da aprendizagem conceptual em História e em Geografia](#) : um estudo com alunos do 3º ciclo do ensino básico · Carla Fernanda Salazar Carvalho · University of Minho · 2013

623. How to implement strategies using the repertoire of the instrument, as a resource for the development of musical skills in Music Initiation?

Asked in: [O contributo do repertório de instrumento para a Iniciação Musical](#) · Raposo, Mónica Mendes · Polytechnic Institute of Castelo Branco · 2018

624. How do students control, in a logic of metacognition, their learning at the level of historical evidence from the artistic-religious heritage of Chaves and what kind of heritage awareness have they developed?

Asked in: [O património artístico-religioso de Chaves da época barroca: o uso de fontes patrimoniais locais para a construção de evidência histórica em alunos de 8º ano](#) · Sofia Isabel Loureiro Mendonça Proença Nascimento · University of Minho · 2021

- 625.** Given the challenges and stresses of TPA, do teachers tend to behave and act in a way that will guarantee a good impression during appraisal, regardless of their educational beliefs and the wealth of benefits it entails?

Asked in: *O sistema de avaliação de desempenho docente: tensões e desafios nas escolas e nos professores* · José Lúcio da Silva Aguiar · University of Minho · 2011

- 626.** How does innovation pedagogy work within the framework of LOFT?

Asked in: *ÖKAD INNOVATIONSFÖRMÅGA GENOM PARTNERSKAP I OFFENTLIG SEKTOR : En studie om hur innovationspedagogiken inom LOFT kan stödjakommunledningarna i deras utveckling mot ökad innovationsförmåga och tillämpning av innovationsledning* · Isabella Carlsson · Mälardalen University · 2023

- 627.** How can VR contribute to the teaching of the History of Architecture and Urbanism?

Asked in: *Realidade virtual na arquitetura : desenvolvimento e avaliação de soluções imersivas e colaborativas no ensino da história da arquitetura e urbanismo* · GOMES, Emerson · University of Lisbon · 2024

- 628.** How can VR be effectively integrated into the pedagogical routine of this discipline?

Asked in: *Realidade virtual na arquitetura : desenvolvimento e avaliação de soluções imersivas e colaborativas no ensino da história da arquitetura e urbanismo* · GOMES, Emerson · University of Lisbon · 2024

- 629.** How do preschool teachers describe their view of physical touch in relation to children's integrity in interaction between teachers and children?

Asked in: *Relationens betydelse för barns integritet : En kvalitativ studie om förskollärares uppfattningar om fysisk beröring och barns integritet i förhållande till relationen mellan förskollärare och barn* · Elise Bengtsson · Halmstad University · 2026

- 630.** How do preschool teachers describe their work with children's integrity in relation to the relationship between the teachers and the children?

Asked in: *Relationens betydelse för barns integritet : En kvalitativ studie om förskollärares uppfattningar om fysisk beröring och barns integritet i förhållande till relationen mellan förskollärare och barn* · Elise Bengtsson · Halmstad University · 2026

- 631.** In what ways do students use a specific structural model to explore equations?

Asked in: *Relationer eller operationer - två sidor av samma mynt : Elevers utforskande av en del-helhetsmodell som redskap för att urskilja relationer i additiva strukturer* · Andersson, Charlotta · Stockholm University · 2022

- 632.** How can the influence of the local community and leisure discourses on education be understood through the two school musical theatre projects?

Asked in: *Skolmusikalen : om möten, makt och musik i två skolmusikalprojekt i årskurs nio* · Lorentz Edberg · Umeå University · 2019

- 633.** What pedagogical codes appear in the projects and how do they relate to time and space?

Asked in: *Skolmusikalen : om möten, makt och musik i två skolmusikalprojekt i årskurs nio* · Lorentz Edberg · Umeå University · 2019

- 634.** Do the pupils show metalinguistic awareness connected to the instruction, and if so, how is this expressed?

Asked in: *Skriver man pil med I eller E? : En kontrastiv och multisensorisk interventionsstudie i en tvåspråkig förskoleklass* · Henriksson, Smilla · Södertörn University · 2026

635. How is gender produced and negotiated in the visual art and media classroom?

Asked in: [Visuella möjlighetsrum : gymnasieelevers subjektsskapande i bild och medieundervisning](#) · Annika Hellman · Malmö University · 2017

636. What educational human and non-human assemblages emerge, and with what effect for pupils' becoming?

Asked in: [Visuella möjlighetsrum : gymnasieelevers subjektsskapande i bild och medieundervisning](#) · Annika Hellman · Malmö University · 2017

Comparative questions

These questions compare two or more groups or settings, such as two schools or two teaching methods, to see whether they differ.

637. What are the educational goals of [Secretarial Science Program] offered in South Korea and China?

Asked in: [A Comparative Study on Secretarial Science Education between South Korea and China](#) · Liao, Qiumei · Ewha Womans University · 2017

638. What are the educational areas/courses of this major offered in South Korea and China?

Asked in: [A Comparative Study on Secretarial Science Education between South Korea and China](#) · Liao, Qiumei · Ewha Womans University · 2017

639. What kinds of secretary certificate examination are operated in South Korea and China?

Asked in: [A Comparative Study on Secretarial Science Education between South Korea and China](#) · Liao, Qiumei · Ewha Womans University · 2017

640. What are the differences between secretarial associations in South Korea and China?

Asked in: [A Comparative Study on Secretarial Science Education between South Korea and China](#) · Liao, Qiumei · Ewha Womans University · 2017

641. How do those Stages of Concern differ by gender, years of teaching experience, age, and years of experience utilizing blended learning?

Asked in: [A Mixed Methods Study of Teacher Concerns Toward the Implementation of Blended Learning](#) · Melissa Dandy Walker · Valdosta State University · 2017

642. What influence does a student's status within or outside of the -- Corp of Cadets have on self-reported academic entitlement scores at a Senior Military College?

Asked in: [A Study of Self-Reported Academic Entitlement Scores on a Senior Military College Campus](#) · Andrew James Jakiel · Valdosta State University · 2020

643. What influence does the academic college have on self-reported academic entitlement scores at a Senior Military College?

Asked in: [A Study of Self-Reported Academic Entitlement Scores on a Senior Military College Campus](#) · Andrew James Jakiel · Valdosta State University · 2020

644. What influence does the nature of a post-secondary program (Associate, Baccalaureate, or Certificate) have on self-reported academic entitlement scores at a Senior Military College?

Asked in: [A Study of Self-Reported Academic Entitlement Scores on a Senior Military College Campus](#) · Andrew James Jakiel · Valdosta State University · 2020

645. Do male and female students perceive crime on campus differently?

Asked in: [A Study of Students' Perception and Awareness of Crime on a Southeastern College Campus](#) · Matthew R. Maestas · Valdosta State University · 2018

646. Do minority and non-minority students perceive crime on campus differently?

Asked in: [A Study of Students' Perception and Awareness of Crime on a Southeastern College Campus](#) · Matthew R. Maestas · Valdosta State University · 2018

647. Are there any significant differences in the perceptions of former traditional and in place candidates regarding their special education teacher preparation program?

Asked in: [A tale of two pathways: the perceptions of newly graduated traditional and in place special education teacher candidates on their teacher preparation experiences](#) · Oshita, Linda M. Y. O. · University of Hawaii at Manoa · 2013

648. How are the opinions and attitudes about the BUSN 1440 course different between students that used multimedia and students that used text only for class discussions?

Asked in: [A Times Series Study: Student Perceptions on Multimedia Discussion Features' Impact on Student Learning and Student Achievement](#) · Kayano Williams Bell · Valdosta State University · 2015

649. Is there a difference between the amount of time [English Language Arts/Reading] and [social studies] teachers implement comprehension instructional practices?

Asked in: [An Analysis of the Comprehension Instruction and Reading Comprehension and Vocabulary Strategies Used by Teachers to Facilitate Students' Ability to Understand Text](#) · Reyna-Barron, Elsa Yvonne · Texas A&M University · 2016

650. Is there a difference between the amount of time beginner and seasoned teachers implement comprehension instructional practices?

Asked in: [An Analysis of the Comprehension Instruction and Reading Comprehension and Vocabulary Strategies Used by Teachers to Facilitate Students' Ability to Understand Text](#) · Reyna-Barron, Elsa Yvonne · Texas A&M University · 2016

651. Are there differences among beginner [English Language Arts/Reading], seasoned [English Language Arts/Reading], beginner [social studies] and seasoned [social studies] teachers, in the amount of time they teach comprehension instructional practices?

Asked in: [An Analysis of the Comprehension Instruction and Reading Comprehension and Vocabulary Strategies Used by Teachers to Facilitate Students' Ability to Understand Text](#) · Reyna-Barron, Elsa Yvonne · Texas A&M University · 2016

652. Is there a difference between the amount of time [English Language Arts/Reading] and [social studies] teachers spend implementing vocabulary instructional activities?

Asked in: [An Analysis of the Comprehension Instruction and Reading Comprehension and Vocabulary Strategies Used by Teachers to Facilitate Students' Ability to Understand Text](#) · Reyna-Barron, Elsa Yvonne · Texas A&M University · 2016

653. Is there a difference between the amount of time beginner and seasoned teachers spend implementing vocabulary instructional activities?

Asked in: [An Analysis of the Comprehension Instruction and Reading Comprehension and Vocabulary Strategies Used by Teachers to Facilitate Students' Ability to Understand Text](#) · Reyna-Barron, Elsa Yvonne · Texas A&M University · 2016

654. Are there differences among beginner [English Language Arts/Reading], seasoned [English Language Arts/Reading], beginner [social studies] and seasoned [social studies] teachers, in the amount of time they teach vocabulary instructional activities?

Asked in: [An Analysis of the Comprehension Instruction and Reading Comprehension and Vocabulary Strategies Used by Teachers to Facilitate Students' Ability to Understand Text](#) · Reyna-Barron, Elsa Yvonne · Texas A&M University · 2016

655. Do [English Language Arts/Reading] and [social studies] teachers differ significantly in the frequency with which they implement reading comprehension and vocabulary instructional strategies to facilitate students' comprehension of texts?

Asked in: [An Analysis of the Comprehension Instruction and Reading Comprehension and Vocabulary Strategies Used by Teachers to Facilitate Students' Ability to Understand Text](#) · Reyna-Barron, Elsa Yvonne · Texas A&M University · 2016

656. To what degree, if any, was there a significant difference in the academic achievement of students who participated in the after-school program compared to the students who did not participate in the after-school program in English/language arts on the Georgia Milestones End of Grade test?

Asked in: [An Examination of Student Achievement in a South Georgia 21st Century Community Learning Center](#) · Rodney T. Green · Valdosta State University · 2022

657. To what degree, if any, was there a significant difference in the academic achievement of students who participated in the after-school program compared to the students who did not participate in the after-school program in mathematics on the Georgia Milestones End of Grade test?

Asked in: [An Examination of Student Achievement in a South Georgia 21st Century Community Learning Center](#) · Rodney T. Green · Valdosta State University · 2022

658. To what degree, if any, was there a significant difference for students who attended the after-school program for more than one academic year attaining higher math scores compared to students who only attended for one year on the Georgia Milestones End of Grade test?

Asked in: [An Examination of Student Achievement in a South Georgia 21st Century Community Learning Center](#) · Rodney T. Green · Valdosta State University · 2022

659. Is there a difference in elementary principals' sense of efficacy based on their leadership styles?

Asked in: [An Examination of the Relationship Among Principals' Leadership Styles, Principals' Sense of Efficacy, Teachers' Sense of Efficacy, Teachers' Perceptions of Principal Support, and Teachers' Years of Experience in Urban Georgia Elementary Schools](#) · Christina Sherard · Valdosta State University · 2015

660. Is there a difference between elementary principals' sense of efficacy and elementary teachers' sense of efficacy?

Asked in: [An Examination of the Relationship Among Principals' Leadership Styles, Principals' Sense of Efficacy, Teachers' Sense of Efficacy, Teachers' Perceptions of Principal Support, and Teachers' Years of Experience in Urban Georgia Elementary Schools](#) · Christina Sherard · Valdosta State University · 2015

661. Is there a difference between elementary teachers' sense of efficacy depending on years of teaching experience?

Asked in: [An Examination of the Relationship Among Principals' Leadership Styles, Principals' Sense of Efficacy, Teachers' Sense of Efficacy, Teachers' Perceptions of Principal Support, and Teachers' Years of Experience in Urban Georgia Elementary Schools](#) · Christina Sherard · Valdosta State University · 2015

662. How did six recent high school graduates from a fine arts high school compare learning science in an [Arts-Integrated Learning] environment to traditional instruction without it?

Asked in: [Arts-Integrated Learning in Science: Experiences of Fine Arts High School Graduates](#) · Oliver William Ellis · Valdosta State University · 2024

663. How do small, medium, and large Georgia public elementary schools utilize extended learning programs?

Asked in: [Assessing the Benefits of Extended Learning Programs: A Study of Georgia Public Elementary Schools](#) · Vincent Maynard Hamm · Valdosta State University · 2015

664. How do small, medium, and large Georgia public elementary schools utilizing extended learning programs compare on teacher quality, program focus, and program size?

Asked in: [Assessing the Benefits of Extended Learning Programs: A Study of Georgia Public Elementary Schools](#) · Vincent Maynard Hamm · Valdosta State University · 2015

665. How do small, medium, and large Georgia public elementary schools utilizing extended learning programs compare in structure of funding?

Asked in: [Assessing the Benefits of Extended Learning Programs: A Study of Georgia Public Elementary Schools](#) · Vincent Maynard Hamm · Valdosta State University · 2015

666. Is there a statistically significant difference in mean third-grade mathematics pass rates, as measured by the Georgia [Criterion Reference Competency Test], among small, medium, and large Georgia public elementary schools that implement an extended learning program?

Asked in: [Assessing the Benefits of Extended Learning Programs: A Study of Georgia Public Elementary Schools](#) · Vincent Maynard Hamm · Valdosta State University · 2015

667. Is the learning process improved with or without AR supported technology?

Asked in: [Augmented Reality Supported Learning Process for Operators](#) · Sofia Mani · Mälardalen University · 2022

668. What similarities and differences are described by students with different identities (i.e., different genders, races, sexual orientations, socio-economic status etc.)?

Asked in: [Beyond the Numbers: An Intersectional Exploration of the Undergraduate Engineering Student Experience](#) · Hanson, Cori · University of Toronto · 2021

- 669.** What are the key factors influencing students' decisions to pursue computing education in Sweden and Bangladesh, considering the socioeconomic and cultural disparities between the two countries?

Asked in: [Capital in Computing Education in Sweden and Bangladesh: A Comparative Study](#) · Akter, Fatama · Uppsala University · 2024

- 670.** How do Mainstream and Extended Programme students perform in their first year of university studies at a higher education institution?

Asked in: [Comparing academic performance of students in mainstream and extended programmes at a Higher Education Institution in South Africa](#) · Lekhehle, Remaketse Goodness · University of KwaZulu-Natal · 2020

- 671.** Is there a statistically significant difference in the number of disciplinary incidents involving repeat offenders between [Positive Behavioral Support] and non-PBS schools?

Asked in: [Decreasing Student Disciplinary Referrals and Increasing Reading Achievement: Positive Behavioral Support](#) · Tracey T. Griffin · Valdosta State University · 2014

- 672.** Is there a statistically significant difference in reading performance between students who received [Positive Behavioral Support] and those who did not receive this intervention?

Asked in: [Decreasing Student Disciplinary Referrals and Increasing Reading Achievement: Positive Behavioral Support](#) · Tracey T. Griffin · Valdosta State University · 2014

- 673.** Is there a difference in accounting students' knowledge of basic tax rules, with respect to partnership taxation, when a topic-centered instructional strategy is used versus the use of whole task-centered instruction?

Asked in: [DESIGNED INTERVENTION IN ACCOUNTING HIGHER EDUCATION TO SOLVE AUTHENTIC PROBLEMS](#) · Walsh, Patrick Edward · Indiana University · 2020

- 674.** Are accounting students able to solve authentic problems with respect to partnership taxation when a topic-centered instructional strategy is used versus the use of a whole task-centered instruction?

Asked in: [DESIGNED INTERVENTION IN ACCOUNTING HIGHER EDUCATION TO SOLVE AUTHENTIC PROBLEMS](#) · Walsh, Patrick Edward · Indiana University · 2020

- 675.** Do differences exist in the rates at which students experience an in-school suspension across geographic district typologies?

Asked in: [DOES GEOGRAPHIC DISTRICT TYPOLOGY MATTER WHEN DISCIPLINARY EXCLUSION IS A PRACTICE: AN INVESTIGATION INTO SPACE & PLACE](#) · Silvas, Michael Andrew · The University of Texas at San Antonio · 2026

- 676.** Does the effect of early literacy or cognitive self-regulation skills, or the relationship between early literacy and cognitive self-regulation skills differ from one community to another?

Asked in: [Examining the Relationship of Early Literacy Skills and Cognitive Self-Regulation to Kindergarten Readiness of Preschool Students](#) · Rasplika, Caitlin · University of Oregon · 2016

- 677.** What are the differences and similarities concerning university policies and other arrangements for disabled students at the two universities?

Asked in: [Experiences of disabled students at two South African universities: a capabilities approach](#) · Mutanga, Oliver · University of the Free State · 2015

678. Do factors influencing a music majors' choice of university vary depending on the field of study?

Asked in: [Factors Influencing Undergraduate Music Majors' Choice of College](#) · Candler, Kaitlyn Elizabeth · Texas Woman's University · 2026

679. Do different levels of congruence of students'experienced (i.e., actual) and preferred learning environments in selected Grade 9 classrooms occur and, if so, why?

Asked in: [Implementation of social constructivist learning environments in grade 9 natural science in the Western Cape Province, South Africa](#) · Luckay, Melanie B · University of Cape Town · 2010

680. How are inclusive practices manifested in the core curriculum for basic education before and after the reform of support for learning and school attendance?

Asked in: [Inclusive practices in the National core curriculum for basic education before and after the reform of support for learning and school attendance : Co-teaching as a possibility](#) · Aada Rajaniemi · University of Helsinki · 2026

681. Is there a difference in patterns of institutionalized community engagement by institution type and institution control?

Asked in: [Institutionalizing Community Engagement in Higher Education: A Quantitative Approach to Identifying Patterns of Engagement Based on Institutional Characteristics](#) · Natasha L. Hutson · Valdosta State University · 2016

682. How do Ilorin Senior Secondary School (SSS) (grade 11) students in the convergent temporal speech cueing group, narrated screen text group, and on-screen text group differ in their attentional focus on the electric circuits tutorial?

Asked in: [Learning from speech prompts in a computer-based tutorial on electric circuits](#) · Kayode Mathews Arowolo · Memorial University of Newfoundland · 2016

683. How do the Ilorin SSS students (grade 11) in the three groups differ in their performance following the intervention with the Electric Circuits Tutorial?

Asked in: [Learning from speech prompts in a computer-based tutorial on electric circuits](#) · Kayode Mathews Arowolo · Memorial University of Newfoundland · 2016

684. How do the Ilorin SSS students (grade 11) in the three groups differ in their learning of electric circuits after the latency period of six weeks?

Asked in: [Learning from speech prompts in a computer-based tutorial on electric circuits](#) · Kayode Mathews Arowolo · Memorial University of Newfoundland · 2016

685. Are there gender differences in course enrollment patterns or student responses to course taking or failure in remedial math?

Asked in: [Learning to Fail? Student Experiences in Remedial Mathematics in Community Colleges](#) · Fay, Margaret P · The Graduate Center, City University of New York · 2020

686. To what degree, if any, was there an achievement gap in CRCT mathematics scores in the following comparisons following the enactment of NCLB from 2009 to 2014: a. Between African American students and Caucasian students in City School District A?

Asked in: [Mathematics Achievement of African American Students in Georgia from 2009-2014 after the Enactment of NCLB: A Comparison of Two City and County School Systems](#) · Tiffanie Shiver Warren-Williams · Valdosta State University · 2017

687. What are the pros and cons for Navy users of personal versus government-issued mobile learning devices?

Asked in: [MOBILE LEARNING TECHNOLOGY: ASSESSMENT OF USERS' REQUIREMENTS, TECHNOLOGY OPTIONS, AND RECOMMENDATIONS](#) · Mosley, Shawntria M. and Evans, Russhell T. · Naval Postgraduate School · 2021

688. How do the visions of science learning and teaching that were promoted in the participants' science teaching methods course compare to the reform documents?

Asked in: [Newly Qualified Teachers' Visions of Science Learning and Teaching](#) · Roberts, Deborah L. · University of Maryland · 2011

689. How do teachers with different linguistic backgrounds use translanguaging in their teaching?

Asked in: [PERCEPTIONS ON TRANSLANGUAGING FROM EFL TEACHERS WITH DIFFERENT LINGUISTIC BACKGROUNDS IN KAZAKHSTAN](#) · Tuskeyeva, Aliya · Nazarbayev University · 2022

690. Is there a significant difference in student achievement in English Language Arts (as measured by English Language Arts EOCTs) for students enrolled in career academy charter schools versus traditional public schools implementing career academies in the academic year following the implementation?

Asked in: [Quantitatively Comparing Academic Achievement in Secondary Charter and Public Schools Implementing Career Academies](#) · Timothy A. Meeks · Valdosta State University · 2016

691. Is there a significant difference in student achievement in math (as measured by Math EOCTs) for students enrolled in career academy charter schools versus traditional public schools implementing career academies in the academic year following the implementation?

Asked in: [Quantitatively Comparing Academic Achievement in Secondary Charter and Public Schools Implementing Career Academies](#) · Timothy A. Meeks · Valdosta State University · 2016

692. Is there a significant difference in student achievement in science (as measured by Science EOCTs) for students enrolled in career academy charter schools versus traditional public schools implementing career academies in the academic year following the implementation?

Asked in: [Quantitatively Comparing Academic Achievement in Secondary Charter and Public Schools Implementing Career Academies](#) · Timothy A. Meeks · Valdosta State University · 2016

693. How do the beliefs of primary teachers, elementary teachers, and middle school teachers differ on the topic of grade-level retention?

Asked in: [Retention beliefs and knowledge of primary, elementary, and middle school teachers](#) · Brandi D. Todd · Valdosta State University · 2022

694. How do the beliefs of primary teachers, elementary teachers, and middle school teachers differ regarding factors that influence their decisions to retain students?

Asked in: [Retention beliefs and knowledge of primary, elementary, and middle school teachers](#) · Brandi D. Todd · Valdosta State University · 2022

695. How does the knowledge base of primary teachers, elementary teachers, and middle school teachers differ on the topic of grade-level retention?

Asked in: [Retention beliefs and knowledge of primary, elementary, and middle school teachers](#) · Brandi D. Todd · Valdosta State University · 2022

696. Is one intervention method more effective than the other for the group as a whole?

Asked in: [Retrieval practice vs. rich vocabulary instruction : An intervention study in grade 3](#) · Schlott, Susanne · Umeå University · 2024

697. Have the descriptions of children and young people regarding contexts, opinions, and experiences changed over time?

Asked in: [Small penises and embarrassing periods : A study of children's experiences of physical education in Kamratposten 2011 - 2023](#) · Forsberg, Filippa · The Swedish School of Sport and Health Sciences · 2025

698. Are there any differences in student mean successful completion rates (percent of students receiving a grade of C- or higher) among classes with different instruction delivery method (blended learning, in-person, or online)?

Asked in: [Student Outcomes and Design Elements in Blended Learning Courses](#) · Newbury, Robert · University of Nevada, Reno · 2018

699. Are there any differences in student mean withdrawal rates (percent of students withdrawing from a course) among classes with different instruction delivery method (blended learning, in-person, or online)?

Asked in: [Student Outcomes and Design Elements in Blended Learning Courses](#) · Newbury, Robert · University of Nevada, Reno · 2018

700. Are there any differences in student mean completion rates between classes that have a blended learning design element (online activity as an extension of live events, self-directed learning activity, collaboration and communication, assessment, and reference materials) and those that do not have the element?

Asked in: [Student Outcomes and Design Elements in Blended Learning Courses](#) · Newbury, Robert · University of Nevada, Reno · 2018

701. Is there a significant difference in academic setting (departmentalized or self-contained) by level of economically disadvantaged (ED) students on the teacher's mean scale score on the Georgia Milestones Assessment System (GMAS)?

Asked in: [Teacher Evaluation and Other Implications of Student Growth and Achievement in Public Schools in Georgia](#) · Carrie E. O'Bryant · Valdosta State University · 2022

702. Do students enrolled in a Mathematics Support class achieve at a significantly higher rate than students who are not enrolled in a Mathematics Support class as measured by the [End of Course Test]?

Asked in: [The Effect of Algebra Support Classes on EOCT scores SGPs](#) · Lynn Harris Parker · Valdosta State University · 2015

703. Are scores on the mathematics [End of Course Test] significantly higher for the 2013-2014 school year as compared to the 2012-2013 school year?

Asked in: [The Effect of Algebra Support Classes on EOCT scores SGPs](#) · Lynn Harris Parker · Valdosta State University · 2015

- 704.** Do students enrolled in a Mathematics Support class demonstrate more growth than students who are not enrolled in a Mathematics Support class as measured by the [Student Growth Percentile]?

Asked in: [The Effect of Algebra Support Classes on EOCT scores SGPs](#) · Lynn Harris Parker · Valdosta State University · 2015

- 705.** Are the [Student Growth Percentile] in mathematics significantly higher for the 2013- 2014 school year as compared to the 2012-2013 school year?

Asked in: [The Effect of Algebra Support Classes on EOCT scores SGPs](#) · Lynn Harris Parker · Valdosta State University · 2015

- 706.** After engaging in the regular practice of revision, what is the change in students' perceptions and feelings about writing?

Asked in: [The Effects of Revision and Peer Feedback in the Secondary Classroom](#) · Kiera Skerritt · William Paterson University · 2024

- 707.** After engaging in the practice of revision, what is the change in the quality of student writing?

Asked in: [The Effects of Revision and Peer Feedback in the Secondary Classroom](#) · Kiera Skerritt · William Paterson University · 2024

- 708.** To what extent do the graduate candidates enrolled in the course perceive themselves autonomous at the start and end of the course?

Asked in: [The Graduate Students' Autonomy Development in A Thesis Writing Course For Postgraduate Students at EMU](#) · Toprak, Funda · Eastern Mediterranean University · 2014

- 709.** Is there a significant difference across time on the [Oregon Assessment of Knowledge and Skills] Reading Test for middle school schedule type ([treatment group] versus [comparison group])?

Asked in: [The Impact of Flexible Interdisciplinary Block Scheduling on Reading Achievement](#) · Caplinger, Robert · University of Oregon · 2013

- 710.** Is there a significant difference across time in the [Oregon Assessment of Knowledge and Skills] Reading Achievement Standards of Nearly Meeting, Meeting, or Exceeding for middle school schedule type ([treatment group] versus [comparison group])?

Asked in: [The Impact of Flexible Interdisciplinary Block Scheduling on Reading Achievement](#) · Caplinger, Robert · University of Oregon · 2013

- 711.** Is there a statistically significant difference in the measure of school organization themes based on the School Culture Survey between selected low and high performing elementary schools in Georgia?

Asked in: [The Influence of School Organization on School Performance at Selected Low and High Performing Elementary Schools in Georgia](#) · Batts, Willie Lee, Jr. · Valdosta State University · 2019

- 712.** Which similarities and / or differences are there in the methodology as a tool for music instrument education on flute and oboe?

Asked in: [The methodology in practice : Flute and oboe teachers' views on methodology](#) · Andersson, Andreas · Karlstad University · 2019

713. Does one of the selected statistical procedures generate a more accurate classification model based on Cohen's Kappa, ROC curves, and sensitivity and specificity by certificate or diploma type?

Asked in: [The Predictability of Nontraditional Student Retention in the Technical College System of Georgia](#) · Brandy D. Taylor · Valdosta State University · 2021

714. What is the difference in achievement amongst [KwaZulu-Natal] schools in the TIMSS Grade 8 Science test, with particular reference to rural secondary schools?

Asked in: [The role of cultural capital in the achievement in TIMSS Grade 8 Science in respect of rural secondary schools \(1995- 2003\): a meta-analysis](#) · Muziwandile Justice Nxumalo · University of KwaZulu-Natal · 2016

715. Were there any significant differences in students' perceptions of culturally responsive teaching among students in terms of race, academic classification, gender, college affiliation, and institution type?

Asked in: [Undergraduate Students' Perceptions of Culturally Responsive Teaching and Their Sense of Belonging and Academic Self-Efficacy in Higher Education](#) · Yujie Huang · Purdue University · 2019

716. Is there any difference in integration experiences for Russian and Kazakh medium groups; and what is the role of a language of instruction choice in this process?

Asked in: [Uzbek Minorities' Experiences in Majority Higher Education Institutions](#) · Abdurakhimova, Dilnoza · Nazarbayev University · 2017

717. What differences are there in the use of learning models between different municipal departments?

Asked in: [Användandet av lärandemodeller i en offentligt kontext](#) · Kovacevic, Benjamin · Mälardalen University · 2023

718. What differences/similarities exist in the reading books from the 1950s to the recent decades?

Asked in: [Barn, familj och klass : en jämförande studie av läseböcker i svenskämnet för årskurs 3, från 1950 till 2009](#) · Karin Andreasson Nielsen · Södertörn University · 2011

719. What similarities as well as differences do educators experience between the two methodologies DP and NLP?

Asked in: [Det inre dramat på den yttre scenen. : En studie om Dramapedagogik och Neurolingvistisk Programmering i kombination, med avsikt att bryta begränsande mönster.](#) · Annacarin Nilsson · University of Gävle · 2016

720. Which similarities and differences are found regarding the readability of the narrative texts and the factual texts?

Asked in: [Läsförståelse : En jämförelse av två läromedel och ett nationellt prov](#) · Marsnäs, Nathalie · Södertörn University · 2016

721. Which similarities and differences are found regarding the type of questions that are asked in relation to the narrative texts and to the factual texts?

Asked in: [Läsförståelse : En jämförelse av två läromedel och ett nationellt prov](#) · Marsnäs, Nathalie · Södertörn University · 2016

722. Which reading strategies are tested in the national test and which reading strategies are practiced through the teaching materials?

Asked in: [Läsförståelse : En jämförelse av två läromedel och ett nationellt prov](#) · Marsnäs, Nathalie · Södertörn University · 2016

723. Did any of the groups that participated in the study stand out in terms of motivation (study burnout or study engagement) from other groups that participated in the study— or in comparison to other studies?

Asked in: [Luokahuoneen ulkopuolella tapahtuvan opiskelun vaikutus oppimismotivaatioon opiskelu-uupumuksen ja opiskeluinnon näkökulmasta](#) · Nikula, Mika · University of Jyväskylä · 2023

Causal questions

These questions ask whether one thing causes a change in another. Answering them usually takes an experiment or a careful design that rules out other explanations.

724. What changes were observed in teachers and students as a result of the implementation of equity-focused teaching strategies?

Asked in: [“All of Our Kids Are All of Our Kids”: Using Equity-Focused Teaching Strategies Within the MTSS Process to Increase Student Achievement and Address Significant Disproportionality in Special Education](#) · April Hill · Texas Woman's University · 2025

725. How does exposure to professional development on equity-focused teaching change teacher beliefs about culture, race/ethnicity, and socioeconomic status?

Asked in: [“All of Our Kids Are All of Our Kids”: Using Equity-Focused Teaching Strategies Within the MTSS Process to Increase Student Achievement and Address Significant Disproportionality in Special Education](#) · April Hill · Texas Woman's University · 2025

726. How does using the multimedia discussion tool, VoiceThread, affect student achievement in online learning?

Asked in: [A Times Series Study: Student Perceptions on Multimedia Discussion Features' Impact on Student Learning and Student Achievement](#) · Kayano Williams Bell · Valdosta State University · 2015

727. How is individual student performance on writing summaries impacted by different instructional strategies?

Asked in: [An Investigation of Student Collaborative Summary Writing with Different Instructional Strategies](#) · Sarah Annita Lashley · Valdosta State University · 2015

728. Is there a statistically significant difference in mean third-grade mathematics pass rates, as measured by the Georgia [Criterion Reference Competency Test], between schools that implement an extended learning program and those that do not?

Asked in: [Assessing the Benefits of Extended Learning Programs: A Study of Georgia Public Elementary Schools](#) · Vincent Maynard Hamm · Valdosta State University · 2015

729. To what degree can participation in this outdoor education program foster environmental knowledge and encourage pro-environmental attitudes and self-reported pro-environmental behaviours?

Asked in: [Considering Efficacy of an Outdoor Environmental Education Program: Facilitating Elementary Students' Environmental Knowledge, Attitudes, and Behaviours](#) · Harding, Brittany · Queen's University · 2016

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- 730.** How did the central office and building administrative leadership impact a change in the organization and schools?
Asked in: [Data driven decision making: data interplay within a high school district](#) · Heilig, Chris · Rowan University · 2014
- 731.** Does implementation of school wide [Positive Behavioral Support] result in a decrease in the total number of student disciplinary office referrals when compared to a non-PBS school?
Asked in: [Decreasing Student Disciplinary Referrals and Increasing Reading Achievement: Positive Behavioral Support](#) · Tracey T. Griffin · Valdosta State University · 2014
- 732.** Does the [Music Literacy Integration Intervention] change the teachers' overall self-efficacy toward music integration as measured by the [Teacher Efficacy scale] from pretest to posttest?
Asked in: [Effects of a Music Literacy Integration Intervention on Teachers' Self-Efficacy and Proactive Attitudes Toward Music Integration in Classroom Instruction](#) · Keyloun Cruz, Mary Louise · Nova Southeastern University · 2016
- 733.** How do the types and the sources of errors and misconceptions influence errors in Grade 9 learners' cognition when learning Algebra?
Asked in: [Errors and misconceptions related to learning algebra in the senior phase – grade 9](#) · Philile Nobuhle Mathaba · University of Zululand · 2019
- 734.** To what degree, if any, does [Formative Assessment Lesson] implementation affect high school students' mathematics self-efficacy?
Asked in: [Examination of High School Students' Self-Efficacy, Motivation, and Achievement in Response to Formative Assessment Lesson Implementation](#) · Leah M. Owens · Valdosta State University · 2022
- 735.** To what degree, if any, does [Formative Assessment Lesson] implementation affect high school students' motivation?
Asked in: [Examination of High School Students' Self-Efficacy, Motivation, and Achievement in Response to Formative Assessment Lesson Implementation](#) · Leah M. Owens · Valdosta State University · 2022
- 736.** To what degree, if any, does [Formative Assessment Lesson] implementation affect student achievement for high school mathematics students?
Asked in: [Examination of High School Students' Self-Efficacy, Motivation, and Achievement in Response to Formative Assessment Lesson Implementation](#) · Leah M. Owens · Valdosta State University · 2022
- 737.** Is the methodology of learning by virtual websites effective in the EFL classroom?
Asked in: [Experiential Learning in the EFL Classroom: StudySmarter-Vaia and Irregular Verbs](#) · Irene Cañete Trilles · Jaume I University · 2024
- 738.** Has the StudySmarter-Vaia tool contributed to the meaningful learning of irregular verbs?
Asked in: [Experiential Learning in the EFL Classroom: StudySmarter-Vaia and Irregular Verbs](#) · Irene Cañete Trilles · Jaume I University · 2024
- 739.** What is the impact of 'Collaborative and Reflective Writing Program' on students' autonomy in writing?
Asked in: [Impact of Collaborative and Reflective Writing Activities on Students' Autonomy in Writing: An Action Research on Freshmen Law Students](#) · Nadiran Tanyeli Zeki · Eastern Mediterranean University · 2016

740. Does the students' background, described in terms of their socio-economic status, influence their perceptions of their learning environment?

Asked in: [Implementation of social constructivist learning environments in grade 9 natural science in the Western Cape Province, South Africa](#) · Luckay, Melanie B · University of Cape Town · 2010

741. What is the influence of social constructivist-based learning environments in promoting student outcomes of attitude toward science, achievement, and gender equity in three socioeconomic contexts?

Asked in: [Implementation of social constructivist learning environments in grade 9 natural science in the Western Cape Province, South Africa](#) · Luckay, Melanie B · University of Cape Town · 2010

742. What are the effects of potential moderating variables among interventions that promote self-determination for students with or at-risk of [emotional and behavioral disorders] in a school setting?

Asked in: [Interventions That Promote Self-Determination for Students With or At-Risk For Emotional and Behavioral Disorders in School Settings: A Quality Review and Meta-Analysis of the Single Case Literature](#) · Gushanas, Christina Marie · Texas A&M University · 2021

743. How widespread is course repetition, and how does it affect students' course performance and achievement of other postsecondary milestones?

Asked in: [Learning to Fail? Student Experiences in Remedial Mathematics in Community Colleges](#) · Fay, Margaret P · The Graduate Center, City University of New York · 2020

744. What changes in pupil maths attainment will follow a programme of Lesson Study?

Asked in: [Lessons from Lesson Study: Exploring School Climate, Teacher Learning and Teacher Self-Efficacy in an Inner London Primary School](#) · Jeremy Hannay · University of Exeter · 2021

745. Will the use of [Peer Mediated Instruction and Intervention] within a general education classroom affect the number of initiations in students with an autism diagnosis?

Asked in: [Moving Beyond the Speech Room: Using Peer Mediated Instruction and Intervention \(PMII\) to Foster Social Skills Development](#) · Jennifer Drasher Hartwell · Valdosta State University · 2020

746. Will the use of [Peer Mediated Instruction and Intervention] within a general education classroom affect the number of conversational turn-takes in students with an autism diagnosis?

Asked in: [Moving Beyond the Speech Room: Using Peer Mediated Instruction and Intervention \(PMII\) to Foster Social Skills Development](#) · Jennifer Drasher Hartwell · Valdosta State University · 2020

747. What are the effects of retrieval practice and rich vocabulary instruction on word learning in grade 3 students?

Asked in: [Retrieval practice vs. rich vocabulary instruction : An intervention study in grade 3](#) · Schlott, Susanne · Umeå University · 2024

748. What were the effects of the COVID-19 pandemic on the student acceptance of online learning technology in the Southland region of Invercargill?

Asked in: [Student acceptance of online learning during the COVID-19 pandemic in Invercargill](#) · Agarwal, Preeti · Unitec Institute of Technology · 2020

749. What effects do the parental status, marital status, and gender of a student have on educational attainment?

Asked in: [Studying Unicorns: Single-Father Student Educational Attainment and Tinto's Model](#) · Corrine M. G. Sweet · Valdosta State University · 2021

750. What effects do Tinto's pre-entry attributes of family background, skills and abilities, and prior schooling, have on educational attainment of the single-father student?

Asked in: [Studying Unicorns: Single-Father Student Educational Attainment and Tinto's Model](#) · Corrine M. G. Sweet · Valdosta State University · 2021

751. Is there statistically significant growth for large public rural Georgia schools in mean percentage of passing rates on the math portion of the Georgia High School Graduation Test over a 3-year period after incorporating technology such as computers, high speed internet access, and electronic white boards?

Asked in: [Technology Integration in Rural and Small Schools: Does It Make a Difference?](#) · Bradford Lee Lawson · Valdosta State University · 2015

752. Is there statistically significant growth for small public rural Georgia schools in mean percentage of passing rates on the math portion of the Georgia High School Graduation Test over a 3-year period after incorporation of technology such as computers, high speed internet access, and electronic white boards?

Asked in: [Technology Integration in Rural and Small Schools: Does It Make a Difference?](#) · Bradford Lee Lawson · Valdosta State University · 2015

753. To what extent does specific feedback, combined with self-evaluation using a recording, promote self-calibration accuracy among middle school performers in instrumental music environments?

Asked in: [The Effect of Using a Recording of Students' Performance Paired with Specific Feedback on the Self-Evaluation Accuracy of Novice Performers](#) · Beth Ann Wheeler · University of Kansas · 2016

754. To what extent does the specific feedback impact the bands' performance improvement, thus reflecting a group increased awareness over repeated events?

Asked in: [The Effect of Using a Recording of Students' Performance Paired with Specific Feedback on the Self-Evaluation Accuracy of Novice Performers](#) · Beth Ann Wheeler · University of Kansas · 2016

755. What are the effects of an assignment that incorporated reading, writing, discourse, and reflection for Honors Advanced Algebra students?

Asked in: [The effects of an assignment that incorporated reading, writing, discourse, and reflection for Honors Advanced Algebra students: A quasi-experimental study](#) · Anna Denson Cutts · Valdosta State University · 2018

756. What is the impact of training on the development of self-efficacy skills among leadership staff?

Asked in: [The Impact of an Educational Training Program on the Self-Efficacy of Teachers and Leadership Staff in a Private School in Dubai](#) · Ayesha Rashed Al Falasi · The British University in Dubai · 2023

- 757.** How does language proficiency in Kazakh, Russian, and English among university leaders, faculty, and administrative staff affect the effectiveness of management practices in fostering international collaborations at Kazakhstani public universities?

Asked in: [THE IMPACT OF LANGUAGE PROFICIENCY ON MANAGING INTERNATIONAL COLLABORATION PRACTICES AT KAZAKHSTANI PUBLIC UNIVERSITIES](#) · Tleukhan, Aitoty · Nazarbayev University · 2025

- 758.** To what extent does integrating the audience design model in teachers' differentiated initiations and feedback improve students' verbal responses?

Asked in: [The Impact Of Teachers' Differentiated Initiations And Feedback On Students' Responses: A Model Based On Audience Design And Bloom's Taxonomy Of Cognitive Domains](#) · Zaghab, Mai Idrees · The British University in Dubai · 2023

- 759.** To what extent does employing Bloom's Taxonomy of Cognitive Domains when tailoring teachers' initiations and feedback help improve students' verbal responses?

Asked in: [The Impact Of Teachers' Differentiated Initiations And Feedback On Students' Responses: A Model Based On Audience Design And Bloom's Taxonomy Of Cognitive Domains](#) · Zaghab, Mai Idrees · The British University in Dubai · 2023

- 760.** Are there statistically significant differences in passing rates between men and women college students who took an entry-level college math course using the new co-requisite model compared to those students who did not?

Asked in: [The Impact that A New Co-Requisite Model for Entry-Level College Courses is Having on Students' Success in Mathematics](#) · Remigio Padilla-Hernandez · Valdosta State University · 2020

- 761.** How do students' gender and age affect student-faculty relationships and students' motivation?

Asked in: [THE INFLUENCE OF INFORMAL FACULTY-STUDENT RELATIONSHIP ON STUDENTS' MOTIVATION](#) · Smakov, Samat · Nazarbayev University · 2022

- 762.** How would the system quality, information quality and service quality of Wechat-based mobile learning affect satisfaction in the enterprise education environment?

Asked in: [The Influence of System Quality, Information Quality, Service Quality and Satisfaction of Wechat-based Mobile Learning on Continuous Use Intention in Chinese Enterprise Education Environment](#) · Ma, Yelin · Ewha Womans University · 2019

- 763.** How would the system quality, information quality and service quality of Wechat-based mobile learning affect the intention of continuous use in the enterprise education environment?

Asked in: [The Influence of System Quality, Information Quality, Service Quality and Satisfaction of Wechat-based Mobile Learning on Continuous Use Intention in Chinese Enterprise Education Environment](#) · Ma, Yelin · Ewha Womans University · 2019

- 764.** What are the effects of performance feedback on teacher's implementation of fidelity directed classroom strategies and programs?

Asked in: [THE USE OF PERFORMANCE FEEDBACK TO INCREASE TEACHERS' IMPLEMENTATION OF INTERVENTIONS AND CLASSROOM MANAGEMENT STRATEGIES](#) · Fuller, Marcus Charles · Texas A&M University · 2021

765. What contextual variables of performance feedback produce the best effect on teacher's implementation fidelity?

Asked in: [THE USE OF PERFORMANCE FEEDBACK TO INCREASE TEACHERS' IMPLEMENTATION OF INTERVENTIONS AND CLASSROOM MANAGEMENT STRATEGIES](#) · Fuller, Marcus Charles · Texas A&M University · 2021

766. To what degree do the leadership behaviors of effective high school choral directors influence students' self-reported levels of extra effort, satisfaction, and assessment of their director's overall effectiveness?

Asked in: [Transformational leadership and its influence in the high school choral setting](#) · Emigh, Christian Marcus · Boston University · 2021

767. How do students' knowledge of unknown numbers change between pre- and post tests?

Asked in: [Unknown numbers : The variation theory as a tool for planning lessons about unknown numbers in grade 1](#) · Mutmain, Sonia · Jönköping University · 2024

768. This core question is followed by this subsidiary research question: To what extent can the use of clickers enhance students' clinical communicative competence in isiXhosa as a second additional language?

Asked in: [Using clickers in an isiXhosa Communication Course: A case study on implementation of Interactive Student Response Systems \(clickers\) for learning isiXhosa as an Additional Language in Higher Education clinical settings](#) · Mhlabeni, Linda · University of Cape Town · 2021

769. What impact can bilingual contrastive and multisensory instruction have on pupils' phonemic awareness?

Asked in: [Skriver man pil med I eller E? : En kontrastiv och multisensorisk interventionsstudie i en tvåspråkig förskoleklass](#) · Henriksson, Smilla · Södertörn University · 2026

Relational questions

These questions ask whether two things tend to go together, such as study time and exam results, without claiming that one causes the other.

770. What are the demographic and perceived intrinsic and extrinsic factors and variables that encourage the use of Internet-enhanced instructional strategies by Georgia secondary Agricultural Education teachers who participated in the study?

Asked in: [A Descriptive Study of Internet-enhanced Instruction in Georgia Secondary Agricultural Education](#) · Walter John Parks · Valdosta State University · 2018

771. What are the demographic and perceived inhibiting factors and variables that discourage the use of Internet-enhanced instructional strategies by Georgia secondary Agricultural Education teachers who participated in the study?

Asked in: [A Descriptive Study of Internet-enhanced Instruction in Georgia Secondary Agricultural Education](#) · Walter John Parks · Valdosta State University · 2018

772. Is there a statistically significant relationship between a Georgia high school's student demographic variables and the school's [College and Career Ready Performance Index] score, and if so, to what degree?

Asked in: [A Quantitative Examination of Georgia High School CCRPI Scores and School-Level Student Demographics Using Multiple Regression Analysis](#) · Jonathan L. Wiley · Valdosta State University · 2019

773. Is there a relationship between elementary teachers' sense of efficacy and their perceptions of principals at their schools?

Asked in: [An Examination of the Relationship Among Principals' Leadership Styles, Principals' Sense of Efficacy, Teachers' Sense of Efficacy, Teachers' Perceptions of Principal Support, and Teachers' Years of Experience in Urban Georgia Elementary Schools](#) · Christina Sherard · Valdosta State University · 2015

774. What are the relationships between early childhood educators' views of play and creativity, and the perceived roles of the educators?

Asked in: [An exploratory study on Singapore early childhood educators' perceptions of creativity and play](#) · Wong, Laura Livia Wei Ting · National Institute of Education, Singapore · 2021

775. What are the relationships between teachers' [Assessment for Learning] strategies and [Assessment for Learning] conceptions?

Asked in: [Assessment for Learning Explored in Grade 9 Applied Mathematics Classrooms](#) · Chapman, Allison · Queen's University · 2017

776. How does culturally sustaining instruction relate to the students' use of language while reading and writing about non-fiction texts in English?

Asked in: [Autonomous fearless use of language: Understanding non-fiction English text with fifth-grade bilinguals through culturally sustaining pedagogy](#) · Margarita Ramos-Rivera · Texas Woman's University · 2024

777. How do preschool teachers perceive the relationship between play-based learning and children's social play skills?

Asked in: [Children's right to be able to play : A qualitative interview study on preschool teachers' perceptions of supporting the development of children's social play skills](#) · Ramona Byström · Södertörn University · 2025

778. What is the relationship between students' want formation and relevant social and cultural conditions (Article II- IV)?

Asked in: [Educational choices of the future. A sociological inquiry into micro-politics in education](#) · Goran Puaca · University of Gothenburg · 2013

779. Is there any relationship between students' mathematics self-efficacy, motivation, achievement, and [Formative Assessment Lesson] implementation?

Asked in: [Examination of High School Students' Self-Efficacy, Motivation, and Achievement in Response to Formative Assessment Lesson Implementation](#) · Leah M. Owens · Valdosta State University · 2022

780. Is there a relationship between early literacy skills and cognitive self-regulation in preschool students?

Asked in: [Examining the Relationship of Early Literacy Skills and Cognitive Self-Regulation to Kindergarten Readiness of Preschool Students](#) · Rasplika, Caitlin · University of Oregon · 2016

781. Are the dimensions of community engagement predictors of national recognition and distinction?

Asked in: [Institutionalizing Community Engagement in Higher Education: A Quantitative Approach to Identifying Patterns of Engagement Based on Institutional Characteristics](#) · Natasha L. Hutson · Valdosta State University · 2016

782. How does the instructional system shape students' engagement in peer interactions and their use of technological tools in a large lecture course?

Asked in: [Interaction and Mechanics: Understanding Course-work Engagement in Large Science Lectures](#) · Brown, Michael · University of Michigan · 2017

783. What are the relationships among students' peer interactions, their digital instructional technology use, and their performance on assessments in a physics lecture course?

Asked in: [Interaction and Mechanics: Understanding Course-work Engagement in Large Science Lectures](#) · Brown, Michael · University of Michigan · 2017

784. Which measure of implementation (e.g., dimensions of instructional quality, treatment adherence) accounts for the most variance in student outcomes?

Asked in: [Measuring Intervention Implementation: Examining the Relation of Dimensions of Implementation to Student Outcomes in a Kindergarten Mathematics Intervention](#) · Brafford, Tasia · University of Oregon · 2021

785. How are English Language Proficiency, academic achievement, and academic growth in English Language Learner related to one another?

Asked in: [Quantitative Study of Predictive Relationships Between English Language Proficiency, Academic Growth, and Academic Achievement Assessments in North Georgia](#) · Crystal Amber Loughridge · Valdosta State University · 2022

786. Do proficiency levels of exiting ESOL students differ in relationship with academic achievement?

Asked in: [Quantitative Study of Predictive Relationships Between English Language Proficiency, Academic Growth, and Academic Achievement Assessments in North Georgia](#) · Crystal Amber Loughridge · Valdosta State University · 2022

787. To what extent is the relationship between English Language Proficiency level and academic achievement of English language learners mediated by academic growth?

Asked in: [Quantitative Study of Predictive Relationships Between English Language Proficiency, Academic Growth, and Academic Achievement Assessments in North Georgia](#) · Crystal Amber Loughridge · Valdosta State University · 2022

788. Is a college student's decision to stay enrolled in community college dependent on their demographic characteristics (i.e., age, enrollment status, educational goals, ethnicity, and gender)?

Asked in: [Retention and strategic enrollment management at a community college in Texas](#) · Patricia Benavides-Dominguez · Texas A&M University-Corpus Christi · 2024

789. Is a college student's decision to stay enrolled in community college dependent on their financial status (i.e., receipt of financial aid – Yes or No)?

Asked in: [Retention and strategic enrollment management at a community college in Texas](#) · Patricia Benavides-Dominguez · Texas A&M University-Corpus Christi · 2024

790. Is a college student's decision to stay enrolled in community college dependent on their academic performance (i.e., grade point average (GPA))?

Asked in: [Retention and strategic enrollment management at a community college in Texas](#) · Patricia Benavides-Dominguez · Texas A&M University-Corpus Christi · 2024

791. How do principal job attributes, factors associated with the certification rule change, and demographic variables predict an educator's willingness to pursue a degree or certification in educational leadership in Georgia?

Asked in: [Seeking Educational Leadership Certification in Preparation for Applying for the Principalship: A Job Desirability Perspective](#) · Jennifer Johns Reed · Valdosta State University · 2022

792. To what extent are the servant leadership behaviors of [General Equivalency Diploma] graduates affected by their selected demographic characteristics?

Asked in: [Servant leadership behaviors of general equivalency diploma \(GED\) graduates: a non-randomized exploratory inquiry](#) · Sylvia Eulalia Del Bosque · Texas A&M University-Corpus Christi · 2018

793. Are there relationships among grit, organizational commitment, and retention among superintendents in the southern region of the United States?

Asked in: [Superintendents in the South: An Examination of Grit, Commitment, and Retention](#) · Takiwi Milton · Valdosta State University · 2024

794. [W]hat are the district teachers' perceptions of the effects of [Positive Behavior Interventions and Supports] implementation on their ability to manage behaviors in the classroom?

Asked in: [Teachers' Perceptions of the Effects of Positive Behavioral Interventions and Support in an Urban Public School System: A Mixed Methods Study](#) · Guerlene M. Merisme · Valdosta State University · 2019

795. Is there a correlation between principals' perceptions of technology use and of percentage of passing rates on the math portion of the Georgia High School Graduation Test scores in small public schools in Georgia?

Asked in: [Technology Integration in Rural and Small Schools: Does It Make a Difference?](#) · Bradford Lee Lawson · Valdosta State University · 2015

796. Is there a tension between the established norms (habitus) regarding the repertoire used in public schools, and practicing band directors' professional contextual realities?

Asked in: [Tension in the band repertoire selection process: issues of compatibility between training, belief, and practice](#) · Justin Jay Mertz · Boston University · 2018

797. How do selected variables (grade level, past musical experiences, gender) interact with the influence of a group composition activity on students' musical self-efficacy?

Asked in: [The Effect of Group Composition on Student Musical Self-Efficacy in the Middle School String Classroom](#) · Tiffany Ou · University of Michigan · 2019

798. [W]hat are the reciprocal relations between [social innovation education] and student wellbeing?

Asked in: [The Impact of Social Innovation Education in Ireland on Student and Teacher Wellbeing](#) · Maynard, Andrea · University College Dublin · 2023

799. [H]ow is teacher engagement related to a student-focused [social innovation education] programme?

Asked in: [The Impact of Social Innovation Education in Ireland on Student and Teacher Wellbeing](#) · Maynard, Andrea · University College Dublin · 2023

800. To what extent and in what manner do teachers' self-efficacy (efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management), and instructional strategies (student-directed instruction, direct instruction, promotion of student thinking, and academic performance feedback) predict teachers' adaptive instruction in K-12 classrooms that include [English Language Learners]?

Asked in: [The Impact of Teachers' Self-Efficacy and Instructional Practices for English Language Learners: A Mixed Methods Approach](#) · Anne Heath · Western Connecticut State University · 2022

801. Do the funding allocations for instruction, academic support, student services, and institutional support adequately predict the three-year graduation rate at community colleges, primarily certificate and diploma granting institutions, in the southeastern region of the United States?

Asked in: [The Influence of Resource Allocation on Graduation Rates: An Analysis of Community College Expenditures](#) · Michelle Siniard · Valdosta State University · 2018

802. Is there a statistically significant correlation between school organization themes as measured by the School Culture Survey and school performance in selected low and high performing elementary schools in Georgia?

Asked in: [The Influence of School Organization on School Performance at Selected Low and High Performing Elementary Schools in Georgia](#) · Batts, Willie Lee, Jr. · Valdosta State University · 2019

803. Are environmental factors (Pell eligibility, single parent status, displaced homemaker status), background factors (age, race or ethnicity, gender, high school diploma type, high school graduation date), and academic integration components (student GPA and program type) significant predictors of nontraditional student retention for certificates 18–36 credit hours in length?

Asked in: [The Predictability of Nontraditional Student Retention in the Technical College System of Georgia](#) · Brandy D. Taylor · Valdosta State University · 2021

804. What is the correlation, if any, between the motivation of middle and high school students and their scores on MOS certification exams?

Asked in: [The Predictive Role of Reading Level and Motivation In Middle and High School Students' Mos Certification Performance](#) · Amy Harkins · Valdosta State University · 2020

805. What is the correlation, if any, between the reading comprehension levels of middle and high school students and their scores on MOS certification exams?

Asked in: [The Predictive Role of Reading Level and Motivation In Middle and High School Students' Mos Certification Performance](#) · Amy Harkins · Valdosta State University · 2020

806. How do students' motivation and reading comprehension predict their performance in MOS exams?

Asked in: [The Predictive Role of Reading Level and Motivation In Middle and High School Students' Mos Certification Performance](#) · Amy Harkins · Valdosta State University · 2020

807. To what extent does the Grade Placement Committee (GPC) decision in the 5th grade predict high school graduation?

Asked in: [The validity of grade 5 and 8 placement committee decisions for predicting high school graduation](#) · Kande Richardson-Guartuche · Texas A&M University-Corpus Christi · 2020

808. What were the relationships among students' perceptions of culturally responsive teaching, sense of belonging and academic self-efficacy?

Asked in: [Undergraduate Students' Perceptions of Culturally Responsive Teaching and Their Sense of Belonging and Academic Self-Efficacy in Higher Education](#) · Yujie Huang · Purdue University · 2019

809. To what extent are students engineering design self-efficacy, metacognitive awareness, and/or prior making experiences correlated with their professional dispositions to be an engineer, designer, or maker?

Asked in: [What makes an engineer? Statistical analysis of factors contributing to engineering disposition](#) · Higginbotham, Ashlyn · Texas State University · 2021

How to adapt a question to your own study

Every question here was asked by someone else, about their own setting. These four steps turn one into a question that is yours.

- 1. Pick the shape, not the wording.** Notice whether the question compares, explores, explains or measures. That shape is what transfers to your study.
Recommended reading: [How to write a research question](#)
- 2. Swap in your own population and setting.** Change who, where and when, and check the question still makes sense.
Recommended reading: [How to find a research gap](#)
- 3. Check it fits your method.** A "how" or "why" question usually points to qualitative work; "how much" or "is there a relationship" to quantitative.
Recommended reading: [Qualitative vs quantitative research](#)
- 4. Line up your aims, objectives and questions.** Your committee will check that they agree.
Recommended reading: [Research aims, objectives and questions](#)

Do this with two or three questions and compare them: the one you can actually answer with the time and access you have is usually the right one.