

Table of Contents

Opinions of pre-service pre-school teachers on the use of mathematics activities <i>Oğuz Serdar Kesicioğlu</i>	1–13
Who designs the classroom's images? Study of visual culture diversity at three Valencian schools <i>A. Alonso-Sanz, P. Rueda, P. Jardón</i>	1–13
Foundation phase teachers' points of view on the viability of Response to Intervention in their school context <i>Suzanne Bester, Michè Conway</i>	1–12
A study to understand the inclusion of learners with and without visual impairment in a secondary school in Lesotho <i>Malehlanye Ralejoe</i>	1–12
Lessons for South Africa from Singapore's gifted education – A comparative study <i>Annari Milne, Mike Mhlolo</i>	1–8
Oral Reading Skills and Comprehension Test-II (SOBAT®-II): Assessment of reading fluency and comprehension of Turkish students with specific learning disabilities <i>Macid Ayhan Melekoğlu, H. Gülsen Erden, Orhan Çakaroğlu</i>	1–12
Differentiation practices in a private and government high school classroom in Lesotho: Evaluating teacher responses <i>Makatlheho Leballo, Dominic Griffiths, Tanya Bekker</i>	1–13
Improving cognition in school children and adolescents through exergames. A systematic review and practical guide <i>Sebastián López-Serrano, Alberto Ruiz-Ariza, Manuel De La Torre-Cruz, Emilio J. Martínez-López</i>	1–19
Parents' knowledge and skills about the risks of the digital world <i>Lukasz Tomczyk, Katarzyna Potyrała</i>	1–19
English language skills for disciplinary purposes: What practices are used to prepare student teachers? <i>Nhlanhla Mpofo, Mncedisi C Maphalala</i>	1–9
Correlates of South African subject leaders' perspectives and their perceived competence on instructional leadership <i>Maribaneng Moeketsane, Loyiso Jita, Thuthukile Jita</i>	1–10
The relationship between school administrators' leadership styles and organisational cynicism from teachers' perspectives <i>Yusuf Inandi, Fahrettin Gülç</i>	1–12
Striving for equity: Life orientation resources in South African high schools <i>André van Zyl, Elizabeth M. Webb, Jaqueline E. Wolvaardt</i>	1–10
The implementation of the progression policy in secondary schools of the Limpopo province in South Africa <i>Makobo Lydia Mogale, Mpho Calphonia Modipane</i>	1–10
Perceptions about the use of language in physical science classrooms: A discourse analysis <i>Nasimu Semeon, Edmore Mutekwe</i>	1–11
Boys and bullying in primary school: Young masculinities and the negotiation of power <i>Emmanuel Mayeza, Deevia Bhana</i>	1–8