

Table of Contents

Implementation of verbal and written feedback classroom practices by teachers <i>Zamira Gashi Shatri, Naser Zabeli</i>	S1–S7
The consistency of the Teele Multiple Intelligence Inventory (TIMI) scale with children's preferences in investigating the intelligence areas of preschool children <i>Miray Özözen Danaci, Sırma Seda Bapoğlu Dümenci</i>	S1–S12
Effect of an integrated active-lessons programme on vocabulary and narrative comprehension in pre-school children <i>Alba Cámara-Martínez, Sara Suárez-Manzano, Emilio J. Martínez-López, Alberto Ruiz-Ariza</i>	S1–S16
Foundation Phase teachers' challenges in teaching reading proficiency in South Africa <i>Murunwa Dagada</i>	S1–S9
The effects of mental games on third-graders' reading comprehension skills in Turkish classes <i>Yasemin Erdem, Bilge Gök</i>	S1–S10
Teachers' opinions about elitism in gifted education <i>Branka Radulović</i>	S1–S9
The use of ICT resources to transform teaching at secondary schools in the Bojanala district, Northwest province <i>Abueng Rachael Molotsi</i>	S1–S10
Relationship between situational determinants of teachers' perceptions of organisational politics and job satisfaction <i>Manasseh Morongoa Mokgolo, Maoka Andries Dikotla</i>	S1–S9
Characterization of flipped classroom teaching in multigrade rural schools <i>Javier Castillo-López, Daniel Domínguez Figaredo</i>	S1–S14
Teachers as curriculum leaders in secondary schools in Vhembe district, South Africa <i>Rebecca Bessong, Teresa Ogina</i>	S1–S12
Exploring financial risk management practices in selected Tshwane schools <i>Jane Tsharane, Mark Bussin</i>	S1–S9
Learner migration at secondary schools in South Africa: Benefits and challenges <i>T.G. Neluvhola, A.E. Van Zyl, L. L. Maliwichi</i>	S1–S10
Exploring the association between teacher-related factors and Grade 9 mathematics achievement <i>Sarah Bansilal, Thabo Lephoto, Delia North, Temesgen Zewotir</i>	S1–S9
Influence of National Senior Certificate Examinations on classroom practice: Experienced teachers' pedagogical choices in teaching chemical equilibrium <i>Lebala Kolobe, Paul Hobden</i>	S1–S13
Comparative analysis between a STEM-based learning process and traditional teaching <i>Jesús López-Belmonte, Adrián Segura-Robles, Antonio-José Moreno-Guerrero, María Elena Parra-González</i>	S1–S10