

Editors' Introduction

We are pleased to present Volume 27, Issue 1, of the *Journal of Research in Education (JRE)*. This issue includes five articles from scholars working in both educational practice and academic positions at a range of institutions and institution types.

In *The Role of Perceived Learning and Communities of Inquiry in Predicting International Students' Course Grades in Computer-Mediated Graduate Courses*, Jillian L. Wendt and Deanna L. Nisbet examine the relationship between Communities of Inquiry (CoI) constructs, perceived learning, and end of course grades for international graduate students.

In *An Instrument to Study State-Wide Implementation of edTPA: Validating the Levels of edTPA Integration Survey*, Ruchi Bhatnagar, Jihye Kim, and Joyce E. Many investigate if edTPA for preservice teacher assessment was being integrated by teacher education programs and their faculty.

In her article *Improving Student Evaluation of Teaching: Determining Multiple Perspectives within a Course for Future Math Educators*, Susan Ramlo demonstrates how Q methodology can be used for Student Evaluation of Teaching (SET), while also providing more informative results for faculty.

In *High School Girls' Negotiation of Perceived Self-Efficacy and Science Course Trajectories*, Jill Voorhees Patterson and Ane Turner Johnson provide a qualitative case study examining how gender informs girls' perceptions of potential science course trajectories.

In *The Effect of Teacher Gender and Gendered Traits on Perceptions of Elementary School Teachers*, Yena Kim and Allyson J. Weseley explore gender-based bias against male elementary educators.

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Thank you to all who have worked to advance the *Journal of Research in Education*.

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