
This quantitative research report (type of article) is interested in the relationship between practicing yoga and emotion regulation of adolescents (research purpose). Based on the PhD dissertation of the lead author, it was part of a larger study conducted at Long Island University in New York. Co-authors are from the departments of psychology and physical therapy (authors’ context). Accordingly, the study draws on theory regarding the psychological and physiological systems of the adolescent mind (lens of adolescent psychology). Sixty-two students, in grades nine-12 at one public high school in New York (context of study), were randomized into two groups, one that participated in a regular physical education program and the other that also participated in a 16-week yoga intervention program. Pre-test and post-test surveys included a multidimensional awareness assessment and a 32-item body awareness measure on a six-point scale (methodology). Results demonstrated that emotion self-regulation increased significantly among the adolescents in the yoga program, as compared to the other group of students, and negative emotions, including anger, decreased (key finding).

This is one of only a few studies that directly demonstrates the benefits of yoga among adolescents. As such, it contributes to my paper by providing the justification and a model for the successful incorporation of yoga into the school physical education curriculum (link to your paper).


This quantitative study (type of article) is interested in the digital divide between teachers’ comfort in using technology for teaching and students’ comfort in using technology for learning (lens of teaching practice). The author, a professor of education at Long Island University
in New York (author’s context), explores students’ perceptions of their teachers’ competence with technology; whether these perceptions impact students’ evaluation of their teachers’ overall competence; and under what circumstances this might occur (research purpose). The online survey responses of 101 high school students, throughout the United States and from a variety of courses and classes (context of study), were evaluated on five measures using a one to seven Likert scale (methodology). Results indicate that students, who are highly inclined toward technology, themselves, evaluated the overall competence of teachers who are not, in less favourable ways (key finding).

In demonstrating that the digital divide between teachers and students has some correlation with students’ perceptions of effective classroom teaching, this research informs my paper by substantiating the need for assessing challenges and removing barriers that compromise the ability of teachers to competently implement technology in the classroom environment and in their teaching pedagogy (link to your paper).


This mixed method study (type of article) applies several humour theories, such as the theories of incongruity, superiority, empowerment, and the absurd (theoretical lens), to explore young children’s ability to appreciate and produce verbal and visual humour (research purpose). Associated with the Early Childhood Education Program at the University of Cyprus (author’s context), the research was conducted locally with 102 Greek-Cypriot children, 3-7 years of age (context of study). Qualitative and quantitative data were collected through semi-structured interviews, in which the children were asked to comment on the funniness of a picture that was provided, to tell a story that was funny, and to produce a funny drawing (methodology). The results indicate, that for children of this age, producing a humorous drawing coincides mainly with the incongruity theory and producing a humorous story coincides mainly with the empowerment theory. Thus, the cognitive schema for each activity is different (key finding).
The authors note that processes of appreciating and producing humour are related to children’s creative, cognitive, social, and emotional abilities. Thus, this study validates my exploration of the use of humour by primary and elementary classroom teachers. It also provides a concrete example for how humour might be incorporated into teaching pedagogy (link to your paper).