

# MASTER'S-LEVEL RESEARCH IDEAS

How does a philosophy of education inform teachers' classroom practice?

How does the level of conscious theoretical knowledge underpinning a classroom teacher's practice impact on the quality of learning which takes place in the classroom?

To what extent does the act of programming lead to an understanding of underlying computer science concepts?

How is 'computational thinking' different from other subject domains such as 'mathematical thinking', 'artistic thinking' or 'scientific thinking'. To what extent are these distinctions a product of unconscious teacher practice?