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Abstract: This document presents the of an annual educational research forum held at Wake Forest University (Winston-Salem, North Carolina) on December 11, 2002. A table of contents and 27 research studies of high school teaching are included. Studies include: Effects of the Earth/Environmental Science Requirement on High School Science Enrollment in North Carolina (Lori Beiles); Variations in Teaching Approaches Used in High and Low Minority Schools (Paula B. Boozer); Teaching and Applying Language for Communication: The Strategies of K-12 French Teachers (Shauna K. Callahan); Religious Issues in the Classroom: Teacher Attitude and Student Response (Jennifer Leigh Carlyle); Student Perceptions of a WebQuest Activity in High School Biology (Crystal Carter), Students' Attitude Toward School: Motivation or Apathy (Chrystal D. Cox); Teaching Methods in Economics Education (Kristen Evensen), Exploration of the Frequency and Depth of Moral Discussion in Secondary English Classrooms (Joan E. Ferran); Exploring Students' Perceptions of the Relevance of Mathematics (Jill Frankfort); Process Over Product: Does It Really Make a Difference? (Evelyn C. Frye); Between Ideal and Real: Pedagogy in the Social Studies Classroom (Benjamin C. Galea); Strategies and Techniques Used to Develop

Oral Proficiency in the Secondary Spanish Classroom (Krishauna L. Hines); Fear Factor: Foreign Language Anxiety in the Secondary Spanish Program (Lacey Horner); Effects of Informing High School Females about Attribution Research (Emi Iwatani); Text vs. Context (Jason R. James); The Self Efficacy of Students in High Poverty Schools (Kristen Kay Lucas), The Use of Alternative Assessment Strategies in Secondary Spanish (Heather Needham); Deconstructing Difficult Texts: Four Teachers and Their Methods (Lucy Beth Pearce); Teacher Questioning Types and Patterns (K. Brooks Ranton); Secondary Social Studies Textbook Selection (Jonathan L. Rybka); Technology Enhanced Instruction in the Foreign Language Classroom Mu; sic in the Foreign Language Classroom (Stephanie Simpson); Teacher Response and Classroom Discussion (Kathy Taylor); Developing Oral Proficiency in the K-12 Spanish Program (Megan D. Webb); A Study of North Carolina Nationally Board Certified Science Teachers' Use of Technology (Karly Wortmann); The Use of Metaphor in Classroom Instruction (Katharine O. Young); and Averting and Reacting: Four Teachers' Methods for Minimizing Lesson-Thwarting Outbursts (Kelli Zellner). Each study contains literature review, methodology, results, conclusions, and references. [For the 2001 proceedings, see ED462384.)