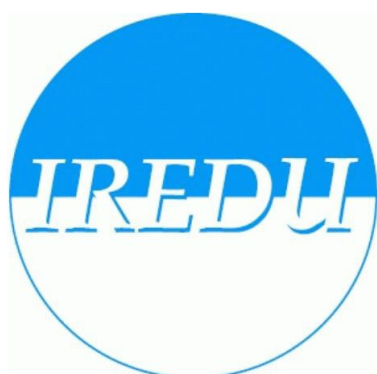


Veille de l'IREDU



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Acquisition de compétences

ETF : European training foundation. (2022). **Skills mismatch measurement in ETF partner countries.** Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=14696

L'inadéquation des compétences est un défi majeur pour les décideurs politiques, les praticiens et les partenaires sociaux. Il s'agit d'un phénomène complexe qui s'exprime dans différents types et aspects du marché du travail. Une combinaison d'indicateurs et d'analyses de résultats obtenus selon différentes méthodes est nécessaire pour mesurer et comprendre l'ampleur et l'interdépendance des différentes formes de inadéquation des compétences. Cependant, les sources de données nécessaires pour mesurer et prédire les différentes formes d'inadéquation ne sont pas toujours facilement disponibles dans tous les pays partenaires de l'ETF. Ce rapport se concentre sur une préoccupation essentielle pour les pays partenaires de l'ETF et d'autres pays dans le monde. Il présente les indicateurs d'inadéquation des compétences, ainsi qu'une analyse comparative des indicateurs pour 17 pays partenaires de l'ETF.

Godaert, E., Aesaert, K., Voogt, J., & van Braak, J. (2022). **Assessment of students' digital competences in primary school: a systematic review.** *Education and Information Technologies*, 27(7), 9953-10011. <https://doi.org/10.1007/s10639-022-11020-9>

Although there is a growing body of literature that recognizes the importance of being digitally competent today, there have been few empirical investigations into the assessment of primary school students' digital competences. This study presents a systematic review of the empirical research on the assessment of primary school students' digital competences. In total, 14 studies were selected and reviewed. The purpose of this review is twofold. First, the areas of digital competence that were measured by the assessment instruments were labeled according to the European Digital Competence Framework. Results showed that most studies evaluated digital competences as 'information and data literacy', 'communication and collaboration' and 'creation of digital content'. Less attention is paid to the assessment of the competence areas 'safely and responsible use' and 'problem solving'. Besides, the emphasis of most instruments is rather on the measurement of skills. Attention towards knowledge and attitudes, as important aspects of competences, remain underexposed. Second, an analysis of the provided evidence of the quality of assessment instruments for measuring primary school students' digital competences is given, based on the Research Centre for Examination and Certification Framework. Results indicate different approaches to increase the quality of the assessment instruments, but there is generally poor reporting of the psychometric properties of the tests. Based on these results, suggestions for further research and practice are discussed.

Guihard-Lepetit, S. (2022). **Apprentissage de la lecture et besoins éducatifs particuliers : l'exemple d'élèves bénéficiant du dispositif ULIS.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140266133?utm_source=phplist&utm_campaign=message_34305&utm_medium=email&utm_content=lienTitre

Les microcertifications: désormais un enjeu de taille ? (2022). *Note d'information CEDEFOP.* Consulté à l'adresse https://www.cedefop.europa.eu/files/9171_fr.pdf

Cette note d'information présente les résultats préliminaires d'une étude à paraître sur les microcertifications, qui examine leurs caractéristiques, la façon dont elles sont conçues, émises et reconnues, les raisons de leur popularité, la manière dont elles sont utilisées dans plusieurs pays européens, ainsi que leurs avantages et limites. Pour le Cedefop, la définition des microcertifications telle que portée par la recommandation adoptée par Conseil, permet de considérer plusieurs modes de certifications de courte durée existant dans certains pays de l'Union, comme des microcertifications. Elles acquièrent « une importance croissante » au sein de l'Union européenne et elles peuvent valablement contribuer à faciliter des reconversions.

Morando, G., & Platt, L. (2022). **The Impact of Centre-based Childcare on Non-cognitive Skills of Young Children.** *Economica*, 89(356), 908-946.
<https://doi.org/10.1111/ecca.12440>

Early development of non-cognitive skills has long-lasting benefits for children's subsequent educational attainment and wages. Drawing on a rich, nationally representative longitudinal sample of young children in Ireland, we present new evidence on whether the use of centre-based childcare (CBC) in infancy and early years promotes non-cognitive skills by school entry. We focus on the type of non-parental childcare used by mothers who are working when their child is 9 months old, comparing CBC with other forms of non-parental care. We consider the impact of childcare type on three domains of socio-emotional skills: externalizing, internalizing and prosocial behaviours. We find negative effects of CBC on both externalizing and prosocial behaviours. With a cumulative value-added model, we estimate that CBC at age 3 worsens externalizing behaviour at age 5 by 0.11 standard deviations compared to other forms of non-parental care, equivalent to 44% of the difference in externalizing behaviour between children with a mother with/without tertiary education. The effect of CBC on the externalizing dimension of socio-emotional skills of children entering school is consistent across several specifications and robustness checks. Given planned expansion of CBC for those needing subsidized provision, we conclude that such measures could exacerbate socio-emotional inequalities.

Petrucci, F., Denecker, C., & Prosperi, O. (2022). **L'impact de la crise sanitaire sur l'acquisition des compétences et le parcours scolaire des élèves du canton de Genève.** Note d'information du SRED, (81). Consulté à l'adresse <https://www.ge.ch/document/28976/telecharger>

professionnelle, C. : C. européen pour le développement de la formation, & CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2022). **Defining, writing and applying learning outcomes: a European handbook – second edition.** Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=14600

Cette deuxième édition du manuel européen du Cedefop sur les résultats d'apprentissage s'adresse aux individus et institutions activement impliqués dans la définition et la rédaction des résultats d'apprentissage dans l'éducation et la formation. Son ambition est de servir de point de référence pour la coopération dans ce domaine. Il offre des exemples concrets d'utilisation des résultats d'apprentissage. Le manuel révisé vise également la promotion du dialogue entre l'éducation et la formation et les acteurs du marché du travail en s'appuyant sur les différentes parties prenantes.

The Education commission & UNICEF : Fonds des Nations unies pour l'enfance. (2022). **Recovering learning: are children and youth on track in skills development?** Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=14654

S'appuyant sur des données recueillies au cours des dix dernières années, ce rapport dresse un état des lieux de l'acquisition des compétences chez les enfants âgés de 36 à 59 mois, les enfants d'une dizaine d'années, et les jeunes de 15 à 24 ans. Les pays du monde entier sont confrontés à une crise des compétences. 75 % des enfants âgés de 36 à 59 mois sont en bonne voie en termes de développement. Vers l'âge de 10 ans, seule la moitié des enfants environ ont développé des compétences fondamentales en lecture. Moins de la moitié des jeunes sont en bonne voie pour acquérir l'éventail complet des compétences nécessaires pour réussir à l'école, au travail et dans la vie. De profondes disparités entre les pays et parmi les personnes issues des communautés les plus pauvres accroissent les inégalités.

Van Damme, D., & Zahner, D. (2022). **Does Higher Education Teach Students to Think Critically?** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3653> [Report]. Consulté à l'adresse <https://www.oecd.org/publications/does-higher-education-teach-students-to-think-critically-cc9fa6aa-en.htm>

There is a discernible and growing gap between the qualifications that a university degree certifies and the actual generic, 21st-century skills with which students graduate from higher education. By generic skills, it is meant literacy and critical thinking skills encompassing problem solving, analytic reasoning and communications competency. As automation takes over non- and lower-cognitive tasks in today's workplace, these generic skills are especially valued but a tertiary degree is a poor indicator of skills level. In the United States, the Council for Aid for Education developed an assessment of generic skills called the CLA+ and carried out testing in six countries between 2016 and 2021. This book provides the data and analysis of this "CLA+ International Initiative".

Aspects économiques de l'éducation

Arold, B., Hufe, P., & Stoeckli, M. (2022). **Genetic Endowments, Educational Outcomes and the Mediating Influence of School Investments** (IZA Discussion Paper N° 15430). Consulté à l'adresse <https://econpapers.repec.org/paper/izaizadps/dp15430.htm> Institute of Labor Economics (IZA) website:

Genetic endowments are fixed at conception and matter for the educational attainment of individuals. Do investments in schooling environments mitigate or magnify the outcomes of this genetic lottery? Using data from a representative sample of US adolescents, we analyze the interdependent associations of genetic endowments, teacher quality and teacher quantity with educational attainment. Our results suggest that higher-quality teachers act as substitutes for genetic endowments: a 1 SD increase in teacher quality reduces the positive association between educational attainment and a 1 SD increase in the relevant polygenic score from 0.37 to 0.30 years—a decrease of 20%. In particular, high-quality teachers increase the probability that genetically disadvantaged students complete college. This increase is underpinned by gains in health, language ability, patience, and risk aversion.

Berlingieri, F., Diegmann, A., & Sprietsma, M. (2022). **Preferred field of study and academic performance** (ZEW Discussion Paper N° 22-017). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://econpapers.repec.org/paper/zbwzewdip/22017.htm>

This paper investigates the impact of studying the first-choice university subject on dropout and switching field of study for a cohort of students in Germany. Using detailed survey data, and employing an instrumental variable strategy based on variation in the local field of study availability, we provide evidence that students who are not enrolled in their preferred field of study are more likely to change their field, delay graduation and drop out of university. The estimated impact on dropout is particularly strong among students of low socio-economic status and is driven by lower academic performance and motivation.

Cappelli, G., Ridolfi, L., Vasta, M., & Westberg, J. (2022). **Human capital in Europe, 1830s – 1930s: towards a new spatial dataset** [Department of Economics University of Siena]. Consulté à l'adresse Department of Economics, University of Siena website: <https://econpapers.repec.org/paper/usiwpaper/873.htm>

The literature on the causes of economic growth has emphasized the major role played by human capital accumulation. This survey shows that education and human capital are at the centre stage of the historical literature on industrialization and long-term economic development. Our contribution is threefold: first, we review the literature on the determinants of educational levels focusing on Europe in the period 1830 – 1930. We find that the lack of fine-grain spatial and (at the same time) harmonized data is preventing research on some important aspects of rising education. Secondly, we provide a preliminary taxonomy of European school acts and reforms in the 19th and early-20th century. Finally, we present the first version of a dataset under construction, which aims at providing spatial data covering gross enrolment rates and literacy across European regions from c. 1830 to 1930. Our preliminary results show that, in c. 1850, educational clusters appear to have often crossed national borders. By contrast, the effect of national institutions and regulations seems to have become an important determinant of schooling (and literacy) rates on the eve of the 20th century.

Chang, G. (2022). **How is adolescents' time allocation associated with their self-esteem and self-efficacy? Evidence from four developing countries** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/115059.htm>

Adolescents' time allocation is an important determinant of non-cognitive skills formation, but evidence from developing countries is limited. This study builds upon two previous studies using data from four developing countries. I estimate how adolescents' time allocation determines their self-esteem and self-efficacy – two measures of non-cognitive skills – and I show how these estimates are sensitive to trade-offs across different types of activities. In every country, an additional hour of domestic work that reduces time for school or study reduces children's self-efficacy, significant for all countries except Peru. Work is most harmful for girls in India and Vietnam, but not for boys in Ethiopia. However, domestic or economic work that shifts time away from leisure is no more or less determinative of adolescents' self-efficacy or self-esteem in all countries analyzed. Attending school and studying outside school improve both self-efficacy and self-esteem for adolescents in Peru, but are statistically insignificant in the other three countries.

Overall, these findings are mainly relevant for self-efficacy compared to self-esteem. The harmful effects of adolescents' work are contextual, depending on the activity substituted, and the country studied.

Delaney, J. M., & Devereux, P. J. (2022). **Gender Differences in STEM Persistence after Graduation**. *Economica*, 89(356), 862-883. <https://doi.org/10.1111/ecca.12437>

Much attention is focused on finding ways to encourage females to study STEM in school and college, but what actually happens once women complete a STEM degree? We use the UK Quarterly Labour Force Survey to trace out gender differences in STEM persistence over the career. We find a continuous process whereby women are more likely to exit STEM than men. Among STEM undergraduate degree holders, women are more likely to obtain a non-STEM master's degree. After entering the labour market, there is a gradual outflow of females during the first 15 years post-graduation, so that females are about 20 percentage points less likely to work in STEM than men. Conditional on leaving STEM, females are more likely to enter the education and health sectors, while males are more likely to enter the business sector, and this can partly explain the gender pay gap for STEM graduates. Overall, our results suggest that policies that aim to increase the proportion of females studying STEM may have less effect than expected due to the lower attachment of females to STEM after graduation. Such policies may need to be augmented with efforts to tackle the greater propensity of females to exit STEM throughout the career.

Gardaz, M.-L. (2022, septembre 6). **Faut-il augmenter les bourses étudiantes ? Et trois autres sujets à trancher!** Consulté 13 septembre 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/faut-augmenter-bourses-etudiantes-trois-autres-sujets-a-trancher/00104386>

Votez pour nous aider à trancher ! Une fois par mois, dites-nous le sujet que vous préférez, et la rédaction traitera celui qui remporte le plus de suffrages.

Goller, D., Diem, A., & Wolter, S. (2022). **Sitting Next to a Dropout: Academic Success of Students with More Educated Peers** (IZA Discussion Paper N° 15378). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15378.htm>

We investigate the impact of the presence of university dropouts on the academic success of first-time students. Our identification strategy relies on quasi-random variation in the proportion of returning dropouts. The estimated average zero effect of dropouts on first-time students' success masks treatment heterogeneity and non-linearities. First, we find negative effects on the academic success of their new peers from dropouts re-enrolling in the same subject and, conversely, positive effects of dropouts changing subjects. Second, using causal machine learning methods, we find that the effects vary nonlinearly with different treatment intensities and prevailing treatment levels.

Haini, H., & Tan, P. (2022). **Re-examining the impact of sectoral- and industrial-level FDI on growth: Does institutional quality, education levels and trade openness matter?** *Australian Economic Papers*, 61 (3), 410-435. <https://doi.org/10.1111/1467-8454.12253>

This study examines whether institutional quality, education levels and trade openness affect the relationship between sectoral- and industrial-level foreign direct investment (FDI) inflows and economic growth. Previous studies highlight the heterogeneous effects of FDI at the sectoral- and industrial-level suggesting the need to examine the growth

effects of FDI at a disaggregated level. However, previous studies have not empirically explored the role of absorptive capacities at the industrial- and sectoral-level. Consequently, using a sample of 36 Organisation for Economic Co-operation and Development countries from 2000 to 2019, we examine the relationship using the system generalised method of moments estimator to control for endogeneity. Our results show that the magnitudinal effects of overall FDI is dampened as sectoral- and industrial-effects are not considered. We find that both manufacturing and services FDI contributes to growth. However, the effect of manufacturing FDI is greater. Meanwhile, we find education levels to be an effective moderator for services FDI, while trade openness enhances the growth effects of manufacturing FDI more effectively. Institutional quality is shown to have a positive complementary effect across both sectors and certain industries. Policy implications are discussed.

Jarraud, F. (2022a, septembre 8). **Comment le chèque scolaire privatise l'école aux Etats Unis.** Consulté 13 septembre 2022, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2022/09/08092022Article637982151359841455.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=518728

En 2 ans, près de 20 états américains ont introduit des programmes de chèques scolaires, c'est à dire la possibilité pour les parents d'obtenir de l'argent public pour aller dans l'école privée de leur choix, raconte le Guardian. Le quotidien britannique fait le lien entre le complotisme, les guerres culturelles et le développement du chèque scolaire. La pandémie liée au covid a poussé les parents à chercher de l'enseignement à la maison ou des écoles où leur enfant pourrait ne pas porter le masque. En Floride un programme budgétaire spécial leur a été réservé. Les campagnes contre l'enseignement du racisme aux Etats Unis a été un autre moteur du développement de ces écoles. Des lobbys conservateurs ont soutenu le mouvement un peu partout aux Etats Unis. Avec des échecs : bien des écoles ont disparu. En France, le chèque scolaire rode toujours à droite.

Jarraud, F. (2022b, septembre 12). **Quels effets pour le Pass Sport ?** Consulté 14 septembre 2022, à l'adresse [Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/09/12092022Article637985579910189568.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=518802](http://www.cafepedagogique.net/lexpresso/Pages/2022/09/12092022Article637985579910189568.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=518802)

Aider financièrement les élèves à faire du sport a-t-il un effet? On sait que le gouvernement lance le Pass Sport, une aide à la pratique sportive de 50 euros par enfant pour financer tout ou partie de son inscription dans une structure sportive. Pour le gouvernement, «le Pass'Sport est une mesure pouvoir d'achat destinée à offrir aux enfants et aux jeunes les plus éloignés de la pratique sportive, en raison d'un handicap ou pour des raisons financières, un accès facilité à une pratique sportive pérenne dans le temps en bénéficiant d'un cadre structurant et éducatif comme le club sportif peut en proposer». Jan Marcus, Thomas Siedler et Nicolas R. Ziebarth étudient, dans un article de l'American Economic Journal (n°3 août 2022) une politique comparable menée dans le Land de Saxe en Allemagne. 33 000 écoliers en profitent depuis 2009. Selon leur étude ce programme n'a pas eu d'effet sur la santé des élèves, notamment sur l'obésité ou la motricité. Ils estiment cette politique individualiste trop faible pour atteindre ces objectifs.

Marcus, J., Siedler, T., & Ziebarth, N. R. (2022). **The Long-Run Effects of Sports Club Vouchers for Primary School Children.** *American Economic Journal: Economic Policy*, 14(3), 128-165. <https://doi.org/10.1257/pol.20200431>

Childhood obesity is one of the most serious public health challenges of the twenty-first century. While small-scale experiments change behaviors among adults in the short run, we know little about the effectiveness of large-scale policies or the longer-run impacts. To nudge primary school children into a long-term habit of exercising, the German state of Saxony distributed sports club membership vouchers among all 33,000 third graders in 2009. In 2018, we carried out a register-based survey to evaluate the policy. Even after a decade, awareness of the voucher program was significantly higher in the treatment group. We also find that youth received and redeemed the vouchers. However, we do not find significant short- or long-term effects on sports club membership, physical activity, overweightness, or motor skills. Apparently, membership vouchers for children are not a strong enough policy tool to overcome barriers to exercise regularly. (JEL H75, I12, I18, I21, I28, J13, Z21)

Morando, G., & Platt, L. (2022). **The Impact of Centre-based Childcare on Non-cognitive Skills of Young Children.** *Economica*, 89(356), 908-946. <https://doi.org/10.1111/ecca.12440>

Early development of non-cognitive skills has long-lasting benefits for children's subsequent educational attainment and wages. Drawing on a rich, nationally representative longitudinal sample of young children in Ireland, we present new evidence on whether the use of centre-based childcare (CBC) in infancy and early years promotes non-cognitive skills by school entry. We focus on the type of non-parental childcare used by mothers who are working when their child is 9 months old, comparing CBC with other forms of non-parental care. We consider the impact of childcare type on three domains of socio-emotional skills: externalizing, internalizing and prosocial behaviours. We find negative effects of CBC on both externalizing and prosocial behaviours. With a cumulative value-added model, we estimate that CBC at age 3 worsens externalizing behaviour at age 5 by 0.11 standard deviations compared to other forms of non-parental care, equivalent to 44% of the difference in externalizing behaviour between children with a mother with/without tertiary education. The effect of CBC on the externalizing dimension of socio-emotional skills of children entering school is consistent across several specifications and robustness checks. Given planned expansion of CBC for those needing subsidized provision, we conclude that such measures could exacerbate socio-emotional inequalities.

Rentería, J. M. (2022a). **Inequality of Educational Opportunity and Time-Varying Circumstances: Longitudinal Evidence from Peru.** *The Journal of Development Studies*, 1-21. <https://doi.org/10.1080/00220388.2022.2113067>

Rentería, J. M. (2022b). **The collateral effects of private school expansion in a deregulated market: Peru, 1996-2019** [Post-Print]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/haljournal/halshs-03704338.htm>

This paper explores the mid-term effects of the de facto privatization that has taken place in the Peruvian educational system. It exploits exogenous policy shocks as well as two sources of variation, namely the geographical location of the new private schools and the year of birth of individuals. Both variables determine the degree of exposure to the private school expansion process. The results suggest that this phenomenon has

contributed neither to increasing access to formal education nor to improving wages in the labor market. This evidence raises concerns about the impact of privatization on the quality of the education system as a whole as well the regulatory role of the State

Schaede, U., & Mankki, V. (2022). **Quota vs Quality? Long-Term Gains from an Unusual Gender Quota** (CESifo Working Paper Series N° 9811). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9811.htm

We evaluate equity-efficiency trade-offs from admissions quotas by examining effects on output once beneficiaries start producing in the relevant industry. In particular, we document the impact of abolishing a 40% quota for male primary school teachers in Finland on their pupils' long-run outcomes. The quota had advantaged academically lower-scoring male university applicants, and its removal cut the share of men among new teachers by half. We combine this reform with the timing of union-mandated teacher retirements to isolate quasi-random variation in the local share of male quota teachers. Using comprehensive register data, we find that pupils exposed to a higher share of male quota teachers during primary school transition more smoothly to post-compulsory education, have higher educational attainment, and labor force attachment at age 25. Pupils of both genders benefit similarly from exposure to male quota teachers. Our findings are consistent with the quota improving the allocation of talent over the unconstrained selection process.

UNESCO Rapport mondial de suivi de l'éducation, ISU : Institut de statistique de l'UNESCO, & Banque mondiale. (2022). **EFW: Education finance watch 2022**. Washington: Groupe de la Banque mondiale. <https://thedocs.worldbank.org/en/doc/e52f55322528903b27f1b7e61238e416-0200022022/related/EFW-2022-Jul1.pdf>

Ce rapport annuel sur l'état mondial du financement de l'éducation constate que malgré les importantes pertes d'apprentissage résultant de la fermeture des écoles liées au COVID, les dépenses publiques globales en matière d'éducation n'ont pas augmenté. Depuis le début de la pandémie, l'aide bilatérale globale à l'éducation a diminué, tandis que les ménages continuent de supporter une part importante des coûts de l'éducation dans les pays à faible revenu. Environ 40 % des pays à revenu faible et intermédiaire inférieur ont réduit leurs dépenses d'éducation au début de la pandémie en 2020, avec une baisse moyenne des dépenses réelles de 13,5 %. Dans les pays les plus pauvres, les ménages dépensent trois fois plus pour l'éducation que dans les pays les plus riches. Au sein de ces derniers pays, les ménages les plus riches consacrent une part presque deux fois plus élevée de leur revenu à l'éducation que les plus pauvres, ce qui alimente davantage les inégalités.

Aspects psychologiques de l'éducation

Chang, G. (2022). **How is adolescents' time allocation associated with their self-esteem and self-efficacy? Evidence from four developing countries** [LSE Research Online Documents on Economics]. Consulté à l'adresse London School of Economics and Political Science, LSE Library website: <https://econpapers.repec.org/paper/ehllserod/115059.htm>

Adolescents' time allocation is an important determinant of non-cognitive skills formation, but evidence from developing countries is limited. This study builds upon two

previous studies using data from four developing countries. I estimate how adolescents' time allocation determines their self-esteem and self-efficacy – two measures of non-cognitive skills – and I show how these estimates are sensitive to trade-offs across different types of activities. In every country, an additional hour of domestic work that reduces time for school or study reduces children's self-efficacy, significant for all countries except Peru. Work is most harmful for girls in India and Vietnam, but not for boys in Ethiopia. However, domestic or economic work that shifts time away from leisure is no more or less determinative of adolescents' self-efficacy or self-esteem in all countries analyzed. Attending school and studying outside school improve both self-efficacy and self-esteem for adolescents in Peru, but are statistically insignificant in the other three countries. Overall, these findings are mainly relevant for self-efficacy compared to self-esteem. The harmful effects of adolescents' work are contextual, depending on the activity substituted, and the country studied.

Dale, B. A., Finch, W. H., Shellabarger, K. A. R., & Davis, A. (2022). **Comparison of Verbal Performance of Children with Autism Spectrum Disorder on the WISC-V.** *Journal of Psychoeducational Assessment*, 40(7), 811-824. <https://doi.org/10.1177/07342829221106592>

Law, D. M., Xiao, B., Onditi, H., Liu, J., Xie, X., & Shapka, J. (2022). **Measurement Invariance and Relationships Among School Connectedness, Cyberbullying, and Cybervictimization: A Comparison Among Canadian, Chinese, and Tanzanian Adolescents.** *Journal of Psychoeducational Assessment*, 40(7), 865-879. <https://doi.org/10.1177/07342829221106585>

Martín-Puga, M. E., Pelegrina, S., Gómez-Pérez, M. M., & Justicia-Galiano, M. J. (2022). **Psychometric Properties and Measurement Invariance of the Academic Procrastination Scale-Short Form in Spanish Children and Adolescents.** *Journal of Psychoeducational Assessment*, 40(7), 880-894. <https://doi.org/10.1177/07342829221106538>

Parkin, J. R., & Robins Deville, L. (2022). **Explaining Performance in Word Reading and Comprehension Across Ages: An Analysis of Multiple Hypotheses with the Wechsler Individual Achievement Test, Fourth Edition.** *Journal of Psychoeducational Assessment*, 40(7), 895-910. <https://doi.org/10.1177/07342829221107324>

Qian, Q., Lau, K., & Chen, P. (2022). **Development and Validation of a Dichotomous Classroom Goal Structure Questionnaire Using the TARGET Framework.** *Journal of Psychoeducational Assessment*, 40(7), 839-852. <https://doi.org/10.1177/07342829221103180>

Renaud, F., Béliveau, M.-J., Akzam-Ouellette, M.-A., Jauvin, K., & Labelle, F. (2022). **Comparison of the Wechsler Preschool and Primary Scale of Intelligence-Third Edition and the Leiter-R Intellectual Assessments for Clinic-Referred Children.** *Journal of Psychoeducational Assessment*, 40(7), 825-838. <https://doi.org/10.1177/07342829221105388>

Rohmer, O., Jury, M., & Popa-Roch, M.-A. (2022). **L'Inclusion scolaire : perspectives psychosociales.** Bruxelles: Éditions de l'université de Bruxelles.

Rossignoli-Palomeque, T., & Perez-Hernandez, E. (2022). **Validity of The Evaluation System of Children and Adolescents to Measure Executive Functions: Convergent Validity.** *Journal of Psychoeducational Assessment*, 40(7), 853-864.
<https://doi.org/10.1177/07342829221104349>

Roussel, S. (2022). **Enjeux et les limites d'un dialogue entre la psychologie cognitive et la didactique des langues.** *Éducation & didactique*, 16(2), 35-51.
<https://doi.org/10.4000/educationdidactique.10254>

Turner, M. I., Van Norman, E. R., & Hojnoski, R. L. (2022). **An Independent Evaluation of the Diagnostic Accuracy of a Computer Adaptive Test to Predict Proficiency on an End of Year High-Stakes Assessment.** *Journal of Psychoeducational Assessment*, 40(7), 911-916.
<https://doi.org/10.1177/07342829221110676>

Zhu, Y., Xu, S., Wang, W., Zhang, L., Liu, D., Liu, Z., & Xu, Y. (2022). **The impact of Online and Offline Learning motivation on learning performance: the mediating role of positive academic emotion.** *Education and Information Technologies*, 27(7), 8921-8938.
<https://doi.org/10.1007/s10639-022-10961-5>

Learning performance is an important indicator of online learning, is related to the quality of online education and the performance of students. Previous studies have found that learners' learning performance is related to learning motivation and academic emotion, but the role of non-intellectual factors such as academic emotion has received less attention in empirical research. In order to make up for this gap, this study explored the mediating effect of positive academic emotions on college students' online learning motivation and online learning performance, as well as the differences in mediating effects under different learning methods (i.e., online learning and offline learning). The data comes from 1088 college students who participate in online courses and offline courses in China. This study adopts correlation analysis and multiple mediation analysis to analyze the intermediary effect of online and offline students and multi-group comparisons. The results showed that the (1) online learning motivation is positively affecting online learning performance and positive academic emotions, and positive academic emotions are related to online learning performance. There is also a positive correlation between the dimensions of the three; (2) positive academic emotions part of the intermediary role between college students' online learning motivation and online learning performance; (3) the intermediary effect of positive academic emotions in offline learning is significantly greater than that of online learning. This study is not only conducive to understanding academic emotions, learning motives and learning performance, but also provides important enlightenment online learning performance management in promoting open curriculum construction.

Aspects sociaux de l'éducation

Allouch, A. (2022). **Les nouvelles portes des grandes écoles. Sociologie de la sélection au temps de la diversité.** Consulté à l'adresse
[https://www.puf.com/content/Les nouvelles portes des grandes %C3%A9coles](https://www.puf.com/content/Les_nouvelles_portes_des_grandes_%C3%A9coles)

Les grandes écoles et leurs pratiques de sélection font l'objet d'un intérêt croissant de la part des médias et des citoyens : ces institutions sont régulièrement critiquées pour leur fermeture sociale, en même temps qu'elles fournissent à leurs élèves, transformés en « élus », un accès à des positions privilégiées. Dans ce contexte, les politiques d'ouverture

sociale lancées à partir des années 2000 visent à assurer l'accueil de tous les milieux sociaux et ainsi réparer l'idée même de méritocratie scolaire. Cette enquête au long cours menée dans trois institutions prestigieuses en France et au Royaume-Uni (Sciences-Po, l'Essec et l'université d'Oxford) offre une plongée au cœur de ces nouveaux dispositifs d'égalité des chances. Quels sont leurs effets réels sur ces établissements ? Comment les grandes écoles parviennent-elles à assurer leur rôle de sélection des élites, à l'heure où la diversité est promue au rang de valeur ? Ces programmes incarnent une nouvelle morale des concours, marquée à la fois par la mise en marché de l'éducation et l'individualisation du parcours des élèves. Leur objectif est moins d'élargir la porte que le vivier des candidats qui s'y présentent. Si les institutions d'élite renouvellent de ce fait leur propre légitimité à exercer une forme de « magie scolaire », la question des inégalités sociales demeure.

Ascanio-sánchez, C., González-pérez, I., & García-cuesta, S. (2022). **Politiques d'égalité des genres dans les universités atlantiques d'Espagne et d'Afrique de l'Ouest**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343252957?utm_source=phplist&utm_campaign=message_34379&utm_medium=email&utm_content=lienTitre

BOURGOZ, A., MARC, V., & DAENZER, A. (2022). **Représentation inclusive du genre et de l'interculturalité dans les moyens d'enseignement : analyse scientifique**. Consulté à l'adresse <https://www.irdp.ch/data/secure/4071/document/221001.pdf>

La représentation de la diversité fait partie des critères de qualité que la Conférence intercantonale de l'instruction publique (CIIP) prend en considération lors de l'élaboration de moyens d'enseignement romands compatibles avec le Plan d'études romand. Le rapport se penche sur la littérature qui aborde ces questions, offrant un ancrage théorique à la grille de relecture élaborée afin d'assurer une représentation équitable du genre et des cultures notamment dans les moyens d'enseignement.

Bu, Q., & Mendenhall, R. (2022). **Educating Latinx and African American Students in Charter Schools: A Comparative Study from Chicago**. *Education and Urban Society*, 54(7), 771-796. <https://doi.org/10.1177/00131245211027522>

Bühlmann, F., Schoenberger, F., Ajdacic, L., & Foureault, F. (2022). **Elite recruitment in US finance: How university prestige is used to secure top executive positions**. *The British Journal of Sociology*, 73(4), 667-684. <https://doi.org/10.1111/1468-4446.12971>

Status attainment theories assert that individuals are recruited based on the length and functional background of their training. Elite theories assume that top managers often deviate from these socially acceptable mechanisms of status attainment to entrench their advantage. In this study, focusing on the US financial sector, we investigate whether educational institution prestige—rather than the subject or length of education—increasingly influences appointments to top executive positions. We analyze 1987 US top executive managers affiliated with 147 firms from both financial and non-financial sectors in 2005 and 2018. Our study demonstrates that alumni of prestigious universities have a strikingly higher likelihood of attaining a top executive role in finance than in non-finance. Within finance it is no longer investment banking, but private equity, that contains the highest proportion of elite university graduates. Our findings suggest that notwithstanding the major power shifts between finance and non-finance—and also within the finance

sector—elite groups still dominate the most symbolically valued education, and as a result, top managerial positions.

Champy, P., & Gauthier, R.-F. (2022). **Contre l'école injuste !: Questionner l'imaginaire scolaire, Discerner les pièges, Repenser les savoirs à enseigner**. Consulté à l'adresse <https://www.esf-scienceshumaines.fr/accueil/418-contre-l-ecole-injuste.html>

Chung, A. (2021). **Politiques publiques éducatives et inégalités en Nouvelle-Calédonie** (Phdthesis, Université de Nouvelle Calédonie). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03706678>

Cette thèse se focalise sur relations entre les politiques publiques d'éducation et les inégalités en Nouvelle-Calédonie. Notre étude se positionne dans le contexte de rééquilibrage de l'Accord de Nouméa. Nous mesurons les inégalités d'accès aux différents niveaux de diplômes entre 1996 et 2019 selon l'origine ethnique (Chapitre 2). Si ces inégalités tendent à se réduire sur cette période, des écarts demeurent pour les niveaux de diplômes les plus élevés. Nous explorons également les relations entre la ségrégation résidentielle urbaine du Grand Nouméa et la réussite scolaire individuelle au regard de la politique de sectorisation (Chapitre 3). Les élèves qui fréquentent un établissement dont la carte scolaire est marquée par une surreprésentation des catégories socio-professionnelles les plus favorisées réussissent le mieux au Diplôme national du brevet. En revanche, la composition ethnique n'y apparaît pas liée. Par ailleurs, nous montrons que la réussite scolaire individuelle est également liée à la composition des classes et des établissements scolaires (Chapitre 4) en classe de troisième. Enfin, à partir d'une recherche expérimentale, nous mettons en évidence une discrimination ethnique dans la recherche de lieu de stage (Chapitre 5). Les candidatures d'origine kanak reçoivent significativement moins de réponses non-négatives de la part des entités professionnelles, que les candidatures d'origine non-kanak.

Delaney, J. M., & Devereux, P. J. (2022). **Gender Differences in STEM Persistence after Graduation**. *Economica*, 89(356), 862-883. <https://doi.org/10.1111/ecca.12437>

Much attention is focused on finding ways to encourage females to study STEM in school and college, but what actually happens once women complete a STEM degree? We use the UK Quarterly Labour Force Survey to trace out gender differences in STEM persistence over the career. We find a continuous process whereby women are more likely to exit STEM than men. Among STEM undergraduate degree holders, women are more likely to obtain a non-STEM master's degree. After entering the labour market, there is a gradual outflow of females during the first 15 years post-graduation, so that females are about 20 percentage points less likely to work in STEM than men. Conditional on leaving STEM, females are more likely to enter the education and health sectors, while males are more likely to enter the business sector, and this can partly explain the gender pay gap for STEM graduates. Overall, our results suggest that policies that aim to increase the proportion of females studying STEM may have less effect than expected due to the lower attachment of females to STEM after graduation. Such policies may need to be augmented with efforts to tackle the greater propensity of females to exit STEM throughout the career.

Draelants, H., Cattonar, B., & Zanten, A. van. (2022). **Manuel de sociologie de l'éducation** (1er édition). Consulté à l'adresse

<https://www.deboecksuperieur.com/ouvrage/9782807339385-manuel-de-sociologie-de-l-education>

Dubet, F. (2022). **Sortir des contradictions du collège**. AOC [Analyse Opinion Critique], [en ligne]. Consulté à l'adresse <https://aoc.media/opinion/2022/08/30/sortir-des-contradictions-du-college>

En dépit d'un « décor » républicain égalitaire et homogène, l'offre scolaire n'est jamais véritablement celle du collège unique. Pourtant, si nous pensons que l'école doit donner à tous une culture et des compétences élémentaires communes à toute une génération, le choix du collège pour tous s'impose. De là la nécessité de revoir les programmes afin de s'interroger sur ce qui est utile à tout futur citoyen, et pas seulement aux élèves destinés à une formation supérieure générale et sélective.

Duru-Bellat, M., Farges, G., & Zanten, A. V. (2022). **Sociologie de l'école** (6ème édition). Paris: Armand Colin. <https://www.dunod.com/sciences-humaines-et-sociales/sociologie-ecole-1>

Cette 6e édition, totalement réactualisée, d'un manuel devenu « la » référence sur le monde de l'école, des élèves et des enseignants, explore le domaine de manière systématique et objective, et sous des aspects divers : place de l'école dans la société (politiques scolaires, inégalités de carrière, enjeux de la réussite scolaire, évolution des analyses théoriques), mais aussi acteurs et pratiques (profession enseignante, programmes, pratiques éducatives des familles, métiers d'élève). L'ouvrage propose ainsi de nombreux éléments sur les effets des politiques éducatives, la construction et les effets de ségrégation scolaire, ou encore les changements introduits par le renouvellement des enseignants et des élèves eux-mêmes. Les auteurs rendent compte de la profusion et de la diversité des recherches conduites ces dernières années dans ce champ qui demeure l'un des plus riches de la sociologie, en prise directe avec l'actualité et les préoccupations des familles, des enseignants et des élèves. Ce manuel exhaustif intéressera les étudiants en sciences sociales, en sciences de l'éducation, les enseignants, les responsables des politiques éducatives et des associations de parents d'élèves.

Hill, D. J., Li, D., Wang, J., & Liew, J. (2022). **Cultural Values, Intergenerational Transmission of Internalized Racism, Education, and Career Goals in Chinese American Families**. *Journal of Career Development*, 49(5), 1168-1180. <https://doi.org/10.1177/08948453211026973>

Hugrée, C., & Poullaouec, T. (2022). **L'université qui vient**. Consulté à l'adresse <https://www.raisonsdagir-editions.org/catalogue/luniversite-qui-vient/>

La crise sanitaire et sa gestion au sein des universités françaises ont révélé et renforcé un nouveau régime de sélection scolaire. Jamais la France et son système scolaire n'ont autant diplômé et pourtant jamais les savoirs n'ont été aussi inégalement transmis. D'un côté, les études universitaires se sont banalisées parmi les enfants issus des classes populaires, en premier lieu les jeunes femmes. De l'autre, les dispositifs adoptés pour lutter contre l'échec en licence ont échoué, au point de laisser de nombreux étudiants seuls face à leurs difficultés scolaires. Comment conduire 50 % d'une classe d'âge au niveau de la licence quand le budget par étudiant chute depuis 15 ans à l'université ? Le néolibéralisme scolaire n'envisage que la sélection, la hausse des frais d'inscription, la concurrence entre établissements et la professionnalisation des formations. Face à la détérioration des conditions d'enseignement, la suppression de Parcoursup ne suffit pas.

Cet ouvrage replace la transmission des savoirs universitaires au cœur du débat ; il montre l'urgence et la nécessité de lutter contre la différenciation des filières scolaires, à commencer par l'instauration d'un baccalauréat de culture commune, à la fois littéraire, scientifique et technologique.

Ikeda, M. (2022). **What can we do to ensure a level playing field for all students?** (PISA in Focus N° 117). <https://doi.org/10.1787/e297c355-en>

De nombreux systèmes éducatifs entendent offrir des opportunités d'apprentissage à tous les élèves, quelle que soit leur origine sociale. Mais, trop souvent, ces derniers n'ont pas assez d'opportunités. Des facteurs individuels impactent la qualité de l'enseignement reçu, les choix d'orientation et les attitudes et dispositions vis-à-vis de l'apprentissage. Le statut socio-économique est un prédicteur des performances en lecture, en mathématiques et en sciences dans tous les pays et économies participant à PISA. Cette note souligne les aspects à prendre en compte pour une plus grande équité et davantage d'opportunités pour tous

Jarraud, F. (2022a, septembre 8). **Rentrée : Fiches de renseignements : Stratégies et jeux de dupes des enseignants et des élèves.** Consulté 13 septembre 2022, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2022/09/08092022Article637982151340622213.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=518728

Quels usages font les enseignants des traditionnelles fiches de renseignement de début d'année ? Quelles questions posent-ils et quelles interrogations se refusent-ils à porter ? Comment les exploitent-ils ? Quel regard les élèves portent-ils sur ces tentatives d'information ? Comment les utilisent-ils ? Audrey Murillo, Julie Blanc, Hélène Veyrac et Philippe Sahuc (Université Toulouse 2) ont observé la danse des attitudes et des contournements et les usages des enseignants et des élèves autour des fiches de renseignement. Un travail minutieux autour d'un double jeu de dupes qui semble désavantager les élèves des milieux populaires.

Jarraud, F. (2022b, septembre 9). **Claude Lelièvre : Rebondissements dans l'éducation aux stéréotypes de genre ?** Consulté 13 septembre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/09/09092022Article637982989524887715.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=518751

Jarraud, F. (2022c, septembre 9). **Dubet : Changer le statut pour sauver les perdants de l'Ecole ?** Consulté 13 septembre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/09/09092022Article637982989497543265.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=518751

« Les valeurs scolaires étant commandées par le seul impératif de réussite, on peut étudier la science sans y croire, comme on peut adhérer formellement aux valeurs républicaines sans jamais les mettre en œuvre dans la vie scolaire. Au fond, l'école de masse a accru son emprise sur le destin des individus, tout en voyant s'effriter son influence éducative. Non seulement les vaincus de la méritocratie s'en sortent mal, mais ils ne sont guère portés à adhérer aux valeurs que l'école voudrait transmettre », écrit F Dubet sur le site de l'Observatoire des inégalités. « La redéfinition et la réaffirmation du

rôle éducatif de l'école exigent que la vocation enseignante ne soit plus réduite à la seule transmission du programme. On ne peut déléguer l'engagement dans la vie collective de l'école aux seuls « dispositifs » et au seul dévouement des enseignants... Comment en appeler au travail en équipe quand le mode d'affectation des enseignants ignore les logiques, les choix et les dynamiques des établissements ? »

Jarraud, F. (2022d, septembre 12). **Maths : L'écart se creuse dès les premières années.** Consulté 14 septembre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/09/12092022Article637985579900501944.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=518802

« La sous-représentation des filles dans les filières technologiques et mathématiques, ainsi que dans l'ingénierie témoigne de l'existence d'un « fossé mathématique » favorisant les garçons. L'enquête ELFE (Étude longitudinale française depuis l'enfance) permet pour la première fois de connaître le moment précis auquel cet écart apparaît : entre la moyenne section de maternelle et le cours préparatoire (CP) », annonce l'INED. L'institut se base sur un article publié dans le British Journal of Developmental Psychology. « Ce résultat est un pas important vers une meilleure compréhension de son origine », affirme l'Ined. On savait déjà que la différence se créait en CP. Introduire la maternelle dans cette fracture renvoie à la finalité accordée à cette école.

Kergoat, P. (2022). **De l'indocilité des jeunes populaires: apprenti-e-s et élèves de lycée professionnel.** Consulté à l'adresse <https://ladispute.fr/catalogue/de-lindocilite-des-jeunes-populaires-apprenti%C2%B7e%C2%B7s-et-eleves-de-lycees-professionnels/>

Ketchum, A. D. (2022). **Engage in Public Scholarship: A Guidebook on Feminist and Accessible Communication.** Consulté à l'adresse

<https://press.uchicago.edu/ucp/books/book/distributed/E/bo156867046.html>

An intersectional feminist guidebook on how to engage in public scholarship. Public scholarship—sharing research with audiences outside of academic settings—has become increasingly necessary to counter the rise of misinformation, fill gaps from cuts to traditional media, and increase the reach of important scholarship. Engaging in these efforts often comes with the risk of harassment and threats—especially for women, people of color, queer communities, and precariously employed workers. Engage in Public Scholarship provides constructive guidance on how to translate research into inclusive public outreach while ensuring that such efforts are safer and more accessible. Alex Ketchum discusses practices and planning for a range of educational activities from in-person and online events, conferences, and lectures to publishing and working with the media, social media activity, blogging, and podcasting. Using an intersectional feminist lens, this book serves as a concise approach to the key challenges and benefits of feminist and accessible public scholarship.

Kikabhai, N. (2022). **How educational systems respond to diversity, inclusion and social justice: Disability, power, discipline, territoriality and deterritorialization.** *The British Journal of Sociology*, 73(4), 685-698. <https://doi.org/10.1111/1468-4446.12969>

This paper presents a critical examination of a vexed issue relating to how educational systems respond to diversity, inclusion, and social justice. Whilst there are unique factors specific to the various educational sectors; that is, to early years, schools, colleges, higher

education and to the life-long learning sector, this paper explores education and diversity in its broadest sense and recognizes that issues are as much cross-sector as they are within-sector. Further still, this paper shifts across disciplinary epistemic boundaries making use of Foucault's tools and the work of Deleuze and Guattari. Given this broader context, this paper primarily traverses the borders of schooling and higher education. It utilizes the notion of scales of justice and draws upon the work of Fraser and explores how this can offer insights into issues not only in relation to redistribution and recognition, but also to representation. It intentionally, draws upon (critical) disability studies literature; and the often-forgotten discrimination known as disability. It acknowledges the various paradigms and terminological descriptors associated with disabled people, how these are intentionally, I argue, produced and re-produced, subject to a process of misframing, misrecognition and maldistribution through various territorialized and often segregated educational spaces. In response, this paper offers a reading of dis/ability which moves through theoretical and conceptual understandings and advances the notion of deterritorialization in order to escape, engage and identify larger patterns of inequality. It offers different insights, provides an alternative mapping that can raise different critical questions about disability, also to issues of diversity, inclusion, and social justice.

Lee Atterberry, A. (2022). **Parental aspirations, schools, and the limits of flexible citizenship: Examining elite return migrants' schooling decisions.** *Current Sociology*, 70(6), 806-823. <https://doi.org/10.1177/00113921211048524>

This article investigates how return migrant parents navigate primary and secondary education options in Bangalore, a city in southwest India, by addressing the following question: What factors do return migrant parents consider when making schooling decisions? Through analyzing interviews with return migrant parents from 37 different families, the author argues that parents ultimately want to give their children the skills necessary to pursue their educational and professional interests anywhere in the world. To do so, parents select the 'best' school for their child, taking into consideration its demographics, curriculum, and reputation. However, in the process of crafting their children's transnational futures, parents encounter stumbling blocks as they prepare for the transition from high school to college.

Leyva, L. A., McNeill, R. T., Balmer, B. R., Marshall, B. L., King, V. E., & Alley, Z. D. (2022). **Black Queer Students' Counter-Stories of Invisibility in Undergraduate STEM as a White, Cisheteropatriarchal Space.** *American Educational Research Journal*, 59(5), 863-904. <https://doi.org/10.3102/00028312221096455>

McBrien, J., Rutigliano, A., & Sticca, A. (2022). **The Inclusion of LGBTQI+ students across education systems** [Report]. Consulté à l'adresse <https://www.oecd.org/education/the-inclusion-of-lgbtqi-students-across-education-systems-91775206-en.htm>

Students who identify as lesbian, gay, bisexual, transgender, queer, intersex or somewhere else on the gender/sexuality spectrum (LGBTQI+) are among the diverse student groups in need of extra support and protection in order to succeed in education and reach their full potential. Because they belong to a minority that is often excluded by heteronormative/cisgender people, they are often the targets of physical and psychological harassment. Such discrimination can place them at risk for isolation, reduced academic achievement, and physical and mental harm. This paper provides a brief history of how the LGBTQI+ population has often been misunderstood and labelled in order to understand challenges faced by students who identify as a part of this

population. It continues by considering supportive educational policies and programmes implemented from national to local levels across OECD countries. Finally, the paper considers policy gaps and discusses policy implications to strengthen equity and inclusion for LGBTQI+ students.

Paulicand, M. (2022). **Faut-il encore penser le féminin et le masculin ? la continuité de genre en question.** Fontaine Grenoble: PUG UGA éditions. <https://www.pug.fr/produit/1984/9782706151880/faut-il-encore-penser-le-feminin-et-le-masculin>

Rentería, J. M. (2022). **Inequality of Educational Opportunity and Time-Varying Circumstances: Longitudinal Evidence from Peru.** *The Journal of Development Studies*, 1-21. <https://doi.org/10.1080/00220388.2022.2113067>

Rohmer, O., Jury, M., & Popa-Roch, M.-A. (2022). **L'Inclusion scolaire : perspectives psychosociales.** Bruxelles: Éditions de l'université de Bruxelles.

Rooduijn, M. (2022). **The education gap over immigration and socioeconomic security.** *The British Journal of Sociology*, 73(4), 699-705. <https://doi.org/10.1111/1468-4446.12959>

Worries about polarization are on the rise. In today's Europe, one of the most manifest gaps is the education divide over immigration. Where lower educated citizens tend to be negative about immigration, higher educated individuals are generally positive. Yet the magnitude of this education divide strongly differs between countries. What explains these differences? I theorize that when the levels of socioeconomic security are high, in particular less well educated citizens will be more likely to focus on issues with a strong cultural component, like immigration, and therefore hold more radical opinions. As a result, existing divides will be more pronounced. Analyzing 23 countries between 2002 and 2018, I show that social welfare spending fuels the education divide over immigration. I demonstrate that, indeed, it does so by affecting the immigration attitudes of the less well educated—not those of the better educated.

Schaede, U., & Mankki, V. (2022). **Quota vs Quality? Long-Term Gains from an Unusual Gender Quota** (CESifo Working Paper Series N° 9811). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cescswps/5f9811.htm>

We evaluate equity-efficiency trade-offs from admissions quotas by examining effects on output once beneficiaries start producing in the relevant industry. In particular, we document the impact of abolishing a 40% quota for male primary school teachers in Finland on their pupils' long-run outcomes. The quota had advantaged academically lower-scoring male university applicants, and its removal cut the share of men among new teachers by half. We combine this reform with the timing of union-mandated teacher retirements to isolate quasi-random variation in the local share of male quota teachers. Using comprehensive register data, we find that pupils exposed to a higher share of male quota teachers during primary school transition more smoothly to post-compulsory education, have higher educational attainment, and labor force attachment at age 25. Pupils of both genders benefit similarly from exposure to male quota teachers. Our findings are consistent with the quota improving the allocation of talent over the unconstrained selection process.

Tropp, L. R., & Rucinski, C. L. (2022). **How implicit racial bias and concern about appearing racist shape K-12 teachers' race talk with students.** *Social Psychology of Education, 25*(4), 697-717. <https://doi.org/10.1007/s11218-022-09715-5>

Researchers and educators have increasingly recognized the importance of classroom discussions about race and racism—race talk—for student development, yet teachers often face significant psychological barriers to engaging students in race talk. This research draws on two large samples of U.S. K-12 teachers to examine how teachers' implicit racial biases and concerns about appearing racist may correspond with their intentions to engage and confidence about engaging students in race talk. Across both studies, teachers' greater implicit racial bias predicted lower intentions to engage students in race talk, yet it did not predict their confidence about engaging students in race talk. By contrast, concern about appearing racist predicted both lower intentions and confidence about engaging students in race talk, above and beyond the contributions of implicit racial bias and other teacher- and school-related factors. These findings highlight the need to address both implicit biases and concerns about appearing racist in teacher training and professional development, in order to support teachers and enhance their capacity to engage students in race-related discussions.

Tu, S. (2022). **In search of the 'best' option: American private secondary education for upper-middle-class Chinese teenagers.** *Current Sociology, 70*(6), 824-842. <https://doi.org/10.1177/00113921211034899>

This article focuses on unpacking the processes of how a rapidly rising group of urban upper-middle-class Chinese families decide to send their only children to the United States on their own for private secondary education. The article analyzes the socio-historical background of such choice and lays out these families' various paths to opting out of the neoliberal school-choice market in China and eyeing American private secondary education as the 'best' option. Based on in-depth interviews with 33 parents in several Chinese mega-cities, the author demonstrates that Chinese urban upper-middle-class families choose such a transnational educational choice as a silent exit from the anxiety-ridden Chinese education system. Situated in the socio-historical transformation of contemporary Chinese society, the reasons for exiting range from dissatisfaction with the political narrative to educational aspiration of a 'well-rounded' education and resistance against the test-oriented pedagogical practices at school. This ethnographic research provides a unique perspective to engage with works on elite education in a global context and enriches the theorization of the global middle classes.

Twardawski, M., & Hilbig, B. E. (2022). **Comparing Teachers' and Students' Perspectives on the Treatment of Student Misbehavior.** *Social Justice Research, 35*(3), 344-365. <https://doi.org/10.1007/s11211-022-00399-y>

The treatment of student misbehavior is both a major challenge for teachers and a potential source of students' perceptions of injustice in school. By implication, it is vital to understand teachers' treatment of student misbehavior vis-à-vis students' perceptions. One key dimension of punishment behavior reflects the underlying motives and goals of the punishment. In the present research, we investigated the perspectives of both teachers and students concerning the purposes of punishment. Specifically, we were interested in the extent to which teachers and students show preferences for either retribution (i.e., evening out the harm caused), special prevention (i.e., preventing recidivism of the offender), or general prevention (i.e., preventing imitation of others) as punishment goals. Therefore, teachers (N = 260) and school students around the age of

10 (N = 238) were provided with a scenario depicting a specific student misbehavior. Participants were asked to indicate their endorsement of the three goals as well as to evaluate different punishment practices that were perceived (in pretests) to primarily achieve one specific goal but not the other two. Results show that teachers largely prefer general prevention, whereas students rather prefer special prevention and retribution. This discrepancy was particularly large in participants' evaluation of specific punishment practices, whereas differences between teachers' and students' direct endorsement of punishment goals were relatively small. Overall, the present research may contribute to the development of classroom intervention strategies that reduce conflicts in student-teacher-interactions.

Vetter, A., Faircloth, B. S., Hewitt, K. K., Gonzalez, L. M., He, Y., & Rock, M. L. (2022). **Equity and Social Justice in Research Practice Partnerships in the United States.** *Review of Educational Research*, 92(5), 829-866. <https://doi.org/10.3102/00346543211070048>

Weathers, E. S., & Sosina, V. E. (2022). **Separate Remains Unequal: Contemporary Segregation and Racial Disparities in School District Revenue.** *American Educational Research Journal*, 59(5), 905-938. <https://doi.org/10.3102/00028312221079297>

Climat de l'école

Gerlinger, J. (2022). **“Exclusionary Discipline and School Crime: Do Suspensions Make Schools Safer?”** *Education and Urban Society*, 54(7), 797-822. <https://doi.org/10.1177/00131245211050346>

Law, D. M., Xiao, B., Onditi, H., Liu, J., Xie, X., & Shapka, J. (2022). **Measurement Invariance and Relationships Among School Connectedness, Cyberbullying, and Cybervictimization: A Comparison Among Canadian, Chinese, and Tanzanian Adolescents.** *Journal of Psychoeducational Assessment*, 40(7), 865-879. <https://doi.org/10.1177/07342829221106585>

Nilashi, M., Abumalloh, R. A., Zibarzani, M., Samad, S., Zogaan, W. A., Ismail, M. Y., ... Akib, N. A. M. (2022). **What Factors Influence Students Satisfaction in Massive Open Online Courses? Findings from User-Generated Content Using Educational Data Mining.** *Education and Information Technologies*, 27(7), 9401-9435. <https://doi.org/10.1007/s10639-022-10997-7>

Learners' satisfaction with Massive Open Online Courses (MOOCs) has been evaluated through quantitative approaches focusing on survey-based methods in several studies. User-Generated Content (UGC) has been an effective approach to assess users' interactions with e-learning systems. Other than survey-based methods, the UGC generated from MOOCs learners can provide wider perspectives of learners' experiences using text mining approaches. Educational Data Mining (EDM) uses data mining, machine learning, and statistics to explore the information generated from educational portals. This study aims to explore learners' levels of satisfaction with MOOCs by presenting a new hybrid approach for EDM that combines both machine learning and survey-based methodologies to investigate the factors that can enhance learners' satisfaction with MOOCs. To address the goal of this study, the Latent Dirichlet Allocation (LDA) is used for analyzing learners' reviews, Self-Organizing Maps (SOM) is used for data segmentation, and Adaptive Neuro-Fuzzy Inference Systems (ANFIS) is utilized for

predicting the learners' satisfaction from the identified factors. Based on the analysis of the first stage using the EDM approach, a research model is designed, and a questionnaire is distributed among MOOCs learners. The data is analyzed using PLS-SEM to provide proof of the reliability and validity of the research model and to confirm the significance of the research paths. Several methodological and practical contributions are presented based on the analysis of the proposed methodology.

Save to learn & PME : Partenariat mondial pour l'éducation. (2022). **Apprendre dans un environnement sûr : recueil d'essais : des idées et des solutions novatrices pour mettre fin à la violence au sein et aux abords des écoles.** Consulté à l'adresse <https://assets.globalpartnership.org/s3fs-public/document/file/2022-06-safe-to-learn-recueil-essais.pdf?VersionId=aRxGZQiL1g9iCtROaTYZ36Zc.ltqq.j>.

On estime que, chaque année, 246 millions de filles et de garçons subissent dans tous les pays des violences et de mauvais traitements sur le chemin de l'école et à l'école. La violence, qui prend de nombreuses formes (physiques, psychologiques, sexuelles, etc.), et touche les filles et les garçons de manière différente, est par ailleurs de plus en plus présente en ligne. L'intimidation par les pairs, les abus sexuels commis par les éducateurs et les attaques violentes contre les écoles mettent les enfants en danger au sein même du lieu qui devrait les protéger, favoriser leur apprentissage et les aider à s'épanouir. Ce recueil d'essais présente des idées et des solutions novatrices pour stimuler davantage d'action politique et mobiliser plus de financements pour mettre fin à la violence au sein et aux abords des écoles.

Švábenský, V., Vykopal, J., Čeleda, P., Tkáčik, K., & Popovič, D. (2022). **Student assessment in cybersecurity training automated by pattern mining and clustering.** *Education and Information Technologies*, 27(7), 9231-9262. <https://doi.org/10.1007/s10639-022-10954-4>

Hands-on cybersecurity training allows students and professionals to practice various tools and improve their technical skills. The training occurs in an interactive learning environment that enables completing sophisticated tasks in full-fledged operating systems, networks, and applications. During the training, the learning environment allows collecting data about trainees' interactions with the environment, such as their usage of command-line tools. These data contain patterns indicative of trainees' learning processes, and revealing them allows to assess the trainees and provide feedback to help them learn. However, automated analysis of these data is challenging. The training tasks feature complex problem-solving, and many different solution approaches are possible. Moreover, the trainees generate vast amounts of interaction data. This paper explores a dataset from 18 cybersecurity training sessions using data mining and machine learning techniques. We employed pattern mining and clustering to analyze 8834 commands collected from 113 trainees, revealing their typical behavior, mistakes, solution strategies, and difficult training stages. Pattern mining proved suitable in capturing timing information and tool usage frequency. Clustering underlined that many trainees often face the same issues, which can be addressed by targeted scaffolding. Our results show that data mining methods are suitable for analyzing cybersecurity training data. Educational researchers and practitioners can apply these methods in their contexts to assess trainees, support them, and improve the training design. Artifacts associated with this research are publicly available.

Tatiana, B., Kobicheva, A., Tokareva, E., & Mokhorov, D. (2022). **The relationship between students' psychological security level, academic engagement and performance variables in the digital educational environment.** *Education and Information Technologies*, 27(7), 9385-9399. <https://doi.org/10.1007/s10639-022-11024-5>

In connection with the situation with COVID-19 almost all universities in the world were transferred to e-learning format, therefore new factors started to influence academic engagement and performance. Psychological security is one of these factors. Many researches have studied the importance of psychological security level among students, some of them proposed the methodology of assessing the indicator. Nevertheless, there are few studies that demonstrate the relationship between psychological security level of students and their academic engagement and performance. The aim of the current study is to close this scientific gap. For the assessment the Trustworthiness Factors survey, Academic Engagement Scale and academic performance results were used. A total of 351 students aged between 19 and 21 ($M = 19.57$, $SD = 0.59$), mainly female (57%), were integrated in the sample. Online surveys were conducted to reveal the level of students' psychological security, their academic engagement and performance in the process of e-learning and analyze the associations between these variables. The female students analyzed showed higher levels of psychological security, and especially in the communication of own ideas in webinar rooms. The same tendency was found in the levels of academic engagement and performance. The findings obtained by using the linear regression analysis technique indicated that psychological security predicted academic performance positively. In contrast to earlier studies, student safety is considered not only as an aspect of personal data security, but more as a psychological one. It was possible to conclude that the influence of psychological security on students' engagement and academic performance is particularly visible in the online educational environment.

Évaluation des dispositifs d'éducation-formation

Nweke, L. O., Bokolo, A. J., Mba, G., & Nwigwe, E. (2022). **Investigating the effectiveness of a HyFlex cyber security training in a developing country: A case study.** *Education and Information Technologies*, 27(7), 10107-10133. <https://doi.org/10.1007/s10639-022-11038-z>

HyFlex termed as hybrid-flexibility is a teaching approach where teachers and students have the alternative to participate in planned courses either remotely or face-to-face. This study examines the effectiveness of the HyFlex pedagogical method to teach highly interactive digital and face-to-face cyber security training in Nigeria amidst the pandemic. Data was collected using a survey questionnaire from 113 participants to evaluate student's perception towards the effectiveness of the Hyflex method using physical and Zoom teleconferencing which allow students to participate remotely in the cyber security training. The developed questionnaire comprising both open-ended and Likert-style questions was administered to purposely sampled participants. Findings from this study presents implementation details on how the HyFlex teaching model was implemented from a developing country context. Besides, findings present challenges and opportunities experienced with adopting the HyFlex pedagogical model, and also offers recommendations to other instructors for employing this teaching model. Findings also reveal that although there were challenges experienced by the students who attended via online such as connectivity issues, competency in using some features in Zoom-conferencing, etc. The students did appreciate the flexibility HyFlex teaching

afforded, indicating that HyFlex is a promising teaching approach for fostering engagement of students especially in large-group cyber security courses.

Formation continue

Alexandre, B. (2022). **Explorer les kairos pour interroger le rapport que le professionnel entretient avec son expérience.** *Éducation Permanente*, 231(2), 123-133. <https://doi.org/10.3917/edpe.231.0123>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Boanca, I., & Pagoni, M. (2022). **L'autoconfrontation dans la professionnalisation des conseillers en évolution professionnelle.** *Éducation Permanente*, 231(2), 39-48. <https://doi.org/10.3917/edpe.231.0039>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Boutrais, M. (2022). **Transformations de soi et professionnalisation par l'écriture d'un mémoire en première personne.** *Éducation Permanente*, 231(2), 113-122. <https://doi.org/10.3917/edpe.231.0113>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Donnez, L., Lavielle-Gutnik, N., Lemaire, L., & Noël, D. (2022). **Formateurs et conseillers : seuls acteurs des transitions professionnelles ?** *Éducation Permanente*, 231(2), 27-37. <https://doi.org/10.3917/edpe.231.0027>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Gillodts, S. (2022). **Penser l'activité de formation à l'aune de la psychodynamique du travail.** *Éducation Permanente*, 231(2), 155-161. <https://doi.org/10.3917/edpe.231.0155>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Hénon, J.-O. (2022). **Quand la philosophie prend place dans la formation des apprentis.** *Éducation Permanente*, 231(2), 141-154. <https://doi.org/10.3917/edpe.231.0141>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Houot, I., Lavielle-Gutnik, N., Sarre, S., & Collot, J. (2022). **Modularisation et métier de conseiller en formation.** *Éducation Permanente*, 231(2), 87-96. <https://doi.org/10.3917/edpe.231.0087>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration

continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Kempff, F. (2022). **Évolution et professionnalisation de l'activité des conseillers en formation continue.** *Éducation Permanente*, 231(2), 9-17.
<https://doi.org/10.3917/edpe.231.0009>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Leclercq, G., Amblard, D., Martin Galley, G., & Oudart, A.-C. (2022). **Effets d'un master en alternance sur la professionnalisation des formateurs.** *Éducation Permanente*, 231(2), 61-75. <https://doi.org/10.3917/edpe.231.0061>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Pagnani, B., & Durrive, L. (2022). **La professionnalité instrumentée par la démarche de restitution de l'expérience.** *Éducation Permanente*, 231(2), 77-85.
<https://doi.org/10.3917/edpe.231.0077>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Petit, L., Lejeune, L., Gantier, F., Ghesquière, I., & Sallard, F. (2022). **AFEST : quelles incidences sur la professionnalisation des formateurs ?** *Éducation Permanente*, 231(2), 49-59. <https://doi.org/10.3917/edpe.231.0049>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Poulet, M. (2022). **Professionnaliser par les valeurs ?** *Éducation Permanente*, 231(2), 19-25. <https://doi.org/10.3917/edpe.231.0019>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Sigaut, N. (2022). **Motifs d'entrée en formation en alternance pour adulte et persistance au sein du GRETA Tourisme Hôtellerie de Nice** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03773605>

Face aux défis des mutations économiques, technologiques et sociétales, la formation professionnelle continue est une solution très souvent mise en avant ces dernières années afin de lutter contre le chômage. Mais les organismes de formation sont confrontés à un absentéisme croissant, pouvant entraîner des ruptures de parcours des apprenants, mettant à mal l'avenir de ces organismes dont le financement est en grande partie indexé à la présence des stagiaires. Nous faisons l'hypothèse que ces absences ne sont pas dues au dispositif de formation, mais inhérent à certaines caractéristiques socio-démographiques, aux motifs d'entrée et au SEP et la valeur espérance. Nous avons réalisé trois études distinctes prenant en compte une série de variables socio-démographiques, les motifs d'entrée en formation (Carré, 2017), les obstacles à la formation (Cross, 1992), les évolutions du sentiment d'efficacité personnelle (Bandura, 1986), et de la valeur espérance (Bourgeois et al., 2009) afin de vérifier leur impact sur les absences. Ces différentes études nous ont montré l'importance des caractéristiques socio-démographiques dans les absences des stagiaires (âge, nationalité, expérience, niveau de diplôme), et une importance plus modérée des motifs d'entrée en formation sur les absences. Par ailleurs, les facteurs situationnels se sont montrés comme jouant un rôle de premier plan sur l'assiduité en cours de formation. Enfin, des transitions du sentiment d'efficacité personnelle, du coût et de l'utilité perçue de la formation ainsi que

la perception de compétence qui en résulte, ont également eu des effets sur la présence en cours.

Verquin Savarieau, B. (2022). **Les open badges : d'une dynamique de reconnaissance à la mise en pratique de connaissances.** *Éducation Permanente*, 231(2), 97-111. <https://doi.org/10.3917/edpe.231.0097>

Les réformes successives du champ de la formation professionnelle et les nombreuses évolutions qui leur sont directement associées (diversification des activités, développement des pratiques d'ingénierie, numérisation et personnalisation de la formation, articulation entre situations de travail et situations de formation...) conduisent à des effets de professionnalisation, voire de déprofessionnalisation, des métiers de la formation. Si la professionnalisation relève d'abord d'une volonté d'amélioration continue des pratiques et de reconnaissance d'une profession, elle souffre d'une polysémie, comme l'attestent les contributions réunies dans ce dossier qui questionne les pratiques et montre que la professionnalisation reste un enjeu de recherche flou lorsqu'il s'agit de questionner les métiers de la formation.

Marché du travail

Duhautois, R., & Petit, H. (2022). **Comment les entreprises françaises font-elles varier leur niveau d'emploi?** *Connaissance de l'emploi*, (183). Consulté à l'adresse <https://ceet.cnam.fr/publications/connaissance-de-l-emploi/comment-les-entreprises-francaises-font-elles-varier-leur-niveau-d-emploi--1358211.kjsp?RH=1507626697168>

La diffusion des contrats courts ou la multiplication des mobilités professionnelles sont des phénomènes couramment discutés, surtout quand il s'agit de justifier ou critiquer les réformes du marché du travail. Pour autant, on connaît encore très mal les pratiques d'entreprise en la matière. C'est dans ce contexte que ce numéro de Connaissance de L'Emploi tente de mieux comprendre par quels mouvements d'entrées et sorties de salariés les entreprises françaises ajustent leur niveau d'emploi. Sur une année, alors que le niveau d'emploi est stable dans la très grande majorité des établissements, les mouvements d'entrées et sorties de salariés sont massifs (représentant près de 4 salariés sur 10). Ces mouvements sont d'autant plus nombreux que l'emploi varie dans l'établissement mais les dynamiques sont très différentes selon qu'il s'agit de CDI ou de CDD. Les mouvements de CDD se multiplient lorsque le niveau d'emploi change (que ce soit à la hausse ou à la baisse). Les mouvements de CDI sont moins nombreux mais ils ont un rôle clef dans la détermination du sens de variation des effectifs et un rôle particulièrement fort dans les contextes de baisse d'effectif.

Métiers de l'éducation

Butzbach, M. (2022, août 30). **Pénurie d'enseignants : le « choc d'attractivité » aura-t-il lieu?** Consulté 13 septembre 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/penurie-denseignants-choc-dattractivite-aura-t-lieu/00104330>

[Une école à reconstruire] Près d'un poste d'enseignant sur six demeure vacant à la rentrée 2022. Face à cette crise d'attractivité, le ministre Pap Ndiaye a esquissé des pistes, notamment salariales, mais d'autres problèmes se posent.

Chassy, A. (2022, septembre 13). **Enseignants : rémunérer les heures supplémentaires rendrait-il le métier plus attractif ?** Consulté 14 septembre 2022, à l'adresse The Conversation website: <http://theconversation.com/enseignants-remunerer-les-heures-supplementaires-rendrait-il-le-metier-plus-attractif-189586>

Le président de la République a proposé de rémunérer les tâches supplémentaires effectuées par les enseignants. Mais cela pourrait-il vraiment renforcer l'attractivité du métier ?

Cochoy, F., Calvignac, C., Gaglio, G., & Jean-Claude, K. (2022). **L'appel à témoignages: Une méthodologie pour les sciences humaines et sociales.** Consulté à l'adresse <https://pur-editions.fr/product/8795/l-appel-a-temoignages>

Défenseur des droits. (2022). **L'accompagnement humain des élèves en situation de handicap** (p. 36). Consulté à l'adresse Défenseur des droits website: <https://www.vie-publique.fr/sites/default/files/rapport/pdf/286146.pdf>

Dans son rapport, publié à la rentrée scolaire 2022, la Défenseure des droits s'intéresse à la scolarisation des enfants en situation de handicap. Si la scolarisation des enfants handicapés a progressé, en 2021, 20% des saisines du Défenseur des droits relatives aux droits de l'enfant concernent des difficultés d'accès à l'éducation d'enfants en situation de handicap. La difficulté principale porte sur l'accompagnement humain qui repose sur les accompagnants des élèves en situation de handicap (AESH). Pour la Défenseure, le système scolaire demande encore trop souvent aux enfants handicapés de s'adapter et les contraintes de gestion prévalent à l'intérêt supérieur de l'enfant. Le rapport présente dix recommandations pour une école réellement inclusive et sans discrimination à l'égard des enfants en situation de handicap. Parmi ces propositions : mieux former l'ensemble des acteurs de l'Éducation nationale sur l'accueil des enfants en situation de handicap ; garantir des aménagements effectifs de la scolarité, adaptés aux besoins de chaque élève ; mettre en place des outils statistiques permettant d'appréhender finement les modalités et le temps de scolarisation effectif des élèves en situation de handicap, le temps de présence des AESH, les modalités d'accompagnement mises en place, etc. ; mettre en place des temps de formation communs entre les enseignants et les professionnels du secteur médico-social ; favoriser l'implication de l'État dans le recrutement des accompagnants sur le temps périscolaire, afin de garantir la continuité de l'accompagnement de l'enfant dans sa globalité.

Dozolme, S. (2022, septembre 31). **Nouveaux profs : ces enseignants qui viennent du monde de l'entreprise.** Consulté 13 septembre 2022, à l'adresse The Conversation website: <http://theconversation.com/nouveaux-profs-ces-enseignants-qui-viennent-du-monde-de-lentreprise-189190>

Quelles sont les motivations qui animent les professionnels qui se tournent vers l'enseignement en deuxième partie de carrière ? Leurs expériences précédentes sont-elles vécues comme des atouts ?

Duru-Bellat, M. (2022, septembre 1). **Enseignants, enseignantes : vous avez dit attractivité ?** Consulté 9 septembre 2022, à l'adresse Alternatives Economiques website:

<https://www.alternatives-economiques.fr/marie-duru-bellat/enseignants-enseignantes-avez-dit-attractivite/00104338>

Les débats médiatiques actuels autour de la « crise » de recrutement des enseignants se polarisent sur l'équation : « attractivité = salaire ».

Goldhaber, D., Ronfeldt, M., Cowan, J., Gratz, T., Bardelli, E., & Truwit, M. (2022). **Room for Improvement? Mentor Teachers and the Evolution of Teacher Preservice Clinical Evaluations.** *American Educational Research Journal*, 59(5), 1011-1048. <https://doi.org/10.3102/00028312211066867>

Hédon, C. (2022). **L'accompagnement humain des élèves en situation de handicap.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3649> [Report]. Consulté à l'adresse Défenseur des droits (France) website: <https://www.defenseurdesdroits.fr/sites/default/files/atoms/files/aesh-2022-num-access.pdf>

À quelques jours de la rentrée scolaire, la Défenseure des droits, Claire Hédon, publie un rapport « L'accompagnement humain des élèves en situation de handicap » et propose 10 recommandations permettant d'instaurer une école réellement inclusive et sans discrimination. Un système scolaire à repenser Diminution du temps de présence scolaire, défaut d'accompagnement humain en classe, absence d'AESH sur le temps de cantine... : autant de situations que le Défenseur des droits a eu à traiter à maintes reprises au cours de ces dernières années. En 2021, 20% des saisines du Défenseur des droits relatives aux droits de l'enfant concernent des difficultés d'accès à l'éducation d'enfants en situation de handicap - la plupart d'entre elles relevant de l'accompagnement de ces élèves en milieu scolaire. Ainsi, si l'impulsion politique visant à rendre l'école plus inclusive est à saluer, l'institution constate que l'accompagnement humain proposé via les accompagnants des élèves en situation de handicap (AESH) demeure trop souvent l'unique moyen d'inclusion. Au lieu de s'adapter à l'enfant, le système scolaire demande à l'enfant de s'adapter. L'augmentation des moyens humains et financiers, déployés en faveur de l'accompagnement des élèves en situation de handicap, ne doit pas faire perdre de vue le nombre croissant d'enfants dont les besoins sont ignorés, notamment sur les temps périscolaires. La Défenseure des droits déplore que la gestion des ressources humaines prévale – une nouvelle fois – à l'intérêt supérieur de l'enfant. Ces freins à l'inclusion, vecteurs de discriminations, se donnent à voir à travers plusieurs manquements : absence de formation spécialisée des enseignants et accompagnants, manque d'infrastructures accessibles ainsi que des programmes scolaires et des salles de classes inadaptés. Des recommandations à appliquer À travers ce rapport, le Défenseur des droits dresse une liste recommandations aux pouvoirs publics avec l'objectif de rendre l'école véritablement inclusive. Entre autres, il apparaît indispensable de : Mieux former l'ensemble des acteurs de l'Education nationale sur l'accueil des enfants en situation de handicap ; Garantir des aménagements effectifs de la scolarité, adaptés aux besoins de chaque élève ; De mettre en place des outils statistiques permettant d'appréhender finement les modalités et le temps de scolarisation effectif des élèves en situation de handicap, le temps de présence des AESH, les modalités d'accompagnement mises en place, etc. ; De mettre en place des temps de formation communs entre les enseignants et les professionnels du secteur médico-social ; Favoriser l'implication de l'Etat dans le recrutement des accompagnants sur le temps périscolaire, afin de garantir la continuité de l'accompagnement de l'enfant dans sa globalité.

Jacoby, J. W., & Corwin-Renner, A. (2022). **Assistant Teachers, Workplace Satisfaction, and the Creation of a Culturally Competent Workforce Pipeline in Head Start.** *Journal of Career Development*, 49(5), 971-988. <https://doi.org/10.1177/0894845321993237>

Ketchum, A. D. (2022). **Engage in Public Scholarship: A Guidebook on Feminist and Accessible Communication.** Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/E/bo156867046.html>

An intersectional feminist guidebook on how to engage in public scholarship. Public scholarship—sharing research with audiences outside of academic settings—has become increasingly necessary to counter the rise of misinformation, fill gaps from cuts to traditional media, and increase the reach of important scholarship. Engaging in these efforts often comes with the risk of harassment and threats—especially for women, people of color, queer communities, and precariously employed workers. *Engage in Public Scholarship* provides constructive guidance on how to translate research into inclusive public outreach while ensuring that such efforts are safer and more accessible. Alex Ketchum discusses practices and planning for a range of educational activities from in-person and online events, conferences, and lectures to publishing and working with the media, social media activity, blogging, and podcasting. Using an intersectional feminist lens, this book serves as a concise approach to the key challenges and benefits of feminist and accessible public scholarship.

Mabilon-Bonfils, B., & Jeannin, L. (2022, septembre 12). **Débat: Face à la pénurie d'enseignants, repenser un système à bout de souffle.** Consulté 14 septembre 2022, à l'adresse The Conversation website: <http://theconversation.com/debat-face-a-la-penurie-denseignants-repenser-un-systeme-a-bout-de-souffle-189715>

Alors que les risques de pénurie d'enseignants sont connus depuis longtemps, il a fallu recruter en urgence pour assurer les besoins de la rentrée 2022. Quelle autre politique à plus long terme ?

Maman, C., & Chevrier, S. (2022). **Conduire et accompagner le changement : le chef d'établissement, compétences et leadership.** *Administration & Éducation*, 174(2), 75-79. <https://doi.org/10.3917/admed.174.0075>

Mikailoff, N., & Espinassy, L. (2022). **L'activité du Conseiller Principal d'Éducation en contextes : éléments d'une didactique de l'éducation.** *Contextes et Didactiques*, (19). <https://doi.org/10.4000/ced.3424>

Montmasson Michel, F. (2022, septembre 2). **Lumière sur les Atsem, ces actrices de l'ombre des écoles maternelles.** Consulté 13 septembre 2022, à l'adresse The Conversation website: <http://theconversation.com/lumiere-sur-les-atsem-ces-actrices-de-lombre-des-ecoles-maternelles-163823>

Autrefois appelées femmes de service, les Atsem ne sont pas toujours reconnues à la hauteur du rôle essentiel qu'elles jouent dans les écoles maternelles aux côtés des enseignants et de leurs élèves.

Nahapétian, N., & Meirieu, P. (2022, septembre 3). **Philippe Meirieu : « On a assisté à une prolétarianisation du métier d'enseignant ».** Consulté 13 septembre 2022, à l'adresse

Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-meirieu-on-a-assiste-a-une-proletarianisation-metier-densei/00104082>

[Une école à reconstruire] Grande figure de la réflexion pédagogique, le chercheur tire le bilan des réformes menées par Jean-Michel Blanquer et trace des perspectives pour l'avenir.

Redding, C. (2022). **Are Homegrown Teachers Who Graduate From Urban Districts More Racially Diverse, More Effective, and Less Likely to Exit Teaching?** *American Educational Research Journal*, 59(5), 939-974. <https://doi.org/10.3102/00028312221078018>

Thomson, G., & Kövesi, K. (2022, juin 13). **Do Academic Recruitment Policies Under Represent Teaching and Learning Competences?** Présenté à CDIO 2022. Consulté à l'adresse <https://hal-ensta-bretagne.archives-ouvertes.fr/hal-03765701>

CDIO standards 9 and 10 focus on the technical and teaching competences of staff delivering engineering education programmes. For most Universities, whether CDIO or otherwise teaching and learning are the key financial and reputational activities which ensure the institution can thrive. To ensure academic degrees can be delivered in a progressive, student centered and active manner such as that championed by CDIO it is essential that staff with the capabilities to deliver and develop strong teaching and learning approaches are recruited and trained. This paper looks at recruitment practices for Engineering academics in the UK and France. It examines how research and teaching criteria are framed in the hiring process examining recruitment advertisements and job details to examine both the numbers and types of terms used to describe these two types of core academic activities. This tends to show that, while anecdotally it has always been reported, for many of the more established Universities there is a significantly greater emphasis on research over teaching competences though the picture is not uniform and while the picture in France and the UK overall is similar the degree of emphasis of research over teaching in France appears lower.

Numérique et éducation

Abdul Hanid, M. F., Mohamad Said, M. N. H., Yahaya, N., & Abdullah, Z. (2022). **Effects of augmented reality application integration with computational thinking in geometry topics.** *Education and Information Technologies*, 27(7), 9485-9521. <https://doi.org/10.1007/s10639-022-10994-w>

In this article, researchers conducted a study that integrates Augmented Reality application with Computational Thinking into Geometry Topics. Three variables were measured, Computational Thinking, Visualisation Skills and Geometry Topic achievement. The study was implemented with 124 students in two different schools using quasi-experimental study design. The t-test analysis was performed to see the differences before and after the intervention between the control and treatment groups. Next, a MANCOVA was conducted to see the effectiveness of the intervention in more depth on Computational Thinking, Visualisation Skills and Geometry Topic achievement after controlling for existing knowledge factors. The results show that there is a positive effect of teaching methods using Augmented Reality applications with Computational Thinking for students in the improvement of Computational Thinking, Visualisation Skills and Geometry Topic achievement. Moreover, the results of the MANCOVA show that overall, teaching methods using Augmented Reality applications with Computational Thinking are factors in the improvement of Computational Thinking scores, Visualisation Skills and

Geometry Topic achievement, which means the students' existing knowledge did not affect the results of the three dependent variables. In conclusion, this study proposed that the Computational Thinking approach with Augmented Reality application can improve Computational Thinking, Visualisation Skills and Geometry Topic achievement among students.

Abdulaziz, A., Bashir, M., & Alfalih, A. A. (2022). **The impact of work-life balance and work overload on teacher's organizational commitment: do Job Engagement and Perceived Organizational support matter.** *Education and Information Technologies*, 27(7), 9641-9663. <https://doi.org/10.1007/s10639-022-11013-8>

The purpose of this study is to determine the influence of work-life balance and work overload on teacher's organizational commitment, noting the mediating role of job engagement and the moderating effect of perceived organizational support. A random sample of 278 teachers was collected from the Qassim province of Saudi Arabia to validate the research model. The data analysis using structural equation modeling AMOS 26 indicated that work-life balance has a direct and significant impact on organizational commitment and work overload has a negative impact on organizational commitment. Besides, this study highlighted that job engagement partially mediates the relationship between work-life balance and the organizational commitment of teachers. However, the moderating effect of perceived organizational support was insignificant. The findings of this research have some important implications for policymakers.

Akgül, Y., & Uymaz, A. O. (2022). **Facebook/Meta usage in higher education: A deep learning-based dual-stage SEM-ANN analysis.** *Education and Information Technologies*, 27(7), 9821-9855. <https://doi.org/10.1007/s10639-022-11012-9>

The paper's main aim is to investigate and predict major factors in students' behavioral intentions toward academic use of Facebook/Meta as a virtual classroom, taking into account its adoption level, purpose, and education usage. In contrast to earlier social network research, this one utilized a novel technique that comprised a two-phase analysis and an upcoming the Artificial Neural Network (ANN) analysis approach known as deep learning was engaged to sort out relatively significant predictors acquired from Structural Equation Modeling (SEM). This study has confirmed that perceived task-technology fit is the most affirmative and meaningful effect on Facebook/Meta usage in higher education. Moreover, facilitating conditions, collaboration, subjective norms, and perceived ease of use has strong influence on Facebook usage in higher education. The study's findings can be utilized to improve the usage of social media tools for teaching and learning, such as Facebook/Meta. There is a discussion of both theoretical and practical implications.

Alalwan, N. (2022). **Actual use of social media for engagement to enhance students' learning.** *Education and Information Technologies*, 27(7), 9767-9789. <https://doi.org/10.1007/s10639-022-11014-7>

Learners can interact and connect with one another in new ways thanks to social media. This study employs two models to investigate the factors that contribute to students' involvement in order to improve their learning: constructivism and the technology acceptance model (TAM). Therefore, the objective of this research is to create a model of real use of social media for engagement by conducting an empirical examination into students' adoption of actual use of social media for education. A survey was distributed to 410 university students in order to achieve this goal. A quantitative research approach

and partial least squares structural equation modelling were used to acquire the results (PLS-SEM). The outcomes of our empirical examination suggest that determining discriminant validity has become a widely accepted prerequisite for analysing latent factor connections. The studies also demonstrated that using social media to engage students and improve their learning in higher education is extremely beneficial. The findings revealed real use of social media for interaction via interactions variables and TAM model acceptance. Students' pleasure with learning was also favourably associated to their actual usage of social media and involvement, according to the findings. As a conclusion, the result of R-Square's perceived usefulness was 0.611%, students' engagement was 0.561%, actual use of social media was 0.582%, students' satisfaction was 0.611%, and students' learning was 0.627%. This study's findings and ramifications are presented.

Alotumi, M. (2022). **Factors influencing graduate students' behavioral intention to use Google Classroom: Case study-mixed methods research.** *Education and Information Technologies*, 27(7), 10035-10063. <https://doi.org/10.1007/s10639-022-11051-2>

Blended learning combines face-to-face instruction and online learning experiences. It capitalizes on online learning management systems, one of which is Google Classroom (GC). Nevertheless, empirical investigations have mirrored literature gaps in understanding how the GC platform affects students' behavioral intention to harness it for web-based learning. Therefore, this case study applied a modified version of the extended unified theory of acceptance and use of technology (UTAUT2) as a theoretical underpinning to examine factors influencing graduate students' behavioral intention to utilize the GC platform. Employing mixed methods explanatory sequential design, the study first analyzed survey data from 23 EFL graduate students implementing partial least squares structural equation modeling (PLS-SEM). Subsequently, it conducted a qualitative stage carrying out semi-structured interviews for data collection and thematic analysis for its evaluation. The study through PLS-SEM results revealed that the most crucial determinant of students' behavioral intention toward the GC platform was habit, which hung on facilitating conditions and hedonic motivation. Besides, it evinced facilitating conditions as the most important performing interaction factor in determining graduate students' behavioral intention. Nonetheless, it indicated that performance expectancy, effort expectancy, social influence, facilitating conditions, and hedonic motivation had no direct effect on behavioral intention. The follow-up qualitative findings explained that since the students mainly used the GC platform off-campus, the GC App on their smartphones and the interesting content on the GC platform sustained their habitual tendencies toward employing the GC platform. Accordingly, the study explicates implications and recommendations for theory, policy, and practice.

Bessadok, A. (2022). **Analyzing student aspirations factors affecting e-learning system success using a structural equation model.** *Education and Information Technologies*, 27(7), 9205-9230. <https://doi.org/10.1007/s10639-022-11015-6>

E-learning system success factors identification is of major interest in higher education. Understanding the role of students' aspirations factor affecting the success of the e-learning system is a challenge for most educational institutions. The present study aims to analyze the effects of students' aspirations factors in ensuring the success of the e-learning system through a developed research model extended from the integrated updated Unified Theory of Acceptance and Use of Technology and the DeLone and McLean Information System Success Model. The study participants who made up the

model data sample were collected from 379 students engaged in the e-learning system at universities across the Kingdom of Saudi Arabia. Students' aspirations are resumed in Motivation, Expectation, and Enjoyment factors. The structural equation model was used to analyze the main causes and effects that would guide students towards the use and success of the e-learning system. The study results showed the strong relationship between the students' aspirations factors (Motivation, Expectation, and Enjoyment) and the adoption factors (Intention to Use and Perceived Usefulness) that lead to increased students' confidence that e-learning adds value to their educational experience. In addition, results revealed the determining role of the effect of the Enjoyment factor on the benefits expected from the e-learning system process. Therefore, higher education institutions that aspire to benefit the most from the e-learning system should pay close attention to the aspirations of their students and enhance their enjoyment, and then redefine the "e" in e-learning as enjoy rather than simply electronic.

Bice, H., & Tang, H. (2022). **Teachers' beliefs and practices of technology integration at a school for students with dyslexia: A mixed methods study**. *Education and Information Technologies*, 27(7), 10179-10205. <https://doi.org/10.1007/s10639-022-11044-1>

The amount of technology available in schools has increased steadily over the past two decades, but higher-level uses have not followed, and many teachers continue to struggle integrating technology in their classrooms. The purpose of this study was to describe teachers' beliefs about technology in the classroom and identify whether their beliefs are reflected in practices of integrating technology at a small, private school for students with dyslexia. A convergent mixed methods action research study was conducted to understand how teachers' beliefs may be affecting technology integration at the school. Quantitative data was collected through a survey administered to all 55 teachers at the school to describe how technology was being used throughout the school. From this sample, six participants were selected for three rounds of follow-up interviews and observations. Quantitative data revealed more teacher-centered beliefs and practices of teachers at the school. Qualitative findings showed teachers with more student-centered beliefs integrated technology more in their classrooms. Findings also revealed the school culture influenced teachers' beliefs about the role of technology. Implications are provided on offering professional development adapted to teachers' levels of technology integration.

Burguete, E. (2022). **Des liens étroits entre l'ingénierie de formation des MOOCs et le microlearning**. *JDH SHS UHA*, 126-136. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03688232>

Résumé Le microlearning, qui correspond aux formations de courtes durées, s'est particulièrement développé avec le Web 2.0 en permettant à toute personne pouvant se connecter à internet d'apprendre en accédant à des savoirs granularisés. Cet apprentissage distribué permet notamment d'améliorer l'engagement, la motivation et la mémorisation à long terme. En 2008, des universités ont développé un concept de cours gratuits en ligne appelé MOOC (Massive Open Online Courses). La comparaison entre les caractéristiques des MOOCs et celles du microlearning montre un lien très fort entre les deux objets sur le plan de la forme, mais plutôt faible en matière d'efficacité pédagogique. Des recherches empiriques semblent nécessaires pour en comprendre les raisons afin de proposer le cas échéant des propositions de réingénierie de formation. Abstract Strong links between educational engineering of MOOCs and microlearning Microlearning refers to short courses. It has been developed especially with Web 2.0,

allowing anyone with an Internet connection to learn by accessing granular knowledge. This distributed learning can improve engagement, motivation and long-term retention. In 2008, universities have developed a concept of free online courses which they called MOOC (Massive Open Online Course). The comparison between the characteristics of MOOCs and microlearning shows a very strong link between the two objects in terms of substance but rather weak in terms of pedagogical effectiveness. Empirical research seems necessary to understand the reasons for this in order to propose training reengineering proposals, if necessary.

Çakiroğlu, Ü., & Çevik, İ. (2022). **A framework for measuring abstraction as a sub-skill of computational thinking in block-based programming environments.** *Education and Information Technologies*, 27(7), 9455-9484. <https://doi.org/10.1007/s10639-022-11019-2>

In order to teach Computational Thinking (CT) skills to young students, Block-Based Programming Environments (BBPEs) are integrated into secondary school computer science (CS) education curricula. As a CT skill, abstraction is one of the prominent skills, which is difficult to enhance and measure. Researchers developed some scales for measuring abstraction in BBPEs; however, it is still quite difficult to measure abstraction and understand students' abstraction behaviors. The aim of this study is to suggest tasks that could help enhance students' abstraction skills while teaching CT via block-based programming. In addition, a rubric to score the students' abstraction behaviors in the problem solving process was created and validated. A framework with regard to the definitions of abstraction skill was adopted and the way to isolate it from other CT-skills was proposed. As a result, pattern recognition, generalizing, decomposition, focusing and eliminating were defined as indicators of abstraction in the problem solving process via BBPEs. The study also informed computer science educators about the relations between teaching CT via BBPEs, affordances of BBPEs and nature of abstraction.

Chan, G. L., Santally, M. I., & Whitehead, J. (2022). **Gamification as technology enabler in SEN and DHH education.** *Education and Information Technologies*, 27(7), 9031-9064. <https://doi.org/10.1007/s10639-022-10984-y>

Yearly in Mauritius, only a few Special Educational Needs (SEN) and especially Deaf and Hard of Hearing (DHH) students manage to get a passing mark in French language at elementary level. As at date, literature suggests that there is hardly any French language learning tools connected with pedagogical knowledge and technological tools suitable for those children. The rationale behind this paper is to show how gamification of French learning resources can positively affect SEN and especially DHH students' understanding and level of achievement in the language. Research questions were posed about the difficulties faced when students of that specific group learn to read and write in French, about how the gamification of textual resources can be used to improve the students' learning, and the impact the games have on the students. The aim of this research is to embed gamification in the teaching and learning process of French language. Advocating for both qualitative and quantitative methods, the project based itself on the pragmatic paradigm while the theoretical framework is based on action research. Using my methodological inventiveness, data was gathered using techniques such as surveys, interviews, observations and focus group discussions through the lenses of narrative inquiry. On average, most students already did quite well when subjected to their teachers' teaching methods only and showed a slight improvement for some students when games were added as learning aid.

Chen, K. T. C. (2022). **Speech-to-text recognition in University English as a Foreign Language Learning**. *Education and Information Technologies*, 27(7), 9857-9875. <https://doi.org/10.1007/s10639-022-11016-5>

This study explored the potential of adopting speech-to-text recognition (STR) technology for English as a foreign language (EFL) oral training in class at the university level. An action study method was set to investigate the effects of implementing STR app tasks for EFL oral training with 27 students in one class for one semester at a university located in Taiwan. Data were obtained through pre- and post-tests, speaking practice results, field-observation notes, student reflective journals, and end of class survey. The results of the quantitative data analysis indicated that the STR app tasks were effective in increasing students' English speaking ability. Students also expressed positive attitudes toward the use of the tasks in the STR app. Further, the qualitative data analysis showed that the students found these tasks highly motivating and can quickly engage them in learning. The STR app tasks that provide repetitive training of spoken English, particularly on pronunciation, fluency, and vocabulary acquisition approved be more beneficial to learners than traditional teaching methods. It is highly recommended for teachers to design a variety of STR tasks to meet individual learners' needs and preferences.

Coro, G., Bardelli, S., Cuttano, A., & Fossati, N. (2022). **Automatic detection of potentially ineffective verbal communication for training through simulation in neonatology**. *Education and Information Technologies*, 27(7), 9181-9203. <https://doi.org/10.1007/s10639-022-11000-z>

Training through simulation in neonatology relies on sophisticated simulation devices that give realistic feedback to trainees during simulated scenarios. It aims at training highly specialised medical teams in established operational skills, timely clinical manoeuvres, and successful synergy with other professionals. For effective teaching, it is essential to tailor simulation to trainees' emotional status and communication abilities (human factors), which in turn affect their interaction with the equipment, the environment, and the rest of the team. These factors are crucial to achieving optimal timing and cooperation during a clinical intervention, to the point that they can determine the success of a complex operation such as neonatal resuscitation. Ineffective teams perform in a slow and/or poorly coordinated way and therefore jeopardise positive outcomes. Expert trainers consider human factors as crucial as technical skills. In this context, new technology can help measure learning improvement by quantitatively analysing verbal communication within a medical team. For example, Artificial Intelligence models can work on audio recordings, and draw from extensive historical archives, to extract useful human-factor related information for the trainers. In this study, we present an automatic workflow that supports training through simulation in neonatology by automatically detecting dialogue segments of a simulation session with potentially ineffective communication between team members due to anger, stress, fear, or misunderstandings. Rather than working on audio transcriptions, the workflow analyses syllabic-scale (100-200 ms) spoken dialogue energy and intonation. It uses cluster analysis to identify potentially ineffective communication and extracts the most important related words after audio transcription. Performance is measured against a gold standard containing annotations of 79 minutes of audio recordings from neonatal simulations, in Italian, under different noise conditions (from 4.63 to 14.17 SNR). Our workflow achieves a detection accuracy of 64% and a fair agreement with the gold standard in a challenging context for a speech-processing system, where a commercial automatic speech recogniser reaches just a 9.37% sentence accuracy. The workflow also

identifies viable words for trainers to conduct the debriefing session, and can be easily extended to other languages and applications in healthcare. We consider it a promising first step towards introducing new technology to support training through simulation centred on human factors.

Djeumeni, T. marcelline. (2022). **La pédagogie des urgences à l'ère du numérique en contexte de COVID-19**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140208058?utm_source=phplist&utm_campaign=message_34467&utm_medium=email&utm_content=lienTitre

Dönmez, O., Akbulut, Y., Telli, E., Kaptan, M., Özdemir, İ. H., & Erdem, M. (2022). **In search of a measure to address different sources of cognitive load in computer-based learning environments**. *Education and Information Technologies*, 27(7), 10013-10034. <https://doi.org/10.1007/s10639-022-11035-2>

In the current study, we aimed to develop a reliable and valid scale to address individual cognitive load types. Existing scale development studies involved limited number of items without adequate convergent, discriminant and criterion validity checks. Through a multistep correlational study, we proposed a three-factor scale with 13 items to address intrinsic, extraneous and germane cognitive load in computer-based learning environments. A thorough literature search of cognitive load indicators in the literature was followed by expert panels for content and construct validity. The initial item pool was administered to 236 undergraduate students who watched an instructional video on IP address classes. A multiple-choice achievement test was also implemented after the intervention. The exploratory factor analysis with maximum likelihood explained 58 percent of the variance with factor loads above .49, and internal consistency coefficients above .81. Convergent and discriminant validity indices were acceptable. Besides, achievement was related positively with the germane load and negatively with intrinsic and extraneous load. Fifteen percent of the achievement was explained by the three sources of the cognitive load. Then, the developed factor structure was validated with 193 undergraduate students immediately after they participated in online webinars, and with 99 undergraduate students after they participated in face to face classes. The proposed structure was confirmed in both settings so the scale was considered a reliable and valid indicator of cognitive load in both online and face-to-face learning environments.

Du, Y., & Gao, H. (2022). **Determinants affecting teachers' adoption of AI-based applications in EFL context: An analysis of analytic hierarchy process**. *Education and Information Technologies*, 27(7), 9357-9384. <https://doi.org/10.1007/s10639-022-11001-y>

Artificial Intelligence (AI) has been exerting a revolutionary and profound impact on the teaching of English as Foreign Language (EFL) for decades. In spite of these acknowledged advances, teachers have numerous reservations and objections against the adoption of AI-based applications. In order to facilitate the proper use and produce an instrument in AI-based applications selection for EFL teachers, this study attempts to identify and assess factors affecting teachers' adoption based on technology acceptance theories. The present study proposed a multi-criteria decision-making model under the framework of the VAM, which comprises four main factors and ten sub-factors adopted from prior studies. After collecting opinion data from 17 experts, the Analysis of Analytic Hierarchy Process (AHP) was employed to weight and prioritize these factors. The results found effectiveness, efficiency and complexity were the most influential

elements encouraging teachers to use AI-based applications in EFL. Perceived fees and rewards were of less concern. Perceived time, flexibility and pleasure were identified as of intermediate importance in the adoption. Together with these factor weights, the article provides insights into teachers' experiences of AI application adoption processes.

Ebadi, S., & Ashrafabadi, F. (2022). **An exploration into the impact of augmented reality on EFL learners' Reading comprehension.** *Education and Information Technologies*, 27(7), 9745-9765. <https://doi.org/10.1007/s10639-022-11021-8>

This study investigated how Augmented Reality (AR) impacted EFL learners' reading comprehension and attitudes toward utilizing AR. A mixed-method was used with a sample composed of 64 upper-intermediate EFL learners in a state university in Iran. Independent and paired sample t-test were used to investigate the experimental group's reading comprehension and possible differences between groups' reading comprehension after utilizing AR. The quantitative findings indicated that the experimental group showed a significantly higher reading comprehension level than the control group. The thematic analysis of the semi-structured interviews revealed that students enjoyed using augmented reality and preferred it to traditional reading comprehension methods. Furthermore, AR increased students' interest in reading comprehension tasks and enhanced their willingness to use AR-based approaches in EFL classes.

Erdogdu, F. (2022). **Potential predictors of student attainment: A longitudinal study at global level.** *Education and Information Technologies*, 27(7), 9689-9711. <https://doi.org/10.1007/s10639-022-11026-3>

Using panel data from the last five PISA cycles and data on various institutional variables, the role of ICT resources, parents' occupation, school characteristics and institutions in student attainment was explored. The data were collected from 2.5 million students in 94 countries/economies representing more than 140 million students worldwide. Fixed-effects (FE) models with robust standard errors were constructed and analyzed. The main findings included (i) students with mothers that attained a higher occupational status are more successful in all subjects but the same predisposition does not hold true for fathers; (ii) an effective government does not necessarily mean an effective education system; (iii) "relax" environment in politically and economically freer countries may hinder academic success; (iv) internet connections at schools may not be used properly and/or for educational purposes; (v) students in overcrowded classes perform worse than those in lightly populated ones; and (vi) use of ICT resources at schools contributes to success in mathematics. The urgent need for uniform and better micro-level data on education in terms of quality, quantity and frequency is highlighted.

Essel, H. B., Vlachopoulos, D., Tachie-Menson, A., Nunoo, F. K. N., & Johnson, E. E. (2022). **Nomophobia among Preservice Teachers: a descriptive correlational study at Ghanaian Colleges of Education.** *Education and Information Technologies*, 27(7), 9541-9561. <https://doi.org/10.1007/s10639-022-11023-6>

The present study aimed at investigating nomophobia prevalence, thus, recurrence of anxiety without a smartphone, with preservice teachers in the Colleges of Education, Ghana. An actual sample of 345 preservice teachers responded to a 20-item questionnaire on nomophobia (NMP-Q). A one-way MANOVA between different groups statistics was applied in determining the differences in nomophobic behaviours among preservice teachers based on non-technology-related variables (gender, age,

specialism, subjective economic status, sleep/rest hours, and religion) and technology-related variables (number of smartphones owned, smartphone ownership duration, active internet services, and daily internet usage time). The results evidenced that the vast majority of preservice teachers had mild to severe nomophobia, and their most significant anxiety was related to access to information and communication. Besides, non-technology-related variables in gender, sleep hours, and subjective economic status significantly impacted the preservice teachers' nomophobia. Technology-related variables that significantly influenced the nomophobic behaviour of preservice teachers included the number of smartphones owned, smartphone ownership duration, and active internet service. A sizable majority of the preservice teachers showed signs of mild to severe nomophobia. The present study provides prefatory support for the prevalence of nomophobia among the Ghanaian preservice teachers.

Fernández-Batanero, J. M., Cabero-Almenara, J., Román-Graván, P., & Palacios-Rodríguez, A. (2022). **Knowledge of university teachers on the use of digital resources to assist people with disabilities. The case of Spain.** *Education and Information Technologies*, 27(7), 9015-9029. <https://doi.org/10.1007/s10639-022-10965-1>

The integration of Information and Communication Technologies (ICT) in the context of higher education and in the framework of an education in equality and equity requires a competent teaching staff both from a technological and pedagogical point of view. In this context, and with the aim of going deeper into one of these theoretical premises, this study aimed to identify the degree of training and technological knowledge of university teaching staff in the faculties of education in Spain with regard to the use of ICT to support people with disabilities. A cross-sectional research design with a descriptive and predictive approach was used, in which the sample consisted of 2072 university teachers. An ad-hoc questionnaire was used as a data collection instrument. The results revealed the low level of competences of teachers regarding the use of ICT with students with disabilities, where gender and age variables are not relevant to predict the level of digital competence. In this sense, the establishment of specific plans for teacher training and advice on the use of technologies that can help people with disabilities is discussed.

Ghosh, K. (2022). **Remediating textbook deficiencies by leveraging community question answers.** *Education and Information Technologies*, 27(7), 10065-10105. <https://doi.org/10.1007/s10639-022-10937-5>

The paper presents a method for recommending augmentations against conceptual gaps in textbooks. Question Answer (QA) pairs from community question-answering (cQA) forums are noted to offer precise and comprehensive illustrations of concepts. Our proposed method retrieves QA pairs for a target concept to suggest two types of augmentations: basic and supplementary. Basic augmentations are suggested for the concepts on which a textbook lacks fundamental references. We identified such deficiencies by employing a supervised machine learning-based approach trained on 12 features concerning the textbook's discourse. Supplementary augmentations aiming for additional references are suggested for all the concepts. Retrieved QA pairs were filtered to ensure their comprehensiveness for the target students. The proposed augmentation system was deployed using a web-based interface. We collected 28 Indian textbooks and manually curated them to create gold standards for assessing our proposed system. Analyzing expert opinions and adopting an equivalent pretest-posttest setup for the students, the quality of these augmentations was quantified. We evaluated the usability of the interface from students' responses. Both system and human-based

evaluations indicated that the suggested augmentations addressed the concept-specific deficiency and provided additional materials to stimulate learning interest. The learning interface was easy-to-use and showcased these augmentations effectively.

Godaert, E., Aesaert, K., Voogt, J., & van Braak, J. (2022). **Assessment of students' digital competences in primary school: a systematic review**. *Education and Information Technologies*, 27(7), 9953-10011. <https://doi.org/10.1007/s10639-022-11020-9>

Although there is a growing body of literature that recognizes the importance of being digitally competent today, there have been few empirical investigations into the assessment of primary school students' digital competences. This study presents a systematic review of the empirical research on the assessment of primary school students' digital competences. In total, 14 studies were selected and reviewed. The purpose of this review is twofold. First, the areas of digital competence that were measured by the assessment instruments were labeled according to the European Digital Competence Framework. Results showed that most studies evaluated digital competences as 'information and data literacy', 'communication and collaboration' and 'creation of digital content'. Less attention is paid to the assessment of the competence areas 'safely and responsible use' and 'problem solving'. Besides, the emphasis of most instruments is rather on the measurement of skills. Attention towards knowledge and attitudes, as important aspects of competences, remain underexposed. Second, an analysis of the provided evidence of the quality of assessment instruments for measuring primary school students' digital competences is given, based on the Research Centre for Examination and Certification Framework. Results indicate different approaches to increase the quality of the assessment instruments, but there is generally poor reporting of the psychometric properties of the tests. Based on these results, suggestions for further research and practice are discussed.

Granić, A. (2022). **Educational Technology Adoption: A systematic review**. *Education and Information Technologies*, 27(7), 9725-9744. <https://doi.org/10.1007/s10639-022-10951-7>

During the past decades a respectable number and variety of theoretical perspectives and practical approaches have been advanced for studying determinants for prediction and explanation of user's behavior towards acceptance and adoption of educational technology. Aiming to identify the most prominent factors affecting and reliably predicting successful educational technology adoption, this systematic review offers succinct account of technology adoption and acceptance theories and models related to and widely applied in educational research. Recognised journals of the Web of Science (WoS) database were searched with no time frame limit, and a total of 47 studies published between 2003 and 2021 were critically analysed. The key research findings revealed that in educational context a vast majority of selected studies explore the validity of Technology Acceptance Model (TAM) and its many different extensions (N=37), along with TAM's integrations with other contributing theories and models (N=5). It was exposed that among numerous predictors, thematically grouped into user aspects, task & technology aspects, and social aspects, self-efficacy, subjective norm, (perceived) enjoyment, facilitating conditions, (computer) anxiety, system accessibility, and (technological) complexity were the most frequent predictive factors (i.e. antecedents) affecting educational technology adoption. Considering types of technologies, e-learning was found to be the most common validated mode of delivery, followed by m-learning, Learning Management Systems (LMSs), and social media services. The results also revealed that the majority of analysed studies were conducted

in higher education environments. New directions of research along with potential challenges in educational technology acceptance, adoption, and actual use are discussed as well.

Herianto, Wilujeng, I., & Lestari, D. P. (2022). **Effect of interactive multimedia e-books on lower-secondary school students' curiosity in a Science course.** *Education and Information Technologies*, 27(7), 9619-9639. <https://doi.org/10.1007/s10639-022-11005-8>

Interactive multimedia e-books are becoming increasingly popular in schools, but their effect on lower-secondary school students' curiosity in a science course is unclear. Curiosity is a form of intrinsic motivation that plays an important role in student success in school. This study examined the effect of using interactive multimedia e-books on lower-secondary school students' curiosity in a science course. A quasi-experimental design was employed. A total of 64 students (12 to 14 years old) in a state lower-secondary in the city of Yogyakarta, Indonesia, are used as experimental (n = 32) and control (n = 32) groups. The subjects were taught by their regular science teachers that served as an assistant in the research. Both groups (experimental and control) were pre-and post-tested. The experimental group used interactive multimedia e-books, while the control group used printed textbooks. The student curiosity questionnaire is given before and after the treatment. Curiosity observations are made during the treatment. Independent and paired sample t-test was used to test the hypothesis at a significance level of 0.05 (data from the questionnaire). Quantitative descriptive is used to analyze observational data. The results of the independent sample t-test showed that there was a significant difference in student curiosity between students who used interactive multimedia e-books and students who used printed textbooks. The results of the paired sample t-test showed that there was a significant increase in students' curiosity in science courses after using interactive multimedia e-books. Meanwhile, students who used printed textbooks did not experience a significant increase in curiosity. The results of the questionnaire were also supported by the results of observations which showed that the curiosity of students in the experimental group was higher in percentage than in the control group.

Hill, J. (2022). **Policy responses to false and misleading digital content: A snapshot of children's media literacy.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3651> [Report]. Consulté à l'adresse <https://www.oecd.org/publications/policy-responses-to-false-and-misleading-digital-content-1104143e-en.htm>

The digital environment offers opportunities that can enrich children's physical and mental well-being. Yet, false and misleading digital content, including disinformation and misinformation, is a risk. It can deepen political polarisation, erode public trust in democratic institutions and threaten public health. Media literacy is part of a suite of policies countries are using to maximise digital opportunities and minimise digital risks. This paper has four parts. First, it outlines current research and definitions relating to false and misleading digital content and looks at children's behaviour in the digital environment. Second, the concepts of media literacy, digital literacy and other relevant competencies are discussed. Third, research on children's experiences of false and misleading digital content and their perceived levels of digital media literacy is analysed. Finally, policies and practices which deliver media literacy are discussed. Research limitations and other barriers, such as teacher training, are described.

Ishaq, K., Rosdi, F., Zin, N. A. M., & Abid, A. (2022). **Serious game design model for language learning in the cultural context.** *Education and Information Technologies*, 27(7), 9317-9355. <https://doi.org/10.1007/s10639-022-10999-5>

Digital learning environments have been gaining prominence during the last few years. In particular, the rising usage of mobile devices, including smartphones and tabs, has invited researchers to design and develop learning applications and games for such platforms. Mobile applications and games have been developed for learning languages like many other domains. However, most of these games are fun-based and lack a holistic design and development approach. Therefore, as a principal contribution, this research presents a theoretical model for designing language learning games in a cultural context. The proposed model combines the elements of sociocultural theory with the concepts and elements of gamification, keeping in view the requirements and educational settings, including level and mode of education, etc., to ensure the effectiveness and usability of the developed game. Subsequently, based on the proposed model, a Language Learning Game (LLG) has been designed and developed through a systematic process that involves game design, low-fidelity, and high-fidelity prototyping and its validation. The LLG has been evaluated comprehensively at different stages by incorporating standard methods. Whereby this research augments the existing set of heuristics by proposing a number of specialized heuristics for the evaluation of serious games to gauge their conformance to the cultural context. The evaluation results show that the game has overall usability scores of 90%. While the quasi-experiment-based pre-test and post-test have been conducted, the results reveal that the results obtained by LLG are statistically significantly better than adopted mobile application and traditional group.

Kaqinari, T., Makarova, E., Audran, J., Döring, A., Göbel, K., & Kern, D. (2022). **A Latent Class Analysis of University Lecturers' Switch to Online Teaching during the First COVID-19 Lockdown: The Role of Educational Technology, Self-Efficacy, and Institutional Support.** *Education Sciences*, 12(9), 607. <https://doi.org/10.3390/educsci12090607>

The switch to emergency remote teaching (ERT) due to the first COVID-19 lockdown demanded a lot from university lecturers yet did not pose the same challenge to all of them. This study sought to explain differences among lecturers ($n = 796$) from universities in France, Germany, Switzerland, and the UK in their use of educational technology for teaching, institutional support, and personal factors. Guided by the Social Cognitive Theory (SCT), lecturers' behavior (educational technology use), environment (institutional support), and personal factors (ERT self-efficacy, continuance intentions, and demographics) were examined. Latent class analysis was employed to identify different types of lecturers in view of educational technology use, while multinomial regression and Wald chi-square test were used to distinguish classes. The largest latent class were Presenters (45.6%), who focused on content delivery, followed by Strivers (22.1%), who strived for social interaction, Routineers (19.6%), who were ready for online teaching, and Evaders (12.7%), who evaded using technology for educational purposes. Both personal factors and perceived institutional support explained class membership significantly. Accordingly, Evaders were older, less experienced, and rarely perceived institutional support as useful. Routineers, the Evaders' counterparts, felt most self-efficient in ERT and held the highest continuance intentions for educational technology use. This research suggests that universities engage lecturers in evidence-based professional development that seeks shared visions of digital transformation, networks and communities, and design-based research.

Lai, J. W. M., De Nobile, J., Bower, M., & Breyer, Y. (2022). **Comprehensive evaluation of the use of technology in education – validation with a cohort of global open online learners.** *Education and Information Technologies*, 27(7), 9877-9911. <https://doi.org/10.1007/s10639-022-10986-w>

Although a large variety of methodologies, contexts and perspectives have been used to examine educational application of technology, there is a paucity of instruments that are designed to comprehensively evaluate the use of technology in education. This paper presents a Confirmatory Factor Analysis (CFA) of an instrument that incorporates eight key dimensions: learning, affective, behavioral, technology, design, pedagogy, presence/community, and institutional environment. These dimensions were derived from rigorous systematic literature review and field specialist validation processes. The model was then refined and empirically confirmed in this study by 1,352 participants undertaking a Coursera open online course. The results of applying the instrument, as well as qualitative feedback from participants, are shared to illustrate its breadth and utility. The final 28 item “Comprehensive Evaluation of Use of Technology in Education” instrument is provided in full to support consistent, holistic and robust evaluation and comparison of technology use across educational contexts.

Lakay, D., & Iyamu, T. (2022). **Examining academic performance through ant towards rpa-based system in South Africa.** *Education and Information Technologies*, 27(7), 9437-9454. <https://doi.org/10.1007/s10639-022-11007-6>

Despite the numerous support systems, academic performances in many South African higher institutions continue to experience challenges while some are declining in throughputs. Some of the support mechanisms seem to be black boxed, notwithstanding the deteriorating situation. Thus, there is prima facie evidence that the factors that influence dwindling performance are unknown. This study, therefore, explores the effect of black boxing the support provided in the institutions, towards finding a long-lasting remedy to the challenges, through information technology (IT) solutions such as the robotic automated process (RPA). Qualitative data was used, to deeply understand why things happen in the way that they do in providing and receiving academic supports while performance remains low and challenging. The relationship and interaction between human and non-human actors of over ten years were traced in existing sixty-one documents and analysed. From the analysis, structural property, technological change, and power relationship manifest from the simplification of networks, durable configurations, and invisible factors. These factors were found to be of significant and dominant influence on academic performance through the support an institution provides. From the findings, a conceptual framework is proposed, purposely to guide an RPA-based system can be designed.

Li, F., Fan, S., & Wang, Y. (2022). **Mobile-assisted language learning in Chinese higher education context: a systematic review from the perspective of the situated learning theory.** *Education and Information Technologies*, 27(7), 9665-9688. <https://doi.org/10.1007/s10639-022-11025-4>

Recent years have witnessed numerous systematic investigations on mobile-assisted language learning (MALL). However, very few research synthesis studies focused on the higher education context in mainland China. This paper provides a systematic review of the findings of 23 studies published between 2015 and 2020 in mainland China. The aim of this review is twofold: 1) to examine prevalent researched elements in extant MALL

studies; and 2) to investigate ways in which the two original components of the Situated Learning Theory (SLT), including Legitimate Peripheral Participation and Communities of Practice (Lave & Wenger, 1991), have a bearing on MALL. This systematic review resulted in two major findings. First, five key researched elements were revealed, e.g., target language teaching areas, and adopted applications/software. Second, guided by the two original elements of SLT, four derived elements were identified, namely authenticity, social interactions and collaborations, apprenticeship learning, and beliefs and behaviours. The findings suggest the need to develop sound MALL pedagogies associated with sociocultural aspects of language learning in relevant contexts. This review study also provides insights into how Chinese language professionals and practitioners can improve curriculum design and resource development to adapt to future trends in MALL.

Li, R. (2022). **Chinese folk music: Study and dissemination through online learning courses.** *Education and Information Technologies*, 27(7), 8997-9013. <https://doi.org/10.1007/s10639-022-11003-w>

The use of online learning courses can have a positive effect in the context of the study and dissemination of Chinese folk music. The purpose of this study is to investigate the effectiveness of an innovative teaching model of massive open online courses to assess the possibility of changes in the approaches to the study of Chinese folk music in higher education. The study used Massive Open Online Courses and a survey of respondents. The study, which took place from January to July within the framework of the 2020–2021 academic year, involved second-year students from four educational institutions of the People's Republic of China: Zhengzhou Sias College, China Conservatory of Music, Shanghai Conservatory of Music, Fujian Normal University. A total of 419 people participated in the experiment. Comparison of the academic performance in folk music in the two groups of students suggests that the use of online courses in the context of teaching Chinese folk music is effective. The difference is 12.1% compared to the control group. The students noted that working on MOOC platforms helped them better master performance skills. The respondents also appreciated the fact that online courses with developed curricula can be an effective means of popularizing Chinese culture. This study has both practical and scientific value as it demonstrates the effectiveness of the impact of distance learning courses in the context of studying Chinese folk music. The results can be implemented in the development of training programs, the scope of application includes higher educational institutions.

Liu, D., & Luo, J. (2022). **College Learning From Classrooms to the Internet: Adoption of the YouTube as Supplementary Tool in COVID-19 Pandemic Environment.** *Education and Urban Society*, 54(7), 848-870. <https://doi.org/10.1177/00131245211062516>

Liu, X., & Ardakani, S. P. (2022). **A machine learning enabled affective E-learning system model.** *Education and Information Technologies*, 27(7), 9913-9934. <https://doi.org/10.1007/s10639-022-11010-x>

The purpose of this study is to propose an e-learning system model for learning content personalisation based on students' emotions. The proposed system collects learners' brainwaves using a portable Electroencephalogram and processes them via a supervised machine learning algorithm, named K-nearest neighbours (KNN), to recognise real-time emotional status. Besides, it uses a reinforcement learning approach to analyse the learners' emotional states and automatically recommend the best-fitted content

that keeps the students in a positive mood. The performance of the proposed system is evaluated in two forms: 1) the system performance and 2) student engagement, satisfaction, and learning. A convenience sampling method is used to select 30 students from the population of 281 PartII-undergraduate students who study computer science during the 2020-21 academic year at the University of Nottingham Ningbo China. The selected students are divided into homogenous control and experimental groups for learning English listening and reading skills. According to the machine learning results, the trained KNN recognises the emotional states with an accuracy of 74.3%, the precision of 70.8%, and recall of 69.3%. In addition, the results of the t-Test demonstrate that the proposed e-learning system model has no significant impact on learners' learning and engagement but enhances the student's satisfaction compared to traditional e-learning systems ($p < 0.05$).

Mandran, N., Vermeulen, M., & Prior, E. (2022). **THEDRE's Framework: Empowering PhD Candidates to Efficiently Implement Design-Based Research**. *Education and Information Technologies*, 27(7), 9563-9586. <https://doi.org/10.1007/s10639-022-10993-x>

This article presents a method to help PhD candidates in the implementation of Design-Based Research (DBR). It focuses on a process and a set of guides designed to accompany doctoral candidates in the different stages of their thesis. It also proposes a tenth principle concerning the definition of indicators used to drive the thesis. Evaluation is driven using a qualitative approach. Training programmes were conducted with 57 PhD students and 47 supervisors in 2019 and 2020. Participants in these sessions used the guides in the context of their thesis topic, then evaluated them. The results obtained show that the guides allow doctoral students to structure their reflections and better manage their thesis work. They also enhance the relationship between PhD students and their supervisor because they offer a means by which to collaborate regarding the thesis subject and research tasks.

Menabò, L., Skrzypiec, G., Sansavini, A., Brighi, A., & Guarini, A. (2022). **Distance Education among Italian Teachers: Differences and Experiences**. *Education and Information Technologies*, 27(7), 9263-9292. <https://doi.org/10.1007/s10639-022-11008-5>

The successful integration of technology in teaching is a key component of education. Although prior research highlighted factors fostering the use of technology by teachers, few studies focused on whether these factors vary among teachers of different grade levels and subjects. Moreover, no studies have investigated personal experiences related to distance education among a large sample of teachers. To address these gaps, the present mixed-method study sought to examine whether factors promoting distance education varied among Italian teachers of different grade levels and subjects. A further aim was to explore experiences of teachers using distance education. The sample involved 357 Italian teachers and preservice teachers who completed an online questionnaire during the COVID-19 pandemic that also contained open-ended questions. Findings indicated that teaching self-efficacy was greater in pre-service and primary teachers, while facilitating conditions were greater in humanities and science secondary teachers. The perceived ease of use of technology and technology for pedagogy skills were more pronounced among science secondary teachers. Advanced technology skills were lower in humanities secondary teachers while the behavioural intention to use technology was greatest among pre-service teachers. Four themes emerged from the qualitative study of teachers' insights. These included positive and negative aspects of using technology, the relationship with students, the versatility of

distance education, and the quality of lessons. This study underscores the need to address training based on different teachers' grade levels and subjects, and to focus on the emerging themes to better integrate the use of technology in schools.

Mohamed Hashim, M. A., Tlemsani, I., & Duncan Matthews, R. (2022). **A sustainable University: Digital Transformation and Beyond**. *Education and Information Technologies*, 27(7), 8961-8996. <https://doi.org/10.1007/s10639-022-10968-y>

Universities focus on digital transformation strategy to stay competitive in global education, staying competitive is taking on quite a different meaning in the 21st century – it includes the long-term implications of Covid-19 – the interaction of politics and economics, the emergence of China as a superpower, the end of neoliberalism, the emergence of distributed autonomous organisations particularly in the area of research and education.

Monge-Rogel, R., Durán-González, G., Panes-Martínez, M., & Juárez-Hernández, L. G. (2022). **Design of an instrument to assess students' perception of learning objects in statistics**. *Education and Information Technologies*, 27(7), 9523-9539. <https://doi.org/10.1007/s10639-022-11011-w>

The Digital Learning Resources (DLR) are tools that allow a better understanding of the contents for students, it is, therefore, necessary to have an instrument that allows to assess the perception on this type of learning object and identify the contribution they have in the teaching-learning process in higher education students. Therefore, an instrument consisting of 32 items and three dimensions, was constructed to evaluate the perception of the DLR used in a statistics subject. For its validation it was submitted to the judgement of 31 experts and to assess its accessibility it was applied to a group of 50 higher education students from a statistics course. During the judgement of experts, it was determined the content validity of the instrument's items (Aiken's $V > 0.75$, LL > 0.70) and decisive improvements were made by suggestions and comments from the expert judges. The pilot group showed a good degree of understanding of instructions and items, as well as acceptance of the instrument and its reliability was optimal (Cronbach's alpha: 0.963; 95% CI: 0.946 ± 0.976). The designed instrument is pertinent, valid in content and with acceptable reliability, as it accomplishes to evaluate the proposed dimensions, with understandable items, proper redaction, and clear instructions.

Nadi-Ravandi, S., & Batooli, Z. (2022). **Gamification in education: A scientometric, content and co-occurrence analysis of systematic review and meta-analysis articles**. *Education and Information Technologies*, 27(7), 10207-10238. <https://doi.org/10.1007/s10639-022-11048-x>

This study seeks scientometric, content and co-occurrence analysis of systematic review and Meta-analysis articles in the field of gamification in education. In terms of purpose, this is an applied study and regarding type, it is a scientometric and co-occurrence analysis. The researchers conducted a search in WoS, Scopus and PubMed databases. The abstract and full text of 25 out of 71 articles were selected to be included in the study. Then, the citation and altmetrics indicators were investigated. In addition, VOSviewer software was utilized to analyze and visualize keywords and map of articles. Finally, the full texts of all articles were analyzed to be provided more information about the types of analyses in these articles. The findings showed that 25 articles were published between 2016 and 2021. Co-occurrence map of articles showed that the three variables of motivation, learning, and engagement have been considered in gamified education

studies and most studies have examined gamification in the e-learning environment. Finally, the content analysis of the articles showed that 344 articles were included and analyzed in these 25 systematic reviews and meta-analyses. The types of analyzes performed on these 344 articles categorized them in 7 categories including Country/Territory, Duration of intervention, Lessons/content and the level of gamified educational course, the number of learners, platforms, the game elements and the theories. The results of the study illustrate that different dimensions of the gamification in articles in the field of Education have been considered by the researchers.

Naseem, M., Chaudhary, K., & Sharma, B. (2022). **Predicting Freshmen Attrition in Computing Science using Data Mining**. *Education and Information Technologies*, 27(7), 9587-9617. <https://doi.org/10.1007/s10639-022-11018-3>

The need for a knowledge-based society has perpetuated an increasing demand for higher education around the globe. Recently, there has been an increase in the demand for Computer Science professionals due to the rise in the use of ICT in the business, health and education sector. The enrollment numbers in Computer Science undergraduate programmes are usually high, but unfortunately, many of these students drop out from or abscond these programmes, leading to a shortage of Computer Science professionals in the job market. One way to diminish if not completely eradicate this problem is to identify students who are at risk of dropping out and provide them with special intervention programmes that will help them to remain in their programmes till graduation. In this paper, data mining techniques were used to build predictive models that can identify student dropout in Computer Science programmes, more specifically focusing on freshmen attrition since a significant number of dropout occurs in the first year of university studies. The predictive models were built for three stages of the first academic year using five classification algorithms which were Random Forest, Decision Tree, Naïve Bayes, Logistic Regression, and K-Nearest Neighbour. The models used past five years of institutional data stored in university's repositories. Results show that the Naïve Bayes model performed better in stage 1 with an AUC of 0.6132 but in stages 2 and 3, the overall performance of the Logistic Regression models were better with an AUC of 0.7523 and 0.8902, respectively.

Nguyen, V. T. (2022). **The perceptions of social media users of digital detox apps considering personality traits**. *Education and Information Technologies*, 27(7), 9293-9316. <https://doi.org/10.1007/s10639-022-11022-7>

The purpose of this study was to investigate the perceptions of users about using digital detox applications and to display relationships among personality traits and technology-related variables. This study was designed using survey approach and employed Generalized Structured Component Analysis (GSCA). As such, 11 hypotheses were constructed and tested. The study recruited 263 participants who utilize detox applications to avoid social media distractions. Data were collected through Google Form and analyzed using GSCA Pro 1.1 to better understand whether the proposed conceptual model fits the data. The results of the study indicated that behavioral intention predicted usage behavior significantly; performance expectancy, effort expectancy, and social influence positively affected behavioral intention; in turn, agreeableness and extroversion positively influenced performance expectancy, and extroversion affected effort expectancy; finally, neuroticism had a statistically significant and negatively associated with effort expectancy of using social media detox apps. The significant exceptions were that facilitating conditions were not predictive of behavioral

intention, openness to experience did not influence performance expectancy, and conscientiousness was not linked to effort expectancy. The proposed conceptual model explained 56.68% of the amount of variation, indicating that instructors, policy makers and software designers should consider personal factors for preparing practical intervention approaches to mitigate learning issues related to social media distraction.

Nilashi, M., Abumalloh, R. A., Zibarzani, M., Samad, S., Zogaan, W. A., Ismail, M. Y., ... Akib, N. A. M. (2022). **What Factors Influence Students Satisfaction in Massive Open Online Courses? Findings from User-Generated Content Using Educational Data Mining.** *Education and Information Technologies*, 27(7), 9401-9435. <https://doi.org/10.1007/s10639-022-10997-7>

Learners' satisfaction with Massive Open Online Courses (MOOCs) has been evaluated through quantitative approaches focusing on survey-based methods in several studies. User-Generated Content (UGC) has been an effective approach to assess users' interactions with e-learning systems. Other than survey-based methods, the UGC generated from MOOCs learners can provide wider perspectives of learners' experiences using text mining approaches. Educational Data Mining (EDM) uses data mining, machine learning, and statistics to explore the information generated from educational portals. This study aims to explore learners' levels of satisfaction with MOOCs by presenting a new hybrid approach for EDM that combines both machine learning and survey-based methodologies to investigate the factors that can enhance learners' satisfaction with MOOCs. To address the goal of this study, the Latent Dirichlet Allocation (LDA) is used for analyzing learners' reviews, Self-Organizing Maps (SOM) is used for data segmentation, and Adaptive Neuro-Fuzzy Inference Systems (ANFIS) is utilized for predicting the learners' satisfaction from the identified factors. Based on the analysis of the first stage using the EDM approach, a research model is designed, and a questionnaire is distributed among MOOCs learners. The data is analyzed using PLS-SEM to provide proof of the reliability and validity of the research model and to confirm the significance of the research paths. Several methodological and practical contributions are presented based on the analysis of the proposed methodology.

Nweke, L. O., Bokolo, A. J., Mba, G., & Nwigwe, E. (2022). **Investigating the effectiveness of a HyFlex cyber security training in a developing country: A case study.** *Education and Information Technologies*, 27(7), 10107-10133. <https://doi.org/10.1007/s10639-022-11038-z>

HyFlex termed as hybrid-flexibility is a teaching approach where teachers and students have the alternative to participate in planned courses either remotely or face-to-face. This study examines the effectiveness of the HyFlex pedagogical method to teach highly interactive digital and face-to-face cyber security training in Nigeria amidst the pandemic. Data was collected using a survey questionnaire from 113 participants to evaluate student's perception towards the effectiveness of the Hyflex method using physical and Zoom teleconferencing which allow students to participate remotely in the cyber security training. The developed questionnaire comprising both open-ended and Likert-style questions was administered to purposely sampled participants. Findings from this study presents implementation details on how the HyFlex teaching model was implemented from a developing country context. Besides, findings present challenges and opportunities experienced with adopting the HyFlex pedagogical model, and also offers recommendations to other instructors for employing this teaching model. Findings also reveal that although there were challenges experienced by the students who attended via online such as connectivity issues, competency in using some features in

Zoom-conferencing, etc. The students did appreciate the flexibility HyFlex teaching afforded, indicating that HyFlex is a promising teaching approach for fostering engagement of students especially in large-group cyber security courses.

Oducado, R. M. F., Dequilla, Ma. A. C. V., & Villaruz, J. F. (2022). **Factors predicting videoconferencing fatigue among higher education faculty.** *Education and Information Technologies*, 27(7), 9713-9724. <https://doi.org/10.1007/s10639-022-11017-4>

The online remote learning revolution in the era of the pandemic has resulted in the massive explosion of videoconferencing technologies. The emergence of a new phenomenon of exhaustion and fatigue experienced during virtual meetings is evident. This study examined the predictors of videoconferencing fatigue among higher education faculty in the Philippines. A total of 322 faculty participated in this cross-sectional study. The online survey was administered using the Zoom Exhaustion and Fatigue scale as the primary data collection tool. Significant predictors of videoconferencing fatigue were identified using the multiple linear regression analysis. The results indicated that the videoconference fatigue composite score of the faculty was 3.35 out of 5 suggesting a moderate level of fatigue. Significant predictors of videoconferencing fatigue among higher education faculty include attitude, sense of being physically trapped, mirror anxiety, emotional stability domain of personality, interval between videoconferences, and duration of videoconferences. For better videoconferencing experience among faculty, mechanisms to ease fatigue during virtual meetings may be proposed based on the study result.

Perez-Alvarez, R., Jivet, I., Pérez-Sanagustin, M., Scheffel, M., & Verbert, K. (2022). **Tools Designed to Support Self-Regulated Learning in Online Learning Environments: A Systematic Review.** *IEEE Transactions on Learning Technologies*, 1. <https://doi.org/10.1109/TLT.2022.3193271>

Self-regulated learning (SRL) is a crucial higher-order skill required by learners of the 21st century, who will need to become lifelong learners to adapt to the continually changing environments. Literature provides examples of tools for scaffolding SRL in online environments. In this study, we provide the state-of-the-art concerning tools that support SRL in terms of theoretical models underpinning development, supported SRL processes, tool functionalities, used data and visualizations. We reviewed 42 articles published between 2008 and 2020, including information from 25 tools designed to support SRL. Our findings indicate that (1) many of the studies do not explicitly specify the SRL theoretical model used to guide the design process of the tool; (2) goal setting, monitoring, and self-evaluation are the most prevalent SRL processes supported through functionalities such as content navigation, user input forms, collaboration features, and recommendations; (3) the relationship between tool functionalities and SRL processes are rarely described; (4) few tools assess the impact on learners' SRL process and learning performance. Finally, we highlight some lessons learned that might contribute to implementing future tools that support learners' SRL processes.

Polat, E., & Yilmaz, R. M. (2022). **Unplugged versus plugged-in: examining basic programming achievement and computational thinking of 6th-grade students.** *Education and Information Technologies*, 27(7), 9145-9179. <https://doi.org/10.1007/s10639-022-10992-y>

The aim of this study is to compare the effects of unplugged and plugged-in activities on academic achievement and computational thinking (CT) skills of sixth-grade students.

Mixed-method research was carried out to explore whether there were differences between the groups, and to learn the students' opinions and experiences regarding the practices. For the quantitative phase, a quasi-experimental design was used with two groups. For qualitative phase, 12 students were interviewed. The participants were 84 sixth-grade students (between the ages of 10 and 11). The intervention was designed on a selection/construction of activities from seven different basic programming web platforms for the plugged-in group and the proposed national curriculum unplugged activities for the unplugged group. The results showed that significant differences between groups in academic achievement favoring the unplugged activities, but not in CT skills. Development in CT skills contributed to the unplugged group's academic achievement. In addition, qualitative results showed that the plugged-in group perceived their activities as fun and entertaining, but not exactly like a lesson; in contrast, the unplugged group did not experience anxiety or boredom since they perceived the activities as educational. CT explained 27 percent of the variance in academic achievement, suggesting that this skill is important for academic achievement in basic programming. These results suggest that students can improve their academic achievement and maintain the level of CT acquisition across unplugged and plugged-in activities. This article contributes to the body of knowledge about the positive impact of unplugged activities on teaching CT and programming fundamentals.

Sacré, M. (2022, septembre 7). **À quelles conditions les outils numériques aident-ils les étudiants à réussir ?** Consulté 13 septembre 2022, à l'adresse The Conversation website: <http://theconversation.com/a-quelles-conditions-les-outils-numeriques-aident-ils-les-etudiants-a-reussir-186175>

Avec la crise du Covid, les outils numériques se sont installés durablement dans l'enseignement supérieur. Mais comment les utiliser pour répondre vraiment aux besoins des étudiants ?

Shoaib, M., Sayed, N., Amara, N., Latif, A., Azam, S., & Muhammad, S. (2022). **Prediction of an educational institute learning environment using machine learning and data mining.** *Education and Information Technologies*, 27(7), 9099-9123. <https://doi.org/10.1007/s10639-022-10970-4>

Technology and data analysis have evolved into a resource-rich tool for collecting, researching and comparing student achievement levels in the classroom. There are sufficient resources to discover student success through data analysis by routinely collecting extensive data on student behaviour and curriculum structure. Educational Data Mining (EDM), a method of data analysis in the learning environment, has emerged as an emerging trend in the development of educational data mining and analysis techniques. EDM aids in the comprehension of student behaviour as well as the factors that influence student behaviour and achievement. Student learning patterns, student culture, and instructional skills are all important factors in a successful study of EDM students. This study will look at how technology and data mining are used in the EDM environment and compare the results. We have used previous research to determine which method is best for observing the learning environment and what factors influence student academic performance. Two state-of-the-art models i.e. decision tree (classifier) and DBSCAN (clustering method) are used to predict the performance of an educational institute with higher accuracy.

Simon, J. R., & Randall, J. G. (2022). **Predictors and consequences of typical and “addictive” LMS use.** *Education and Information Technologies*, 27(7), 9791-9819. <https://doi.org/10.1007/s10639-022-11028-1>

Today's learners rely heavily on learning management systems (LMS) to access and submit coursework, receive feedback, interact with others, and track progress. The current study moves past the question of whether to use LMS, to uncover how LMS use affects learners. We drew on motivational theories of goal orientation to predict how frequently learners check their LMS, and to examine whether the use of LMS, including addictive cognitive and behavioral tendencies, would affect learning and stress outcomes. Using a longitudinal survey design administered to university students (N = 172), path analysis results demonstrated non-significant relationships of goal orientation on LMS checking frequency, and of LMS checking frequency on academic performance and overall stress. The cognitive component of addictive LMS use did significantly predict students' future stress levels, although behavioral addictive tendencies did not. Therefore, instructors should consider potential benefits as well as costs of LMS use, as cognitive preoccupations with LMS may exacerbate learners' stress.

Švábenský, V., Vykopal, J., Čeleda, P., Tkáčik, K., & Popovič, D. (2022). **Student assessment in cybersecurity training automated by pattern mining and clustering.** *Education and Information Technologies*, 27(7), 9231-9262. <https://doi.org/10.1007/s10639-022-10954-4>

Hands-on cybersecurity training allows students and professionals to practice various tools and improve their technical skills. The training occurs in an interactive learning environment that enables completing sophisticated tasks in full-fledged operating systems, networks, and applications. During the training, the learning environment allows collecting data about trainees' interactions with the environment, such as their usage of command-line tools. These data contain patterns indicative of trainees' learning processes, and revealing them allows to assess the trainees and provide feedback to help them learn. However, automated analysis of these data is challenging. The training tasks feature complex problem-solving, and many different solution approaches are possible. Moreover, the trainees generate vast amounts of interaction data. This paper explores a dataset from 18 cybersecurity training sessions using data mining and machine learning techniques. We employed pattern mining and clustering to analyze 8834 commands collected from 113 trainees, revealing their typical behavior, mistakes, solution strategies, and difficult training stages. Pattern mining proved suitable in capturing timing information and tool usage frequency. Clustering underlined that many trainees often face the same issues, which can be addressed by targeted scaffolding. Our results show that data mining methods are suitable for analyzing cybersecurity training data. Educational researchers and practitioners can apply these methods in their contexts to assess trainees, support them, and improve the training design. Artifacts associated with this research are publicly available.

Tatiana, B., Kobicheva, A., Tokareva, E., & Mokhorov, D. (2022). **The relationship between students' psychological security level, academic engagement and performance variables in the digital educational environment.** *Education and Information Technologies*, 27(7), 9385-9399. <https://doi.org/10.1007/s10639-022-11024-5>

In connection with the situation with COVID-19 almost all universities in the world were transferred to e-learning format, therefore new factors started to influence academic engagement and performance. Psychological security is one of these factors. Many

researches have studied the importance of psychological security level among students, some of them proposed the methodology of assessing the indicator. Nevertheless, there are few studies that demonstrate the relationship between psychological security level of students and their academic engagement and performance. The aim of the current study is to close this scientific gap. For the assessment the Trustworthiness Factors survey, Academic Engagement Scale and academic performance results were used. A total of 351 students aged between 19 and 21 ($M = 19.57$, $SD = 0.59$), mainly female (57%), were integrated in the sample. Online surveys were conducted to reveal the level of students' psychological security, their academic engagement and performance in the process of e-learning and analyze the associations between these variables. The female students analyzed showed higher levels of psychological security, and especially in the communication of own ideas in webinar rooms. The same tendency was found in the levels of academic engagement and performance. The findings obtained by using the linear regression analysis technique indicated that psychological security predicted academic performance positively. In contrast to earlier studies, student safety is considered not only as an aspect of personal data security, but more as a psychological one. It was possible to conclude that the influence of psychological security on students' engagement and academic performance is particularly visible in the online educational environment.

Taylor, J., & Rose, S. (2022, septembre 6). **Interdire les téléphones à l'école : est-ce vraiment une bonne solution ?** Consulté 13 septembre 2022, à l'adresse The Conversation website: <http://theconversation.com/interdire-les-telephones-a-lecole-est-ce-vraiment-une-bonne-solution-187445>

Interdire totalement les téléphones à l'école ne revient-ils pas à manquer une occasion de former les nouvelles générations à un usage responsable des mobiles ?

Wang, A. Y. (2022). **Understanding levels of technology integration: A TPACK scale for EFL teachers to promote 21st-century learning.** *Education and Information Technologies*, 27(7), 9935-9952. <https://doi.org/10.1007/s10639-022-11033-4>

Education worldwide has emphasized 21st-century competencies, including language competence, computer competence, and thinking skills. Research on Technological Pedagogical Content Knowledge (TPACK), essential teacher knowledge, has attempted to address the need for technology integration to support thinking skills. However, existing TPACK assessments have not intended to help teachers understand the levels of technology integration in teaching English as a foreign language (EFL). Therefore, this study proposed a two-dimensional TPACK scale, allowing EFL teachers to assess their TPACK in integrating technology and thinking skills. In total, 525 EFL teachers responded to this survey online. Scores of this scale were collected to test and establish validity and reliability. The statistical evidence showed that this instrument has high reliability and validity and is helpful for understanding levels of technology integration. The results showed that the EFL teachers were less confident in their TPACK teaching higher-order thinking skills. The EFL teachers in different cultures reported different confidence levels in TPACK and thinking skills ($F(6, 518) = 7.83$, $p < .001$). The high-achieving EFL teachers reported high TPACK self-efficacy ($r = .210$, $p < .05$). This TPACK survey would be helpful for EFL teachers to understand their development of TPACK in integrating technology and thinking skills in teaching English.

Yildirim, D., Çirali Sarica, H., & Usluel, Y. (2022). **A multi-dimensional perspective on instructional design-based ICT integration: A case study.** *Education and Information Technologies*, 27(7), 9065-9098. <https://doi.org/10.1007/s10639-022-10972-2>

This study aims to implement an exemplary instructional design-based ICT integration to allow students to acquire both course achievement and knowledge society skills. The research used the case study method. The participants consist of 30 students, who attend the course of Science and Technology at the 7th grade level in a state school, along with a teacher and two mentor researchers. During the application process, the researchers asked to prepare a video from students. Video content was associated with course outcomes. The data was collected through logs of tablet usage, videos of the tablet screen, reflection reports, informal and semi-structured interviews, participant observation, focus group meetings, and achievement tests. The data were analyzed through descriptive statistics, paired sample t-test, Jaccard similarity analysis, and content analysis. The findings showed that students' course achievement had improved significantly. In addition, it revealed that the students analyzed, organized, and evaluated the information both through the applications provided to them on the tablets and by choosing and using the tools and equipment they had in their laboratories and working collaboratively. Moreover, the teacher stated that she had an authentic experience that gave her the opportunity to improve her competencies on how to integrate ICT according to contextual conditions. In conclusion, the implementation is presented by setting goals within the contextual conditions from a micro perspective and to achieve an effective and efficient instructional design-based ICT integration through the design, implementation, analysis, review of the process as well as improvements where necessary.

Zhang, X. (2022). **Demystifying the challenges of university students' web-based learning: A qualitative case study.** *Education and Information Technologies*, 27(7), 10161-10178. <https://doi.org/10.1007/s10639-022-10974-0>

Many studies have reported the affordances of students' engagement in web-based learning. However, few studies have used a qualitative approach to investigating students' challenges with such type of learning over time. To fill this gap, this study uses the qualitative case study method to explore the challenges of university students with web-based learning in one semester. The data were collected from interviews with and reflections and field notes of students in an English reading class in a university in China. The results revealed limitations in web-based learning due to individual negative factors that evolved incidentally or chronically and due to the interactions between such factors. These factors inhibited student and instructor engagement, including in adjusting to changing circumstances. The study concluded that the challenges of web-based learning in the reading class were multifaceted and constrained the learning process but were mitigated by the efforts of the instructor and the students to overcome the limitations of web-based learning.

Zhao, S., Pan, Q., Gao, D., & Cheng, J. (2022). **Integrating internet of things and mixed reality to teach performance-based architectural design: a case study of shading devices.** *Education and Information Technologies*, 27(7), 9125-9143. <https://doi.org/10.1007/s10639-022-10998-6>

Performance-based architectural design pursues building performance objectives like energy efficiency to guide design decisions. Nevertheless, these informed decisions are usually made according to performance simulation software results, which are quite

effort-consuming and tedious. Meanwhile, this low feedback efficiency blocks architects' mind flows from creating new design alternatives. Therefore, the current authors develop a digital platform by coupling Internet of Things (IoT) and Mixed Reality (MR). It streams and visualizes real-time sensory data of indoor illuminance into an MR glass HoloLens. It enables students to intuitively observe spatio-temporal illuminance fluctuation when manually modifying the physical shading device model. Therefore, they can quickly learn how design decisions influence indoor illuminances. At last, in the validation experiment with first and second year students in an architecture school, we compare this platform with two other teaching methods and platforms. Experimental results identify that the IoT-MR platform can effectively attract students and increase their learning effects.

Zhou, M., Dzingirai, C., Hove, K., Chitata, T., & Mugandani, R. (2022). **Adoption, use and enhancement of virtual learning during COVID-19**. *Education and Information Technologies*, 27(7), 8939-8959. <https://doi.org/10.1007/s10639-022-10985-x>

This study focuses on the uses of digital technology during teaching and learning. The preparedness, adoption, and use of virtual learning are inquired. Technology cannot enhance learning unless adopted, embraced, and effectively used. Three hundred and one (301) online questionnaires were administered to Higher and Tertiary institutions (HTEIs) students. The data were analyzed using the Structural Equation Model (SEM). Performance Expectancy (PE), Effort Expectancy (EE), and Social Influence (SI) were confirmed to be positive predictors of the Behavioural Intention (BI) to use technology. Facilitating Conditions (FC) is a non-significant construct to BI to use technology. Thus, irrespective of the availability of Information Communication Technologies (ICT) infrastructure and support needed to use virtual learning, students are forced to use virtual technology due to COVID-19. Pandemics such as COVID-19 force students and lecturers to use virtual learning irrespective of factors surrounding them. Pandemics are an anchor for the full embracement of virtual learning. Pandemic 'like' elements applied in the education system foster education. Google Classroom and its features prove to improve the teaching and learning processes. Chatbots and contextualized virtual Educational Humanoid robots enhance learning through interactivity. Pandemics need to be tested if they are a perfect fit as a new Unified Theory of Acceptance and Use of Technology (UTAUT) model construct. In addition, a model for effective blended learning during and post COVID-19 must be developed.

Zhu, M., Sari, A. R., & Lee, M. M. (2022). **Trends and Issues in MOOC Learning Analytics Empirical Research: A Systematic Literature Review (2011–2021)**. *Education and Information Technologies*, 27(7), 10135-10160. <https://doi.org/10.1007/s10639-022-11031-6>

Learning analytics (LA) is a growing research trend and has recently been used in research and practices in massive open online courses (MOOCs). This systematic review of 166 articles from 2011–2021 synthesizes the trends and critical issues of LA in MOOCs. The eight-step process proposed by Okoli and Schabram was used to guide this systematic review in analyzing publication outlets, research purposes and methods, stakeholders, and researchers' geographic locations and subjects. The review showed that MOOC LA research is primarily published in top-tier journals, such as the Journal of Learning Analytics, Journal of Computer Assisted Learning, and Computers & Education, as well as conference proceedings. The review also revealed that LA in MOOCs was used more frequently for the purpose of research than for practice (i.e., learning and teaching). Approximately 60% of the reviewed studies adopted learners' log data and

achievement data as the primary data sources. Statistics, machine learning, content analysis, social network analysis, text analysis, and data visualization were the top six specific data analysis techniques used in the MOOC LA studies. Regarding collaboration, more than half of the reviewed studies involved interdisciplinary collaborations, and approximately one-third involved international collaborations. We suggested future studies on MOOC LA interventions to improve learning and teaching practices, and the active interdisciplinary collaboration to increase the rigor of the studies and the dissemination of the knowledge. More detailed discussion and implications for research and practice are presented. This research provides insights on future research and practices regarding LA use in MOOCs.

Zhu, Y., Xu, S., Wang, W., Zhang, L., Liu, D., Liu, Z., & Xu, Y. (2022). **The impact of Online and Offline Learning motivation on learning performance: the mediating role of positive academic emotion.** *Education and Information Technologies*, 27(7), 8921-8938. <https://doi.org/10.1007/s10639-022-10961-5>

Learning performance is an important indicator of online learning, is related to the quality of online education and the performance of students. Previous studies have found that learners' learning performance is related to learning motivation and academic emotion, but the role of non-intellectual factors such as academic emotion has received less attention in empirical research. In order to make up for this gap, this study explored the mediating effect of positive academic emotions on college students' online learning motivation and online learning performance, as well as the differences in mediating effects under different learning methods (i.e., online learning and offline learning). The data comes from 1088 college students who participate in online courses and offline courses in China. This study adopts correlation analysis and multiple mediation analysis to analyze the intermediary effect of online and offline students and multi-group comparisons. The results showed that the (1) online learning motivation is positively affecting online learning performance and positive academic emotions, and positive academic emotions are related to online learning performance. There is also a positive correlation between the dimensions of the three; (2) positive academic emotions part of the intermediary role between college students' online learning motivation and online learning performance; (3) the intermediary effect of positive academic emotions in offline learning is significantly greater than that of online learning. This study is not only conducive to understanding academic emotions, learning motives and learning performance, but also provides important enlightenment online learning performance management in promoting open curriculum construction.

Orientation scolaire et professionnelle

Aisenson, G., Legaspi, L. P. M., Valenzuela, V., Czerniuk, R., Miguelez, V. V., Moulia, L., ... Alonso, D. E. (2022). **Guidance and education, an analysis of young peoples' discontinuous school pathways: the guidance-oriented approach of educational institutions.** *International Journal for Educational and Vocational Guidance*, 22(3), 739-758. <https://doi.org/10.1007/s10775-022-09546-y>

This article presents results of an investigation that explored the school pathways of young Argentine unskilled workers without a secondary degree. Different factors that contributed to their not finishing school, and the manner in which educational institutions provided (or not) continuous support, were analyzed. Ten in-depth interviews with young

individuals were conducted using a narrative approach. The results reflect how personal, family, work, social, and institutional factors converged to their discontinuous school pathways. Reflections are made from the field of guidance and counseling on the institutional role and how they can help students to build meaningful and sustainable lives.

Butzbach, M. (2022, juillet 7). **Parcoursup : mention peut mieux faire**. Consulté 13 septembre 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/parcoursup-mention-mieux-faire/00103947> [Une école à reconstruire] Opacité, stress des candidats, arbitraire des classements : depuis 2018, la plateforme a suscité de vives critiques, sans qu'un souhait de retour en arrière se manifeste. Mais des améliorations restent envisageables.

Carosin, E., Canzittu, D., Loisy, C., Pouyaud, J., & Rossier, J. (2022). **Developing lifelong guidance and counselling prospective by addressing individual and collective experience of humanness, humanity and the world**. *International Journal for Educational and Vocational Guidance*, 22(3), 643-665. <https://doi.org/10.1007/s10775-021-09512-0> Vocational guidance and counselling have usually focussed on supporting individuals to develop life projects that give meaning to their work and life. However, the volatility, uncertainty, complexity and ambiguity of today's world makes it difficult to support sustainable life courses on an individual level. There is a need to address social justice, decent work and sustainable development in guidance and counselling. In order to do so, interventions should include individual and collective experience of humanness, humanity and the world. The article presents a conceptual framework based on these three dimensions and provides benchmarks to design and analyse lifelong guidance interventions by identifying spaces for social transformation, fostering individual and collective identities and the acquisition of lifelong guidance knowledge and skills. The benchmarks are articulated with the three guiding principles of social justice, decent work and sustainable development. Limits of the framework are explored and invite further developments.

Chang, Y.-C., Tsai-Lin, T.-F., & Liang, T. (2022). **Entrepreneurial Orientation and Knowledge Transfer Effectiveness: The Effect of Organizational Commercial Slack**. *Minerva*, 60(3), 441-462. <https://doi.org/10.1007/s11024-022-09463-y>

The paper examines the role of organizational commercial slack (OCS) in mediating the relationship between entrepreneurial orientation (EO) and the effectiveness of knowledge transfer (KT) in universities. The paper identifies two types of commercial slack in the university setting: financial and promotional. Four research hypotheses are proposed. Pooled data, that is, a combination of a questionnaire survey of 110 Taiwanese universities with a data set of university KT effectiveness from the Ministry of Education, Taiwan, are collected to test the aforementioned research hypotheses. The empirical results indicate that the EO of a university enables the university to provide appropriate OCS. Furthermore, the commercial slack of a university positively mediates the relationship between EO and KT effectiveness. The paper concludes that developing EO and OCS are crucial for improving the KT effectiveness of a university. Moreover, some managerial and policy implications for promoting EO and OCS in universities are suggested.

Chhabra, M., Ribeiro, M. A., & Rossier, J. (2022). **Introduction to the special section: life design interventions (counseling, guidance, education) for decent work and sustainable development.** *International Journal for Educational and Vocational Guidance*, 22(3), 577-579. <https://doi.org/10.1007/s10775-022-09549-9>

Dalene, K. M. (2022). **Promoting access to decent work: career counselors' experiences with career construction counseling.** *International Journal for Educational and Vocational Guidance*, 22(3), 603-622. <https://doi.org/10.1007/s10775-022-09524-4>

This article is based on career counselors' experiences with how career construction counseling (CCC) can benefit clients, and the results are discussed according to the psychological perspective of decent work in the psychology of working theory (PWT). The article argues that CCC can promote access to decent work by creating inward and outward meaning making, which refer to internal anchoring promoting the will to change. Hence, CCC's focus on the individual, together with contextualization, is considered a strength regardless of culture. Additionally, the article suggests that career counselors may affect whether CCC ultimately promotes access to decent work.

Drabik-Podgórna, V., & Podgórný, M. (2022). **Decent work in Poland: a preliminary study. Suggestions for educational and counselling practice.** *International Journal for Educational and Vocational Guidance*, 22(3), 759-784. <https://doi.org/10.1007/s10775-022-09548-w>

Work and its meanings have often been and still are objects of scholarly research. In the context of global crises, increasing attention has been paid to decent work and, consequently, to decent life. However, decent work has not been adequately addressed in Polish scholarship on vocational guidance and career counselling yet. To redress this gap in scholarly discourse, we explore decent work and attempt to grasp how this notion is defined and understood in the social, political, economic and cultural context of Poland. Our investigation relies on the tools developed by D. Blustein and R. Duffy in their psychology of working theory. At the same time, we seek to establish the implications of our research for education and Life Design counselling in Poland.

Duverger, T. (2022, septembre 8). **Étudiants : l'heure de bifurquer sans désertier.** Consulté 13 septembre 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/timothee-duverger/etudiants-lheure-de-bifurquer-deserter/00104339>

La désertion des étudiants, soudainement mise en lumière par le discours de certains diplômés d'AgroParis

Guichard, J. (2022). **From career guidance to designing lives acting for fair and sustainable development.** *International Journal for Educational and Vocational Guidance*, 22(3), 581-601. <https://doi.org/10.1007/s10775-022-09530-6>

How could interventions for life- and career-construction contribute to a development that would be ecologically sustainable, socially just and based on decent work activities? Most career interventions today generally only aim to include individuals into the current systems of work and economic exchange without questioning the role that these forms of organization play in the terrible Anthropocene crisis. In fact, these interventions only consider one of the aspects of active life distinguished by Hanna Arendt: work. They ignore labor and action. Dealing with this crisis therefore implies an in-depth renewal of interventions for life- and career-construction so that they become sources of action

towards equitable and sustainable development by means of decent working activities. Transforming these interventions in this way supposes to base them on the principle of responsibility defined by Hans Jonas and to take into account certain political, legal and ecological requirements. Renewed intervention methodologies have already been outlined. However, an actual development of such action-interventions implies an in-depth review of the conceptual field on which support to life- and career-construction is based and the setting up of public or community services delivering them to the population.

Levin, N., & Lipshits-Brazil, Y. (2022). **Facets of adaptability in career decision-making.** *International Journal for Educational and Vocational Guidance*, 22(3), 535-556. <https://doi.org/10.1007/s10775-021-09489-w>

We investigated the conceptual similarity and empirical overlap between the Career Adapt-Abilities Scale (CAAS) and the career decision-making adaptability (CDA) indicator, and their contribution to the prediction of (1) decisional difficulty and distress and (2) decision status. The associations between CAAS and CDA dimensions in a sample of 2146 Americans were medium. The CAAS control and the CDA procrastination and speed of making the final decision were significant predictors of decisional difficulty and distress ($R^2 = .40$). The CAAS concern and the CDA procrastination were significant predictors of decision status ($R^2 = .25$). Implications for research and practice are discussed.

Loquais, M., & Kaddouri, M. (2022). **Sois acteur de ton parcours !: L'engagement des jeunes « en difficulté » au cœur des injonctions paradoxales.** RENNES: PU RENNES.

Mantler, J., Campbell, B., & Dupré, K. E. (2022). **Jobs, Careers, and Callings: Exploring Work Orientation at Mid-Career.** *Journal of Career Development*, 49(5), 1152-1167. <https://doi.org/10.1177/08948453211022845>

Maree, J. G. (2022). **The outcomes of a mixed-methods, innovative group life design intervention with unemployed youths.** *International Journal for Educational and Vocational Guidance*, 22(3), 667-687. <https://doi.org/10.1007/s10775-021-09514-y>

This article reports on an innovative life design intervention in a developing country context. A group of 31 unemployed youths were selected purposively to participate in the study. A mixed-methods design was adopted and an integrative qualitative-quantitative approach employed to construct and analyse the data. The Maree Career Matrix was used to assess participants' career interests while the Career Interest Profile was used to elicit their career-life stories. The Career Adapt-Abilities Scale was used for pre-test and post-test assessment. The intervention prompted change in the participants' career lives, improved their self-understanding, and broadened their career-life perspectives.

Mathiesen, I. H., & Gunnarsdottir, H. M. (2022). **Separate counselling services in Norwegian upper secondary schools. A possibility for a collective holistic approach?** *International Journal for Educational and Vocational Guidance*, 22(3), 557-576. <https://doi.org/10.1007/s10775-021-09494-z>

Guidance counsellors hold an important role in youth's educational and vocational choices, well-being and future careers. Central Norwegian policy documents recommend dividing counselling practices in schools into two functions: (1) career guidance and (2) educational welfare guidance. Policy documents also promote a

holistic view of the pupil and the value of safeguarding the pupils' best interest. This study explores how counsellors interpret these potentially conflicting recommendations for counselling practice. Our findings indicate that counsellors act as street-level bureaucrats and interpret the recommendations in relation to professional values and local contexts. Our analysis reveals three perspectives on how separate forms of counselling can be practised. The first view suggests an integrated, holistic approach. The second suggests a collective holistic approach. The third view indicates a reductionistic approach to career guidance. Counsellors appear to base their views on occupational professionalism, with the ideal of guarding the pupils' best interest at its centre. Hence, the different understandings of separate counselling services, a holistic approach and of what is in the pupils' best interest appear significant for implementing the policy recommendations in schools.

Michon, S. (2022). **Pathways to Eurocracy: a study of international orientations among French students who pursue EU careers.** *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2022.2115341>

The market for degrees preparing for careers in European politics has developed over the last 20 years. Starting from the French case, this paper proposes to understand how students move towards these orientations. Based on mixed-methods sociological study, the article shows that students in European politics masters programs are not so much from the international upper bourgeoisie as from the rising middle and upper social classes, for whom international capital is a distinctive resource. Then, it shows that pursuing a European career allows them to reconcile two seemingly contradictory rationales: on the one hand the incentive to specialize urgently to enter the job market and on the other hand the eagerness to prolong their Erasmus experience. The driving force behind these careers is accordingly as in the possibility of starting more an international career than a European one.

Santilli, S., Ginevra, M. C., Di Maggio, I., Soresi, S., & Nota, L. (2022). **In the same boat? An online group career counseling with a group of young adults in the time of COVID-19.** *International Journal for Educational and Vocational Guidance*, 22(3), 623-641. <https://doi.org/10.1007/s10775-021-09505-z>

An online group of career counseling for unemployed young adults during the COVID-19 pandemic was developed. Twelve participants were involved in online group career counseling intervention, based on the Life Design for an inclusive and sustainable future. Results indicated at post-test on increased scores on career adaptability, resilience, future orientation, and propensity to identify inclusive and sustainable actions for the future than pre-test. Overall, the online group career counseling intervention effectively promoted particular aspects of young adults' life design for an inclusive e-sustainable future.

Su, X., & Wong, V. (2022). **Enhancing the career capabilities of NEET youth in Hong Kong: an experience-driven framework.** *International Journal for Educational and Vocational Guidance*, 22(3), 713-738. <https://doi.org/10.1007/s10775-022-09531-5>

Inspired by Amartya Sen's conceptualization of capability, this article examined how the introduction of an experience-driven (ED) framework into the capability approach helps inform the delivery of a career support service project targeted at youth aged 15–21, who are not in education, employment or training (NEET youth) with difficulties to develop their career capabilities. Based on a thematic analysis of ten individual interview

transcripts collected from five career practitioners and five ex-users, the study discussed four interlocking domains of experiences and experience-driven career interventions for enhancing youth's capabilities to aspire and realize aspirations with a transition from the zone of proximal development to the zone of aspired development, namely, recognition, exposures, self-growth and transferability. We recommended further research studies on evaluating the effectiveness of using the ED framework for applying the capability approach to strengthening the career capabilities of service users characterized by diversity and vulnerability in different service settings.

Valenzuela, V., Aisenson, G., & Duarte, M. E. (2022). **Youth and Children's Orchestras: Analysis of the Educational Experience and Some Reflections from the Field of Lifelong Guidance and Counseling**. *International Journal for Educational and Vocational Guidance*, 22(3), 689-711. <https://doi.org/10.1007/s10775-022-09526-2>

This article presents results of a study examining the experience of a group of socially vulnerable teenagers integrated into a socioeducational orchestra programme in Buenos Aires, Argentina. An ethnographic approach was applied to analyse the experience of 19 participants. The findings support the main assumption, that the experience of the orchestra programme promotes a better elaboration of future expectations and valued life paths. The findings also suggest the relevance of nonformal educational interventions to facilitate students' career construction, including the promotion of decent work and a decent life.

Politique de l'éducation et système éducatif

Abécassis, A. (2022). **Les raisons de l'échec d'une réforme : l'exemple de la loi de Luc Ferry sur la modernisation des universités**. *Administration & Éducation*, 174(2), 47-54. <https://doi.org/10.3917/admed.174.0047>

Barkas, L. A., Armstrong, P.-A., & Bishop, G. (2022). **Is inclusion still an illusion in higher education? exploring the curriculum through the student voice**. *International Journal of Inclusive Education*, 26(11), 1125-1140. <https://doi.org/10.1080/13603116.2020.1776777>

This article reports on research into the discourse and application of 'inclusion' policies in higher education. Against the requirements in law 'to make reasonable adjustments' required in Section 4A of the Disability Discrimination Act (1995. Accessed 2 May 2020. <http://www.legislation.gov.uk/ukpga/1995/50/contents>), respond equally under the Equality Act (2020. Section 6. Accessed 2 May 2020. <http://www.legislation.gov.uk/ukpga/2010/15/section/6>) and ensure a safe environment. Drawing on the critical inquiry model of Denzin, N. (2017. "Critical Qualitative Inquiry." *Qualitative Inquiry* 23 (1): 8–16), students with , non-apparent disabilities and special learning needs were invited to discuss their experience of feeling included at university. Through the exploration of the themes of widening participation, skills development and employability, we asked the students how they had experienced mental wellbeing through the practical application of inclusion policies in their programmes of study. Our findings show that while universities have responded very well to the legislation and endeavoured to address anti-discriminatory practice, more could be done to adjust the curriculum to ensure students' positive mental wellbeing. Developments in curriculum change, even by modest adjustments, could work towards students' feeling less anxious about their studies and ensure a fully inclusive experience.

Bethhäuser, B., Bach-Mortensen, A., & Engzell, P. (2022). **A systematic review and meta-analysis of the impact of the COVID-19 pandemic on learning**. *LIEPP Working Paper*, (134). Consulté à l'adresse <https://hal-sciencespo.archives-ouvertes.fr/hal-03681201>

How has the COVID-19 pandemic affected learning progress among school-age children? Two years after the onset of the pandemic, a growing number of studies have addressed this question, but findings vary depending on context. We conduct a pre-registered systematic review, quality appraisal and meta-analysis of 34 studies across 12 countries to assess the magnitude of the effect of the pandemic on learning and the role of different factors in moderating this effect. We find a significant overall learning deficit early in the pandemic (Cohen's $d = -0.17$, 95 c.i. $-0.22, -0.13$), which persists over time. Forgone learning was particularly large among children from low socioeconomic backgrounds and in contexts with high excess mortality, longer school closures, and less-developed digital learning infrastructures. Future research should assess the effects of the COVID-19 pandemic in low and middle-income countries, as existing studies mainly focus on high-income countries.

Bidar, A., & Meirieu, P. (2022). **Grandir en humanité: libres propos sur l'école et l'éducation**. Consulté à l'adresse <https://www.autrement.com/grandir-en-humanite/9782080294777>

Bordes, É. (2022). **S'approprier le changement. La première génération des présidents d'université en France (1971-1976)**. *Administration & Éducation*, 174(2), 87-92. <https://doi.org/10.3917/admed.174.0087>

Brouillaud, A., & Ndao, G. (2022). **Les étudiants en apprentissage dans l'enseignement supérieur: effectif, profil et réussite**. *Note d'information du SIES*, (22.07). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-etudiants-en-apprentissage-dans-l-enseignement-superieur-effectif-profil-et-reussite-86746>

En 2020-2021, 323 300 étudiants sont inscrits en apprentissage dans l'enseignement supérieur en France métropolitaine et dans les départements et régions d'outre-mer, soit une hausse de 80 % en deux ans.

Brusi, R. (2022). **Erasure and resistance: the state of public education in Puerto Rico**. *International Journal of Qualitative Studies in Education*, 35(8), 824-829. <https://doi.org/10.1080/09518398.2021.1956633>

In April 2018, somebody painted over a mural in the Julia de Burgos public school's cafeteria, turning the wall into a blank, off-white slate. The mural's erasure symbolically encapsulates a combination of forces that are behind the radical transformation of public schools and colleges in Puerto Rico: the colonial relationship the island has with the United States after the latter took possession of it in 1898; Puerto Rico's unpayable debt, partly triggered and exacerbated precisely by its colonial condition; and the takeover of the island by disaster capitalism in the wake of the debt default and hurricanes Irma and Maria.

Bühlmann, F., Schoenberger, F., Ajdacic, L., & Foureault, F. (2022). **Elite recruitment in US finance: How university prestige is used to secure top executive positions**. *The British Journal of Sociology*, 73(4), 667-684. <https://doi.org/10.1111/1468-4446.12971>

Status attainment theories assert that individuals are recruited based on the length and functional background of their training. Elite theories assume that top managers often

deviate from these socially acceptable mechanisms of status attainment to entrench their advantage. In this study, focusing on the US financial sector, we investigate whether educational institution prestige—rather than the subject or length of education—increasingly influences appointments to top executive positions. We analyze 1987 US top executive managers affiliated with 147 firms from both financial and non-financial sectors in 2005 and 2018. Our study demonstrates that alumni of prestigious universities have a strikingly higher likelihood of attaining a top executive role in finance than in non-finance. Within finance it is no longer investment banking, but private equity, that contains the highest proportion of elite university graduates. Our findings suggest that notwithstanding the major power shifts between finance and non-finance—and also within the finance sector—elite groups still dominate the most symbolically valued education, and as a result, top managerial positions.

Butzbach, M. (2022, septembre 2). **Le nouveau lycée laisse élèves et profs désorientés.** Consulté 9 septembre 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/nouveau-lycee-laisse-eleves-profs-desorientes/00104354>

[Une école à reconstruire] La suppression des filières au profit de choix de spécialités, ainsi que la place centrale prise par Parcoursup au détriment du bac déstabilisent autant les lycéens que les enseignants.

Chevallier, M., Defasy, A., Leplaideur, M., & Équipes du cabinet Pluricité. (2022). **Déploiement du service national universel sur l'ensemble du territoire français.** INJEP notes & rapports. Consulté à l'adresse https://injep.fr/wp-content/uploads/2022/07/rapport-2022-12-SNU_sejours-fevrier_2022.pdf

L'Institut national de la jeunesse et de l'éducation populaire (INJEP) a été missionné pour réaliser l'évaluation du Service national universel (SNU). Après une phase de préfiguration conduite au cours de l'année 2019 sur 13 sites qui expérimentaient ce nouveau dispositif, le SNU a été étendu en 2021 à l'ensemble des départements de France métropolitaine et des départements et régions d'outre-mer. Ces premières éditions ont donné lieu à plusieurs enquêtes quantitatives et qualitatives, synthétisées notamment dans deux rapports d'évaluation. La montée en charge du SNU se poursuit en 2022, avec l'organisation de trois séjours successifs en février, juin et juillet. L'INJEP a souhaité prolonger la démarche d'évaluation en engageant une enquête qualitative spécifique aux séjours de cohésion de février 2022, afin notamment de mieux comprendre les effets induits par l'organisation d'un séjour de cohésion SNU en hiver et sur le temps scolaire. Cette nouvelle enquête permet également d'approfondir certains questionnements des évaluations conduites en 2019 et 2021. Trois études de cas ont ainsi été menées sur des sites SNU aux profils variés (avec des différences portant sur la zone scolaire, les caractéristiques géographiques des départements, la taille de sites, etc.). Au total, 43 observations de terrain et 96 entretiens ont été réalisés pendant les séjours de cohésion entre le 14 et le 25 février 2022, et en amont et en aval de ceux-ci, avec les principaux acteurs du dispositif à l'échelon régional et départemental. L'enquête rend ainsi compte des différentes modalités de mise en œuvre du cahier des charges SNU, tant en matière de gouvernance au niveau territorial que de recrutement et de gestion des ressources humaines, ou encore de management des équipes encadrantes. Elle aborde également l'organisation et la gestion opérationnelle des sites et des séjours, ainsi que les choix pédagogiques réalisés par les équipes des centres SNU. Enfin, la démarche permet d'éclairer l'expérience du SNU telle qu'elle a été vécue par les jeunes volontaires,

et d'analyser notamment l'articulation entre le temps scolaire et celui du SNU (continuité éducative).

Chung, A. (2021). **Politiques publiques éducatives et inégalités en Nouvelle-Calédonie** (Phdthesis, Université de Nouvelle Calédonie). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03706678>

Cette thèse se focalise sur relations entre les politiques publiques d'éducation et les inégalités en Nouvelle-Calédonie. Notre étude se positionne dans le contexte de rééquilibrage de l'Accord de Nouméa. Nous mesurons les inégalités d'accès aux différents niveaux de diplômes entre 1996 et 2019 selon l'origine ethnique (Chapitre 2). Si ces inégalités tendent à se réduire sur cette période, des écarts demeurent pour les niveaux de diplômes les plus élevés. Nous explorons également les relations entre la ségrégation résidentielle urbaine du Grand Nouméa et la réussite scolaire individuelle au regard de la politique de sectorisation (Chapitre 3). Les élèves qui fréquentent un établissement dont la carte scolaire est marquée par une surreprésentation des catégories socio-professionnelles les plus favorisées réussissent le mieux au Diplôme national du brevet. En revanche, la composition ethnique n'y apparaît pas liée. Par ailleurs, nous montrons que la réussite scolaire individuelle est également liée à la composition des classes et des établissements scolaires (Chapitre 4) en classe de troisième. Enfin, à partir d'une recherche expérimentale, nous mettons en évidence une discrimination ethnique dans la recherche de lieu de stage (Chapitre 5). Les candidatures d'origine kanak reçoivent significativement moins de réponses non-négatives de la part des entités professionnelles, que les candidatures d'origine non-kanak.

Commission européenne. Direction générale éducation, jeunesse, sport et culture. (2022). **Successful PISA stories in the EU: how some Member states have been able to improve their performance over time: final report**. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=14676

Alors que la littérature s'est principalement concentrée sur les déterminants individuels de la réussite des élèves, peu d'études ont évalué les évolutions dans la performance des pays au fil du temps et ont lié les différences entre les pays aux différences dans l'organisation et la gouvernance des systèmes scolaires et des ressources scolaires. Ce rapport examine les facteurs à l'origine de l'amélioration des résultats aux tests PISA dans certains pays de l'Union européenne (UE) en se penchant sur les facteurs individuels, les écoles et le système. L'attention se porte sur les réformes de l'éducation qui peuvent avoir eu un impact sur les performances des élèves. Il se concentre sur 7 États membres de l'UE - la Bulgarie, l'Estonie, la Lettonie, la Pologne, le Portugal, la Slovénie et la Suède - qui ont quelque peu amélioré leurs performances entre 2009 et 2018 et ont fait preuve d'évolutions intéressantes en matière de politique éducative depuis 2000.

Défenseur des droits. (2022). **L'accompagnement humain des élèves en situation de handicap** (p. 36). Consulté à l'adresse Défenseur des droits website: <https://www.vie-publique.fr/sites/default/files/rapport/pdf/286146.pdf>

Dans son rapport, publié à la rentrée scolaire 2022, la Défenseure des droits s'intéresse à la scolarisation des enfants en situation de handicap. Si la scolarisation des enfants handicapés a progressé, en 2021, 20% des saisines du Défenseur des droits relatives aux droits de l'enfant concernent des difficultés d'accès à l'éducation d'enfants en situation de handicap. La difficulté principale porte sur l'accompagnement humain qui repose

sur les accompagnants des élèves en situation de handicap (AESH). Pour la Défenseure, le système scolaire demande encore trop souvent aux enfants handicapés de s'adapter et les contraintes de gestion prévalent à l'intérêt supérieur de l'enfant. Le rapport présente dix recommandations pour une école réellement inclusive et sans discrimination à l'égard des enfants en situation de handicap. Parmi ces propositions : mieux former l'ensemble des acteurs de l'Éducation nationale sur l'accueil des enfants en situation de handicap ; garantir des aménagements effectifs de la scolarité, adaptés aux besoins de chaque élève ; mettre en place des outils statistiques permettant d'appréhender finement les modalités et le temps de scolarisation effectif des élèves en situation de handicap, le temps de présence des AESH, les modalités d'accompagnement mises en place, etc. ; mettre en place des temps de formation communs entre les enseignants et les professionnels du secteur médico-social ; favoriser l'implication de l'État dans le recrutement des accompagnants sur le temps périscolaire, afin de garantir la continuité de l'accompagnement de l'enfant dans sa globalité.

Dizambourg, B. (2022). **Une prospective universitaire ?** *Administration & Éducation*, 174(2), 59-65. <https://doi.org/10.3917/admed.174.0059>

Dorla, E. (2021). **Approche diachronique des parcours scolaires des enfants accueillis en protection de l'enfance : une succession de difficultés à surmonter** (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03722302>

Le caractère déficitaire des trajectoires scolaires des enfants accueillis en protection de l'enfance est aujourd'hui un fait bien établi. Ce phénomène est significatif, persistant et universel. L'objectif de cette recherche est d'explorer les facteurs explicatifs influençant la qualité des parcours scolaires des enfants accueillis en protection de l'enfance. Cette recherche comprend deux types d'analyse. Le premier est diachronique linéaire, à savoir l'évolution des parcours scolaires de la période antérieure au placement jusqu'à la sortie du dispositif. Le deuxième est contextuel, systémique et circulaire en ouvrant un dialogue dynamique interposé entre les différents acteurs concernés, tout au long de la construction de ce phénomène. Le but est d'éclairer les perspectives des acteurs dans un ensemble de représentations et de comportements permettant d'approcher au plus près la complexité du phénomène. Une méthodologie de combinaison d'approches, d'outils et de modes de recueil de données a été retenue : approche quantitative par questionnaires, analyse de textes juridiques et de dossiers administratifs, et approche qualitative par entretiens. L'étude montre la présence de difficultés scolaires avant l'entrée dans le dispositif. Une faible priorité accordée à la scolarité en protection de l'enfance sur le plan institutionnel est relevée. Des améliorations mesurées des situations scolaires sont notées durant le placement dans un contexte de facteurs d'influence multiples. Enfin, la perspective des mineurs et jeunes majeurs accueillis met en évidence la forte présence de projets professionnels mais dans un contexte de vulnérabilité à la veille de la sortie du dispositif.

Ferhat, I. (2022). **Les partis politiques sont-ils (encore) des acteurs des réformes de l'éducation ?** *Administration & Éducation*, 174(2), 41-46. <https://doi.org/10.3917/admed.174.0041>

Filâtre, D. (2022). **La conduite du changement dans les politiques publiques éducatives : le cas des réformes de la formation des enseignants.** *Administration & Éducation*, 174(2), 31-39. <https://doi.org/10.3917/admed.174.0031>

Gignac, A.-C. (2022). **Comment les enseignants ont-ils vécu l'implantation du programme d'HEC et d'HQC de troisième secondaire et dans quelle mesure cela les a-t-il amené à modifier leurs pratiques d'enseignement?** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse <https://constellation.uqac.ca/8374/>

Cette recherche est basée sur le fait que bien que le Québec ait vécu de nombreux changements de programme en histoire au deuxième cycle du secondaire dans les trente dernières années, nous constatons que les enseignants semblent très peu enclins à modifier leurs pratiques enseignantes. Comme ces changements de programme devraient influencer sur le quotidien des enseignants et la façon dont ils préparent, enseignent et évaluent, nous avons cherché à comprendre les raisons derrière cette réticence au changement. Afin de valider nos interrogations, trois études de cas ont été menées auprès d'enseignants de la province. À l'aide d'une entrevue semi-dirigée, ces enseignants ont été interrogés sur cinq grands sujets : les fondements épistémologiques du programme, la planification, les pratiques pédagogiques, l'évaluation et la formation continue. Une fois les propos recueillis et analysés, nous avons pu constater que les facteurs qui n'amènent pas la modification des pratiques enseignantes sont la réticence au changement et la compréhension du programme, alors que ceux qui favorisent un changement de pratique sont la formation continue, le soutien par les pairs et une évaluation cohérente. This research is based on the fact that although Quebec has experienced many curriculum changes in senior high school history over the past thirty years, we find that teachers seem very reluctant to change their teaching practices. Since these curriculum changes directly affect teachers' daily lives and the way they prepare, teach and evaluate, we sought to understand the reasons behind this reluctance to change. To validate our questions, three case studies were conducted with teachers in the province. Using a semi-structured interview, these teachers were asked about five main topics: the epistemological foundations of the program, planning, pedagogical practices, evaluation and continuing education. After collecting and analyzing the data, we found that the factors that do not lead to changes in teaching practice are reluctance to change and understanding of the program, while those that do lead to changes in practice are in-service training, peer support, and consistent assessment.

Guihard-Lepetit, S. (2022). **Apprentissage de la lecture et besoins éducatifs particuliers : l'exemple d'élèves bénéficiant du dispositif ULIS.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140266133?utm_source=phplist&utm_campaign=message_34305&utm_medium=email&utm_content=lienTitre

Harrison, D. (2022). **Un rectorat sous tension: projets, occasions et adversités : l'Université du Québec en Outaouais, récit d'un recteur.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/rectorat-sous-tension-projets-occasions-adversites-4162.html>

Hédon, C. (2022). **L'accompagnement humain des élèves en situation de handicap.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3649> [Report]. Consulté à l'adresse Défenseur des droits (France) website: <https://www.defenseurdesdroits.fr/sites/default/files/atoms/files/aesh-2022-num-access.pdf>

À quelques jours de la rentrée scolaire, la Défenseure des droits, Claire Hédon, publie un rapport « L'accompagnement humain des élèves en situation de handicap » et propose 10 recommandations permettant d'instaurer une école réellement inclusive et sans discrimination. Un système scolaire à repenser Diminution du temps de présence scolaire, défaut d'accompagnement humain en classe, absence d'AESH sur le temps de cantine... : autant de situations que le Défenseur des droits a eu à traiter à maintes reprises au cours de ces dernières années. En 2021, 20% des saisines du Défenseur des droits relatives aux droits de l'enfant concernent des difficultés d'accès à l'éducation d'enfants en situation de handicap - la plupart d'entre elles relevant de l'accompagnement de ces élèves en milieu scolaire. Ainsi, si l'impulsion politique visant à rendre l'école plus inclusive est à saluer, l'institution constate que l'accompagnement humain proposé via les accompagnants des élèves en situation de handicap (AESH) demeure trop souvent l'unique moyen d'inclusion. Au lieu de s'adapter à l'enfant, le système scolaire demande à l'enfant de s'adapter. L'augmentation des moyens humains et financiers, déployés en faveur de l'accompagnement des élèves en situation de handicap, ne doit pas faire perdre de vue le nombre croissant d'enfants dont les besoins sont ignorés, notamment sur les temps périscolaires. La Défenseure des droits déplore que la gestion des ressources humaines prévale – une nouvelle fois – à l'intérêt supérieur de l'enfant. Ces freins à l'inclusion, vecteurs de discriminations, se donnent à voir à travers plusieurs manquements : absence de formation spécialisée des enseignants et accompagnants, manque d'infrastructures accessibles ainsi que des programmes scolaires et des salles de classes inadaptés. Des recommandations à appliquer À travers ce rapport, le Défenseur des droits dresse une liste recommandations aux pouvoirs publics avec l'objectif de rendre l'école véritablement inclusive. Entre autres, il apparaît indispensable de : Mieux former l'ensemble des acteurs de l'Education nationale sur l'accueil des enfants en situation de handicap ; Garantir des aménagements effectifs de la scolarité, adaptés aux besoins de chaque élève ; De mettre en place des outils statistiques permettant d'appréhender finement les modalités et le temps de scolarisation effectif des élèves en situation de handicap, le temps de présence des AESH, les modalités d'accompagnement mises en place, etc. ; De mettre en place des temps de formation communs entre les enseignants et les professionnels du secteur médico-social ; Favoriser l'implication de l'Etat dans le recrutement des accompagnants sur le temps périscolaire, afin de garantir la continuité de l'accompagnement de l'enfant dans sa globalité.

Hugg, V. G., Siciliano, M. D., & Daly, A. J. (2022). **Public School District Characteristics and the Formation of Longitudinal Interdistrict Collaboration Networks.** *Educational Administration Quarterly*, 58(4), 561-596. <https://doi.org/10.1177/0013161X221081855>

Ikeda, M. (2022). **What can we do to ensure a level playing field for all students?** (PISA in Focus N° 117). <https://doi.org/10.1787/e297c355-en>

De nombreux systèmes éducatifs entendent offrir des opportunités d'apprentissage à tous les élèves, quelle que soit leur origine sociale. Mais, trop souvent, ces derniers n'ont pas assez d'opportunités. Des facteurs individuels impactent la qualité de l'enseignement reçu, les choix d'orientation et les attitudes et dispositions vis-à-vis de l'apprentissage. Le statut socio-économique est un prédicteur des performances en lecture, en mathématiques et en sciences dans tous les pays et économies participant à PISA. Cette note souligne les aspects à prendre en compte pour une plus grande équité et davantage d'opportunités pour tous

Impellizeri, W., & Lee, V. J. (2022). **A Comparison of IHEs and Non-IHEs as Anchor Institutions and Lead Agents of Promise Neighborhoods Projects.** *Education and Urban Society*, 54(7), 823-847. <https://doi.org/10.1177/00131245211049736>

Place-based initiatives, such as the federal Promise Neighborhoods grant, attempt to coordinate interventions, supports, and services with a myriad of organizations to targeted communities. Although Institutions of Higher Education (IHEs), inclusive of academic medical institutions, are among the most overall researched anchor institution, Non-Institutions of Higher Education (NIHEs) have led more Promise Neighborhood grants since the inception of the program in 2010. Therefore, this study compared the revitalization efforts proposed by IHEs (n=5) and NIHE (n=5) in their applications for Promise Neighborhoods grants awarded between 2016 and 2018. Although similarities existed within and across the applications from NIHEs and IHEs, namely focused on improving academics and health/wellness, the specific interventions, supports, and services proposed by each lead institution largely reflected the individual needs of the targeted communities. The findings from this study illustrate how IHEs and NIHEs are similarly positioned to effectuate change within their communities. Implementing place-based initiatives requires anchor institutions to allocate considerable time and resources in order to adapt to the current needs of the community in real time. Therefore, future lead agents of Promise Neighborhoods should seek to promote an environment that fosters on-going collaboration and mutual trust across and within multiple stakeholders, while also exploring sustainability efforts to extend gains made beyond the duration of the grant.

Jaremus, F., Gore, J., Fray, L., & Prieto-Rodriguez, E. (2022). **Grouped out of STEM degrees: the overlooked mathematics 'glass ceiling' in NSW secondary schools.** *International Journal of Inclusive Education*, 26(11), 1141-1157. <https://doi.org/10.1080/13603116.2020.1776778>

While international research has demonstrated that ability grouping is inequitable, Australian research has often overlooked equity concerns, predominantly focusing on studying the benefits of grouping for students perceived to have high ability, especially in mathematics. This paper investigates the effect that mathematics ability grouping has on senior secondary mathematics participation for low and middle grouped students in New South Wales, Australia. We drew on interviews about mathematics participation with 85 students and 22 mathematics teachers from 11 government high schools. Our thematic analysis of these data identified that secondary school grouping practices often serve to entrench student interest and/or performance from primary school. This has consequences for many students, with a differentiated curriculum in Years 9 and 10 precluding low and middle grouped students from participating in high-level mathematics when they reach senior secondary school. These findings raise serious equity questions about the current push in Australia for universities to re-introduce high-level mathematics as a prerequisite to entering certain degrees. We argue that stakeholders need greater awareness of the consequences of ability grouping and that those seeking to lift post-compulsory mathematics participation should be targeting primary and early secondary school.

Joby, V. (2022). **En attendant Copernic.** *Administration & Éducation*, 174(2), 81-86. <https://doi.org/10.3917/admed.174.0081>

Kaya, Z., & Kaya, O. N. (2022). **Comparison of inclusive and traditional science classrooms: middle school students' attitudes towards science**. *International Journal of Inclusive Education*, 26(11), 1103-1124. <https://doi.org/10.1080/13603116.2020.1841839>

The purpose of this study was to examine the impact of inclusive versus traditional science classrooms on eighth-grade students' attitudes towards science through mixed research design. A total of 121 students from four eighth-grade science classes participated in this study. The experimental group of students (N=61) learned a unit of structure of matter in inclusive science classrooms in which theory of multiple intelligences (MI) was used as a mediator, aligned with the principles of Universal Design for Learning, to differentiate instructional strategies, assessment approaches and types of assignments, incorporating all students' strengths or intellectual profiles, while the control group of students (N=60) learned the same unit in traditional science classrooms. Changes in students' attitudes towards science over the time period (pre-test, post-test, and follow-up) were assessed using a Likert-scale questionnaire and individual interviews. The results of statistical analysis indicated that compared to traditional classroom, inclusive classroom using MI-inspired lessons significantly improved and maintained the students' attitudes towards science. The quantitative results were further supported by evidence from qualitative data gathered through post and follow-up interviews. This study has implications for the nature of inclusive practices in science classrooms concerning the value of students' attitudes towards science.

Lebossé-Gautron, M. (2022). **La flexibilité de la formation aux différents ordres d'enseignement: l'exemple finlandais**. Consulté à l'adresse Le conseil website: <https://www.cse.gouv.qc.ca/publications/flexibilite-formation-50-2117/>

Cette étude tente d'analyser et de décrire comment le système éducatif finlandais s'adapte aux besoins des apprenants dans la perspective de développement de leurs compétences au 21^e siècle, en mettant en avant ce principe de flexibilité de l'offre de formation dans les réformes introduites aux différents ordres d'enseignement.

Lefébure, A. (2022, septembre 13). **Rentrée étudiante: les leçons des universités américaines**. Consulté 14 septembre 2022, à l'adresse The Conversation website: <http://theconversation.com/rentree-etudiante-les-lecons-des-universites-americaines-189252>

Alors que la crise du Covid a transformé la mobilité étudiante et rappelé l'importance des liens sociaux, les enjeux de la rentrée universitaire se renforcent. Regard sur les campus américains.

Lendrin, H. (2021). **Université Virtuelle Africaine: le paradoxe du processus d'industrialisation de l'enseignement supérieur en Afrique Subsaharienne** (Phdthesis, Université de Technologie de Compiègne). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03770242>

Pourquoi financer le déploiement d'une technologie là où, faute d'infrastructures, celle-ci ne peut matériellement pas fonctionner correctement ? Si les objectifs avancés par la Banque mondiale, à l'origine du lancement de l'Université Virtuelle Africaine (UVA) en 1997, sont l'augmentation de l'accès à l'enseignement supérieur en Afrique couplée à des économies d'échelles, la question se pose de savoir quelle démocratisation est espérée lorsque le moyen qui doit la rendre possible ne peut tout simplement pas fonctionner par manque d'infrastructures. En s'appuyant sur le concept d'« hypertélie » développé par Gilbert Simondon (1958) pour désigner la suradaptation d'un objet

technique dans un milieu inadapté à son fonctionnement, cette recherche doctorale propose d'appréhender le lancement de l'Université Virtuelle Africaine (UVA) comme une introduction anticipée des TIC et de la culture numérique par la Banque mondiale au sein d'universités traditionnelles d'Afrique subsaharienne avec pour objectif la mise en marché de l'enseignement supérieur. Objectif soutenu par la transformation de l'UVA en organisation intergouvernementale qui génère un mythe (Barthes, 1957 ; Simondon, 1958) caractérisé par la séparation entre une forme première et son fond idéologique, qui, ainsi libéré, peut se fixer à d'autres formes, s'articuler à d'autres fonds, et devenir une tendance générale. L'UVA acquiert ainsi une raison d'être : constituer une forme mythique capable de véhiculer des concepts qui se transforment en tendances sous forme de structures.

Lessard, C. (2022). **La conduite du changement institutionnel : art plus que science.** *Administration & Éducation*, 174(2), 17-24. <https://doi.org/10.3917/admed.174.0017>

Lichtenberger, Y. (2022). **L'université, avec ses étudiants.** *Administration & Éducation*, 174(2), 67-73. <https://doi.org/10.3917/admed.174.0067>

Long, R., & Hubble, S. (2022). **Carreers guidance in schools, colleges and universities (England).** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3643> [Report]. Consulté à l'adresse <https://researchbriefings.files.parliament.uk/documents/CBP-7236/CBP-7236.pdf>

Since September 2013, local authority-maintained schools in England have been under a duty to provide impartial careers guidance to pupils from years 8 to 13 (ages 12-18). The Department for Education has published statutory guidance (most recently updated in July 2021) for maintained schools on their duty to provide careers guidance. In September 2022, this duty will be extended to pupils in year 7, and to all academies. Many academies and free schools are subject to the duties relating to careers guidance through their funding agreements, including those which opened from September 2012 onwards and those which have moved to an updated funding agreement. Academies without the requirement are encouraged to follow the guidance as a statement of good practice. All further education (FE) colleges and sixth form colleges have been required to secure access to independent careers guidance from September 2013. This requirement is part of FE college and sixth form college funding agreements. The Department for Education has published guidance for FE and sixth form colleges to draw on in fulfilling this duty. Higher education institutions are not required to provide careers advice, but nonetheless this service is offered across institutions.

- 1 Careers guidance in schools and further education colleges
- 1.1 Requirements on schools
- 1.2 Advice about technical education and apprenticeships
- 1.3 Careers guidance in further education colleges
- 2 Careers strategies and Skills White Paper
- 2.1 Northern Powerhouse Strategy
- 2.2 DfE Careers Strategy 2018-2020
- 2.3 Skills for Jobs White Paper 2021 and Skills and Post-16 Education Act 2022
- 2.4 Education (Careers Guidance in School) Act 2022
- 3 Organisations providing support
- 3.1 National Careers Service
- 3.2 Careers and Enterprise Company
- 3.3 Jobcentre plus employment advisers: 14-17-year olds
- 3.4 Apprenticeship Support and Knowledge (ASK) Programme
- 3.5 Calls to Streamline Organisations
- 4 How well are schools and colleges discharging their duties?
- 4.1 CEC's Trends in Careers Education Report (2021)
- 4.2 Sutton Trust report on careers guidance in secondary schools (2022)
- 4.3 Augar Review (2019)
- 4.4 CEC's Closing the Gap 2019 report
- 4.5 DfE's School Snapshot Surveys

(2018)4.6 Failing to Deliver? Career Education Provision in England (2017)4.7 All-Party Parliamentary Group reports (2017)4.8 Ofsted Comments 2013-18 and Inspection Framework 5 Select committee reports5.1 Education Committee inquiry (2022)5.2 Public Accounts Committee Inquiries (2018)5.3 Sub-Committee on Education, Skills and the Economy Inquiry (2015-16)5.4 Education Select Committee: Follow-up (January 2015)5.5 Education Select Committee Report (January 2013) 6 Extra-parliamentary recommendations and comments6.1 Careers England, NAHT & WorthLess? Campaign Survey (2019)6.2 CBI People and Skills: Getting Young People "Work Ready" (2019)6.3 CBI/Pearson Education and Learning for the Modern World (2019)6.4 Sutton Trust Access to Advantage (2018)6.5 Working it Out: Career Guidance and Employer Engagement (2018)6.6 Secretary of State's December 2014 statement and announcement of the Careers and Enterprise Company6.7 Gatsby Foundation report: international comparisons 7 Careers guidance in higher educationEmployability skills and careers advice

Luigi, M.-P. (2022). **Réformes : la simplification impossible ?** *Administration & Éducation*, 174(2), 25-30. <https://doi.org/10.3917/admed.174.0025>

Mabilon-Bonfils, B., & Jeannin, L. (2022, septembre 12). **Débat: Face à la pénurie d'enseignants, repenser un système à bout de souffle**. Consulté 14 septembre 2022, à l'adresse The Conversation website: <http://theconversation.com/debat-face-a-la-penurie-denseignants-repenser-un-systeme-a-bout-de-souffle-189715>

Alors que les risques de pénurie d'enseignants sont connus depuis longtemps, il a fallu recruter en urgence pour assurer les besoins de la rentrée 2022. Quelle autre politique à plus long terme ?

Maman, C., & Chevrier, S. (2022). **Conduire et accompagner le changement : le chef d'établissement, compétences et leadership**. *Administration & Éducation*, 174(2), 75-79. <https://doi.org/10.3917/admed.174.0075>

Marešová, P., Soukal, I., Stemberkova, R., & Selamat, A. (2022). **Perspective and Suitable Research Area in Public Research—Patent Analysis of the Czech Public Universities**. *Education and Urban Society*, 54(7), 871-899. <https://doi.org/10.1177/00131245211027362>

Marlier, F. (2022, septembre 1). **Dédoublément des classes: une réforme à l'étroit**. Consulté 9 septembre 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/dedoublement-classes-une-reforme-a-letroit/00104337>

[Une école à reconstruire] Rare mesure sociale du quinquennat, le dédoublement des classes en éducation prioritaire n'est pas jugé de la même façon dans toutes les écoles.

Martin, J. (2022). **L'école désorientée**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140272530?utm_source=phplist&utm_campaign=message_34379&utm_medium=email&utm_content=lienTitre

Les transformations de l'école sont souvent analysées au prisme de l'école primaire, du collège et du lycée. Ce livre aborde l'école sous d'autres angles. Le premier est celui de l'enseignement professionnel : balloté entre l'État, les régions et les entreprises, il est soumis à de nombreuses réformes qui concourent à le dévaloriser. Le second angle est

celui de l'orientation scolaire, à la fois enjeu et levier de la transformation du rapport des élèves à leur avenir. Enfin, le troisième angle analyse les stratégies des acteurs à travers deux exemples, celui des écoles et des* pédagogies dites « alternatives » et celui des catégories populaires dans le système scolaire depuis les années 1950. Un ouvrage qui dessine les contours d'une école désorientée dans laquelle les individus sont sommés de construire leur propre destin. Ce livre est issu d'une journée d'étude organisée par le Groupe d'histoire sociale (GHS).

McBrien, J., Rutigliano, A., & Sticca, A. (2022). **The Inclusion of LGBTQI+ students across education systems** [Report]. Consulté à l'adresse <https://www.oecd.org/education/the-inclusion-of-lgbtqi-students-across-education-systems-91775206-en.htm>

Students who identify as lesbian, gay, bisexual, transgender, queer, intersex or somewhere else on the gender/sexuality spectrum (LGBTQI+) are among the diverse student groups in need of extra support and protection in order to succeed in education and reach their full potential. Because they belong to a minority that is often excluded by heteronormative/cisgender people, they are often the targets of physical and psychological harassment. Such discrimination can place them at risk for isolation, reduced academic achievement, and physical and mental harm. This paper provides a brief history of how the LGBTQI+ population has often been misunderstood and labelled in order to understand challenges faced by students who identify as a part of this population. It continues by considering supportive educational policies and programmes implemented from national to local levels across OECD countries. Finally, the paper considers policy gaps and discusses policy implications to strengthen equity and inclusion for LGBTQI+ students.

Merra, R. (2022). **La commune est-elle un levier politique en matière d'éducation ?** *Administration & Éducation*, 174(2), 93-100. <https://doi.org/10.3917/admed.174.0093>

Mignot-Gérard, S., Musselin, C., & Waltzing, A. (2022). **Le Covid révélateur des potentialités de changement en université ?** *Administration & Éducation*, 174(2), 109-115. <https://doi.org/10.3917/admed.174.0109>

Nembrini, J.-L. (2022). **La réforme et les territoires.** *Administration & Éducation*, 174(2), 101-107. <https://doi.org/10.3917/admed.174.0101>

OECD. (2022). **Who Cares about Using Education Research in Policy and Practice?: Strengthening Research Engagement.** Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/who-cares-about-using-education-research-in-policy-and-practice_d7ff793d-en

Across the OECD, enormous effort and investment has been made to reinforce the quality, production and use of education research in policy and practice. Despite this, using research in education remains a challenge for many countries and systems.

O'Grady, K., Houme, K., Tao, Y., Khan, G., & Chapman-Chin, A. (2022). **Pan-Canadian Assessment Program 2019 technical Report.** Consulté à l'adresse Conseil des ministres de l'Éducation website: https://cmec.ca/Publications/Lists/Publications/Attachments/430/PCAP_2019_Technical_Report.pdf

Patrick, S. K. (2022). **Organizing Schools for Collaborative Learning: School Leadership and Teachers' Engagement in Collaboration.** *Educational Administration Quarterly*, 58(4), 638-673. <https://doi.org/10.1177/0013161X221107628>

Perrin, A.-L., Serour, N., Desombre, C., Rohmer, O., Khamzina, K., Guichardaz, E., & Jury, M. (2022). **Mieux comprendre les attitudes à l'égard de l'éducation inclusive : rôle du type de handicap de l'élève, du statut de l'enseignant et de la familiarité.** In *L'inclusion scolaire : perspectives psychosociales* (p. 27-50). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03767918>

Prairat, E. (2022). **L'école des Lumières brille toujours : les grands défis de l'école de demain.** Paris: ESF Sciences humaines. <https://www.esf-scienceshumaines.fr/education/416-l-ecole-des-lumieres-brille-toujours.html>

Rennard, J.-P., Soparnot, R., & Picq, T. (2022, septembre 6). **Quelle place pour les universités d'entreprises dans le paysage éducatif de demain ?** Consulté 13 septembre 2022, à l'adresse The Conversation website: <http://theconversation.com/quelle-place-pour-les-universites-dentreprises-dans-le-paysage-educatif-de-demain-189593>

Les structures chargées du développement des compétences en interne dans les entreprises sont appelées à élargir leur rôle, à la fois en termes d'apprentissage et de public visé.

Rentería, J. M. (2022). **The collateral effects of private school expansion in a deregulated market: Peru, 1996-2019** [Post-Print]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/haljournal/halshs-03704338.htm>

This paper explores the mid-term effects of the de facto privatization that has taken place in the Peruvian educational system. It exploits exogenous policy shocks as well as two sources of variation, namely the geographical location of the new private schools and the year of birth of individuals. Both variables determine the degree of exposure to the private school expansion process. The results suggest that this phenomenon has contributed neither to increasing access to formal education nor to improving wages in the labor market. This evidence raises concerns about the impact of privatization on the quality of the education system as a whole as well the regulatory role of the State

Rinehart Kathawalla, R., & Mehta, J. (2022). **Humans in Hierarchies: Intergroup Relations in Education Reform.** *Educational Administration Quarterly*, 58(4), 597-637. <https://doi.org/10.1177/0013161X221098072>

Rogers, L. K. (2022). **Is Role Change Enough? District Organizational Supports for Principal Supervision.** *Educational Administration Quarterly*, 58(4), 527-560. <https://doi.org/10.1177/0013161X221081828>

Rohmer, O., Jury, M., & Popa-Roch, M.-A. (2022). **L'Inclusion scolaire : perspectives psychosociales.** Bruxelles: Éditions de l'université de Bruxelles. <https://www.editions-ulg.be/fr/book/?gcoi=74530100345220>

Schueler, B. E., Asher, C. A., Larned, K. E., Mehrotra, S., & Pollard, C. (2022). **Improving Low-Performing Schools: A Meta-Analysis of Impact Evaluation Studies.** *American*

Educational Research Journal, 59(5), 975-1010.
<https://doi.org/10.3102/00028312211060855>

Smythe, F. (2022). **School inclusion, young migrants and language. Success and obstacles in mainstream learning in France and New Zealand.** *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2022.2056189>

Tano, M. (2022a). “ **Les effectifs étudiants du secteur Lansad universitaire en France** ” [Research Report]. Consulté à l'adresse Université de Lorraine et Université Toulouse III-Paul Sabatier website: <https://hal.archives-ouvertes.fr/hal-03773733>

Tano, M. (2022b). “ **Les effectifs étudiants en langues étrangères dans les écoles d'ingénieurs françaises** ” [Research Report]. Consulté à l'adresse Université de Lorraine et Université Toulouse III-Paul Sabatier website: <https://hal.archives-ouvertes.fr/hal-03774011>

Tano, M. (2022c). “ **Les effectifs étudiants en langues étrangères dans les écoles françaises supérieures spécialisées** ” [Research Report]. Consulté à l'adresse Université de Lorraine et Université Toulouse III-Paul Sabatier website: <https://hal.archives-ouvertes.fr/hal-03773918>

Tano, M. (2022d). “ **Les effectifs étudiants en langues pour spécialistes dans les universités françaises** ” [Research Report]. Consulté à l'adresse Université de Lorraine et Université Toulouse III-Paul Sabatier website: <https://hal.archives-ouvertes.fr/hal-03774092>

Thomson, G., & Kövesi, K. (2022, juin 13). **Do Academic Recruitment Policies Under Represent Teaching and Learning Competences?** Présenté à CDIO 2022. Consulté à l'adresse <https://hal-ensta-bretagne.archives-ouvertes.fr/hal-03765701>

CDIO standards 9 and 10 focus on the technical and teaching competences of staff delivering engineering education programmes. For most Universities, whether CDIO or otherwise teaching and learning are the key financial and reputational activities which ensure the institution can thrive. To ensure academic degrees can be delivered in a progressive, student centered and active manner such as that championed by CDIO it is essential that staff with the capabilities to deliver and develop strong teaching and learning approaches are recruited and trained. This paper looks at recruitment practices for Engineering academics in the UK and France. It examines how research and teaching criteria are framed in the hiring process examining recruitment advertisements and job details to examine both the numbers and types of terms used to describe these two types of core academic activities. This tends to show that, while anecdotally it has always been reported, for many of the more established Universities there is a significantly greater emphasis on research over teaching competences though the picture is not uniform and while the picture in France and the UK overall is similar the degree of emphasis of research over teaching in France appears lower.

Tu, S. (2022). **In search of the 'best' option: American private secondary education for upper-middle-class Chinese teenagers.** *Current Sociology*, 70(6), 824-842.
<https://doi.org/10.1177/00113921211034899>

This article focuses on unpacking the processes of how a rapidly rising group of urban upper-middle-class Chinese families decide to send their only children to the United States on their own for private secondary education. The article analyzes the socio-

historical background of such choice and lays out these families' various paths to opting out of the neoliberal school-choice market in China and eyeing American private secondary education as the 'best' option. Based on in-depth interviews with 33 parents in several Chinese mega-cities, the author demonstrates that Chinese urban upper-middle-class families choose such a transnational educational choice as a silent exit from the anxiety-ridden Chinese education system. Situated in the socio-historical transformation of contemporary Chinese society, the reasons for exiting range from dissatisfaction with the political narrative to educational aspiration of a 'well-rounded' education and resistance against the test-oriented pedagogical practices at school. This ethnographic research provides a unique perspective to engage with works on elite education in a global context and enriches the theorization of the global middle classes.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & RTE : Right to education initiative. (2022). **Right to higher education: unpacking the international normative framework in light of current trends and challenges**. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=14694

Quelles sont les obligations légales des États en matière d'enseignement supérieur ? Comment s'appliquent-elles dans le contexte de déplacements humains accrus, d'inégalités grandissantes et de numérisation croissante ? Quelles sont les mesures prises par les pays pour faire progresser ce droit et quels sont les défis à relever ? Ce rapport traite de ces questions dans le but de placer l'approche fondée sur les droits de l'homme au cœur du débat sur l'enseignement supérieur. Malgré une hausse du nombre d'inscriptions au cours des 20 dernières années, l'accès à l'enseignement supérieur reste limité. L'éducation numérique constitue à la fois une opportunité et une menace. L'éducation de qualité nécessite d'être encore renforcée, notamment en ce qui concerne les questions de financement. Face à ce sombre tableau, des progrès significatifs sont observés dans les pays.

Venet, T. (2022). **Le service civique en chiffres**. INJEP fiches repères. Consulté à l'adresse https://injep.fr/wp-content/uploads/2022/08/FR41_service_civique_Actu2022_2.pdf

Créé par la loi du 10 mars 2010, le service civique propose à des jeunes de 16 à 25 ans, et jusqu'à 30 ans pour les jeunes en situation de handicap, de s'engager dans une mission d'intérêt général auprès d'associations ou d'institutions publiques. Le dispositif a pris une place croissante dans les politiques de jeunesse : entre 2017 et 2021, environ 80 000 jeunes ont commencé une mission chaque année, soit quatre fois plus qu'en 2014. Durant cette période, la population des volontaires a représenté environ 10 % de la classe d'âge des 16-25 ans. Cette fiche détaille l'évolution du service civique et le profil des volontaires

WINTHROP, R., & SENGEH, D. (2022). **Transforming education systems: why, what, and how**. Consulté à l'adresse https://www.brookings.edu/wp-content/uploads/2022/06/Transforming-education-systems_Brief_FINAL.pdf

Zinsser, K. M., Silver, H. C., Shenberger, E. R., & Jackson, V. (2022). **A Systematic Review of Early Childhood Exclusionary Discipline**. *Review of Educational Research*, 92(5), 743-785. <https://doi.org/10.3102/00346543211070047>

Pratiques enseignantes

Abdulaziz, A., Bashir, M., & Alfalih, A. A. (2022). **The impact of work-life balance and work overload on teacher's organizational commitment: do Job Engagement and Perceived Organizational support matter.** *Education and Information Technologies*, 27(7), 9641-9663. <https://doi.org/10.1007/s10639-022-11013-8>

The purpose of this study is to determine the influence of work-life balance and work overload on teacher's organizational commitment, noting the mediating role of job engagement and the moderating effect of perceived organizational support. A random sample of 278 teachers was collected from the Qassim province of Saudi Arabia to validate the research model. The data analysis using structural equation modeling AMOS 26 indicated that work-life balance has a direct and significant impact on organizational commitment and work overload has a negative impact on organizational commitment. Besides, this study highlighted that job engagement partially mediates the relationship between work-life balance and the organizational commitment of teachers. However, the moderating effect of perceived organizational support was insignificant. The findings of this research have some important implications for policymakers.

Almehrizi, R. S. (2022). **Reconceptualization of Coefficient Alpha Reliability for Test Summed and Scaled Scores.** *Educational Measurement: Issues and Practice*, 41 (3), 38-47. <https://doi.org/10.1111/emip.12520>

Coefficient alpha reliability persists as the most common reliability coefficient reported in research. The assumptions for its use are, however, not well-understood. The current paper challenges the commonly used expressions of coefficient alpha and argues that while these expressions are correct when estimating reliability for summed scores, they are not appropriate to extend coefficient alpha to correctly estimate the reliability for nonlinearly transformed scaled scores such as percentile ranks and stanines. The current paper reconceptualizes coefficient alpha as a complement of the ratio of two unbiased estimates of the summed score variance. These include conditional summed score variance assuming uncorrelated item scores (gives the error score variance) and unconditional summed score variance incorporating intercorrelated item scores (gives the observed score variance). Using this reconceptualization, a new equation of coefficient generalized alpha is introduced for scaled scores. Coefficient alpha is a special case of this new equation since the latter reduces to coefficient alpha if the scaled scores are the summed scores themselves. Two applications (cognitive and psychological assessments) are used to compare the performance (estimation and bootstrap confidence interval) of the reliability coefficients for different scaled scores. Results support the new equation of coefficient generalized alpha and compare it to coefficient generalized beta for parallel test forms. Coefficient generalized alpha produced different reliability values, which were larger than coefficient generalized beta for different scaled scores.

Bélec, C. (2022). **L'innovation pédagogique au collégial : savoirs professionnels éclairant les pratiques** (Essai présenté à la Faculté d'éducation en vue de l'obtention du grade de Docteur en éducation (D. Éd.) Doctorat professionnel en éducation). Université de Sherbrooke, Sherbrooke. https://savoirs.usherbrooke.ca/bitstream/handle/11143/19297/belec_catherine_DEd_2022.pdf?sequence=4&isAllowed=y

Beuve, F.-X. (2022). **Quel(s) rôle(s) pour l'enseignant dans l'aide à la problématisation de l'apprenant? Une étude de cas en biologie.** *Éducation & didactique*, 16(2), 53-80. <https://doi.org/10.4000/educationdidactique.10292>

Bice, H., & Tang, H. (2022). **Teachers' beliefs and practices of technology integration at a school for students with dyslexia: A mixed methods study.** *Education and Information Technologies*, 27(7), 10179-10205. <https://doi.org/10.1007/s10639-022-11044-1>

The amount of technology available in schools has increased steadily over the past two decades, but higher-level uses have not followed, and many teachers continue to struggle integrating technology in their classrooms. The purpose of this study was to describe teachers' beliefs about technology in the classroom and identify whether their beliefs are reflected in practices of integrating technology at a small, private school for students with dyslexia. A convergent mixed methods action research study was conducted to understand how teachers' beliefs may be affecting technology integration at the school. Quantitative data was collected through a survey administered to all 55 teachers at the school to describe how technology was being used throughout the school. From this sample, six participants were selected for three rounds of follow-up interviews and observations. Quantitative data revealed more teacher-centered beliefs and practices of teachers at the school. Qualitative findings showed teachers with more student-centered beliefs integrated technology more in their classrooms. Findings also revealed the school culture influenced teachers' beliefs about the role of technology. Implications are provided on offering professional development adapted to teachers' levels of technology integration.

Chen, G. A., & Horn, I. S. (2022). **A Call for Critical Bifocality: Research on Marginalization in Mathematics Education.** *Review of Educational Research*, 92(5), 786-828. <https://doi.org/10.3102/00346543211070050>

Education researchers have long wrestled with the interplay of oppressive structures and individual agency in reproducing, sustaining, and contesting marginalization. In this article, we suggest that Weis and Fine's construct of critical bifocality may assist researchers in understanding and addressing marginalization in mathematics education. We conduct a conceptual review of existing mathematics education literature that accounts for both structure and agency in theorizing marginalization. By reading this literature alongside Weis and Fine's 2012 article, we develop four criteria for operationalizing critical bifocality in mathematics education research. The findings from this review highlight the interconnectedness of structures and individual lives, of the material and ideological elements of marginalization, of intersectionality and within-group heterogeneity, and of histories and institutions. Additionally, they offer theoretical and methodological recommendations for researchers studying marginalization in mathematics education.

Creissen, sara. (2021). **Témoignage sur la mise en place de dispositifs d'Analyse de Pratiques Professionnelles dans le cadre de la formation initiale de professeur.e.s.** *Revue de l'analyse de pratiques professionnelles*, (21). Consulté à l'adresse <https://www.analysedepratique.org/?p=5137>

Cuhadar, I., & Binici, S. (2022). **Modeling Slipping Effects in a Large-Scale Assessment with Innovative Item Formats.** *Educational Measurement: Issues and Practice*, 41(3), 48-57. <https://doi.org/10.1111/emip.12508>

This study employs the 4-parameter logistic item response theory model to account for the unexpected incorrect responses or slipping effects observed in a large-scale Algebra 1 End-of-Course assessment, including several innovative item formats. It investigates whether modeling the misfit at the upper asymptote has any practical impact on the parameter estimates. With a simulation study, it also investigates the amount of bias in the parameter estimates when the slipping effects are ignored. Findings from the empirical data indicate that the impact of ignoring slipping effects is negligible when the abilities are evaluated within the context of classification of students into performance levels; however, it is present toward the extreme ends of ability continuum within the context of individual abilities. Findings from the simulations reveal that when the proportion of items with the slipping effects is small (20%), ignoring misfit does not have practical importance; however, when the proportion of items with the slipping effects is moderate to large (50%–80%), the abilities are generally underestimated at both ends of ability scale. When an upper asymptote parameter was used for modeling the slipping effects, the items became easier and more discriminative in general than the model ignoring the slipping effects.

Djeumeni, T. marcelline. (2022). **La pédagogie des urgences à l'ère du numérique en contexte de COVID-19**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782140208058?utm_source=phplist&utm_campaign=message_34467&utm_medium=email&utm_content=lienTitre

d'Or, N. (2022). **Entre réflexivité, accompagnement et développement professionnel : témoignage et réflexion autour de l'expérimentation du dispositif ARPPEGE**. *Revue de l'analyse de pratiques professionnelles*, (22). Consulté à l'adresse <https://www.analysedepratique.org/?p=5313>

Fernández-Batanero, J. M., Cabero-Almenara, J., Román-Graván, P., & Palacios-Rodríguez, A. (2022). **Knowledge of university teachers on the use of digital resources to assist people with disabilities. The case of Spain**. *Education and Information Technologies*, 27(7), 9015-9029. <https://doi.org/10.1007/s10639-022-10965-1>

The integration of Information and Communication Technologies (ICT) in the context of higher education and in the framework of an education in equality and equity requires a competent teaching staff both from a technological and pedagogical point of view. In this context, and with the aim of going deeper into one of these theoretical premises, this study aimed to identify the degree of training and technological knowledge of university teaching staff in the faculties of education in Spain with regard to the use of ICT to support people with disabilities. A cross-sectional research design with a descriptive and predictive approach was used, in which the sample consisted of 2072 university teachers. An ad-hoc questionnaire was used as a data collection instrument. The results revealed the low level of competences of teachers regarding the use of ICT with students with disabilities, where gender and age variables are not relevant to predict the level of digital competence. In this sense, the establishment of specific plans for teacher training and advice on the use of technologies that can help people with disabilities is discussed.

Gaudillere, N. (2021). **Les rapports aux savoirs du sachant : Le savoir mis en circulation par l'enseignant-tuteur EPS dans l'entretien-conseil : une étude de cas en didactique clinique** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03697308>

Notre travail consiste à réaliser l'inventaire des transmissions qui s'opèrent entre le tuteur EPS et son stagiaire lors de l'entretien-conseil. Ce dispositif officiel conclut la journée de visite du stagiaire en situation et met en jeu des savoirs professionnels. Dans les métiers de l'intervention, chaque acteur agit de manière singulière auprès des publics qu'il a en responsabilité. Cette activité est nourrie des références qui ont structuré ses conceptions et des événements qui ont construit son expérience professionnelle. Cependant, lorsque le tuteur change soudainement ses intentions, d'autres singularités sont à prendre en compte. La manière dont il se positionne par rapport à ce que l'on attend de lui, ce qu'il lui manque pour affronter les situations problématiques sont des sources d'explications du surgissement de certaines décisions qu'il ne peut s'empêcher de prendre. À l'intérieur des savoirs professionnels mobilisés par le formateur pour transmettre ses connaissances, nous observons alors un savoir singularisé qui dévoile à la fois l'histoire et la psyché de l'intervenant en s'actualisant dans les décisions qu'il prend plus ou moins consciemment dans l'urgence de la situation d'échange. C'est de la position du sachant dans ses différents rapports aux savoirs dont nous discutons à l'issue de cette analyse.

Gignac, A.-C. (2022). **Comment les enseignants ont-ils vécu l'implantation du programme d'HEC et d'HQC de troisième secondaire et dans quelle mesure cela les a-t-il amené à modifier leurs pratiques d'enseignement?** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse <https://constellation.uqac.ca/8374/>

Cette recherche est basée sur le fait que bien que le Québec ait vécu de nombreux changements de programme en histoire au deuxième cycle du secondaire dans les trente dernières années, nous constatons que les enseignants semblent très peu enclins à modifier leurs pratiques enseignantes. Comme ces changements de programme devraient influencer sur le quotidien des enseignants et la façon dont ils préparent, enseignent et évaluent, nous avons cherché à comprendre les raisons derrière cette réticence au changement. Afin de valider nos interrogations, trois études de cas ont été menées auprès d'enseignants de la province. À l'aide d'une entrevue semi-dirigée, ces enseignants ont été interrogés sur cinq grands sujets : les fondements épistémologiques du programme, la planification, les pratiques pédagogiques, l'évaluation et la formation continue. Une fois les propos recueillis et analysés, nous avons pu constater que les facteurs qui n'amènent pas la modification des pratiques enseignantes sont la réticence au changement et la compréhension du programme, alors que ceux qui favorisent un changement de pratique sont la formation continue, le soutien par les pairs et une évaluation cohérente. This research is based on the fact that although Quebec has experienced many curriculum changes in senior high school history over the past thirty years, we find that teachers seem very reluctant to change their teaching practices. Since these curriculum changes directly affect teachers' daily lives and the way they prepare, teach and evaluate, we sought to understand the reasons behind this reluctance to change. To validate our questions, three case studies were conducted with teachers in the province. Using a semi-structured interview, these teachers were asked about five main topics: the epistemological foundations of the program, planning, pedagogical practices, evaluation and continuing education. After collecting and analyzing the data, we found that the factors that do not lead to changes in teaching practice are reluctance to change and understanding of the program, while those that do lead to changes in practice are in-service training, peer support, and consistent assessment.

Guo, H. (2022). **How Did Students Engage with a Remote Educational Assessment? A Case Study.** *Educational Measurement: Issues and Practice*, 41(3), 58-68. <https://doi.org/10.1111/emip.12476>

Many educational summative and formative assessments have been transferred to a remote online setting because of the pandemic. Educational professionals and stakeholders have shown interest in learning how this change in the test mode influenced test takers; that is, whether test-taking experiences in a remote test setting were different from those in a standard test center setting. We propose an innovative approach that makes use of log data collected from the digital platforms of a high-stakes international test and applies data-mining techniques to address the mode effect. In the study, the test-taking behaviors were measured by where students spent their time during the test, extracted from log files collected from both remote test and test center modes. Results showed that four distinct clusters existed among students' test-taking behaviors, regardless of the test modes and students' test scores. Within each cluster, statistically significant behavioral differences existed between the two mode groups; however, the magnitude of the mode effect was limited by where students spent their time during the test.

Kergoat, P. (2021). **Le développement d'un savoir analyser en formation infirmière et aide-soignante.** *Revue de l'analyse de pratiques professionnelles*, (21). Consulté à l'adresse <https://www.analysedepratique.org/?p=5146>

Kim, S., & Walker, M. E. (2022). **Adjusting for Ability Differences of Equating Samples When Randomization Is Suboptimal.** *Educational Measurement: Issues and Practice*, 41(3), 26-37. <https://doi.org/10.1111/emip.12506>

Test equating requires collecting data to link the scores from different forms of a test. Problems arise when equating samples are not equivalent and the test forms to be linked share no common items by which to measure or adjust for the group nonequivalence. Using data from five operational test forms, we created five pairs of research forms for each form, such that the equating relationship between each pair was known. Then we compared five approaches to adjusting for group nonequivalence in a situation where not only was group equivalence questionable, but the number of common items was small. We used a resampling approach to evaluate the linking accuracy of group adjustment using sample weights via minimum discriminant information adjustment (MDIA) using test takers' collateral (demographic) information, a weak anchor of only three items, or a mix of both. Overall, the use of both sample weights via MDIA and a weak anchor produced the most accurate result, while the direct (random groups) linking method assuming group equivalence produced the least accurate result due to nontrivial bias. For all five research forms, using both collateral information and anchor items only marginally improved linking accuracy compared to using the weak anchor alone.

Kim, S. Y. (2022). **Digital Module 29: Multidimensional Item Response Theory Equating.** *Educational Measurement: Issues and Practice*, 41(3), 85-86. <https://doi.org/10.1111/emip.12525>

In this digital ITEMS module, Dr. Stella Kim provides an overview of multidimensional item response theory (MIRT) equating. Traditional unidimensional item response theory (IRT) equating methods impose the sometimes untenable restriction on data that only a single ability is assessed. This module discusses potential sources of multidimensionality and

presents potential consequences of multidimensionality on equating. To remedy these effects, MIRT equating can be used as a viable alternative to traditional methods of IRT equating. In conducting MIRT equating, the choice of an appropriate MIRT model is necessary, and thus the module describes several existing MIRT models and illustrates each using hypothetical examples. After a brief description of MIRT models, an extensive review of the current literature is presented to identify gaps in the literature on MIRT equating. Then, the steps for conducting MIRT observed-score equating are described. Finally, the module discusses practical considerations in applying MIRT equating to testing practices and suggests potential areas of research for future studies.

KUKULSKA-HULME, A., BOSSU, C., CHARITONOS, K., COUGHLAN, T., FERGUSON, R., FITZGERALD, E., ... al, et. (2022). **Innovating pedagogy 2022: Open University Innovation report 10**. Consulté à l'adresse https://prismic-io.s3.amazonaws.com/ou-iet/5c334004-5f87-41f9-8570-e5db7be8b9dc_innovating-pedagogy-2022.pdf

Ce rapport est le dixième d'une série sur les innovations dans l'enseignement, l'apprentissage et l'évaluation. Il présente dix innovations déjà existantes et prometteuses, mais n'ayant pas encore une influence profonde sur l'éducation : les modèles hybrides, les scénarios d'apprentissage dual, les micro-certifications, la pédagogie de l'autonomie, les « watch parties » (un moyen pour les apprenants de s'engager collectivement en ligne), les « édu-influenceurs » (éducation par les influenceurs sur les réseaux sociaux), les pratiques d'enseignement et d'apprentissage informels dans un environnement domestique, la pédagogie de l'inconfort, l'éducation au bien-être, et le « walk-and-talk » (des pédagogies qui impliquent à la fois la conversation et la marche).

Lacroix, R. (2021). **L'analyse des pratiques professionnelles : accompagner, pour faire émerger**. *Revue de l'analyse de pratiques professionnelles*, (21). Consulté à l'adresse <https://www.analysedepratique.org/?p=5126>

Leventhal, B. C. (2022). **ITEMS Corner Update: Announcing Two Significant Changes to ITEMS**. *Educational Measurement: Issues and Practice*, 41(3), 83-84. <https://doi.org/10.1111/emip.12524>

Mangane Nsayi, D. J. (2022). **Un examen des connaissances professionnelles des enseignants en stéréochimie**. *Éducation & didactique*, 16(2), 113-141. <https://doi.org/10.4000/educationdidactique.10357>

Menabò, L., Skrzypiec, G., Sansavini, A., Brighi, A., & Guarini, A. (2022). **Distance Education among Italian Teachers: Differences and Experiences**. *Education and Information Technologies*, 27(7), 9263-9292. <https://doi.org/10.1007/s10639-022-11008-5>

The successful integration of technology in teaching is a key component of education. Although prior research highlighted factors fostering the use of technology by teachers, few studies focused on whether these factors vary among teachers of different grade levels and subjects. Moreover, no studies have investigated personal experiences related to distance education among a large sample of teachers. To address these gaps, the present mixed-method study sought to examine whether factors promoting distance education varied among Italian teachers of different grade levels and subjects. A further aim was to explore experiences of teachers using distance education. The sample involved 357 Italian teachers and preservice teachers who completed an online

questionnaire during the COVID-19 pandemic that also contained open-ended questions. Findings indicated that teaching self-efficacy was greater in pre-service and primary teachers, while facilitating conditions were greater in humanities and science secondary teachers. The perceived ease of use of technology and technology for pedagogy skills were more pronounced among science secondary teachers. Advanced technology skills were lower in humanities secondary teachers while the behavioural intention to use technology was greatest among pre-service teachers. Four themes emerged from the qualitative study of teachers' insights. These included positive and negative aspects of using technology, the relationship with students, the versatility of distance education, and the quality of lessons. This study underscores the need to address training based on different teachers' grade levels and subjects, and to focus on the emerging themes to better integrate the use of technology in schools.

Mezza, A. (2022). **Reinforcing and innovating teacher professionalism: Learning from other professions.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3650> [Report]. Consulté à l'adresse <https://www.oecd.org/publications/reinforcing-and-innovating-teacher-professionalism-117a675c-en.htm>

Education systems are facing challenges in relation to attracting and retaining excellent teachers. Strengthening teacher professionalism by deriving insights from other sectors is a promising approach in confronting these issues. This paper maps the position of teaching in the changing landscape of professions using a cross-sectoral approach to identify areas for practitioners, researchers and policymakers to improve teaching status and practice, with repercussions on the public's respect for the work of teachers. Existing literature, alongside OECD findings, suggest that a focus on career progression and specialisation, autonomy, and status, are promising areas for implementing cross sectoral insights. Simultaneously, teaching is well placed to explore the potential of collaboration, continuing professional learning and engagement with research, thus playing a role in renewing professionalism itself. This paper calls for increased discussion about teacher professionalism at the local level, with teachers themselves at the forefront of innovation supported by researchers and policymakers.

Myers, J. A., Witzel, B. S., Powell, S. R., Li, H., Pigott, T. D., Xin, Y. P., & Hughes, E. M. (2022). **A Meta-Analysis of Mathematics Word-Problem Solving Interventions for Elementary Students Who Evidence Mathematics Difficulties.** *Review of Educational Research*, 92(5), 695-742. <https://doi.org/10.3102/00346543211070049>

Normandeau, S. (2022). **Le journal de bord réflexif comme adaptation du dispositif ARPPEGE pour susciter la réflexivité et le développement professionnel des conseillères pédagogiques en formation continue.** *Revue de l'analyse de pratiques professionnelles*, (22). Consulté à l'adresse <https://www.analysedepatique.org/?p=5298>

Perrin, A.-L., Serour, N., Desombre, C., Rohmer, O., Khamzina, K., Guichardaz, E., & Jury, M. (2022). **Mieux comprendre les attitudes à l'égard de l'éducation inclusive : rôle du type de handicap de l'élève, du statut de l'enseignant et de la familiarité.** In *L'inclusion scolaire : perspectives psychosociales* (p. 27-50). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03767918>

Poirier, A. (2022). **L'accompagnement des enseignants et enseignantes du primaire à l'égard de leur compétence à construire une saine collaboration éducative avec les**

parents de leurs élèves (Essai présenté à la Faculté d'éducation en vue de l'obtention du grade de D.Éd. Doctorat professionnel en éducation). Université de Sherbrooke, Sherbrooke. <https://savoirs.usherbrooke.ca/handle/11143/19347>

Redondo, C. (2022). **Analyse praxéologique des pédagogies de l'éducation au développement durable. Le cas des pratiques scolaires déclarées en France.** *Éducation & didactique*, 16(2), 81-111. <https://doi.org/10.4000/educationdidactique.10329>

Redondo, C., & Ladage, C. (2022). **The role of 'experience' in teaching innovation in education for sustainable development in France.** *Environmental Education Research*, 0(0), 1-11. <https://doi.org/10.1080/13504622.2022.2117278>

In the field of education for sustainable development (ESD), many authors refer to the notion of 'experience' and associated concepts. This highlights some of the theoretical underpinnings of ESD, a disciplinary field which, in France, became generalized in schools as of 2004. It has since been the subject of numerous research studies and undergone many institutional and professional changes. The present work first identifies the role that experience occupies in the educational field of ESD, according to educational researchers. It then explores the state and implementation of the notion in practice among professionals who use activities aimed at educating and training learners on the subject of sustainable development (SD). The gap we observe between various scientific meanings of the notion and its appropriation in professional contexts suggests that there are potential avenues for developing and improving teacher training by enriching ESD practices.

Régent-Kloeckner, M. (2021). **L'aide à l'acculturation disciplinaire universitaire : étude de pratiques enseignantes du supérieur en biologie.** *RDST. Recherches en didactique des sciences et des technologies*, (24), 113-136. <https://doi.org/10.4000/rdst.3963>

La transition enseignement secondaire/université est un sujet d'étude depuis au moins 30 ans. L'apprentissage du « métier d'étudiant » peut être vu comme un processus d'acculturation : un processus d'apprentissage des modèles, des normes et modes de comportements régissant un groupe social. L'originalité de ce travail est de proposer une approche disciplinaire ; il s'intègre dans la dynamique des études des pratiques enseignantes universitaires qui ont émergé en France ces dernières années, notamment celles qui visent à rendre compte de la diversité des pratiques permettant de rapprocher les étudiants des savoirs théoriques et pratiques visés par les enseignants. En effet, l'étudiant doit progressivement s'affilier à la fois à l'institution mais aussi à la discipline. À partir d'une étude de cas, différents éléments de pratique de deux enseignants-chercheurs de biologie cellulaire, qui pourraient aider les étudiants à s'affilier à cette discipline, ont été révélés, tels que des références aux techniques, aux modèles et aux raisonnements en lien avec une épistémologie disciplinaire plus marquée dans les objectifs de savoir du supérieur.

Robo, P. (2021). **Supervision de cadres de santé – formateurs pratiquant des temps d'analyse de pratiques professionnelles.** *Revue de l'analyse de pratiques professionnelles*, (21). Consulté à l'adresse <https://www.analysedepratique.org/?p=5173>

Roussel, S. (2022). **Enjeux et les limites d'un dialogue entre la psychologie cognitive et la didactique des langues.** *Éducation & didactique*, 16(2), 35-51. <https://doi.org/10.4000/educationdidactique.10254>

Saugeron, B. (2021). **L'analyse de pratiques professionnelles en éducation thérapeutique : une démarche au service du développement des professionnels du champ sanitaire.** *Revue de l'analyse de pratiques professionnelles*, (21). Consulté à l'adresse <https://www.analysedepratique.org/?p=5109>

Steedle, J. T., Cho, Y. W., Wang, S., Arthur, A. M., & Li, D. (2022). **Mode Effects in College Admissions Testing and Differential Speededness as a Possible Explanation.** *Educational Measurement: Issues and Practice*, 41(3), 14-25. <https://doi.org/10.1111/emip.12484>

As testing programs transition from paper to online testing, they must study mode comparability to support the exchangeability of scores from different testing modes. To that end, a series of three mode comparability studies was conducted during the 2019–2020 academic year with examinees randomly assigned to take the ACT college admissions exam on paper or online. Unlike many prior mode comparability studies, examinees testing online earned higher scores on average than examinees testing on paper, especially on the English, reading, and writing tests. Much of the observed mode effects were accounted for by items near the ends of the tests. Subsequent examination of item omit rates, differential item functioning by mode, and change-point analyses supported the notion that the observed mode effects were related to differential speededness. Specifically, examinees testing online were slightly less speeded, and were therefore able to perform better on items near the ends of the tests. Practical implications for linking across modes, test design, and test administration conditions are discussed.

Thiébaud, M. (2021). **Intégrer de nouvelles personnes dans un groupe d'APP. Quand l'ABC de l'APP est présenté par les participants....** *Revue de l'analyse de pratiques professionnelles*, (21). Consulté à l'adresse <https://www.analysedepratique.org/?p=5179>

Thiébaud, M. (2022). **Le dispositif ARPPEGE : source d'inspirations et de réflexions.** *Revue de l'analyse de pratiques professionnelles*, (22). Consulté à l'adresse <https://www.analysedepratique.org/?p=5320>

Vacher, Y. (2022a). **ARPPEGE : effets du dispositif.** *Revue de l'analyse de pratiques professionnelles*, (22). Consulté à l'adresse <https://www.analysedepratique.org/?p=5303>

Vacher, Y. (2022b). **ARPPEGE : présentation générale du dispositif et du protocole.** *Revue de l'analyse de pratiques professionnelles*, (22). Consulté à l'adresse <https://www.analysedepratique.org/?p=5292>

Vachon, J.-L. (2021). **Analyse des pratiques professionnelles et qualité de vie au travail.** *Revue de l'analyse de pratiques professionnelles*, (21). Consulté à l'adresse <https://www.analysedepratique.org/?p=5102>

Wang, J. (2021). **Les perceptions des pédagogies innovatrices en Chine contemporaine : Exemple des écoles privées chinoises** (Phdthesis, Université de Lyon). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03704300>

Cette thèse vise à comprendre les enjeux des pédagogies innovatrices à travers des perceptions des différents acteurs de ces dernières dans le contexte chinois contemporain. En retraçant l'historique du mouvement de l'éducation nouvelle à la fois à l'Occident et en Chine au tournant du XXe siècle et en saisissant les idées principales partagées par de différents courants des pédagogies nouvelles, nous nous interrogeons

sur l'état actuel des pédagogies innovatrices proposées par les écoles privées chinoises. Après une vingtaine d'années de bannissement dû à son incompatibilité avec l'idéologie communiste, l'école privée est resollicitée depuis les années 1980 par l'État afin de combler des lacunes du financement dans le secteur scolaire public et d'apporter une diversité et une dynamique au système éducatif et une éducation alternative aux familles chinoises (Ye et al., 2002). Si les familles des couches moyennes, qui sont en plein essor, constituent le public des écoles privées, dans quel contexte social, pour quelles raisons et selon quels enjeux les pédagogies nouvelles sont-elles sollicitées et valorisées dans la Chine contemporaine ? Afin de répondre à ce questionnement, nous organisons des enquêtes sur des écoles privées chinoises et sur des enseignants et des parents d'élèves qui font aussi parties de ce nouveau modèle scolaire. Dans cette recherche, nous tentons de découvrir les propositions pédagogiques des écoles privées par une analyse de leur site web et de recueillir des perceptions des enseignants et des familles d'élèves sur des innovations pédagogiques proposées par l'école en organisant des entretiens semi-directifs. À travers cette étude qui relève d'une sociologie critique, nous percevons que la position relativement indépendante de l'école privée chinoise qui permet de se soustraire en partie aux prérogatives d'État en matière éducative et autorise des innovations pédagogiques qu'elle propose implicitement ou explicitement pourrait offrir aux couches moyennes chinoises un produit scolaire plus en accord avec leurs valeurs, leurs habitus et leurs aspirations (Bourdieu, 1979; Perrenoud, 1985). Une nouvelle transformation sociale est en train de passer par des couches moyennes chinoises et la voie de cette transformation transite par les écoles privées.

Yuan, L., Liu, Y., Chen, P., & Xin, T. (2022). **Development of a New Learning Progression Verification Method based on the Hierarchical Diagnostic Classification Model: Taking Grade 5 Students' Fractional Operations as an Example.** *Educational Measurement: Issues and Practice*, 41(3), 69-82. <https://doi.org/10.1111/emip.12488>

Learning progressions can reflect students' continuous in-depth thinking development paths, and their establishment is an iterative process from the construction of hypothetical learning progressions to the verification of that hypotheses. Considering the limitations of the existing verification method of learning progressions based on a rule space model, this study put forward a new validating method based on the hierarchical diagnostic classification model (HDCM) and developed a learning progression with grade 5 students' fraction operations as an example. An expert group first abstracted the attributes and then developed a hypothesized learning progression. Next, the HDCM was used to analyze the test data collected from 817 fifth-grade students, followed by the revision of the learning progression hypothesis. Results showed that (1) the fractional operations involved five attributes: basic operation (A1), reduction of a fraction (A2), changing fractions to a common denominator (A3), split with mix number (A4), and borrowing (A5); (2) the constructed learning progression featured four levels: Level 1 with A1, Level 2 with both A1 and A2, Level 3 with the first four attributes, and Level 4 with all five attributes.

Relation formation-emploi

Robinson, D. (2022). **What works to reduce equality gap in employment and employability.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3644> [Report]. Consulté à

l'adresse https://epi.org.uk/wp-content/uploads/2022/07/TASO_Main-Report_What-works-to-reduce-equality-gaps-in-employment-and-employability.pdf

A new report, commissioned by The Centre for Transforming Access and Student Outcomes in Higher Education (TASO) and produced in collaboration with EPI and the Centre for Education and Youth (CfEY), explores existing evidence behind proven methods to reduce employment and employability inequalities. The report utilises a range of evidence to answer a number of questions. Data analysis to understand the context. What are the labour market outcomes for graduates from disadvantaged backgrounds and how do they compare to those for non-disadvantaged graduates? Literature review to gather evidence of what works. Which programmes does the technical and academic literature suggest are effective in improving labour market outcomes for disadvantaged graduates? Sector consultation to explore insights from practice. What do practitioners and experts working in the field of graduate careers and employment report about their experiences of delivering and evaluating programmes for students from disadvantaged backgrounds? Summarising existing evidence behind closing quality gaps in employment and employability, the report makes a number of recommendations for higher education providers to improve equality.

Réussite scolaire

Berlingieri, F., Diegmann, A., & Sprietsma, M. (2022). **Preferred field of study and academic performance** (ZEW Discussion Paper N° 22-017). Consulté à l'adresse ZEW - Leibniz Centre for European Economic Research website: <https://econpapers.repec.org/paper/zbwzewdip/22017.htm>

This paper investigates the impact of studying the first-choice university subject on dropout and switching field of study for a cohort of students in Germany. Using detailed survey data, and employing an instrumental variable strategy based on variation in the local field of study availability, we provide evidence that students who are not enrolled in their preferred field of study are more likely to change their field, delay graduation and drop out of university. The estimated impact on dropout is particularly strong among students of low socio-economic status and is driven by lower academic performance and motivation.

Goller, D., Diem, A., & Wolter, S. (2022). **Sitting Next to a Dropout: Academic Success of Students with More Educated Peers** (IZA Discussion Paper N° 15378). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15378.htm>

We investigate the impact of the presence of university dropouts on the academic success of first-time students. Our identification strategy relies on quasi-random variation in the proportion of returning dropouts. The estimated average zero effect of dropouts on first-time students' success masks treatment heterogeneity and non-linearities. First, we find negative effects on the academic success of their new peers from dropouts re-enrolling in the same subject and, conversely, positive effects of dropouts changing subjects. Second, using causal machine learning methods, we find that the effects vary nonlinearly with different treatment intensities and prevailing treatment levels.

Lakay, D., & Iyamu, T. (2022). **Examining academic performance through ant towards rpa-based system in South Africa**. *Education and Information Technologies*, 27(7), 9437-9454. <https://doi.org/10.1007/s10639-022-11007-6>

Despite the numerous support systems, academic performances in many South African higher institutions continue to experience challenges while some are declining in throughputs. Some of the support mechanisms seem to be black boxed, notwithstanding the deteriorating situation. Thus, there is prima facie evidence that the factors that influence dwindling performance are unknown. This study, therefore, explores the effect of black boxing the support provided in the institutions, towards finding a long-lasting remedy to the challenges, through information technology (IT) solutions such as the robotic automated process (RPA). Qualitative data was used, to deeply understand why things happen in the way that they do in providing and receiving academic supports while performance remains low and challenging. The relationship and interaction between human and non-human actors of over ten years were traced in existing sixty-one documents and analysed. From the analysis, structural property, technological change, and power relationship manifest from the simplification of networks, durable configurations, and invisible factors. These factors were found to be of significant and dominant influence on academic performance through the support an institution provides. From the findings, a conceptual framework is proposed, purposely to guide an RPA-based system can be designed.

Polat, E., & Yilmaz, R. M. (2022). **Unplugged versus plugged-in: examining basic programming achievement and computational thinking of 6th-grade students.** *Education and Information Technologies*, 27(7), 9145-9179. <https://doi.org/10.1007/s10639-022-10992-y>

The aim of this study is to compare the effects of unplugged and plugged-in activities on academic achievement and computational thinking (CT) skills of sixth-grade students. Mixed-method research was carried out to explore whether there were differences between the groups, and to learn the students' opinions and experiences regarding the practices. For the quantitative phase, a quasi-experimental design was used with two groups. For qualitative phase, 12 students were interviewed. The participants were 84 sixth-grade students (between the ages of 10 and 11). The intervention was designed on a selection/construction of activities from seven different basic programming web platforms for the plugged-in group and the proposed national curriculum unplugged activities for the unplugged group. The results showed that significant differences between groups in academic achievement favoring the unplugged activities, but not in CT skills. Development in CT skills contributed to the unplugged group's academic achievement. In addition, qualitative results showed that the plugged-in group perceived their activities as fun and entertaining, but not exactly like a lesson; in contrast, the unplugged group did not experience anxiety or boredom since they perceived the activities as educational. CT explained 27 percent of the variance in academic achievement, suggesting that this skill is important for academic achievement in basic programming. These results suggest that students can improve their academic achievement and maintain the level of CT acquisition across unplugged and plugged-in activities. This article contributes to the body of knowledge about the positive impact of unplugged activities on teaching CT and programming fundamentals.

Valeurs

Institut des hautes études de l'éducation et de la formation. (2022). **La laïcité et les valeurs de la République de l'école à l'université.** Consulté à l'adresse IH2EF website:

<https://www.ih2ef.gouv.fr/sites/default/files/2022-07/rapport-d-tonnement-du-cycle-des-auditeurs-2021-2022-6046.pdf>

Lee Atterberry, A. (2022). **Parental aspirations, schools, and the limits of flexible citizenship: Examining elite return migrants' schooling decisions.** *Current Sociology*, 70(6), 806-823. <https://doi.org/10.1177/00113921211048524>

This article investigates how return migrant parents navigate primary and secondary education options in Bangalore, a city in southwest India, by addressing the following question: What factors do return migrant parents consider when making schooling decisions? Through analyzing interviews with return migrant parents from 37 different families, the author argues that parents ultimately want to give their children the skills necessary to pursue their educational and professional interests anywhere in the world. To do so, parents select the "best" school for their child, taking into consideration its demographics, curriculum, and reputation. However, in the process of crafting their children's transnational futures, parents encounter stumbling blocks as they prepare for the transition from high school to college.