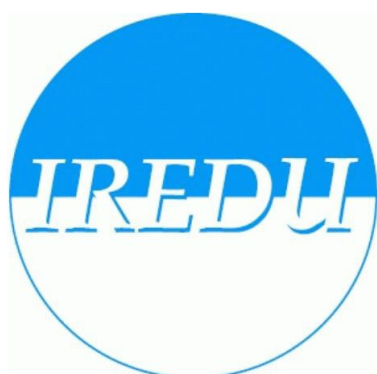


Veille de l'IREDU



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Acquisition de compétences

Arias, O., Carneiro, P., Duckworth, A., Eskreis-Winkler, L., Krekel, C., Boudet, A. M. M., ... Santos, I. (2022). **Can grit be taught? Lessons from a nationwide field experiment with middle-school students** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdp/dp1878.htm>

We study whether a particular socio-emotional skill - grit (the ability to sustain effort and interest towards long-term goals) - can be cultivated through a large-scale program, and how this affects student learning. Using a randomized control trial, we evaluate the first nationwide implementation of a low-cost intervention designed to foster grit and self-regulation among sixth and seventh-grade students in primary schools in North Macedonia (about 33,000 students across 350 schools). The results of this interventions are mixed. Exposed students report improvements in self-regulation, in particular the perseverance-of-effort facet of grit, relative to students in a control condition. Impacts on students are larger when both students and teachers are exposed to the curriculum than when only students are treated. For disadvantaged students, we also find positive impacts on grade point averages, with gains of up to 28 percent of a standard deviation one-year post-treatment. However, while this intervention made students more perseverant and industrious, it reduced the consistency-of-interest facet of grit. This means that exposed students are less able to maintain consistent interests for long periods.

Aydın-Güç, F., Özmen, Z. M., & Güven, B. (2022). **Difficulties scatter plots pose for 11th grade students**. *The Journal of Educational Research*, 115(5), 298-314. <https://doi.org/10.1080/00220671.2022.2128018>

The purpose of this study is to identify and assess the difficulties experienced by the 11th grade students regarding generating, interpreting and comparing scatter plots. The study was carried out with 40 students-enrolled in 11th grade. The difficulties of students were identified through an achievement test on generating, interpreting, and comparing aspects. In the light of the test, the students identified as having difficulty were interviewed. It was found that the students experienced a range of difficulties related to generating, interpreting, and comparing aspects, and cannot be considered knowledgeable about scatter plots. Arguably, these difficulties can help explain the students' failures regarding scatter plots in the literature and provide a basis for the efforts to cope with these difficulties. In order to enhance the students' understanding of the concept, examples covering various aspects of the plots should be employed in instructional settings.

Barthelemi, C. (2021). **Pratiques d'enseignement et usages étudiants : le learning centre comme vecteur de la circulation des savoirs** (Phdthesis, Université Toulouse Ie Mirail - Toulouse II). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03827182>

Dans l'enseignement supérieur, le constat partagé de nouvelles façons d'étudier induites par la massification et la multiplicité des voies d'accès à l'information conduit les établissements à formuler des propositions pour intégrer les caractéristiques des publics dans les enseignements et formaliser le recours aux technologies de l'information et de la communication. Parmi ces initiatives, les learning centres sont censés induire des pratiques d'enseignement et des usages étudiants diversifiés en combinant un ensemble de dispositifs, tels que les salles de pédagogie active, pour réorganiser l'activité

pédagogique. Or, ces évolutions incarnent un changement de paradigme important, passant d'une culture de la transmission à une culture de l'apprentissage, et l'on peut interroger la manière dont les acteurs et actrices des établissements se les approprient en questionnant l'articulation entre production et réception des savoirs en learning centres du point de vue de la circulation des savoirs. Notre approche théorique combine une dimension contextuelle avec les notions de dispositif et learning centre, une dimension sociocognitive avec les notions d'usage et médiation et une dimension épistémique qui inclut le concept de savoir et la théorie de la trivialité. Le terrain investigué concerne la formation ingénieur·e et l'enseignement supérieur agricole. Le recueil d'éléments empiriques rassemble le discours des acteurs et actrices des établissements ainsi que des observations filmées de séances pédagogiques et des corpus de documents (supports de formation à destination des enseignant·es, supports de cours, notes étudiantes). Un volet quantitatif se compose de réponses étudiantes à des questionnaires. Les résultats précisent les projets pédagogiques associés aux learning centres étudiés et montrent les adéquations et décalages entre usages visés et usages vécus. Le suivi des reprises successives des savoirs en jeu, depuis la formation des enseignant·es jusqu'aux processus d'étude des étudiant·es en passant par l'enseignement, met au jour quelques caractéristiques des médiations qui se déploient en learning centre.

Bernardeau-Moreau, D., Campillo, P., & Caballero-Julia, D. (2021). **L'apprenti à l'université dans une logique de construction d'un ethos professionnel. Enquête sur des étudiants apprentis et stagiaires de masters en management du sport.** *Recherche & formation*, 96(1), 9-22. <https://doi.org/10.4000/rechercheformation.7750>

La professionnalisation caractérise l'une des tendances fortes des réformes envisagées ces dernières décennies dans l'enseignement supérieur. Elle s'inscrit dans un double mouvement articulant des logiques disciplinaires de formation et de recherche et des logiques professionnelles optimisant les perspectives d'emploi des étudiants. Mais qu'en est-il dans la réalité ? Notre intention, dans cet article, est d'explicitier quelques formes d'élaboration de l'ethos professionnel à partir d'une analyse comparative entre deux cohortes d'étudiants, apprentis et stagiaires, de masters en management du sport.

Chen, D., Hebert, M., & Wilson, J. (2022). **Examining Human and Automated Ratings of Elementary Students' Writing Quality: A Multivariate Generalizability Theory Application.** *American Educational Research Journal*, 59(6), 1122-1156. <https://doi.org/10.3102/00028312221106773>

We used multivariate generalizability theory to examine the reliability of hand-scoring and automated essay scoring (AES) and to identify how these scoring methods could be used in conjunction to optimize writing assessment. Students (n = 113) included subsamples of struggling writers and non-struggling writers in Grades 3–5 drawn from a larger study. Students wrote six essays across three genres. All essays were hand-scored by four raters and an AES system called Project Essay Grade (PEG). Both scoring methods were highly reliable, but PEG was more reliable for non-struggling students, while hand-scoring was more reliable for struggling students. We provide recommendations regarding ways of optimizing writing assessment and blending hand-scoring with AES.

Chudgar, A., Grover, V., Hatakeyama, S., & Bizhanova, A. (2022). **Child labor as a barrier to foundational skills: Evidence from Bangladesh and Pakistan.** *PROSPECTS*, 52(1), 137-156. <https://doi.org/10.1007/s1125-022-09614-9>

According to the International Labor Organization, at least 160 million children ages 5 to 17 around the world were involved in some form of child labor at the beginning of 2020, including 79 million children performing hazardous labor. This article uses recent representative data from Bangladesh and Pakistan to investigate the relationship between foundational skills and child labor engagements for 12- to 14-year-old children. It found a consistent negative association between child labor and reading and numeracy foundational skills. In particular, it found that engagement in hazardous child labor had large negative associations with reading and numeracy foundational skills. It also found negative associations between engagement in economic labor and reading foundational skills. Finally, the article found that intense engagement in household labor was also negatively associated with foundational skills. It discusses the implications of these findings which paint a deeply concerning picture of the challenges ahead of the global community to ensure that all children acquire foundational skills (and beyond). It notes that systematic efforts to define, document, and measure child labor will be crucial to better understand the negative implications of child labor for foundational learning and the potential policy solutions to address these impacts.

Dinarte Diaz, L., Egana-delSol, P., & Martinez A., C. (2022). **Socioemotional Skills Development in Highly Violent Contexts: Measurements and Impacts** (Policy Research Working Paper Series N° 9957). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/9957.htm>

Non-cognitive skills can determine socioeconomic success and the transmission of economic status across generations. Yet, evidence of cost-effective interventions that aim to develop these skills for at-risk youth living in highly violent contexts is still scarce. This paper experimentally studies the social-emotional learning and protection components of an After School Program (ASP) for teenagers in the most violent neighborhoods of El Salvador, Honduras, and Guatemala. By combining administrative records and data gathered on-site via computer from task-based games and AI-powered emotion detection algorithms, this paper measures the ASP's impacts on behavior, academic performance, and non-cognitive skills. To measure the learning component, 21 public schools were randomly assigned to extracurricular activities (Clubs), a psychology-based curriculum that aims to strengthen participants' character (Mindful), or a mindfulness and relaxation technique program (Mindful). To estimate the protection component, 8 schools were selected as pure controls with a propensity score approach. Results show that the net learning component improved behavior at school by 0.46 standard deviations and reduced a proxy for stress by 0.45 standard deviations relative to the Clubs only ASP. These results were driven by the Virtue curriculum. Although the protection component negatively impacts social-emotional skills, it is, on average, more effective for students with worse behavior at baseline, indicating that the ASP curriculum and the characteristics of the population served are key in designing policies aimed at improving students' behavior.

Fernagu-Oudet, S., & Ciavaldini-Cartaut, S. (2022). **Introduction**. *Revue Phronesis*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03788794>

Freer, J. (2022). **Assessing Doctoral Candidacy: The Development of an Assessment Tool for Comprehensive Portfolios**. *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(3), 703-721. <https://doi.org/10.53967/cje-rce.v45i3.5021>

This article presents an assessment tool for doctoral students preparing their comprehensive portfolio. This tool was created from my firsthand experience in the Joint PhD program in Educational Studies—a collaboration between three universities in Ontario, Canada: Lakehead University, Brock University, and the University of Windsor. Following the three criteria for evaluation of the comprehensive portfolio in the program handbook, I developed nine sub-criteria (three for each criterion). This assessment tool can be used for educational purposes, as doctoral students begin to organize and narrate their doctoral journey. Students can map their experiences to the sub-criteria developed, allowing them to be explicit about how their presented scholarly tasks have helped in preparing them for candidacy. While this tool has an obvious application for students within the Joint PhD program, students in other programs with similar requirements may also find it useful due to its theoretical grounding in literature on the process of scholarship.

Guétemme, G. (s. d.). **Quelle éducation aux images à l'heure des réseaux sociaux ?** Consulté 14 novembre 2022, à l'adresse The Conversation website: <http://theconversation.com/quelle-education-aux-images-a-lheure-des-reseaux-sociaux-193319>

Face aux images, il faut apprendre à se décentrer en introduisant une pluralité de points de vue, en interrogeant leur nature d'extraits isolés d'une histoire complexe et leur pouvoir de domination.

Hübner, N., Merrell, C., Cramman, H., Little, J., Bolden, D., & Nagengast, B. (2022). **Reading to learn? The co-development of mathematics and reading during primary school.** *Child Development*, 93(6), 1760-1776. <https://doi.org/10.1111/cdev.13817>

Understanding how early reading and mathematics co-develop is important from both theoretical and pedagogical standpoints. Previous research has provided mixed results. This paper investigates the development of reading and mathematics in a longitudinal sample of N = 355,883 students from the United Kingdom (2005–2019) aged 5 to 12 (49% girls). Results indicate a positive relation between the development of the two domains. In addition, a substantial statistically significant positive association between prior reading scores and subsequent changes in achievement in mathematics was found, whereas changes in reading were smaller for students with a higher prior performance in mathematics. The findings suggest that acquiring good reading skills is highly relevant for developing mathematics skills. Implications for theory and practice are discussed.

Johnstone, C. J., & Schowengerdt, B. (2022). **More than skills: The importance of social and community connections in youth development.** *PROSPECTS*, 52(1), 101-113. <https://doi.org/10.1007/s11125-021-09586-2>

This article examines the limitations of developing youth programs through solely a human capital framework. While there is undoubtedly a strong connection between skills development and potential economic opportunity, our findings reveal that the story of youth who manage to navigate difficult economic environments is complex and nuanced. The article interprets findings through a critical capabilities lens. Its findings indicate that, beyond skills, youth leveraged microcapital gifts from families, connected with each other and broader social networks for new opportunities, and supported one another emotionally. Participants' stories demonstrate that converting youth capabilities into functioning in their environment requires varied forms of support and networking

beyond simple skills development. The article considers implications for youth development programs and research.

Kuang, X., Eysink, T. H. S., & de Jong, T. (2022). **Effects of providing domain information on facilitating hypothesis generation in inquiry learning.** *The Journal of Educational Research*, 115(5), 285-297. <https://doi.org/10.1080/00220671.2022.2124219>

This study investigated the effects of providing domain information in an early stage of an inquiry process, together with an aligned hypothesis scratchpad, on inquiry learning, and hypothesis generation in particular. Participants were provided with basic domain information that was adapted to their prior knowledge (experimental condition) or received no introduction to the domain (control condition) before writing their hypotheses. Sixty-nine secondary school students from two countries were randomly assigned to the experimental or the control condition. These two conditions were compared on hypothesis generation, the subsequent inquiry processes of data recording and drawing conclusions, and knowledge acquisition. Results indicate that the supported students could specify more testable relations in their hypotheses, and could write hypotheses with higher levels of informativeness about variables, conditions, and relations. No differences between conditions were found on data recording, drawing conclusions, and knowledge acquisition. Limitations and directions for future research are presented.

Mitra, S., & Dangwal, R. (2022). **Evolution of the “hole-in-the-wall”: A status review.** *PROSPECTS*, 52(1), 209-222. <https://doi.org/10.1007/s11125-021-09552-y>

The “hole-in-the-wall” experiments of 1999, as named by the popular media, started with an Internet-connected computer being embedded in a wall facing a slum in Kalkaji, New Delhi, India. Several studies showed that groups of children, when given access to the Internet, can learn by themselves. Children’s academic marks improved, and their interest in learning new things increased, resulting in a significant decrease in school dropouts and increase in school attendance. Soft skills, such as confidence, communication, and self-regulation improved. This article traces the history of this experiment, the formation of “hole-in-the-wall education” (HiWEL) as an organization, technological and pedagogical advances, and how this simple idea is touching the lives of millions of children.

Rankin, P. S., Staton, S., Potia, A. H., Houen, S., & Thorpe, K. (2022). **Emotional quality of early education programs improves language learning: A within-child across context design.** *Child Development*, 93(6), 1680-1697. <https://doi.org/10.1111/cdev.13811>

Observational studies comparing child outcomes in early care and education classrooms of differing quality are often confounded by between-child differences. A within-child design, tracking children across contexts, can identify the effects of quality with less confounding. An analysis of Australian children (N = 1128, mean age 5 years, 48% female, 2.9% Indigenous, ethnicity data unavailable) tracked across pre-K, K, and year 1 (2010–2012) was conducted to assess how changes in observed quality (Classroom Assessment Scoring System) were associated with changes in cognitive development (Woodcock–Johnson III). Thresholds of quality were also investigated. Increases in Emotional Support were associated with improved language development ($\beta = 0.54$, 95% CI [0.1–0.99], approximating 2.6 weeks development). Results highlight that emotional quality is an integral and potent component of early learning.

Safa, M. D., Gusman, M. S., & Doane, L. D. (2022). **Bicultural competence and academic adjustment across Latino youth adaptation from high school to college.** *Child Development, 93*(6), 1663-1679. <https://doi.org/10.1111/cdev.13810>

This study investigated the association between bicultural competence and academic adjustment (i.e., engagement, efficacy, achievement) among 193 Latino youth (65.3% female; 89.1% U.S.-born) followed from their senior high school year (Mage = 17.58 years, SD = 0.53) to their fifth college semester (2016–2019). Latent growth analyses revealed that youth's overall bicultural competence trajectory was moderately high and stable across this period. Youth who maintained or increased bicultural competence levels over time (slopes) demonstrated greater self-efficacy. Youth with greater high school bicultural competence (intercepts) demonstrated higher engagement but lower achievement. No other associations emerged. This study highlights that the promoting influence of bicultural competence may not extend to all indicators of academic adjustment but may depend upon the contexts and demands they navigate.

Sannier-Bérusseau, C. (2022). **Identité d'apprenant et préférences d'apprentissage : un modèle pour penser l'individualité des apprenants et de leurs pratiques d'apprentissage.** *Canadian Journal of Education/Revue canadienne de l'éducation, 45*(3), 744-768. <https://doi.org/10.53967/cje-rce.v45i3.5149>

Our research aims to understand the evolution of students' learning identity and learning preferences, by identifying the characteristics of these evolutions. We carried out a multiple case study (Stake, 2006) with Quebec secondary school students, just after the introduction of drama in their curriculum, and then at the end of the school year. We seek to determine whether their learning identity and their learning preferences, in the theatrical context and in the overall high school context, evolve correspondingly. Our analysis of the corpus reveals joint and consistent changes in learning identity and learning preferences in both contexts, suggesting a link between the way students define themselves and their learning preferences, both in their conative and their cognitive dimensions.

Santos, I. V., Petroska-Beska, V., Amaro Da Costa Luz Carneiro, P. M., Eskreis-Winkler, L., Munoz Boudet, A. M., Berniell, I., ... Duckworth, A. L. (2021). **Can Grit Be Taught? Lessons from a Nationwide Field Experiment with Middle-School Students** (Policy Research Working Paper Series N° 9831). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/9831.htm>

This paper studies whether a particular socio-emotional skill —grit (the ability to sustain effort and interest toward long-term goals)—can be cultivated and how this affects student learning. The paper implements, as a randomized controlled trial, a nationwide low-cost intervention designed to foster grit and self-regulation among sixth and seventh grade students in primary schools in North Macedonia (about 33,000 students across 350 schools). Students exposed to the intervention report improvements in self-regulation, in particular the perseverance-of-effort facet of grit, relative to students in a control condition. The impacts on students are larger when both students and teachers are exposed to the curriculum than when only students are treated. Among disadvantaged students, the study also finds positive impacts on grade point averages, with gains of up to 28 percent of a standard deviation one year post-treatment. However, the findings also point toward a potential downside: although the intervention made students more perseverant and industrious, there is some evidence that it may have reduced consistency in their interests over time.

Shafiq, M. N., & Valerio, A. (2022). **The roles of childhood circumstances and schooling on adult reading skills in low- and middle-income countries.** *PROSPECTS*, 52(1), 59-78. <https://doi.org/10.1007/s11125-021-09541-1>

The article investigates the roles of childhood circumstances (including parental socio-economic status, parental education, parental engagement, and sibling composition) and schooling on adult reading skills in low- and middle-income countries. Using regression models and data from surveys of urban labor-force participants in Armenia, Bolivia, Colombia, Georgia, Ghana, Kenya, Ukraine, and Vietnam, the study reaches several conclusions. First, childhood circumstances predict adult reading skills in all eight countries. Second, among the childhood circumstances variables, parental education is the most frequent predictor of adult reading skills. Third, schooling is at least as important as the childhood circumstances variables in explaining adult reading skills. Finally, an extra year of schooling is associated with larger gains in adult reading skills in the relatively lower income countries.

Skelling Desmeules, M.-E. (2022). **Les expériences de formation en combat scénique : une source d'apprentissages allant au-delà de la dimension physique.** *Revue des sciences de l'éducation*, 48(1). <https://doi.org/10.7202/1092601ar>

Cette étude de cas qualitative-interprétative permet une meilleure compréhension des expériences d'apprentissage du combat scénique dans le contexte de la formation professionnelle de l'acteur-riche. Cet article discute de la manière dont ces expériences d'apprentissage dépassent le cadre du mouvement, à la lumière du concept d'expérience et de la théorie de l'activité. Ces expériences amènent les apprenant-e-s à faire face à leurs limites personnelles, à se responsabiliser vis-à-vis de leur cheminement d'apprentissage, à accroître leur confiance en elles-eux ainsi qu'à multiplier les réalisations contribuant à leur parcours de formation en interprétation théâtrale, voire à leur professionnalisation. Des liens peuvent aussi être établis au regard d'autres contextes d'enseignement d'activités de combat (scénique ou non), qui sont notamment autorisées dans le contexte scolaire québécois.

Tran, T. N. M. (2022). **Skills and educational aspirations as predictors of secondary school dropout in Vietnam: A dynamic approach.** *International Journal of Educational Development*, 95, 102682. <https://doi.org/10.1016/j.ijedudev.2022.102682>

Despite the national target of universal lower secondary education, a significant number of students leave secondary school every year in Vietnam. Nothing is known about socioemotional or psychological factors in secondary school dropout. Few studies have investigated dropping out as a dynamic process. Therefore, this study examines the relationship between cognitive and non-cognitive skills, educational aspirations, and school dropout at the lower and upper secondary level, and the transition between these two levels, using Cox models based on the panel data from the Young Lives Vietnam survey. The analysis finds that cognitive skills are more protective against lower secondary school dropout than non-cognitive skills, but less protective against dropout at the transition than non-cognitive skills. The role of skills faded away at the upper secondary level. Instead, adolescents' educational aspirations emerge as the most significant predictor. Other factors such as family background, parents' aspirations for their child's education, and time allocation also play a considerable role. The study suggests developing both cognitive and non-cognitive skills during children's education to promote secondary graduation.

Tuomi, I. (2022). **Artificial intelligence, 21st century competences, and socio-emotional learning in education: More than high-risk?** *European Journal of Education*, 57(4), 601-619. <https://doi.org/10.1111/ejed.12531>

Over the last two decades, 21st century competences and socio-emotional skills have become a major focus in educational policy. In this article, skills for the 21st century, soft skills, as well as social and emotional skills, are contextualised in the context of technological change, machine learning, and the ethics of artificial intelligence. The use of data-driven AI technologies to model and measure these skills—in this article defined as non-epistemic competence components—can lead to major social challenges that have important implications for educational policies and practices. A moratorium on the use of data on these competence components in machine learning systems is proposed until the society-wide impact is better understood.

Aspects économiques de l'éducation

Arias, O., Carneiro, P., Duckworth, A., Eskreis-Winkler, L., Krekel, C., Boudet, A. M. M., ... Santos, I. (2022). **Can grit be taught? Lessons from a nationwide field experiment with middle-school students** [CEP Discussion Paper]. Consulté à l'adresse Centre for Economic Performance, LSE website: <https://econpapers.repec.org/paper/cepcepdp/dp1878.htm>

We study whether a particular socio-emotional skill - grit (the ability to sustain effort and interest towards long-term goals) - can be cultivated through a large-scale program, and how this affects student learning. Using a randomized control trial, we evaluate the first nationwide implementation of a low-cost intervention designed to foster grit and self-regulation among sixth and seventh-grade students in primary schools in North Macedonia (about 33,000 students across 350 schools). The results of this interventions are mixed. Exposed students report improvements in self-regulation, in particular the perseverance-of-effort facet of grit, relative to students in a control condition. Impacts on students are larger when both students and teachers are exposed to the curriculum than when only students are treated. For disadvantaged students, we also find positive impacts on grade point averages, with gains of up to 28 percent of a standard deviation one-year post-treatment. However, while this intervention made students more perseverant and industrious, it reduced the consistency-of-interest facet of grit. This means that exposed students are less able to maintain consistent interests for long periods.

Brandimarti, E. (2022). **Self-Selection, University Courses and Returns to Advanced Degrees.** Consulté à l'adresse https://drive.google.com/file/d/1KS1S7V1e2oAZx_cyPm7dxBFD_lh6H3jk/view?usp=emb_ed_facebook

Choi, J. J. (2022). **Popular Personal Financial Advice versus the Professors.** *Journal of Economic Perspectives*, 36(4), 167-192. <https://doi.org/10.1257/jep.36.4.167>

I survey the advice given by the fifty most popular personal finance books and compare it to the prescriptions of normative academic economic models. Popular advice frequently departs from normative principles derived from economic theory, which should motivate new hypotheses about why households make the financial choices they do, as well as what financial choices households should make. Popular advice is

sometimes driven by fallacies, but it tries to take into account the limited willpower individuals have to stick to a financial plan, and its recommended actions are often easily computable by ordinary individuals. I cover advice on savings rates, the advisability of being a wealthy hand-to-mouth consumer, asset allocation, non-mortgage debt management, simultaneous holding of high-interest debt and low-interest savings, and mortgage choices.

Di Maro, V., Loeffers, S., Serra, D., & Vicente, P. (2021). **Mobilizing Parents at Home and at School: An Experiment on Primary Education in Angola** (Policy Research Working Paper Series N° 9876). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/9876.htm>

How should parents be mobilized for education in Africa This study implemented a large-scale field experiment in Angolan primary schools, including three treatments: an information campaign at home, simple parents' meetings at school, and the combination of both. The measures of parental mobilization include beneficial practices at home, contacts with teachers, and participation in school institutions. The findings show that the information increased parents' involvement at home but had no impact on engagement at school, while the meetings had the opposite effects. After mobilizing parents, only the combined treatment improved management practices and facilities in schools, teachers' attitudes, and parents' satisfaction.

Dinarte Diaz, L., Egana-del Sol, P., & Martinez A., C. (2022). **Socioemotional Skills Development in Highly Violent Contexts: Measurements and Impacts** (Policy Research Working Paper Series N° 9957). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/9957.htm>

Non-cognitive skills can determine socioeconomic success and the transmission of economic status across generations. Yet, evidence of cost-effective interventions that aim to develop these skills for at-risk youth living in highly violent contexts is still scarce. This paper experimentally studies the social-emotional learning and protection components of an After School Program (ASP) for teenagers in the most violent neighborhoods of El Salvador, Honduras, and Guatemala. By combining administrative records and data gathered on-site via computer from task-based games and AI-powered emotion detection algorithms, this paper measures the ASP's impacts on behavior, academic performance, and non-cognitive skills. To measure the learning component, 21 public schools were randomly assigned to extracurricular activities (Clubs), a psychology-based curriculum that aims to strengthen participants' character (Mindful), or a mindfulness and relaxation technique program (Mindful). To estimate the protection component, 8 schools were selected as pure controls with a propensity score approach. Results show that the net learning component improved behavior at school by 0.46 standard deviations and reduced a proxy for stress by 0.45 standard deviations relative to the Clubs only ASP. These results were driven by the Virtue curriculum. Although the protection component negatively impacts social-emotional skills, it is, on average, more effective for students with worse behavior at baseline, indicating that the ASP curriculum and the characteristics of the population served are key in designing policies aimed at improving students' behavior.

Dinarte Diaz, L., Ferreyra, M. M., Urzua, S., & Bassi, M. (2021). **What Makes a Program Good? Evidence from Short-Cycle Higher Education Programs in Latin America and the**

Caribbean (Policy Research Working Paper Series N° 9722). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/9722.htm>

This paper explores the relationship between the practices, inputs, and other characteristics of short-cycle higher education programs (SCPs) and their students' academic and labor market outcomes. A novel survey was designed and conducted to collect program-level information on quality determinants and program average outcomes for five countries in Latin America and the Caribbean. Quality determinants are grouped into the following categories: curriculum and training, infrastructure faculty, private sector engagement and job search assistance, costs and funding, and other practices related to student admission and institutional governance. In addition, individual-level data on SCP graduates was collected for Ecuador and matched to program survey data. Estimates from pooled survey data for the five countries indicate that specific quality determinants are positively associated with academic and labor market outcomes. Moreover, determinants account for about one-third of the explained variation in academic outcomes and formal employment. In contrast, estimates for Ecuador indicate that labor market outcomes are mostly associated with student and peer characteristics rather than program quality determinants. These findings can inform the design and replication of high-quality SCPs as well as their oversight and regulation.

González Amador, M., Cowan, R., & Nillesen, E. (2022). **Peer networks and malleability of educational aspirations** (MERIT Working Paper N° 2022-028). Consulté à l'adresse United Nations University - Maastricht Economic and Social Research Institute on Innovation and Technology (MERIT) website:

<https://econpapers.repec.org/paper/unmunumer/2022028.htm>

Continuing education beyond the compulsory years of schooling is one of the most important choices an adolescent has to make; higher education is associated with a host of social and economic benefits both for the person and its community. Today, there is ample evidence that educational aspirations are an important determinant of said choice. We implement a multilevel, networked experiment in 45 Mexican high schools, and provide evidence of the malleability of educational aspirations, and the interdependence of students' choices and the effect of our intervention with peer networks. Moreover, we find that a video- intervention, which combines role-models and information about returns to education, is successful in updating students' beliefs and consequently educational aspirations.

Howard, G., & Weinstein, R. (2022). **« Workhorses of Opportunity »: Regional Universities Increase Local Social Mobility** (IZA Discussion Paper N° 15622). Consulté à l'adresse Institute of Labor Economics (IZA) website:

<https://econpapers.repec.org/paper/izaizadps/dp15622.htm>

Regional public universities educate approximately 70 percent of college students at four-year public universities and an even larger share of students from disadvantaged backgrounds. They aim to provide opportunity for education and social mobility, in part by locating near potential students. In this paper, we use the historical assignment of normal schools and insane asylums (normal schools grew into regional universities while asylums remain small) and data from Opportunity Insights to identify the effects of regional universities on the social mobility of nearby children. Children in counties given a normal school get more education and have better economic and social outcomes, especially lower-income children. For several key outcomes, we show this effect is a causal effect on children, and not only selection on which children live near universities.

Le Nevé, S. (2022, octobre 31). **Les dépenses d'enseignement supérieur consacrées aux étudiantes inférieures de 18 % à celles allouées aux étudiants.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2022/10/31/les-depenses-d-enseignement-superieur-consacrees-aux-etudiantes-inferieures-de-18-a-celles-allouees-aux-etudiants_6148046_3224.html

Les femmes ne sont que 34 % à étudier dans les grandes écoles, 38 % dans les classes préparatoires et les instituts universitaires de technologie, des filières qui bénéficient des ressources financières publiques et privées les plus élevées.

Santos, I. V., Petroska-Beska, V., Amaro Da Costa Luz Carneiro, P. M., Eskreis-Winkler, L., Munoz Boudet, A. M., Berniell, I., ... Duckworth, A. L. (2021). **Can Grit Be Taught? Lessons from a Nationwide Field Experiment with Middle-School Students** (Policy Research Working Paper Series N° 9831). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/9831.htm>

This paper studies whether a particular socio-emotional skill —grit (the ability to sustain effort and interest toward long-term goals)—can be cultivated and how this affects student learning. The paper implements, as a randomized controlled trial, a nationwide low-cost intervention designed to foster grit and self-regulation among sixth and seventh grade students in primary schools in North Macedonia (about 33,000 students across 350 schools). Students exposed to the intervention report improvements in self-regulation, in particular the perseverance-of-effort facet of grit, relative to students in a control condition. The impacts on students are larger when both students and teachers are exposed to the curriculum than when only students are treated. Among disadvantaged students, the study also finds positive impacts on grade point averages, with gains of up to 28 percent of a standard deviation one year post-treatment. However, the findings also point toward a potential downside: although the intervention made students more perseverant and industrious, there is some evidence that it may have reduced consistency in their interests over time.

Seebacher, M. (2022). **Infrastructure and Girls' Education: Bicycles, Roads, and the Gender Education Gap in India.** *IFO Working Papers*, (382). Consulté à l'adresse <https://www.ifo.de/publikationen/2022/working-paper/infrastructure-and-girls-education-bicycles-roads-and-gender>

How can infrastructure help to reduce the gender education gap in developing countries? In this paper, I analyze the complementarity of all-weather roads and a bicycle program in Bihar, India, which aimed to increase girls' secondary school enrollment rate. Using Indian household survey data combined with a quadruple difference estimation strategy, I find that the program's main beneficiaries are girls living at least 3km away from secondary schools whose villages are connected with all-weather roads.

Winton, S. (2022). **Unequal Benefits: Privatization and Public Education in Canada.** Consulté à l'adresse <https://utorontopress.com/9781487525965/unequal-benefits>

Drawing on research from across Canada and beyond, education policy expert Sue Winton critically analyzes policies encouraging the privatization of public education in Canada. These policies, including school choice, fundraising, fees, and international education, encourages parents and others in the private sector to take on responsibilities for education formerly provided by governments with devastating consequences for the

democratic goals of public education. *Unequal Benefits* introduces traditional and critical approaches to policy research and explains how to conduct a critical policy analysis. Winton explains the role policy plays in supporting and challenging inequality in the pursuit of a strong democracy and the public school ideal. In these idealized education spaces, policy decisions prioritize collective needs over private interests, which are made in public by democratically elected officials, and, more importantly, every child is able to access high quality education programs and enjoy their benefits at no cost. Written for parents, educators, policymakers, and other interested citizens, *Unequal Benefits* sheds light on how to participate in efforts to resist educational privatization and achieve the public school ideal across Canada.

Aspects psychologiques de l'éducation

Barnard-Brak, L., Filderman, M. J., Brewer, A. T., & Kudesev, C. (2022). **Evidence for Transition-Related Behaviors as an Explicit Criterion for Extended School Year Services Eligibility.** *Journal of Psychoeducational Assessment*, 40(8), 968-984. <https://doi.org/10.1177/07342829221110405>

We examined the association of students' ability to transition on a daily basis (horizontal transitions) as reported by teachers with academic achievement as mediated by the summer Extended School Year (ESY) services received. Transitions from summer break to re-entry in the fall are referred to as a vertical transition. We examined these relationships via structural equation modeling techniques using multi-group modeling with respect to students with Individualized Education Programs (IEPs) versus students without IEPs. Among students with IEPs, increased ability to transition was significantly associated with increased academic achievement across time. The receipt of summer ESY services was strongly and significantly associated with increased academic achievement among students with IEPs. The receipt of summer ESY services was also significantly associated with increased ability to transition for these students with IEPs. This ability to transition may be even more impacted by the advent of the COVID-19 pandemic, which has disrupted learning for many school children.

Brower, Hu, Daniels, Bertrand Jones, & Hu. (2022). **We Can Do This Thing Together: Intergenerational Learning and Academic Motivation among Community College Students.** *Community College Journal of Research and Practice*, 46(12), 841-854. <https://doi.org/10.1080/10668926.2021.1910594>

This qualitative study examines how intergenerational learning contributed to academic motivation among students of different ages in the Florida College System, the state's community college system. The data for this study included 166 semi-structured focus groups with 375 students collected during site visits to 21 state colleges over a five-year period. This study considers both familial intergenerational learning, in which members of different generations in the same family learn from one another, and extrafamilial intergenerational learning, in which members of different generations not in the same family learn from one another. Overall, familial intergenerational learning was a more prominent theme than extrafamilial intergenerational learning. Both familial and extrafamilial intergenerational learning included three similar patterns: 1) older to younger learning, 2) younger to older learning, and 3) reciprocal learning, but familial intergenerational learning also included a fourth pattern of indirect intergenerational learning that is not reflected in extrafamilial intergenerational learning.

Recommendations for practice are also provided including formalizing some of the informal forms of intergenerational learning that we highlight in our data.

Calik, B., & Capa-Aydin, Y. (2022). **Psychometric Properties of the Turkish Adaptation of Teacher Emotions Scale**. *Journal of Psychoeducational Assessment*, 40(8), 1017-1032. <https://doi.org/10.1177/07342829221114624>

The current research investigated the psychometric characteristics of the Turkish adaptation of the Teacher Emotions Scale (TES). Study I included a sample of 164 Turkish middle school teachers, and Study II included a sample of 222 mathematics teachers. The three-emotion factor model was confirmed in both studies with satisfactory reliability estimates. This model was invariant across gender. In addition, the latent mean structure analyses revealed no significant differences in teacher emotions by gender. Regarding convergent validity, teacher emotion scores showed a significant relationship with teacher self-efficacy. Thus, the Turkish version of the TES demonstrated sound psychometric characteristics for measuring teachers' academic emotions in educational contexts.

Campbell, S. M. (2022). **Expanding notions of equity: Body diversity and social justice**. *Psychology in the Schools*, 59(12), 2387-2404. <https://doi.org/10.1002/pits.22586>

Despite their negative effects on the emotional, physical, and social wellbeing of students, weight stigma and anti-fat attitudes are rarely systematically addressed in schools or within school psychology. Weight-based oppression is regarded differently than other domains of prejudice. Therefore, implicit and explicit bias continue unimpeded, even when practitioners are attentive to other areas of social injustice. Mental health providers serving schools must acknowledge the prevalence of weight stigma and fatphobia to reduce their deleterious and oppressive effects. This conceptual paper outlines the underpinnings of weight stigma, overviews the necessity of addressing it and body image in educational settings, incorporates interdisciplinary perspectives, and proposes a justice-oriented shift in the conceptualization of weight status within school psychological service delivery.

Cohen, D. R., Lindsey, M. A., & Lochman, J. E. (2022). **Applying an ecosocial framework to address racial disparities in suicide risk among black youth**. *Psychology in the Schools*, 59(12), 2405-2421. <https://doi.org/10.1002/pits.22588>

Suicide in Black youth is a major public health crisis. Given that racism is a core aspect of the lived experience of Black students in educational settings, efforts to reduce racial disparities in suicide risk must identify and address sources of racism in school contexts and facilitate culturally relevant coping strategies. This article highlights patterns associated with the emergence of risk in Black children and adolescents, applies the Ecosocial Theory of Disease Distribution to conceptualize a strategic approach to reducing racial disparities in suicide, and integrates empirical literature on the relations between racism and suicidality. Extant research findings are applied to conceptualize strategies specifically oriented towards reducing the incidence of suicidal behaviors in Black youth through treatment utilization and engagement strategies for school mental health services, the application of culturally relevant factors within school-based prevention and treatment programs, culturally relevant risk assessment, and universal prevention using antiracist practices in schools.

Crooks, C. V., Kubishyn, N., Noyes, A., & Kayssi, G. (2022). **Engaging peers to promote well-being and inclusion of newcomer students: A call for equity-informed peer interventions.** *Psychology in the Schools*, 59(12), 2422-2437. <https://doi.org/10.1002/pits.22623>

Although newcomer youth demonstrate high levels of resiliency, many experience challenges in emotional, linguistic, academic, and social functioning. Over the past decade, some promising school-based psychosocial interventions for newcomer youth have been developed. These interventions are necessary, but not sufficient to promote well-being. Without attention to the larger context, focusing solely on the skills and adjustment of newcomer youth could potentially stigmatize students further. There is a need to engage non-newcomer peers for two reasons. First, peer relationships and inclusion are important predictors of well-being. Second, from an equity lens, there is a need to create environments that promote youth well-being; at the very least, these environments must engage non-newcomer youth in recognizing and combatting discrimination. This study outlines the need for peer-focused programming to support newcomers and describes existing research on interventions developed to promote peer relationships (e.g., mentoring) or reduce discrimination (e.g., teacher-led discrimination reduction approaches). We identify other intervention models that could inform how to add an equity lens to school mental health intervention, including how a gender-sexuality alliance model could be adapted, and how equity considerations could be integrated into bystander approaches. We conclude with specific implications and recommendations for embedding equity into school mental health.

Davis, W., Petrovic, L., Whalen, K., Danna, L., Zeigler, K., Brewton, A., ... Collaborative, and the N. O. T.-I. L. (2022). **Centering trauma-informed approaches in schools within a social justice framework.** *Psychology in the Schools*, 59(12), 2453-2470. <https://doi.org/10.1002/pits.22664>

Growing evidence establishing the prevalence and educational consequences of childhood trauma has led to a national focus on equipping schools to support the specific needs of students who have experienced trauma. Despite clear evidence of disproportionate trauma exposure among students of color, most models of trauma-informed schools do not explicitly address the intersection of race and trauma within their system-level efforts to help staff realize the prevalence and impact of trauma, recognize the signs of trauma exposure, or respond in ways to avoid retraumatization. This manuscript will review existing efforts to integrate a social justice focus within our ongoing work as part of the Safe Schools NOLA project. We present our conceptual framework and describe how principles relevant to social justice are intentionally integrated into strategies that support the adoption and implementation of trauma-informed approaches in schools. We also discuss limitations in our current approach and offer suggestions to support the development of trauma-informed schools that can advance a social justice agenda.

Eklund, K., Kilgus, S. P., Willenbrink, J. B., Collins, B., Gill, N., Weist, M. M., ... Wills, H. (2022). **Evidence of the Internal Structure and Measurement Invariance of the BASC-3 Behavioral and Emotional Screening System Teacher Form.** *Journal of Psychoeducational Assessment*, 40(8), 936-949. <https://doi.org/10.1177/07342829221116807>

The Behavior Assessment System for Children, Third Edition (BASC-3) Behavioral and Emotional Screening System Teacher Form (BESS) is a universal screening measure designed to identify social, emotional, and behavioral risks in students. A series of confirmatory factor analyses (CFAs) were conducted to examine the extent to which the

developer-proposed factor model fits the BASC-3 BESS data within an elementary K-5 sample of students (N = 1472). Results suggested a higher-order factor structure, which was specified in accordance with developer recommendations, provided acceptable fit to the BASC-3 BESS data. Measurement invariance of the factor structure across student age levels was then examined via a series of multi-group CFA models. Introduction Multi-group CFA findings supported the configural, metric, and scalar invariance of the factor structure across age levels. Practical implications for educators and school psychologists interested in universal screening and directions for future research are discussed.

Esposito, A. G., & Bauer, P. J. (2022). **Determinants of elementary-school academic achievement: Component cognitive abilities and memory integration.** *Child Development*, 93(6), 1777-1792. <https://doi.org/10.1111/cdev.13819>

Children are on a quest for knowledge. To achieve it, children must integrate separate but related episodes of learning. The theoretical model of memory integration posits that the process is supported by component cognitive abilities. In turn, memory integration predicts accumulation of a knowledge base. We tested this model in two studies (data collected in 2016–2018) with second (8-year-olds; n = 391; 196 female; 36% Black, 27% Hispanic/Latinx, 29% White, and 8% multiracial) and third (9-year-olds; n = 282; 148 female; 36% Black, 31% Hispanic/Latinx, 27% White, and 5% multiracial) graders. The results support the theoretical model and the role of verbal comprehension in learning new information, and also indicate that verbal comprehension alone is not sufficient to build knowledge.

Falardeau, E., Guay, F., Bradet, R., & Boulet, J. (2022). **La motivation scolaire d'élèves québécois du deuxième cycle du secondaire en temps de pandémie.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 45(3), 787-834. <https://doi.org/10.53967/cje-rce.v45i3.5219>

To understand how the distance education context resulting from COVID-19 is associated with adolescents' academic motivation, we surveyed high school 3rd, 4th and 5th graders (14 to 17 years old) using two independent cohorts: one of 601 students, recruited in June 2020 and taught online; and the other of 3335 students, recruited in February 2021 and whom have received online education on alternating days for most of the school year. We compared the scores of these two cohorts with those of similar-aged students from a classroom study conducted in 2010 (n = 896). The results indicate significant differences between online and face-to-face teaching in terms of perceived competence, intrinsic motivation, identified extrinsic motivation and sense of belonging to their school. In addition, an eight-month follow-up with the June 2020 cohort shows that the differences increase over time.

Gaias, L., Jones, J., Exner-Cortens, D., Splett, J., & Walker, W. (2022). **Embedding equity into school mental health theory: Introduction to Part 2 of the special issue series.** *Psychology in the Schools*, 59(12), 2383-2386. <https://doi.org/10.1002/pits.22806>

In this article, we present an introduction to the second part of a two-part special series focused on embedding equity into school mental health. In the previous part, we focused on measurement and practice, and in this second part, we focus on theory.

Gaias, L. M., Arnold, K. T., Liu, F. F., Pullmann, M. D., Duong, M. T., & Lyon, A. R. (2022). **Adapting strategies to promote implementation reach and equity (ASPIRE) in school**

mental health services. *Psychology in the Schools*, 59(12), 2471-2485.
<https://doi.org/10.1002/pits.22515>

Despite evidence that school mental health can enhance access to care for students from marginalized racial/ethnic groups, disparities remain in the appropriateness, quality, effectiveness, and outcomes of school mental health services. Implementation strategies hold some promise for addressing the disparities that emerge as result of inequitable implementation of mental health services. However, without explicitly examining implementation strategies through an equity lens, it is unclear the extent to which they will promote equitable implementation or student outcomes. Thus, the goal of the current paper is to describe the Adapting Strategies to Promote Implementation Reach and Equity framework, a generalizable process for adapting implementation strategies to explicitly center the goal of reducing disparities in implementation and service recipient outcomes. We outline a three-step process for incorporating an equity lens into implementation strategies and provide examples of how this framework can be applied to implementation strategies in school mental health. We also discuss examples of projects where implementation strategies were intentionally paired with school mental health programs to enhance racial equity. Implications and recommendations for school mental health and implementation research and practice are discussed.

Gavarini, L. (Éd.). (2022). **Le Normal et le Pathologique à l'école aujourd'hui**. Vincennes : Presses Universitaires de Vincennes. Consulté à l'adresse <https://www.puv-editions.fr/catalogue/tous-nos-livres-et-revues/le-normal-et-le-pathologique-a-l-ecole-aujourd-hui-9782379242663-0-741.html>

A la croisée de la philosophie, de la psychanalyse et de la sociologie, cet ouvrage invite à réinterpréter les écarts à la norme, les problèmes disciplinaires, les différents troubles de l'attention et pathologies repérées chez l'enfant et l'adolescent dans le champ scolaire. Comment se départagent le normal et le pathologique aujourd'hui à l'école ? La norme scolaire a changé d'aspect, et son poids s'exerce alors même que l'école vise l'inclusion des différences et le respect de l'égalité. La neuropédagogie et la psychologie cognitive sont devenues des incontournables et exercent une influence hégémonique sur la didactique. Sans défendre un autre discours totalisant en miroir des précédents, mais au contraire dans une forme de dialogue, les différentes contributions montrent comment une approche clinique est requise pour déceler des tensions entre les idéaux et ce qui se joue effectivement dans les pratiques. Tout comme une réflexion philosophique est aussi nécessaire pour mettre en question les finalités de l'école, et leur transformation. Que se passe-t-il donc sous nos yeux, pour que les intentions louables qui soutiennent les pratiques dites inclusives à l'école s'accompagnent d'un sentiment récurrent de crise et de souffrances dans l'espace scolaire ? En intégrant des contributions d'universitaires sociologues et de cliniciens allemands et italiens, l'ouvrage se penche sur la manière dont, parfois à l'insu des acteurs, le poids d'exigences nouvelles pèse sur les élèves, alors même que les objectifs déclarés de l'éducation s'arment de bienveillance et appellent au respect du développement naturel.

Hughes, B., Sullivan, K. A., & Gilmore, L. (2022). **Neuromyths about learning: Future directions from a critical review of a decade of research in school education.** *PROSPECTS*, 52(1), 189-207. <https://doi.org/10.1007/s11125-021-09567-5>

Neuromyths are distorted ideas from neuroscience about the brain and learning. This critical review synthesized data from nine educational neuromyth studies that: (a) used a specific established measure, (b) were published in English, and (c) sampled qualified

(in-service) teachers. The total sample comprised 5,259 teachers from 16 countries on six continents. All studies were cross-sectional and used convenience sampling. A common finding was that most neuromyths were endorsed or strongly endorsed by teachers; however, most of the studies were methodologically limited. For example, six studies used unrepresentative samples. Further, none of the studies closely considered the potential impact of neuromyths on teaching practices and learner outcomes. Future research must address these limitations and answer the challenging and important questions that remain, including prevention strategies.

Jarraud, F. (2022, novembre 10). **Edouard Gentaz : Les neurosciences, la recherche et l'École**. Consulté 14 novembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/11/10/edouard-gentaz-les-neurosciences-la-recherche-et-lecole/>

«Aucune discipline scientifique seule ne peut donner raisonnablement de recette pédagogique plus ou moins miraculeuse». Professeur de psychologie du développement, Edouard Gentaz remet les pendules à l'heure dans un ouvrage (Les neurosciences à l'école : leur véritable apport, édition Odile Jacob). L'ouvrage qui réfléchit aux relations entre la recherche et l'enseignement. Il en...

Lamarche, M.-A., & Durand, M.-J. (2022). **Développement du sentiment d'efficacité personnelle perçu par des enseignantes œuvrant auprès d'élèves ayant un trouble du spectre de l'autisme au secondaire et appropriation de nouvelles pratiques évaluatives**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 45(3), 835-866. <https://doi.org/10.53967/cje-rce.v45i3.5239>

Assessing students with an autism spectrum disorder (ASD) is a constant challenge. It impacts the sense of personal effectiveness of teachers working with these learners who can have multiple specificities and for whom adjustments to pedagogical practices, and specifically assessment practices, are often essential. According to the literature, teachers' self-efficacy has a direct effect on teaching practices and their mental health. The results of our study suggest that the appropriation of practices can improve teachers' self-efficacy when they are involved in a professional development process providing suitable material and support.

Malone, C. M., Wycoff, K., & Turner, E. A. (2022). **Applying a MTSS framework to address racism and promote mental health for racial/ethnic minoritized youth**. *Psychology in the Schools*, 59(12), 2438-2452. <https://doi.org/10.1002/pits.22606>

Ample evidence suggests that PK-12 students experience racism and other forms of discrimination in school and that these experiences have a deleterious impact on their mental health. Several studies have shown a consistent and strong relationship between racism and negative mental health outcomes including increased depression and anxiety, decreased self-worth and self-esteem, as well as psychological maladjustment. School-based mental health services can ensure that racial and ethnic minoritized (REM) students gain access to mental health services. Because schools are one place where REM students experience structural and individual discrimination, it is critical that school-based mental health providers utilize strategies to promote school climates that are safe and affirming for these students. Using a multitiered system of support framework, we describe the tier 1 interventions to promote positive school racial climate and the elements of culturally responsive practices to be integrated into tier 2 and tier 3 interventions to improve mental health outcomes for REM youth.

Nadeau, S., Bourdon, S., & Lessard, A. (2022). **Sentiment de compétence parentale dans l'accompagnement des devoirs : détresse psychologique et sentiment d'appartenance communautaire.** *Revue des sciences de l'éducation*, 48(1). <https://doi.org/10.7202/1092600ar>

Cette étude vise à explorer si la détresse psychologique et le sentiment d'appartenance à la communauté sont liés au sentiment de compétence parentale dans l'accompagnement des devoirs. Un devis corrélationnel, basé sur les données de l'Enquête de santé populationnelle estrienne de 2018, a mené à des résultats indiquant que le sentiment de compétence parentale est négativement associé à la détresse psychologique alors qu'il l'est positivement au sentiment d'appartenance à la communauté. Ces constats soulignent la pertinence d'encourager les interactions sociales au sein des communautés, notamment dans les populations faisant face à divers facteurs de stress.

Oram, R., & Rogers, M. (2022). **Academic Procrastination in Undergraduate Students: Understanding the Role of Basic Psychological Need Satisfaction and Frustration and Academic Motivation.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(3), 619-645. <https://doi.org/10.53967/cje-rce.v45i3.5293>

Procrastination is particularly prevalent in the post-secondary student population, with prevalence rates ranging between 70–95%. Students have consistently cited motivation, or a lack thereof, as one of the main sources of their procrastination. One of the most prominent theories explaining motivation is self-determination theory (SDT). Despite the direct links between motivation and procrastination, procrastination has been scarcely examined through the lens of SDT. The current study examined the relationship between basic psychological need (BPN), satisfaction and frustration, academic motivation, and academic procrastination. A sample of 617 undergraduate students completed an online questionnaire about their university experience. Data were analyzed using mediational structural equation models. Results suggested that academic motivation significantly mediated the relationship between BPN satisfaction and procrastination, but not the relationship between BPN frustration and procrastination. These results demonstrate the importance of satisfying the BPN of undergraduate students, as it may increase their academic motivation and, subsequently, reduce their procrastination.

Pullmann, M. D., Gaias, L. M., Duong, M. T., Gill, T., Curry, C., Cicchetti, C., ... Cook, C. R. (2022). **Reducing racial and ethnic disproportionality in school discipline through an assessment-to-intervention process: A framework and process.** *Psychology in the Schools*, 59(12), 2486-2505. <https://doi.org/10.1002/pits.22651>

Racial and ethnic disproportionality in discipline (REDD) represents a longstanding and pervasive issue in the United States educational system. However, researchers and interventionists have not sufficiently provided educators with appropriate frameworks and feasible tools to disrupt REDD and promote equity. The goal of this paper is to present a framework of eight malleable factors associated with REDD and describe the Disproportionality in Discipline Assessment for Schools (DDAS). The DDAS is a suite of user-friendly tools based on this framework, designed to help school teams identify and address REDD. Two studies are described. Study 1 presents the results of educator feedback on a presentation of the framework and the DDAS in terms of their perception of its feasibility, usability, and validity/logical soundness. Study 2 presents the process of applying the DDAS in four real-world school settings. Results indicated that the framework

and the DDAS were useful and feasible tools to help schools increase equity and address REDD. Modifications to the framework and the DDAS were made to improve validity and appropriateness.

R, M., & Thomas, I. (2022). **WISC-IV and Rey Auditory Verbal Learning Test Indicators of Specific Learning Disorder and Discrepant Academic Achievement.** *Journal of Psychoeducational Assessment*, 40(8), 950-967. <https://doi.org/10.1177/07342829221116988>

Though several studies have been undertaken to explore the correlates of academic achievement, there is a dearth of studies relating to the cognitive profiles of children who show marked discrepancies between their cognitive potential and actual academic achievement. The present study was undertaken in this context. The study was conducted on a sample of 308 students in the age range of 12–16 years, drawn from different schools in Kerala, India. The participants belonged to four groups, that is, Underachievers, Normal achievers, Overachievers, and those with Specific Learning Disorders (SLD). WISC-IV India and Rey Auditory Verbal Learning Test (RAVLT) were used for assessing cognitive functions. Results indicated that the SLD group could be discriminated from the other three groups in terms of Digit span, Letter-Number sequencing, Working Memory Index, and Processing Speed Index. Further, a retention score obtained from RAVLT could discriminate between the SLD and UA groups. Discriminant analysis of the variables resulted in the extraction of two significant functions composed of three variables of WISC and two variables of RAVLT. The results indicated that the different groups of scholastically backward children, though similar in their overall IQ, had distinct and characteristic cognitive profiles.

Rankin, P. S., Staton, S., Potia, A. H., Houen, S., & Thorpe, K. (2022). **Emotional quality of early education programs improves language learning: A within-child across context design.** *Child Development*, 93(6), 1680-1697. <https://doi.org/10.1111/cdev.13811>

Observational studies comparing child outcomes in early care and education classrooms of differing quality are often confounded by between-child differences. A within-child design, tracking children across contexts, can identify the effects of quality with less confounding. An analysis of Australian children (N = 1128, mean age 5 years, 48% female, 2.9% Indigenous, ethnicity data unavailable) tracked across pre-K, K, and year 1 (2010–2012) was conducted to assess how changes in observed quality (Classroom Assessment Scoring System) were associated with changes in cognitive development (Woodcock–Johnson III). Thresholds of quality were also investigated. Increases in Emotional Support were associated with improved language development ($\beta = 0.54$, 95% CI [0.1–0.99], approximating 2.6 weeks development). Results highlight that emotional quality is an integral and potent component of early learning.

Reynolds, M. R., Izzo, J. R., & Schultz, R. C. (2022). **Beyond Simple Mean Differences: Analysis of Sex Similarities and Differences in Academic Achievement With the Kaufman Tests of Educational Achievement, Third Edition.** *Journal of Psychoeducational Assessment*, 40(8), 923-935. <https://doi.org/10.1177/07342829221111225>

Simple mean differences summarized in meta-analyses do not always adequately describe sex similarities and differences. We investigated sex similarities and differences in academic achievement test scores during childhood and adolescence multiple ways based on composite and subtest scores from the Kaufman Test of Educational Achievement (Third edition) norming sample. Sex differences in means were investigated

across achievement domains and ability levels. Test score variance and percentages of scores at different parts of score distributions were also compared across sex. The largest and most consistent sex differences were female advantages in writing tests: Larger advantages were found in more complex writing tasks. Females also showed consistent advantages in silent reading fluency. Males demonstrated advantages in math problem solving that emerged at the average ability level. Females were more likely to be high achievers in reading fluency and written expression, whereas males were more likely to be low achievers in reading fluency and aspects of writing, and very low achievers in word recognition, word recognition fluency, and reading vocabulary. Males were more likely to be high achievers in math problem solving. Analysis that goes beyond simple mean differences reveals important sex differences regarding academic achievement, and theories should account for overall patterns of academic achievement similarities and differences.

Saleem, F. T., Howard, T. C., & Langley, A. K. (2022). **Understanding and addressing racial stress and trauma in schools: A pathway toward resistance and healing.** *Psychology in the Schools, 59*(12), 2506-2521. <https://doi.org/10.1002/pits.22615>

Youth of color are disproportionately impacted by stressful and traumatic life events, including race-based experiences, which are linked to negative consequences. School is a salient context where youth encounter, witness, and process racial stress and trauma (RST). However, RST is often overlooked within general school-based trauma models. Thus, we propose the School Trauma and Racial Stress (STARS) blueprint, focused on RST across three levels of the school ecology. By building upon and expanding the Substance Abuse and Mental Health Services Administration recommendations regarding trauma-informed approaches (2014), the STARS blueprint applies a multilevel approach to acknowledging and addressing RST within schools. This integrated framework is a call to action across the school ecology, with the goal to increase recognition of RST within school-based trauma-informed approaches and to build racial equity and healing for students of color in K-12 schools. Practical applications for schools are discussed.

Starrett, A., Irvin, M. J., Lotter, C., & Yow, J. A. (2022). **Understanding the Relationship of Science and Mathematics Place-Based Workforce Development on Adolescents' Motivation and Rural Aspirations.** *American Educational Research Journal, 59*(6), 1090-1121. <https://doi.org/10.3102/00028312221099009>

One overarching goal for rural place-based education is to influence adolescents' aspirations to stay in the community to help sustain and revitalize the local economy. The authors explore the relationship of place-based workforce development in science and mathematics classes with motivation (i.e., expectancy beliefs and science, technology, engineering, and mathematics [STEM] career interest) and rural community aspirations in a large sample of secondary students. The results confirmed that the more place-based workforce development adolescents reported, the higher their expectancy beliefs, STEM career interest, and rural community aspirations. Moreover, motivation positively predicted rural community aspirations. Our findings suggest that teachers should attend not only to content but also to the inclusion of local STEM-related assets and needs, thereby cultivating STEM career trajectories in rural communities.

Vista, A., & Alahmadi, M. T. (2022). **Differences in Discrimination with Respect to Latent Trait and Test-Taking Speed Across Items Measuring Sub-Domains of Cognitive Ability.**

Journal of Psychoeducational Assessment, 40(8), 1000-1016.
<https://doi.org/10.1177/07342829221118183>

The relationship between latent trait and test-taking speed is an important area of study in assessment research. In addition to contributions of such studies to psychometrics, the factors that affect both ability and speed have implications for test development and have policy consequences especially if the tests are high stakes. This study investigated the main assessment scale used in gifted education screening in the Kingdom of Saudi Arabia and focused on the discriminating properties of items across the several cognitive subskills being measured. Under an item response theoretic framework, this study used a lognormal response time model to investigate the discrimination parameter estimates for both ability and speed, with guessing taken into account. Results showed that cognitive subskills do not have uniform discrimination properties across ability and speed, such that some types of items are better at discriminating ability while other types are better at discriminating speed. At a test-level, our results also showed that ability is negatively correlated with speed, such that higher ability students tend to take more time and hence have slower speed. This finding supports other results in the literature. Implications for high-stakes testing and test development are discussed.

Yeh, Y.-J., Chen, J.-H., Tsai, W., & Kimel, S. (2022). **Examining the Factor Structure and Measurement Invariance of the Difficulties in Emotion Regulation Scale Across Taiwanese and American University Students.** *Journal of Psychoeducational Assessment*, 40(8), 985-999. <https://doi.org/10.1177/07342829221113654>

The Difficulties in Emotion Regulation Scale (DERS) is a widely used measure of emotion dysregulation. However, limited research has examined its factor structure and measurement invariance in cross-national samples. The present study tested competing measurement models and the measurement invariance of the DERS in university student samples from the United States ($n = 324$) and Taiwan ($n = 399$). Results indicated that the bifactor model with the Awareness subscale items removed demonstrated the best fit. The results of model-based indices provided evidence for the general emotion dysregulation factor of the DERS. Cross-national measurement invariance testing found partial strong invariance. These findings indicate that DERS would best be used as a measure of general emotion dysregulation among college students in the United States and Taiwan. These findings emphasize that future work is needed to examine cross-national differences in the construct and assessment of emotion dysregulation.

Aspects sociaux de l'éducation

Delprato, M. (2022). **Educational gender gap in sub-Saharan Africa: Does the estimation method matter? A comparison using a sample of opposite sex twins.** *International Journal of Educational Development*, 95, 102683. <https://doi.org/10.1016/j.ijedudev.2022.102683>

A robust assessment of the gender educational gap addressing all channels behind gender discrimination is necessary. Using data for over 30 sub-Saharan Africa (SSA) countries and household and twin fixed-effects approaches, I estimate this inequality across the lifecourse, controlling for variables that are the same within households or twins, yielding a better understanding of the association of gender with education outcomes. Estimates show that gender inequality is still a significant barrier in SSA, but its extent is somewhat over-estimated by monitoring platforms of SGD4. The analysis

indicates that more emphasis should be placed on investigating unobserved factors behind gender discrimination.

Climat de l'école

Bennett, F., Contreras, D., & Morales Cerda, M. (2022). **The consequences of exclusionary discipline on school dropout: Evidence from Chile.** *International Journal of Educational Development*, 95, 102671. <https://doi.org/10.1016/j.ijedudev.2022.102671>

Disciplinary sanctions are a commonly available tool in school systems to punish disruptive students. While these tools are aimed at deterring misbehavior, they exclude offenders to restore discipline in the classroom at the potential cost of inflicting a harm on sanctioned students. In this paper, we study the effect of being expelled from school (expulsions are those sanctions in which students are forced to leave their school and look for another one to re-enroll) on the probability of dropping out using longitudinal data from Chile. We find that sanctioned students are 4.8 percentage points more likely to drop out than non-sanctioned students. The consequences of expulsions are particularly harmful for students in public schools, men, retained students, and those meeting the legal working age. Also, immediately expelling a student—as opposed to expelling at the end of the school year—increases the baseline probability of dropout by three times. These costs of exclusionary discipline are not offset by clear gains in academic performance of expelled students' classmates. Taken together, these results call for alternative methods to improve school discipline and strengthen support policies to minimize the harm of expulsions.

Blanchet-Cohen, N., Robert-Careau, F., Lefevre-Radelli, L., & Talbot, C. (2022). **Cheminer vers la sécurisation culturelle en milieu scolaire pour les Innus.** *Revue des sciences de l'éducation*, 48(1). <https://doi.org/10.7202/1092602ar>

Cet article vise à comprendre l'expérience scolaire des élèves innus dans les écoles du réseau québécois sous l'angle de la sécurisation culturelle. Notre étude partenariale se base sur des entrevues semi-directives réalisées auprès de 45 acteurs de 7 écoles en milieu urbain de la Côte-Nord. Bien que les activités de sensibilisation, l'intérêt pour la compétence culturelle et les actions variables de reconnaissance de la langue et de la culture innues soient positifs, les écoles mettent en pratique une sécurisation culturelle « faible ». Cheminer vers la sécurisation culturelle « forte » implique un investissement à long terme et la cocréation de pratiques qui misent sur les forces et le développement du vivre-ensemble afin de s'engager dans une redéfinition d'un rapport de pouvoirs.

Évaluation des dispositifs d'éducation-formation

Kennedy, J. L., Christensen, C. G., Maxon, T. S., Gerard, S. N., Garcia, E. B., Kook, J. F., ... Pasnik, S. (2022). **The Efficacy of Digital Media Resources in Improving Children's Ability to Use Informational Text: An Evaluation of Molly of Denali From PBS KIDS.** *American Educational Research Journal*, 59(6), 1194-1228. <https://doi.org/10.3102/00028312221113326>

Informational text—resources whose purpose is to inform—is essential to daily life and fundamental to literacy. Unfortunately, young children typically have limited exposure to informational text. Two 9-week randomized controlled trials with 263 first-grade children from low-income communities examined whether free educational videos and digital

games supported children's ability to use informational text to answer real-world questions. Participants received Internet-enabled tablets and were randomly assigned to condition. Study 1 found significant positive intervention impacts on child outcomes; Study 2 replicated these findings. Combined analyses demonstrated primary impact on children's ability to identify and use structural and graphical features of informational text. Results are discussed in the context of the scalability of educational media to support informational text learning.

Lehner, P., & Seillier-Ravenel, L. (2021). **Une médiation entre recherche et pratique : le dispositif GPS. Une recherche collaborative mise à l'épreuve des pratiques.** *Recherche & formation*, 96(1), 81-94. <https://doi.org/10.4000/rechercheformation.7885>

Cet article vise à contribuer à la réflexion sur les conditions de mise en œuvre de recherches collaboratives en confrontant le déroulement et les résultats d'une enquête menée dans le cadre d'un « Lieu d'éducation Associé » (LÉA) à deux des postulats théoriques assurant une collaboration réussie entre chercheurs et praticiens. La configuration singulière du dispositif d'analyse de situations professionnelles « Gérer Professionnellement les Situations » (GPS) dans le LéA, censée garantir la symétrie des positions entre ses membres et la fécondation réciproque des savoirs d'expérience et des savoirs scientifiques, est en effet mise à l'épreuve du processus de coécriture, réunissant un chercheur et des enseignants, et de l'analyse de l'écrit final produit par le groupe. L'article met en évidence une série de freins empêchant la mise en place d'une communauté d'enquête : la distance géographique, la posture du chercheur/formateur et la juxtaposition d'une logique de recherche et de formation. Il interroge aussi les effets de cette distance entre théorie et pratique en analysant l'écrit final sous le prisme de la réflexivité mise en œuvre par les praticiens. Paradoxalement, l'écrit atteste d'une double réflexivité – technique et critique – et de l'élaboration de savoirs d'action qui interrogent les présupposés conceptuels du dispositif et plus généralement les médiations censées favoriser la « secondarisation » du discours.

Formation continue

Adolfsson, M., Baranowska-Rataj, A., & Lundmark, A. (2022). **Temporary Employment, Employee Representation, and Employer-Paid Training: A Comparative Analysis.** *European Sociological Review*, 38(5), 785-798. <https://doi.org/10.1093/esr/jcac021>

This article examines the moderating role of employee representation on the chances of receiving employer-paid training among temporary and permanent workers from a cross-country, comparative perspective. The impact of employee representation is considered at the individual level and at the country level. The statistical analyses are performed using data from the 2015 European Working Conditions Survey and multilevel modelling. Our results suggest that temporary workers receive less employer-paid training than permanent workers. Access to employee representation increases workers' access to employer-paid training, regardless of contract type. At the country level, we found that the training-related benefits from union coverage are larger for permanent than for temporary workers. Our findings suggest that employee representation in the workplace could operate as an equalizer between temporary and permanent workers; while at the country level, the lobbying effect of union coverage is more beneficial for permanent workers.

Laville, M., & Mazereau, P. (2021). **La reconnaissance des acquis de l'expérience professionnelle des travailleurs handicapés : les effets émancipatoires d'un dispositif de formation.** *Recherche & formation*, 96(1), 37-50.
<https://doi.org/10.4000/rechercheformation.7800>

Le dispositif de reconnaissance des acquis de l'expérience (RAE) porté par l'association Différent et Compétent Réseau (DCR) issue du secteur du travail protégé est analysé sous l'angle théorique de l'analyse sociotechnique des environnements de formation. Il est restitué dans son contexte d'apparition, à la croisée des politiques publiques du handicap et de la formation professionnelle. L'analyse d'entretiens, menés avec quatorze travailleurs handicapés lauréats, permet de dégager des opérateurs essentiels du dispositif et de dresser une typologie de ses utilisations. Au-delà des itinéraires personnels qu'il stimule, ce dispositif de formation débouche sur des voies de médiation renouvelées entre travail ordinaire et travail protégé.

Puech, F. (2022). **La formation des adultes plus âgés : pertinence éducative et spécificités : Recherche exploratoire d'une étude à double entrée auprès d'apprenants et de formateurs** (Phdthesis, Université de Haute Alsace - Mulhouse). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03847945>

Avec l'allongement de la durée de vie, la formation des adultes plus âgés gagne en intérêt. Le travail de thèse consiste à approfondir la compréhension du phénomène, notamment en lien avec l'allongement des carrières et la transformation progressive des façons de travailler. L'écrit identifie les enjeux majeurs de la formation des adultes et s'interroge sur les facteurs qui peuvent contribuer à la prise en compte des spécificités des apprenants plus âgés en formation. La diversité du public constitue un facteur élémentaire de la particularité de la formation. Les autres facteurs à prendre en compte sont le formateur (compétences didactiques et pédagogiques, connaissance du public, etc.) et le dispositif (modalités et cadre de formation, objectifs, méthodes, etc.). À partir d'une analyse pluridisciplinaire approfondie de ces trois aspects, la recherche exploratoire a adopté une approche herméneutique poursuivant trois objectifs : recenser l'état de connaissance et de sensibilisation des formateurs sur les particularités de formation des adultes plus âgés ; approfondir les connaissances sur la compréhension de ce public ; mener une réflexion sur les pratiques et les interventions éducatives favorables à la prise en compte de ces particularités sur le terrain. La méthode d'enquête choisie a été un questionnaire à double entrée impliquant des professionnels apprenants et des formateurs. Les résultats font apparaître la nécessité d'adapter les formations aux particularités des publics en favorisant la complémentarité à l'intérieur du collectif des apprenants. L'âge chronologique n'étant pas le seul facteur explicatif des différences entre les individus.

Sanches, M. (2022). **Critical Pedagogy in a Freirean Tradition to Promote Social Justice in Adult Education: A Qualitative Study** (Phd, Concordia University). Consulté à l'adresse <https://spectrum.library.concordia.ca/id/eprint/991008/>

The advancement of neoliberalism, the increase of disinformation, the rise of fascist ideals and the suppression of freedom are putting democracies in danger all over the world. Adult education is critical to keep learners informed. Critical pedagogy in a Freirean tradition has the potential to empower citizens with critical skills to respond to challenging issues. It revolves around social justice-oriented practices aiming at the development of critical awareness (conscientização) in individual and collective perspectives. Common aspects of critical pedagogy are centred around the humanization of teaching and

learning, education as a political act, problem-posing strategies, banking education, pedagogical praxis, and hope, among others. This dissertation engaged adult educators in non-formal learning situations who self-identify as critical pedagogues in a Freirean tradition, to reflect on their daily practices. The overarching research question was: How do adult educators who self-identify as critical pedagogues in a Freirean tradition implement critical pedagogy principles into their daily practices in non-formal settings? The specific questions searched for definitions of critical pedagogy, reasons to practice it, key characteristics of critical pedagogues, principles of critical pedagogy that are primarily implemented, strategies and evaluations used, and challenges and barriers found on the way and how to overcome them. A qualitative research methodology was used to answer these questions. Twelve adult education practitioners generously shared their stories and their expertise on how they implement critical pedagogy in their own contexts. Participants also provided images that represented critical pedagogy for them, and artifacts were collected to corroborate participants' responses. Findings revealed that critical pedagogy in a Freirean tradition is non-hierarchical and starts with learners' experiences. Recurring themes that emerged were the educators' orientation towards social justice and commitment to learners. This study amplified the voices of educators who have made sound contributions to adult education. Their voices have the potential to empower future practitioners with encouragement and curiosity to challenge current issues in education.

Ydo, Y. (2022). **Building stronger foundations for learning: The key for effective curriculum implementation and lifelong learning.** *PROSPECTS*, 52(1), 1-5.
<https://doi.org/10.1007/s11125-022-09618-5>

Marché du travail

Ango, T. G., Börjeson, L., Wisborg, P., Senbeta, F., & Alem, H. (2022). **Coffee, child labour, and education: Examining a triple social-ecological trade-off in an Afromontane forest landscape.** *International Journal of Educational Development*, 95, 102681.
<https://doi.org/10.1016/j.ijedudev.2022.102681>

In biodiversity rich agriculture-forest mosaic landscapes in south-western Ethiopia, the production of coffee and food crops, including guarding them from forest-dwelling mammals, requires a high input of labour, which is supplied partly by children. Through field observations and interviews with smallholders, we studied the extent of children's participation in coffee production and food crop guarding, its impact on school attendance and implications for sustainable development. The findings revealed that the extent of children's participation in such work is correlated with the level of household's income and residential location, i.e. near versus far from forests or in coffee versus non-coffee areas. Child labour and school absenteeism linked to coffee production and crop guarding are widespread problems. Some of the measures taken to mitigate the problem of school absenteeism were coercive and posed threats to poor households. The paper concludes that child work in coffee production and crop protection is at the cost of school attendance for many children, which represents a critical social justice issue and a trade-off with the economic and environmental values of the forest. Reducing poverty would likely mitigate the problem of child labour and school absenteeism and promote synergistic development in the region.

Bacanli, F., Ozdemir, N. K., Ferrari, L., Park, C. M., & Solberg, V. S. H. (2022). **Social Emotional Learning and Career Development From Educators' Perspectives Grounded on the Turkish Context.** *Journal of Career Development*, 49(6), 1402-1418. <https://doi.org/10.1177/08948453211050085>

The purpose of this study was to explore Social Emotional Learning (SEL) and its relevance to the career development of students from the perspectives of educators in Turkey. The participants included 69 educators (63% women). Data were collected by using a paper-pencil survey consisting of open-ended questions. Using a modified grounded theory approach, a three-stage data analytical procedure -open, axial, and selective coding, was followed. The analysis suggested two main categories: (a) SEL skills that students should be equipped with and (b) SEL skills that educators need to have, resulting in an SEL model that reflects the perspectives of Turkish educators. The findings were discussed within the Turkish context, including the education system and culture followed by implications for theory, research, and practice.

Busque-Carrier, M., Ratelle, C. F., & Le Corff, Y. (2022). **Work Values and Job Satisfaction: The Mediating Role of Basic Psychological Needs at Work.** *Journal of Career Development*, 49(6), 1386-1401. <https://doi.org/10.1177/08948453211043878>

This study investigated the mediating role of basic psychological needs at work in the association from work values to job satisfaction. Using a four-factor model of work values, we tested how each work value factor was related to basic psychological need satisfaction and frustration at work. The sample included 228 workers (72% female) surveyed twice over a 7-week interval. Results showed that need satisfaction at work was positively predicted by intrinsic and social work values and negatively predicted by extrinsic work values. Need frustration at work was positively predicted by extrinsic and status work values and negatively predicted by intrinsic work values. Also, need satisfaction fully mediated the relationship from intrinsic, extrinsic, and social work values to job satisfaction. These findings suggest that organizational and career development interventions aiming to enhance employees need satisfaction at work should aim to promote growth-oriented work values endorsement rather than instrumental work values.

Cao, C., & Zhang, J. (2022). **Chinese University Faculty's Occupational Well-Being: Applying and Extending the Job Demands-Resources Model.** *Journal of Career Development*, 49(6), 1283-1300. <https://doi.org/10.1177/08948453211037005>

This study aimed to explore predictors of Chinese university faculty's occupational well-being in the reshaped work environment. To achieve this aim, the job demands-resources model was utilized to test the relationships of job demands (work-family conflict) and job resources (leader support) to occupational well-being among 375 university faculty (145 males and 230 females) at a comprehensive research university in China. We further intended to extend the theory by incorporating personal demands (the perfectionism personality) within the research model. Results indicated work-family conflict was indirectly related to job satisfaction via the mediator of emotional exhaustion. Leader support was indirectly related to job satisfaction via the mediators of emotional exhaustion and work engagement. The two perfectionism dimensions (concerns and strivings) functioned differently in the model. The concerns dimension positively predicted exhaustion but was nonsignificant for engagement. By contrast, the strivings dimension positively predicted engagement but was nonsignificant for exhaustion.

Chudgar, A., Grover, V., Hatakeyama, S., & Bizhanova, A. (2022). **Child labor as a barrier to foundational skills: Evidence from Bangladesh and Pakistan.** *PROSPECTS*, 52(1), 137-156. <https://doi.org/10.1007/s11125-022-09614-9>

According to the International Labor Organization, at least 160 million children ages 5 to 17 around the world were involved in some form of child labor at the beginning of 2020, including 79 million children performing hazardous labor. This article uses recent representative data from Bangladesh and Pakistan to investigate the relationship between foundational skills and child labor engagements for 12- to 14-year-old children. It found a consistent negative association between child labor and reading and numeracy foundational skills. In particular, it found that engagement in hazardous child labor had large negative associations with reading and numeracy foundational skills. It also found negative associations between engagement in economic labor and reading foundational skills. Finally, the article found that intense engagement in household labor was also negatively associated with foundational skills. It discusses the implications of these findings which paint a deeply concerning picture of the challenges ahead of the global community to ensure that all children acquire foundational skills (and beyond). It notes that systematic efforts to define, document, and measure child labor will be crucial to better understand the negative implications of child labor for foundational learning and the potential policy solutions to address these impacts.

Ding, H., & Yu, E. (2022). **A Cross-Level Examination of the Relationship of Strengths-Based Human Resource System With Employee Performance.** *Journal of Career Development*, 49(6), 1337-1350. <https://doi.org/10.1177/08948453211037396>

Given the great significance of employees' strengths to employees' optimal functioning, strengths-based human resource (HR) system has gradually reaped HR researchers' attention. However, to date, there remains a lack of evidence supporting the effectiveness of strengths-based HR system. Therefore, this article aimed to bridge the gap in the literature by empirically testing the cross-level relationships between strengths-based HR system, employee strengths use, and supervisor-rated employee performance (i.e., task performance and innovative behavior). Data from 205 employees working in 56 organizations in China were collected at three points in time from different sources. The results of multilevel path analysis showed that strengths-based HR system has a positive relationship with employee strengths use, and employee strengths use is positively related to supervisor-rated employee task performance and innovative behavior. More importantly, strengths-based HR system had a positive relationship with employee task performance and innovative behavior via employee strengths use.

Firzly, N., Chamandy, M., Pelletier, L., & Lagacé, M. (2022). **An Examination of Mentors' Interpersonal Behaviors and Mentees' Motivation, Turnover Intentions, Engagement, and Well-Being.** *Journal of Career Development*, 49(6), 1317-1336. <https://doi.org/10.1177/08948453211039286>

Using self-determination theory among a sample of student employees, the present cross-sectional study (N = 358) examines how mentors' interpersonal behaviors relate to both motivation at work and motivation for a mentoring relationship and how these two contexts of motivation can differentially relate to mentees' work outcomes. Results revealed that mentors' need-supportive interpersonal behaviors were associated with greater autonomous motivation at work and in the mentoring relationship and, in turn, to greater well-being and work engagement, and to lower turnover intentions. In contrast, need-thwarting interpersonal behaviors were associated with greater controlled

motivation at work and in the mentoring relationship and, in turn, to lower well-being and work engagement, and to greater turnover intentions. Overall, this study illustrates the impact of the mentor–mentee relationship on motivation for work and for the mentoring relationship and provided support for the contribution of both motivational contexts in the work-related outcomes of employees in the workplace.

INSEE. (2022, novembre 4). **Les salaires dans le secteur privé et les entreprises publiques en 2020**. Consulté 9 novembre 2022, à l'adresse Insee Résultats website: <https://www.insee.fr/fr/statistiques/6524759>

Karacan-Ozdemir, N., & Ayaz, A. (2022). **Adolescents' Future Expectations of Work and Education Within Adaptation Model of Career Construction Theory**. *Journal of Career Development, 49*(6), 1266-1282. <https://doi.org/10.1177/08948453211037043>

The current study suggested and tested a model to investigate the associations between adolescent future expectations of work and education (AFE-WE; adaptive responses) and positive future expectations (PFE; adaptivity) through concern, control, curiosity, and confidence (adaptability resources) as well as the role of the gender. The data were gathered from 806 high school students (59% girls), recruited from eight different public schools in Gaziantep, Turkey. Structural equation model was used. The results showed that the PFE predicted the AFE-WE and concern, control, curiosity, and confidence. Yet, concern contributed to the AFE-WE, only and partially mediated the relationships between the PFE and the AFE-WE. The proposed model did not change across gender. These findings were discussed within cultural context and addressed implications for theory, research, and practice.

Ochoco, M. S. A., & Ty, W. E. G. (2022). **Examining the Career Construction Model of Adaptation Among Filipino Senior High School Students**. *Journal of Career Development, 49*(6), 1301-1316. <https://doi.org/10.1177/08948453211037011>

Career development literature that tested the career construction model of adaptation has, thus far, examined adaptability resource as a mediator in the relationship between adaptive readiness and adaptation results; however, there remains a need to elaborate the links between adaptive resources, adapting response, and adaptation results. This research tested a path model among 331 Filipino senior high school students using hope, career adaptability, career engagement, and life satisfaction as measures of adaptive readiness, adaptability resources, adaptive response, and adaptation results, respectively. Analyses revealed a significant serial relationship from hope to life satisfaction through career adaptability and career engagement. Findings suggest that having career-related abilities may not be enough to promote well-being; rather proactive career behaviors may be taken as a route to a satisfying life. Implications on theory, research, and practice are discussed.

Park, J., Choi, Y., Chao, M. M., Beejinkhuu, U., & Sohn, Y. W. (2022). **A Cultural Orientation Approach to Work Orientation: Mongolian Workers' Jobs, Careers, and Callings**. *Journal of Career Development, 49*(6), 1351-1366. <https://doi.org/10.1177/08948453211040811>

Culturally held beliefs about the self and its relations with others affect the way individuals view their work. In this study, we examined the associations between individualism-collectivism and the three work orientations (i.e., viewing work as a job, a career, or a calling). We also investigated whether the positive effects of a calling orientation can be generalized to a developing eastern country, Mongolia. Using a sample of 352 Mongolian

workers, we found that those endorsing horizontal collectivism tended to view their work as a calling more than as a job or a career. Mongolians with a calling orientation reported having better satisfaction with job, salary, and life, more work meaningfulness, and less turnover intention than those viewing work as a job or a career. The results suggest that cultural orientations and work orientations are intertwined, and the positive roles of a calling orientation are generalizable to Mongolia.

Robotham, K. J., Settles, I. H., Spence Cheruvelil, K., Montgomery, G. M., & Elliott, K. C. (2022). **Just and Inclusive Team Climates Affect Mentoring Satisfaction: The Roles of Negative Mentoring and Race.** *Journal of Career Development*, 49(6), 1367-1385. <https://doi.org/10.1177/08948453211044134>

As more work is being conducted in teams, mentees have increased opportunities to develop non-traditional mentoring relationships. We investigate how and when three aspects of team climate (procedural justice, interpersonal justice, and inclusion) influence mentoring satisfaction among mentees with an informal secondary mentor. Using survey data from 116 researchers on environmental science teams, we test whether (a) just and inclusive team climates are related to mentoring satisfaction through positive and negative mentoring experiences and (b) race moderates the relationships between just and inclusive team climates and mentoring satisfaction. We found that negative mentoring experiences mediated the relationships between just and inclusive team climates and mentoring satisfaction. Further, just and inclusive team climates were positively related to mentoring satisfaction, especially for people of color. These results suggest that positive team climates support informal mentoring in teams by reducing negative mentoring experiences and creating a welcoming environment for individuals from marginalized groups.

Roth, T., & Weißmann, M. (2022). **The Role of Parents' Native and Migrant Contacts on the Labour Market in the School-to-Work Transition of Adolescents in Germany.** *European Sociological Review*, 38(5), 707-724. <https://doi.org/10.1093/esr/jcac022>

This study investigates how parents' native and migrant contacts in the German labour market affect the likelihood of children obtaining a company-based apprenticeship [dual vocational education and training (VET)] after lower secondary education. Furthermore, it assesses the extent to which characteristics of parents' social networks explain ethnic inequalities in this school-to-work transition. Using longitudinal data from Starting Cohort 4 (ninth-graders) of the National Educational Panel Study, we show that the number of migrant contacts in parents' networks does not affect the outcome of adolescents' apprenticeship search. This applies to both migrant and native adolescents. However, if parents have many native contacts, the chances of adolescents obtaining a company-based apprenticeship increases in both groups. In addition, controlling for the composition of parents' networks substantially reduces the gap between natives and migrants in the transition to dual VET. Further analyses show that this is mainly due to differences in the number of native labour market contacts between native and migrant parents. Our findings indicate that differences in parents' endowment with labour market relevant social capital constitute yet another hurdle for immigrant children in the transition from school to working life.

Silvera, R. (2022, novembre 4). **Le vrai chiffre des inégalités salariales entre femmes et hommes.** Consulté 9 novembre 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/rachel-silvera/vrai-chiffre-inegalites-salariales->

[entre-femmes-hommes/00105035?utm_source=emailing&utm_medium=email&utm_campaign=NL_Quotidienne&utm_content=04112022](https://doi.org/10.1177/08948453211037398)

Sterling, H. M., & Allan, B. A. (2022). **Predictors and Outcomes of U.S. Quality Maternity Leave: A Review and Conceptual Framework.** *Journal of Career Development, 49(6)*, 1435-1453. <https://doi.org/10.1177/08948453211037398>

Maternity leave includes the time that mothers take off from work to care for their baby and heal after childbirth. The United States' maternity leave provisions lag behind other industrialized countries, resulting in poor quality maternity leave (QML) for many mothers. Accordingly, scholars have begun examining QML, a new construct that captures mothers' subjective experiences of their leave, including dimensions like time off and flexibility. However, researchers know little about predictors and outcomes of QML. Therefore, in this literature review, we will integrate societal-, work-, and individual-level predictors as well as well-being and work-related outcomes of maternity leave into a testable conceptual framework for QML. This review has important implications for U.S. policy makers and organizations regarding their support of mothers. Future research should continue to build this framework to ensure that mothers and parents in the United States and internationally are provided the QML they need to thrive.

Terry, J. D., & Cigularov, K. P. (2022). **Living a Calling During COVID-19: A Resource Gain Perspective.** *Journal of Career Development, 49(6)*, 1419-1434. <https://doi.org/10.1177/08948453211050654>

Massive disruptions to work and threats to employee well-being due to the coronavirus disease 2019 (COVID-19) pandemic have highlighted the need to identify resources which enable employees to gain other valuable resources. Using a resource gain perspective, we examined the role of living a calling as a potentially robust resource, enabling employees to gain work readiness during the COVID-19 pandemic, and, in turn, resulting in a greater well-being in the form of lower job strain. Using a sample of clergy (N = 216) from various denominations, we provide initial evidence that living a calling may be associated with lower levels of job strain through increased COVID-19 work readiness. This study underscores the relevance of living a calling in a time of high potential or actual loss of resources.

Tisu, L., & Vîrgá, D. (2022). **Growth Opportunities and Entrepreneurial Performance: Testing Strengths Use and Meaning-Making as Moderators of the Relationship.** *Journal of Career Development, 49(6)*, 1251-1265. <https://doi.org/10.1177/08948453211037397>

The present study investigates how developable behavioral (strengths use) and cognitive (meaning-making) mechanisms moderate the relationship between personal growth opportunities and entrepreneurial performance. We relied on a cross-sectional design. Data were gathered from 208 Romanian entrepreneurs and analyzed via hierarchical multiple linear regressions. The employed moderators boost the investigated relationship, both separately and interactively. The three-way interaction shows that entrepreneurs have to employ strengths use and meaning-making concomitantly to be able to capitalize on growth opportunities effectively. Consequently, this will enable entrepreneurs to rate their business performance more positively because they will perceive they have the necessary resources to invest in the business. Conversely, at low levels of strengths use and meaning-making, the presence of growth opportunities erodes entrepreneurial performance. This study identifies strengths use and meaning-

making as vital psychological tools that allow an increase in entrepreneurial performance thus altering business-related investment and continuance decisions.

Métiers de l'éducation

Bruillard, É. (2022). **Recherches en éducation et science ouverte : un oxymore inattendu ?** *La Pensée*, 411(3), 117-127. <https://doi.org/10.3917/lp.411.0117>

Calik, B., & Capa-Aydin, Y. (2022). **Psychometric Properties of the Turkish Adaptation of Teacher Emotions Scale.** *Journal of Psychoeducational Assessment*, 40(8), 1017-1032. <https://doi.org/10.1177/07342829221114624>

The current research investigated the psychometric characteristics of the Turkish adaptation of the Teacher Emotions Scale (TES). Study I included a sample of 164 Turkish middle school teachers, and Study II included a sample of 222 mathematics teachers. The three-emotion factor model was confirmed in both studies with satisfactory reliability estimates. This model was invariant across gender. In addition, the latent mean structure analyses revealed no significant differences in teacher emotions by gender. Regarding convergent validity, teacher emotion scores showed a significant relationship with teacher self-efficacy. Thus, the Turkish version of the TES demonstrated sound psychometric characteristics for measuring teachers' academic emotions in educational contexts.

Cao, C., & Zhang, J. (2022). **Chinese University Faculty's Occupational Well-Being: Applying and Extending the Job Demands–Resources Model.** *Journal of Career Development*, 49(6), 1283-1300. <https://doi.org/10.1177/08948453211037005>

This study aimed to explore predictors of Chinese university faculty's occupational well-being in the reshaped work environment. To achieve this aim, the job demands-resources model was utilized to test the relationships of job demands (work–family conflict) and job resources (leader support) to occupational well-being among 375 university faculty (145 males and 230 females) at a comprehensive research university in China. We further intended to extend the theory by incorporating personal demands (the perfectionism personality) within the research model. Results indicated work–family conflict was indirectly related to job satisfaction via the mediator of emotional exhaustion. Leader support was indirectly related to job satisfaction via the mediators of emotional exhaustion and work engagement. The two perfectionism dimensions (concerns and strivings) functioned differently in the model. The concerns dimension positively predicted exhaustion but was nonsignificant for engagement. By contrast, the strivings dimension positively predicted engagement but was nonsignificant for exhaustion.

Demoussa, E. (2022). **Évolution de la formation des enseignants en Afrique Subsaharienne. Étude comparative entre le Sénégal et la France.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=74593

Les systèmes éducatifs africains sont un héritage de l'administration coloniale. Cependant, cet héritage a influencé à des degrés divers les anciennes colonies africaines après leur accession à l'indépendance, en fonction du système d'administration coloniale qu'elles ont connu. Au regard des crises, les jeunes États

africains francophones ont impulsé des politiques éducatives centrées sur leurs réalités propres sans se fermer aux apports féconds des autres cultures. Ce travail de recherche participe de cette réorientation des politiques éducatives en Afrique subsaharienne, en s'appuyant sur le cas emblématique du Sénégal, après une immersion de l'auteure dans le système éducatif français. Elle nous livre les conclusions de cette confrontation des théories éducatives dans ces différents espaces culturels et propose des pistes d'évolution dans le cadre des dynamiques de réformes en cours qui sont loin d'être à leur terme.

Ehrenfeld, N. (2022). **Framing an Ecological Perspective on Teacher Professional Development.** *Educational Researcher*, 51(7), 489-495.
<https://doi.org/10.3102/0013189X221112113>

From a teacher's perspective, teacher learning happens through a complex web of learning experiences. However, research on teacher professional development (PD) typically focuses on the direct influence of single activities or programs. PD researchers less often acknowledge the interactive impacts on teacher learning of the multiple experiences teachers have in different contexts. This conceptual paper works toward a more thoroughgoing ecological framing of teacher PD by bringing forth three dimensions of teacher learning that are often overlooked: scope, interconnectedness, and temporality. The essay centers on the type of design that is widely considered high-quality PD—namely, experiences that are collaborative and situated in teachers' instructional context—and considers those experiences from the perspective of these three dimensions. I illustrate this framework and its affordances with data from a 4-year research project rooted in video-based mathematics teacher conversations. The focus on scope allows researchers to name and distinguish contexts that are salient to their different studies. The focus on interconnectedness uncovers the interactive relationship between the immediate and broader PD contexts. Finally, the focus on temporality affords the understanding of different phases in learning and extends linear conceptions of progress. Together, these dimensions provide a rich conceptualization to better inform the work of teacher educators.

Falk, D., Shephard, D., & Mendenhall, M. (2022). **"I always take their problem as mine" – Understanding the relationship between teacher-student relationships and teacher well-being in crisis contexts.** *International Journal of Educational Development*, 95, 102670.
<https://doi.org/10.1016/j.ijedudev.2022.102670>

Teachers play a significant role in the lives of their students, yet they also work in one of the most stressful professions. When teachers are not 'well', there are implications at the individual, school, and system-level. This is particularly true in contexts affected by conflict and forced displacement, where education can provide life-saving and sustaining knowledge and skills to children and youth, and where teachers take on additional roles beyond teaching to meet the distinct needs of their students. Yet, in these settings, there is evidence that teachers face cumulative and compounding stressors in their work, and little is known about their own well-being or the ways in which their well-being interacts with their relationships with their students. Our research attempts to address this gap by exploring teachers' perceptions of how their relationships with their students interact with their well-being in Uganda and South Sudan, the top third and fourth refugee-hosting and producing countries, respectively. Drawing on qualitative data from semi-structured interviews with 42 teachers, we find that teacher-student relationships influence teacher well-being in complex, complementary, and contradictory ways. These findings have

implications for policy, practice, and future research concerning teacher education and ongoing school-based support and the ways in which support to teachers ultimately supports quality education in contexts of conflict and forced displacement.

Livingston, K., & Ling, L. (2022). **Third space workers in higher education in times of dislocated complexity**. *European Journal of Education*, 57(4), 646-658. <https://doi.org/10.1111/ejed.12523>

In this article we examine the changing nature of the higher education workforce with specific reference to the increasing influence and importance of third space workers (e.g., blended learning designers, e-learning developers, partnerships managers, associate tutors, learning technology specialists and communication and engagement officers). Discussing the contextual framework, we contend that the higher education context is uncertain and has taken on a disrupted character, generating a social condition that we term dislocated complexity. Through the lens of Giddens' Theory of Structuration, we analyse empirical data from two studies—one in Scotland and one in Australia—to shed light on how the workforce in higher education is changing. We illuminate the need for greater recognition of third-space workers as part of a team alongside academic discipline experts in these times of dislocated complexity. We propose the term dislocated complexity as a means to describe the heightened state of complexity that exists in higher education systems in times of crisis, such as the COVID-19 pandemic, and highlight the need for structural and policy changes.

Maurines, L., & Marzin-Janvier, P. (2021). **La formation et le développement pédagogique des enseignants-chercheurs en sciences et technologies : un champ à explorer**. *RDST - Recherches en didactique des sciences et des technologies*, (24), 9-30. <https://doi.org/10.4000/rdst.3888>

À un moment où l'enseignement supérieur scientifique doit relever des défis importants (massification de l'enseignement, désertification des filières fondamentales) et est en profonde mutation (continuum bac -3 bac +3, formation des enseignants du supérieur), où il est le lieu de questionnements tant de la part des praticiens que des chercheurs en éducation, le comité de rédaction de RDST a souhaité revenir sur un ordre d'enseignement auquel la didactique s'est intéressée dès son émergence, et qui, depuis, a été moins exploré comparativement aux ordres primaire et secondaire. Ce numéro s'inscrit ainsi dans la continuité des numéros de la revue *Didaskalia* (1999, 2000) portant sur l'enseignement de la physique à l'université et de quelques articles en didactique des SVT parus dans des revues francophones de didactique des sciences. Sept articles composent la partie thématique du numéro. Il va sans dire qu'ils ne peuvent pas, à eux seuls, rendre compte de l'ensemble des questions explorées et des approches retenues par les recherches en didactique des sciences et des technologies (ST) réalisées actuellement sur l'enseignement supérieur. Aussi, après avoir présenté les thèmes abordés dans les articles du dossier, précisé les problématiques et cadres théoriques retenus, nous discutons des évolutions et continuités depuis les travaux initiaux réalisés sur cet ordre d'enseignement en France et esquissons une mise en perspective avec les recherches menées sur d'autres ordres d'enseignement. Nous interrogeons leurs spécificités et signalons quelques points restés aveugles. Nous terminons en ouvrant cet article d'introduction à des courants d'étude et de recherche sur l'enseignement supérieur en voie de développement dans le monde francophone et originaires des États-Unis, en mettant l'accent sur la question du développement professionnel et pédagogique des enseignants-chercheurs (EC).

McKell, T. (2022). **Understanding Teachers' Experience with a Revised History Curriculum** (Masters, Concordia University). Consulté à l'adresse <https://spectrum.library.concordia.ca/id/eprint/991215/>

Quebec's mandated high school history course has received much public attention since the reimagining of the curriculum in 2006. In this thesis, I examine the historical contexts and debates surrounding Québec's mandated history courses published in 1982, 2006 and 2016. I investigate the problems with the 2006 curriculum and conduct a policy analysis of the circumstances for replacing the 2006 curriculum only 10 years after its publication. The 2016 curriculum is based on the recommendations of a public consultation by Beauchemin and Fahmy-Eid (2014). A policy analysis of these recommendations reveal that Beauchemin and Fahmy-Eid tightly controlled text and discourse in favour of a national historical narrative. Consequently, the Beauchemin and Fahmy-Eid report (2014) limits Quebec's minority and marginalized communities from connecting to or being validated by history. The 2016 version of the curriculum has come under scrutiny for overemphasising the historical contributions of one nation through a unique Québec lens (Bradley & Allison, 2021). The phenomenological portion of my thesis shows that teachers of English-speaking students in Québec are aware that the 2016 curriculum does not validate minority and marginalized communities and accommodate the curriculum by delivering the material in ways that undermine the nationalistic and civic aspects of the curriculum and encourage students to reflect on their place and that of others in Québec's social culture.

Roche, L., & Rolland, C. (2021). **Former les enseignants d'EPS en temps de pandémie. Le recours à la vidéo 360°**. *Recherche & formation*, 96(1), 65-80. <https://doi.org/10.4000/rechercheformation.7860>

La formation initiale des enseignants d'éducation physique et sportive (EPS) n'a pas été épargnée par les bouleversements soudains relatifs aux modalités d'enseignement et de formation liés à la pandémie de la Covid-19. L'objectif de cette étude est de comprendre les usages d'une vidéo à 360°, en situation d'allo-confrontation, de situations réelles de classe par des étudiants, afin d'appréhender les effets formatifs de ce type de ressources pour encourager leur activité réflexive. Les résultats de cette étude de cas révèlent : a) une alternance entre des expériences sous-tendues par des engagements d'observateur ou d'intervenant et b) une prééminence d'expériences d'analyses ciblées et une projection, à partir de ces expériences, dans des interventions futures.

Vincent, J.-M., & Viéville, T. (2022). **Des professionnel le s de l'informatique deviennent enseignant e s**. Consulté à l'adresse <https://hal.inria.fr/hal-03844358>

L'introduction de l'enseignement de l'informatique au lycée permet aux prochaines générations de maîtriser et participer au développement du numérique. Le principal enjeu est alors le recrutement et la formation des enseignantes et des enseignants. Comment relever un tel défi ? Une bonne nouvelle est qu'un nombre important de professionnel le s de l'informatique souhaiteraient devenir enseignant e s. Pas si facile, mais encourageant. On nous y explique ce qu'il en est.

Numérique et éducation

Bistodeau, A., Lafleur, F., & Michelot, F. (2022). **L'évaluation sous surveillance par caméra. Distances et médiations des savoirs. Distance and Mediation of Knowledge**, 39(39). <https://doi.org/10.4000/dms.8168>

Le confinement lié à la pandémie de Covid-19 a forcé les universités à tenir des examens à distance sans nécessairement disposer d'outils de télésurveillance appropriés. La présente étude se penche sur le cas de l'université du Québec à Trois-Rivières, qui a préconisé les examens sous surveillance caméra par le biais de l'application Zoom. L'objectif de cette recherche est de documenter les conditions dans lesquelles les étudiants ont réalisé ces examens, ainsi que leurs perceptions concernant certaines dimensions de l'évaluation en ligne. Les résultats du sondage effectué auprès de 396 étudiants indiquent qu'ils n'étaient pas bien préparés à passer ce type d'examen, et que plusieurs d'entre eux n'avaient pas accès à des conditions favorables, à du matériel informatique ou à une connexion Internet appropriés. Les étudiants sont d'avis que l'utilisation de la webcam et la contrainte de temps limité ont contribué à augmenter leur stress durant l'examen. La moitié des répondants n'étaient pas à l'aise d'être filmés, et ils considèrent que cela était une atteinte à leur vie privée. Bien que la limitation de la tricherie soit un enjeu important pour les étudiants, ils sont d'avis que l'examen en ligne sous surveillance caméra ne permet pas de la prévenir.

Blikstein, P., Zheng, Y., & Zhou, K. Z. (2022). **Ceci n'est pas une école: Discourses of artificial intelligence in education through the lens of semiotic analytics. European Journal of Education**, 57(4), 571-583. <https://doi.org/10.1111/ejed.12528>

New ideas and technologies enable new ways of doing as well as new forms of language. The rise of Artificial Intelligence (AI) is no exception. The implications of changing activity and language take on new gravity in certain fields to which AI is applied, such as education (AIEd). Terms like smart, intelligence, and learning, which had certain meanings when describing human cognition, take on new meanings in the context of computational systems, with the potential for polysemy when the human and computational meanings meet. This article unpacks what AIEd companies mean when they use these terms. Drawing on findings from a mixed-methods study, we first describe how AIEd companies used these terms on two websites. Then, using Natural Language Processing techniques, we quantitatively analyse a corpus of over 65,000 words scraped from 26 AIEd company websites. Our analyses suggest that commonly promoted narratives around student learning and 21st Century skill-building are not supported by the language on AIEd company websites, which focus instead on mass customization, efficiency, and monitoring—all tasks at which computers excel. Also, notably scarce in the corpus were extensive articulations on ethics. Given these findings we propose that although AIEd companies create powerful new technical possibilities, they must also be evaluated for the powerful ways in which they shape narratives around the use of technology in education and the behaviours and capabilities that constitute education.

Breakstone, J., Smith, M., Ziv, N., & Wineburg, S. (2022). **Civic Preparation for the Digital Age: How College Students Evaluate Online Sources About Social and Political Issues. The Journal of Higher Education**, 93(7), 963-988. <https://doi.org/10.1080/00221546.2022.2082783>

The ability to find credible information online is necessary for informed civic engagement in the 21st century. This need is particularly acute for young people, who often turn to the

Internet to learn about social and political issues. Preparing students to evaluate online content, particularly as it concerns social and political issues, aligns with broader efforts to reinvigorate the civic mission of colleges and universities. We analyzed how college students (n= 263) evaluated online sources about public policy issues. Results showed that a majority employed ineffective strategies for evaluating digital information. Many of the strategies students used mirrored advice found on college and university websites. These findings suggest a need to reconsider post-secondary approaches to teaching online evaluation strategies.

Bruillard, É., & Khaneboubi, M. (2022). **Évolutions des stratégies numériques des universités: un problème de taille?** *Distances et Médiations des Savoirs*, 39(39). <https://doi.org/10.4000/dms.8325>

Devauchelle, B. (2022, novembre 10). **Les inégalités et le numérique à l'École**. Consulté 14 novembre 2022, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/11/10/bruno-devauchelle-les-inegalites-et-le-numerique-a-lecole/>

Alors que tous les décideurs et autres politiques déclarent lutter contre les inégalités, principalement sociales, pourquoi cela ne produit pas les effets attendus ? On le sait, les écarts entre les propos et la réalité commencent d'abord dans l'analyse, puis se poursuivent dans les intentions énoncées, et, semble-t-il, ne parviennent pas à les réduire. Une...

Göbel, K., Bönnte, J., Gösch, A., & Neuber, K. (2022). **The relevance of collegial video-based reflection on teaching for the development of reflection-related attitudes.** *Teaching and Teacher Education*, 120, 103878. <https://doi.org/10.1016/j.tate.2022.103878>

The paper presents results from a quasi-experimental study which explores collegial video-based reflection on teaching of pre-service teachers (N = 83; 54 female (65.1%); Mage = 24.64), during their practical semester in a teacher education program in Germany. Findings reveal an improvement in attitudes toward reflection on teaching in general. An improvement in attitudes toward feedback and video-based reflection was achieved in the intervention group reflecting on their own teaching videos. Findings indicate that collegial reflection on own teaching videos offers a benefit for the development of reflection related attitudes in teacher education.

Holmes, W., & Tuomi, I. (2022). **State of the art and practice in AI in education.** *European Journal of Education*, 57(4), 542-570. <https://doi.org/10.1111/ejed.12533>

Recent developments in Artificial Intelligence (AI) have generated great expectations for the future impact of AI in education and learning (AIED). Often these expectations have been based on misunderstanding current technical possibilities, lack of knowledge about state-of-the-art AI in education, and exceedingly narrow views on the functions of education in society. In this article, we provide a review of existing AI systems in education and their pedagogic and educational assumptions. We develop a typology of AIED systems and describe different ways of using AI in education and learning, show how these are grounded in different interpretations of what AI and education is or could be, and discuss some potential roadblocks on the AIED highway.

Hu, H., & Sperling, R. A. (2022). **Pre-service teachers' perceptions of adopting digital games in education: A mixed methods investigation.** *Teaching and Teacher Education*, 120, 103876. <https://doi.org/10.1016/j.tate.2022.103876>

One hundred and one pre-service teachers were exposed to game examples, a series of questions, and teaching scenarios that required games. A mixed methods analysis revealed that they perceived educational and commercial-off-the-shelf (COTS) games as equally valuable to instruction, games should predominantly be implemented after a formal lesson, and limited instructional time was the main barrier to adopting games. Our findings uncovered the need for teacher preparation programs to inform pre-service teachers of the critical advantages of educational games, the variety of research-based game-adoption approaches, and the effective strategies to overcome barriers when incorporating games into instruction.

Inceçay, V., & Dikilitaş, K. (2022). **Online peer observation: Reflections on a process-based job-embedded professional development activity through video recordings.** *Teaching and Teacher Education*, 120, 103901. <https://doi.org/10.1016/j.tate.2022.103901>

Guided by the sociocultural approach to teacher learning, this collective case study describes in-depth online peer observation experiences of six English language teachers and how they reflected on the scheme carried out for a semester at a university. Data were collected via an interest analysis form, 24 reflective diaries, 24 video recordings of pre- and post-observation meetings, and two experience sharing day colloquiums. Thematic analysis was conducted to reveal emerging themes and codes. OLPO led the participants to telecollaborate, scrutinize their online classes, offer solutions for improved teaching, test these solutions in their practices, and reflect on the whole process.

Kennedy, J. L., Christensen, C. G., Maxon, T. S., Gerard, S. N., Garcia, E. B., Kook, J. F., ... Pasnik, S. (2022). **The Efficacy of Digital Media Resources in Improving Children's Ability to Use Informational Text: An Evaluation of Molly of Denali From PBS KIDS.** *American Educational Research Journal*, 59(6), 1194-1228. <https://doi.org/10.3102/00028312221113326>

Informational text—resources whose purpose is to inform—is essential to daily life and fundamental to literacy. Unfortunately, young children typically have limited exposure to informational text. Two 9-week randomized controlled trials with 263 first-grade children from low-income communities examined whether free educational videos and digital games supported children's ability to use informational text to answer real-world questions. Participants received Internet-enabled tablets and were randomly assigned to condition. Study 1 found significant positive intervention impacts on child outcomes; Study 2 replicated these findings. Combined analyses demonstrated primary impact on children's ability to identify and use structural and graphical features of informational text. Results are discussed in the context of the scalability of educational media to support informational text learning.

Miller, R., & Tuomi, I. (2022). **Making the futures of AI in education: Why and how imagining the future matters.** *European Journal of Education*, 57(4), 537-541. <https://doi.org/10.1111/ejed.12529>

Molenaar, I. (2022). **Towards hybrid human-AI learning technologies.** *European Journal of Education*, 57(4), 632-645. <https://doi.org/10.1111/ejed.12527>

Education is a unique area for application of artificial intelligence (AI). In this article, the augmentation perspective and the concept of hybrid intelligence are introduced to frame our thinking about AI in education. The involvement of quadruple helix stakeholders (i.e., researchers, education professionals, entrepreneurs, and

policymakers) is necessary to understand the opportunities and challenges of different educational use cases from an integrated point of view. To facilitate a meaningful dialogue, a common language about AI in education is needed. This article outlines elements of such a common language. The detect-diagnose-act framework is used to describe the core functions of AI in education. The six levels of automation model is introduced to develop our thinking about the roles of AI, learners, and teachers in educational arrangements. In this model, the transition of control between teacher and technology is articulated at different levels and related to the augmentation perspective. Finally, the future of AI in education is discussed using self-regulated learning as an example. The proposed common language will help to support a coordinated development of an interdisciplinary dialogue between quadruple helix stakeholders to strengthen meaningful application of AI for learning and teaching.

Roche, L., & Rolland, C. (2021). **Former les enseignants d'EPS en temps de pandémie. Le recours à la vidéo 360°.** *Recherche & formation*, 96(1), 65-80. <https://doi.org/10.4000/rechercheformation.7860>

La formation initiale des enseignants d'éducation physique et sportive (EPS) n'a pas été épargnée par les bouleversements soudains relatifs aux modalités d'enseignement et de formation liés à la pandémie de la Covid-19. L'objectif de cette étude est de comprendre les usages d'une vidéo à 360°, en situation d'allo-confrontation, de situations réelles de classe par des étudiants, afin d'appréhender les effets formatifs de ce type de ressources pour encourager leur activité réflexive. Les résultats de cette étude de cas révèlent : a) une alternance entre des expériences sous-tendues par des engagements d'observateur ou d'intervenant et b) une prééminence d'expériences d'analyses ciblées et une projection, à partir de ces expériences, dans des interventions futures.

Selwyn, N. (2022). **The future of AI and education: Some cautionary notes.** *European Journal of Education*, 57(4), 620-631. <https://doi.org/10.1111/ejed.12532>

In light of fast-growing popular, political and professional discourses around AI in education, this article outlines five broad areas of contention that merit closer attention in future discussion and decision-making. These include: (1) taking care to focus on issues relating to «actually existing» AI rather than the overselling of speculative AI technologies; (2) clearly foregrounding the limitations of AI in terms of modelling social contexts, and simulating human intelligence, reckoning, autonomy and emotions; (3) foregrounding the social harms associated with AI use; (4) acknowledging the value-driven nature of claims around AI; and (5) paying closer attention to the environmental and ecological sustainability of continued AI development and implementation. Thus, in contrast to popular notions of AI as a neutral tool, the argument is made for engaging with the ongoing use of AI in education as a political action that has varying impacts on different groups of people in various educational contexts.

Sperling, K., Stenliden, L., Nissen, J., & Heintz, F. (2022). **Still w(AI)ting for the automation of teaching: An exploration of machine learning in Swedish primary education using Actor-Network Theory.** *European Journal of Education*, 57(4), 584-600. <https://doi.org/10.1111/ejed.12526>

Machine learning and other artificial intelligence (AI) technologies are predicted to play a transformative role in primary education, where these technologies for automation and personalization are now being introduced to classroom instruction. This article explores

the rationales and practices by which machine learning and AI are emerging in schools. We report on ethnographic fieldwork in Sweden, where a machine learning teaching aid in mathematics, the AI Engine, was tried out by 22 teachers and more than 250 primary education students. By adopting an Actor-Network Theory approach, the analysis focuses on the interactions within the network of heterogeneous actors bound by the AI Engine as an obligatory passage point. The findings show how the actions and accounts emerging within the complex ecosystem of human actors compensate for the unexpected and undesirable algorithmic decisions of the AI Engine. We discuss expectations about AI in education, contradictions in how the AI Engine worked and uncertainties about how machine learning algorithms 'learn' and predict. These factors contribute to our understanding of the potential of automation and personalisation—a process that requires continued re-negotiations. The findings are presented in the form of a fictional play in two acts, an ethnodrama. The ethnodrama highlights controversies in the use of AI in education, such as the lack of transparency in algorithmic decision-making—and how this can play out in real-life learning contexts. The findings of this study contribute to a better understanding of AI in primary education.

Tuomi, I. (2022). **Artificial intelligence, 21st century competences, and socio-emotional learning in education: More than high-risk?** *European Journal of Education*, 57(4), 601-619. <https://doi.org/10.1111/ejed.12531>

Over the last two decades, 21st century competences and socio-emotional skills have become a major focus in educational policy. In this article, skills for the 21st century, soft skills, as well as social and emotional skills, are contextualised in the context of technological change, machine learning, and the ethics of artificial intelligence. The use of data-driven AI technologies to model and measure these skills—in this article defined as non-epistemic competence components—can lead to major social challenges that have important implications for educational policies and practices. A moratorium on the use of data on these competence components in machine learning systems is proposed until the society-wide impact is better understood.

Tuomi, I., Holmes, W., & Miller, R. (2022). **Charting the futures of artificial intelligence in education.** *European Journal of Education*, 57(4), 531-536. <https://doi.org/10.1111/ejed.12530>

Vers une éducation numérique. (2022). *Les Cahiers pédagogiques*, (580). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-580-vers-une-education-numerique/>

Un dossier pour explorer les mutations des apprentissages, des savoirs, des rapports au monde et des rapports humains en jeu dans l'enseignement par et au numérique. Quels savoirs et compétences pour un monde devenu numérique ? Comment éviter que l'école ne renforce la « machine à exclure » par sa mutation numérique ?

Wörner, S., Kuhn, J., & Scheiter, K. (2022). **The Best of Two Worlds: A Systematic Review on Combining Real and Virtual Experiments in Science Education.** *Review of Educational Research*, 92(6), 911-952. <https://doi.org/10.3102/00346543221079417>

Conducting experiments fosters conceptual understanding in science education. In various studies, combinations of real (hands-on) and virtual (computer-simulated) experiments have been shown to be especially helpful for gaining conceptual understanding. The present systematic review, based on 42 experimental studies, focuses

on the following: (1) What is the relative effectiveness of combining real and virtual experiments compared with a single type of experimentation? (2) Which sequence of real and virtual experiments is most effective? The results indicate that (1) in most cases combinations of real and virtual experiments promote conceptual understanding better than a single type of experimentation, and (2) there is no evidence for the superiority of a particular sequence. We conclude that for combining real and virtual experiments, apart from the individual affordances and the learning objectives of the different experiment types, especially their specific function for the learning task must be considered.

Orientation scolaire et professionnelle

Bacanlı, F., Ozdemir, N. K., Ferrari, L., Park, C. M., & Solberg, V. S. H. (2022). **Social Emotional Learning and Career Development From Educators' Perspectives Grounded on the Turkish Context.** *Journal of Career Development*, 49(6), 1402-1418. <https://doi.org/10.1177/08948453211050085>

The purpose of this study was to explore Social Emotional Learning (SEL) and its relevance to the career development of students from the perspectives of educators in Turkey. The participants included 69 educators (63% women). Data were collected by using a paper-pencil survey consisting of open-ended questions. Using a modified grounded theory approach, a three-stage data analytical procedure -open, axial, and selective coding, was followed. The analysis suggested two main categories: (a) SEL skills that students should be equipped with and (b) SEL skills that educators need to have, resulting in an SEL model that reflects the perspectives of Turkish educators. The findings were discussed within the Turkish context, including the education system and culture followed by implications for theory, research, and practice.

Blaney, J. M., Wofford, A. M., Jeong, S., Kang, J., & Feldon, D. F. (2022). **Autonomy and Privilege in Doctoral Education: An Analysis of STEM Students' Academic and Professional Trajectories.** *The Journal of Higher Education*, 93(7), 1037-1063. <https://doi.org/10.1080/00221546.2022.2082761>

Guided by theories of socialization and possible selves, this study examines how STEM doctoral students perceive their academic and professional trajectories. More specifically, we rely on four years of interview data from 66 doctoral students in the biological sciences to explore students' perceived trajectories, focusing on the salient identities and experiences that shape the way students identify and describe their graduate experiences over time. Findings reveal wide variation in terms of how students described their trajectories, with some students describing linear trajectories and/or unchanging career interests, while others described their developmental trajectories as highly turbulent and non-linear. These perceived trajectories were largely shaped by student-advisor interactions, the value students placed on becoming "independent" scientists, and the privilege students brought with them to their graduate programs.

Karacan-Ozdemir, N., & Ayaz, A. (2022). **Adolescents' Future Expectations of Work and Education Within Adaptation Model of Career Construction Theory.** *Journal of Career Development*, 49(6), 1266-1282. <https://doi.org/10.1177/08948453211037043>

The current study suggested and tested a model to investigate the associations between adolescent future expectations of work and education (AFE-WE; adaptive responses) and positive future expectations (PFE; adaptivity) through concern, control, curiosity, and

confidence (adaptability resources) as well as the role of the gender. The data were gathered from 806 high school students (59% girls), recruited from eight different public schools in Gaziantep, Turkey. Structural equation model was used. The results showed that the PFE predicted the AFE-WE and concern, control, curiosity, and confidence. Yet, concern contributed to the AFE-WE, only and partially mediated the relationships between the PFE and the AFE-WE. The proposed model did not change across gender. These findings were discussed within cultural context and addressed implications for theory, research, and practice.

Ochoco, M. S. A., & Ty, W. E. G. (2022). **Examining the Career Construction Model of Adaptation Among Filipino Senior High School Students.** *Journal of Career Development*, 49(6), 1301-1316. <https://doi.org/10.1177/08948453211037011>

Career development literature that tested the career construction model of adaptation has, thus far, examined adaptability resource as a mediator in the relationship between adaptive readiness and adaptation results; however, there remains a need to elaborate the links between adaptive resources, adapting response, and adaptation results. This research tested a path model among 331 Filipino senior high school students using hope, career adaptability, career engagement, and life satisfaction as measures of adaptive readiness, adaptability resources, adaptive response, and adaptation results, respectively. Analyses revealed a significant serial relationship from hope to life satisfaction through career adaptability and career engagement. Findings suggest that having career-related abilities may not be enough to promote well-being; rather proactive career behaviors may be taken as a route to a satisfying life. Implications on theory, research, and practice are discussed.

Park, J., Choi, Y., Chao, M. M., Beejinkhuu, U., & Sohn, Y. W. (2022). **A Cultural Orientation Approach to Work Orientation: Mongolian Workers' Jobs, Careers, and Callings.** *Journal of Career Development*, 49(6), 1351-1366. <https://doi.org/10.1177/08948453211040811>

Culturally held beliefs about the self and its relations with others affect the way individuals view their work. In this study, we examined the associations between individualism-collectivism and the three work orientations (i.e., viewing work as a job, a career, or a calling). We also investigated whether the positive effects of a calling orientation can be generalized to a developing eastern country, Mongolia. Using a sample of 352 Mongolian workers, we found that those endorsing horizontal collectivism tended to view their work as a calling more than as a job or a career. Mongolians with a calling orientation reported having better satisfaction with job, salary, and life, more work meaningfulness, and less turnover intention than those viewing work as a job or a career. The results suggest that cultural orientations and work orientations are intertwined, and the positive roles of a calling orientation are generalizable to Mongolia.

Politique de l'éducation et système éducatif

Abriac, D. (2022). **Le réseau des Greta et des GIP-FCIP : hausse d'activité en 2020 malgré la crise sanitaire.** *Note d'information*, (22.32). <https://doi.org/10.48464/ni-22-32>

Ces évolutions s'expliquent par le développement marqué de l'apprentissage, activité qui s'accompagne d'un plus grand nombre d'heures de formation par stagiaire que pour les autres profils de stagiaires. L'apprentissage a en effet rejoint la formation continue des adultes dans le cadre de la réforme de la formation professionnelle et de

l'apprentissage instaurée par la loi du 5 septembre 2018 « pour la liberté de choisir son avenir professionnel », qui autorise tous les organismes de formations et donc aussi les Greta à devenir centres de formation d'apprentis (CFA). Ainsi, en 2020, les effectifs d'apprentis augmentent, à la différence des autres publics de stagiaires. Ils représentent désormais 16 % (+ 12 points) des stagiaires des Greta et des GIP-FCIP (groupement d'intérêt public – formation continue insertion professionnelle) et 34 % (+ 18 points) des heures de formation réalisées.

Airton, L., DesRochers, J., Kirkup, K., & Herriot, L. (2022). **Toby Goes to Catholic School: Gender Expression Human Rights, and Ontario Catholic School Board Policy.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(3), 586-618. <https://doi.org/10.53967/cje-rce.v45i3.5443>

In this article, we share findings from an analysis of Ontario Catholic school board policy documents (N = 179) containing Canada's newest human rights grounds: gender expression and gender identity. Our major finding may be unsurprising—that Ontario Catholic boards are generally not responding to Toby's Act (passed in 2012) at the level of policy, as few boards have added these grounds in a way that enacts the spirit of that legislation. While this finding is likely unsurprising, our study also yielded findings that unsettle any facile binary of “Catholic boards/bad” and “public secular boards/good” in relation to gender diversity. We also leverage our findings to suggest a striking possibility for a vigorous and doctrinally-compatible embrace of gender expression protections in Catholic schools, if not gender identity protections. We argue that fear of gender expression protections may stem from an erroneous conflation of “gender expression” with “gender identity” when these are in fact separate grounds—a conflation that is also endemic within secular Ontario school board policy; this doubles as a conflation of gender expression with “transgender,” as the latter is unfailingly linked with gender identity human rights. We make a series of recommendations for policy, and a case for Catholic schools embracing their legal duty to provide a learning environment free from gender expression discrimination without doctrinal conflict and arguably with ample doctrinal support, so that students of all gender expressions can flourish regardless of whether they are or will come to know they are transgender.

Akkari, A. (2022). **Early childhood education in Africa: Between overambitious global objectives, the need to reflect local interests, and educational choices.** *PROSPECTS*, 52(1), 7-19. <https://doi.org/10.1007/s11125-022-09608-7>

The African continent represents the part of the world where early childhood care and education (ECCE) preceding primary schooling is the least developed. It is therefore essential to propose an analysis of the prospects for the development of early childhood education in the coming years. This article deals in the first instance with the international infatuation for pre-primary education based on both scientific evidence and also international agendas. It then explores the possibilities of putting forward a coherent African response to global demands concerning early childhood education and promoting the inclusion of local cultural content in designing pre-primary educational structures. Finally, the article suggests some principles that might guide international cooperation activities affecting the early childhood sector.

Akyeampong, K., Carter, E., Rose, P., Ryan, J., Sabates, R., & Stern, J. M. B. (2022). **The effects of language preference and home resources on foundational literacy retention during school holiday closures in Ghana: Lessons from the Complementary Basic**

Education Programme. *PROSPECTS*, 52(1), 115-136. <https://doi.org/10.1007/s11125-021-09590-6>

This article assesses the extent to which children's language preference and their home environment matter for literacy retention. Using data from the Complementary Basic Education (CBE) program in Ghana, the authors found that large numbers of disadvantaged students reverted to not even being able to read a single word following school closures over a four-month holiday period. Widening literacy gaps were found for girls who reported they did not receive instruction in a language that they understood or did not have the resources, support, or activities at home to enable them to continue to learn while schools were closed. For boys, widening literacy gaps were only influenced by resources, support, or activities at home, but not by language preferences. The article findings suggest that schools and teachers must pay closer attention to language preference, particularly for girls, in order to ensure that language of instruction is not a barrier to literacy retention. The article also provides further evidence to support the growing claims that home supports are essential for reducing inequities in learning outcomes during school closures.

Alendroit, L. (2022, octobre 20). **La mobilité étudiante comme transition : quelles représentations ?** Présenté à « Education et formation : accompagner les transitions », 6ème édition du Colloque Doctoral international de l'éducation et de la formation (CIDEF). Consulté à l'adresse <https://hal.univ-reunion.fr/hal-03841263>

La mobilité devient une voie de plus en plus empruntée par les étudiants. L'étudiant qui construit un projet de mobilité a des attentes et des représentations sur sa destination (Jodelet, 2008 ; Abric, 2008). Cette expérience constitue une période de changements importants pour l'étudiant, dès lors que ce dernier est immergé dans un environnement qui lui est peu ou pas connu. Cette période de changements peut être l'occasion d'un développement appelé transition (Zittoun, 2002). Il est question de s'interroger sur les liens existants entre action (le départ) et représentations (imaginaires) et de comprendre comment les étudiants porteurs d'un projet de mobilité construisent leurs représentations de départ ainsi que leurs attentes en fonction de leur contexte.

Ango, T. G., Börjeson, L., Wisborg, P., Senbeta, F., & Alem, H. (2022). **Coffee, child labour, and education: Examining a triple social-ecological trade-off in an Afromontane forest landscape.** *International Journal of Educational Development*, 95, 102681. <https://doi.org/10.1016/j.ijedudev.2022.102681>

In biodiversity rich agriculture-forest mosaic landscapes in south-western Ethiopia, the production of coffee and food crops, including guarding them from forest-dwelling mammals, requires a high input of labour, which is supplied partly by children. Through field observations and interviews with smallholders, we studied the extent of children's participation in coffee production and food crop guarding, its impact on school attendance and implications for sustainable development. The findings revealed that the extent of children's participation in such work is correlated with the level of household's income and residential location, i.e. near versus far from forests or in coffee versus non-coffee areas. Child labour and school absenteeism linked to coffee production and crop guarding are widespread problems. Some of the measures taken to mitigate the problem of school absenteeism were coercive and posed threats to poor households. The paper concludes that child work in coffee production and crop protection is at the cost of school attendance for many children, which represents a critical social justice issue and a trade-off with the economic and environmental values

of the forest. Reducing poverty would likely mitigate the problem of child labour and school absenteeism and promote synergistic development in the region.

Antonowicz, D., Wasielewski, K., & Domalewski, J. (2022). **The impact of system contraction on the rural youth access to higher education in Poland.** *Tertiary Education and Management*, 28(3), 209-222. <https://doi.org/10.1007/s11233-022-09095-7>

This paper explores the impact of the contraction of the mass HE system (after 2005) on rural youth who represent the biggest disadvantages group in Polish higher education. It provides empirical evidence that the system contraction is the major reason for widening access for rural youth to public (prestigious) higher education institutions. By doing so, it challenges a long established assumption that the HE system expansion reduced inequalities in access to higher learning. Instead, we argue that it was the contraction of HE system that widely opened university campuses to those previously underrepresented. The most prestigious public universities become more inclusive and less selective only when the traditional pool of students was exhausted and a big number of state-funded places needed to be filled.

Aquino & Scott. (2022). **The Disability Resource Office and COVID-19: Disability and Accessibility Support during the Pandemic within the Two-Year Postsecondary Environment.** *Community College Journal of Research and Practice*, 46(12), 907-911. <https://doi.org/10.1080/10668926.2021.2006825>

Emerging research has found that the COVID-19 pandemic's rapid shift to remote education created a greater need to utilize disability resource offices within the postsecondary environment. Currently, no research has disaggregated disability resource office experiences by institutional level or explored how two-year disability resource offices have engaged in disability and accessibility strategies during the pandemic. This paper compared the experiences of disability resource office professionals at two-year and four-year disability resource offices as they attempted to collaborate on disability-related initiatives within their campus environment during the first nine months of the COVID-19 pandemic. Implications for two-year disability resource offices are discussed.

Babarović, T. (2022). **Development of STEM Vocational Interests During Elementary and Middle School: A Cohort-Sequential Longitudinal Study.** *Journal of Career Development*, 49(6), 1230-1250. <https://doi.org/10.1177/08948453211036986>

This study explains the development of science, technology, engineering, mathematics (STEM) interest among elementary and middle schoolchildren. The cohort longitudinal design was applied, starting with three cohorts of students—fourth (10 years), fifth (11 years), and sixth (12 years) grade—followed for three consecutive years. A total of 947 pupils responded to general and specific STEM interest measures. The results show that the level of STEM interest of children is generally low. Gender differences in STEM interest in favor of boys are apparent in all STEM areas, except science. The observed gender gaps in interest over time are constant, except for a small increase in gender difference of engineering interest. The average rate of change of STEM interest over time is mostly insignificant. Large interindividual variability of interests' scores and slopes indicates that the level of STEM interest and its change over time are highly individualized phenomena.

Bart, D. (2022). **Research discourse in the programme for international student assessment: A critical perspective.** *European Educational Research Journal*, 14749041221127758. <https://doi.org/10.1177/14749041221127758>

More than 20 years after the first round of the OECD's Programme for International Student Assessment (PISA), it has become one of the most important large-scale international assessments, at a global level and in particular in Europe. Thus, a growing number of scholars have examined or discussed its research design. Nonetheless, a key feature of PISA seems to have been less examined by critical works: the discourse of the research in the PISA literature. Indeed, the PISA reports appear to be scientific literature, both in textual form and in terms of the intentions expressed. Based on the reports published by the OECD since 1999, this article examines, in line with the French tradition of discourse analysis, the characteristics of research writing in PISA and the explanations of its conceptual approach, test design or result analysis. This analysis shows the differences between the research discourse in PISA and typical scientific rhetoric, particularly in terms of constructing a contradictory theoretical dialogue or a discussion of the limits of its approach. Finally, the article questions how these differences indicate a particular construction of education research within PISA and its possible relationship with the global or European dynamics of this scientific field.

Bettinger, E. P., Lu, A., Matheny, K. T., & Kienzl, G. S. (2022). **Unmet Need: Evaluating Pell as a Lever for Equitable Dual Enrollment Participation and Outcomes.** *Educational Evaluation and Policy Analysis*, 44(4), 783-807. <https://doi.org/10.3102/01623737221091574>

Dual enrollment is an increasingly popular avenue for high school students to earn college credit. However, low-income students are underrepresented among dual enrollment participants. In this study, we use a difference-in-differences design to evaluate a unique federal pilot program that allowed high school students to access Pell Grants to fund their dual enrollment. Generally, we find a negative effect of the pilot program on dual enrollment participation, with no effect on subsequent college attendance. Our qualitative analysis suggests this initiative did not sufficiently meet students' specific needs, required strong partnerships with high schools to ensure high school counselors informed students about the program, and involved substantial financial and administrative burden for participating institutions.

Boavida, T., Silva, C., Aguiar, C., & McWilliam, R. A. (2022). **Measuring professionals' perceptions about collaborative consultation in early childhood intervention.** *International Journal of Inclusive Education*, 26(14), 1309-1326. <https://doi.org/10.1080/13603116.2020.1806367>

We investigated the reliability and construct validity of the Professionals' Perceptions about Collaborative Consultation in Early Childhood Intervention Scale (ProPerCECIS), a rating scale developed to measure collaborative consultation in early childhood intervention (ECI). ProPerCECIS was completed by 427 professionals from 78 ECI teams. The full sample was randomised into sample A, 170 participants, for conducting an exploratory factor analysis (EFA) – and sample B, 257 participants, for performing confirmatory factor analysis (CFA). Multiple-group analysis, with the overall sample, was conducted. The EFA final solution comprised three correlated factors, with acceptable to very good internal consistency: Intervention, Context, and Planning. The CFA supported the three-factor structure. Results supported configural invariance and partial metric invariance, but partial scalar invariance did not hold. Results supported the

conceptual framework of collaborative consultation in ECI and suggest that ProPerCECIS can be a useful measure of professionals' perceptions about collaborative consultation practices in ECI. ProPerCECIS seems to be particularly suited to assess collaborative practices within services providing routines-based family-centred interventions. Importantly, because the factor structure for ProPerCECIS holds up for different professional groups, it might be used by transdisciplinary ECI teams. Keywords: collaborative consultation, early childhood intervention, rating scale, reliability, construct validity.

Brower, Hu, Daniels, Bertrand Jones, & Hu. (2022). **We Can Do This Thing Together: Intergenerational Learning and Academic Motivation among Community College Students.** *Community College Journal of Research and Practice*, 46(12), 841-854. <https://doi.org/10.1080/10668926.2021.1910594>

This qualitative study examines how intergenerational learning contributed to academic motivation among students of different ages in the Florida College System, the state's community college system. The data for this study included 166 semi-structured focus groups with 375 students collected during site visits to 21 state colleges over a five-year period. This study considers both familial intergenerational learning, in which members of different generations in the same family learn from one another, and extrafamilial intergenerational learning, in which members of different generations not in the same family learn from one another. Overall, familial intergenerational learning was a more prominent theme than extrafamilial intergenerational learning. Both familial and extrafamilial intergenerational learning included three similar patterns: 1) older to younger learning, 2) younger to older learning, and 3) reciprocal learning, but familial intergenerational learning also included a fourth pattern of indirect intergenerational learning that is not reflected in extrafamilial intergenerational learning. Recommendations for practice are also provided including formalizing some of the informal forms of intergenerational learning that we highlight in our data.

Buchholz, J., Cignetti, M., & Piacentini, M. (2022). **Developing measures of engagement in PISA.** <https://doi.org/10.1787/2d9a73ca-en>

Student engagement is of central importance in a low-stakes assessment such as OECD Programme for International Student Assessment (PISA). In the theoretical section, this report provides an overview of the literature on the topic and identifies sources of information to compute measures of disengagement in PISA. In the empirical section, the consistency, associations with student variables, and stability over time are examined for a set of measures based on data from PISA 2018, 2015, and 2012. The various measures investigated only show little consistency, an exception being rapid guessing on the test and non-response in the questionnaire. Boys, socio-economically disadvantaged students, as well as students with an immigrant background are more likely to show disengagement. Furthermore, disengagement is consistently associated with lower test performance. The report concludes with a discussion of possible solutions to address the impact of disengagement on the inferences made on the basis of PISA test and questionnaire data.

Bunescu, L. (2022). **Leading through disruptive transformations in higher education.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3706> [Report]. Consulté à l'adresse European University Association (Transnational) website:

https://eua.eu/downloads/publications/newlead%20report_leading%20through%20disruptive%20transformations%20in%20higher%20education.pdf

Today, more than ever before, universities are expected to fulfil multiple and increasingly challenging roles. Invariably, university leaders are walking a tightrope, caught between long-term strategy implementation and short-term crisis management. This report, produced under the EU-funded NEWLEAD project, provides a synthesis of the key reflections and takeaways from the two NEWLEAD focus groups on leadership development and institutional transformation that were organised in 2022. The focus groups brought together senior higher education executives interested in further enhancing their leadership skills and aimed at identifying which sort of leadership training is needed to underpin big transformations in higher education. Participants in the two events worked towards identifying key points for the successful implementation of three crucial transformation areas: Greening and sustainability in HE Female leadership in HE International collaboration (with a focus on the European University Alliances) This study builds on guidance and insights from the 2021 NEWLEAD report on institutional transformation and leadership development at universities in Europe, as well as previous EUA work on the topic.

Charles, S. L. (2022). **Assessing the Effect of Mansionization on Suburban Single-Family House Sales Prices.** *Journal of Planning Education and Research*, 42(4), 585-597. <https://doi.org/10.1177/0739456X19833155>

Using observed single-family house sales in the inner-ring suburbs of Chicago from 2010 through 2017, this paper uses a multilevel mixed-effects model with crossed random effects to estimate the effect that millennium mansions—new, large single-family houses—have on the sales prices of nearby single-family houses. Controlling for property, sale timing, and surrounding neighborhood socioeconomic characteristics, the study finds that mansionization is associated with an increase in the sales prices of neighboring houses. Long-term residents of a neighborhood undergoing mansionization should not fear a decrease in their house values; however, decreases in neighborhood affordability may result in exclusionary displacement.

Cheung, L. Y. C. (2022). **Internationalisation strategy through the lens of legitimacy: a case study of the Hong Kong Polytechnic University.** *Tertiary Education and Management*, 28(3), 223-239. <https://doi.org/10.1007/s11233-022-09099-3>

Internationalisation has become a worldwide trend in Higher Education in the rapidly changing globalised competitive market. Universities are pressurised to develop internationalised strategy to build legitimacy and reputation within the knowledge-based economy. An isomorphic tendency has been identified of universities mimicking successful models. Among a wide range of strategic tools, the organisational legitimacy theory allows universities to focus on exploiting their resources and capability to position idiosyncratically against competitors. This study applies Stensaker et al.'s legitimacy framework on cognitive, moral and pragmatic perspectives, to investigate how a university adopts an internationalisation strategy as one of the approaches to achieve the overall institutional objectives. Drawing on a case study of the Hong Kong Polytechnic University (PolyU), the paper explores how the university internationalises in a differentiated position to acquire legitimacy in specific local, regional and global contexts. PolyU strategically emphasises its pragmatic value to connect with its stakeholders in a globalised dimension. The finding broadly supports the notion of comprehensive internationalisation; that internationalisation strategy should be

incorporated into other functional strategies to enhance a 'global' experience. The analysis of the strength and weaknesses of PolyU's internationalisation strategies illustrates the challenges non-western universities are facing. This finding, while preliminary, raises the significance of local elements in internationalisation strategies, under the influence of soft power and constraints of organisational capabilities.

Chudgar, A., Grover, V., Hatakeyama, S., & Bizhanova, A. (2022). **Child labor as a barrier to foundational skills: Evidence from Bangladesh and Pakistan**. *PROSPECTS*, 52(1), 137-156. <https://doi.org/10.1007/s11125-022-09614-9>

According to the International Labor Organization, at least 160 million children ages 5 to 17 around the world were involved in some form of child labor at the beginning of 2020, including 79 million children performing hazardous labor. This article uses recent representative data from Bangladesh and Pakistan to investigate the relationship between foundational skills and child labor engagements for 12- to 14-year-old children. It found a consistent negative association between child labor and reading and numeracy foundational skills. In particular, it found that engagement in hazardous child labor had large negative associations with reading and numeracy foundational skills. It also found negative associations between engagement in economic labor and reading foundational skills. Finally, the article found that intense engagement in household labor was also negatively associated with foundational skills. It discusses the implications of these findings which paint a deeply concerning picture of the challenges ahead of the global community to ensure that all children acquire foundational skills (and beyond). It notes that systematic efforts to define, document, and measure child labor will be crucial to better understand the negative implications of child labor for foundational learning and the potential policy solutions to address these impacts.

Claeys-Kulik, A.-L., Bennetot Pruvot, E., Estermann, T., & Jørgensen, T. (2022). **The European Universities initiative and system level reforms**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3705> [Report]. Consulté à l'adresse European University Association (Transnational) website: https://eua.eu/downloads/publications/briefing_eui%20impact%20on%20system%20level%20reforms.pdf

As the European Universities Initiative moves into a new phase, EUA has taken stock of its impact thus far, notably in how it may further policy reforms that benefit transnational university cooperation more broadly. Building on EUA's previous work, new evidence provided by EUA's collective members (national rectors' conferences) and interviews conducted in the framework of the forthcoming update of EUA's Autonomy Scorecard, this briefing explores the link between European and national system reform discussions in the context of the European Universities Initiative. In addition, the paper further structures the debate about remaining system-level challenges related to transnational university cooperation in Europe and elaborates some key considerations for the future.

Comings, J. P. (2022a). **A case study of innovations that address constraints on the effectiveness of early-grade reading achievement**. *PROSPECTS*, 52(1), 173-188. <https://doi.org/10.1007/s11125-020-09462-5>

The United States Agency for International Development, World Vision, and the Australian government established All Children Reading: A Grand Challenge for Development (ACR GCD) to address problems that prevent children from gaining foundational reading skills. ACR GCD mobilizes the private sector, academia, and nongovernmental

organizations in problem-solving dialogues that support the development, testing, and promotion of new solutions to these problems. It also advances EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts to effectively build bridges over system constraints in ways that lower the risk of pilot-testing and eventual large-scale replication. This case study describes some of ACR GCD's funded innovations and its nontraditional approach to employing grant competitions (in which innovators propose solutions to broadly described problems) and prizes (in which innovators develop solutions to specifically identified problems). For innovations that have been evaluated, this article summarizes the findings on their impact on learning.

Comings, J. P. (2022b). **Systems change in support of early-grade reading**. *PROSPECTS*, 52(1), 21-32. <https://doi.org/10.1007/s1125-022-09617-6>

United Nations (UN) Sustainable Development Goal (SDG) Target 4.6 calls for all youth and a substantial proportion of adults to be able to read. Progress toward achieving this goal began after the World Conference on Education for All in 1990. Two decades after the conference, national governments, international donor agencies, and local and international nongovernmental organizations had built schools, trained teachers, and distributed textbooks. Though that work continues, the focus has turned to ensuring that all children learn to read. Achieving Target 4.6 requires reform of national education systems built up over the last three decades. This article reviews the literature that informs efforts to change education systems in ways that support early-grade reading. Now is the time to focus on reforming and strengthening the education systems that will achieve Target 4.6.

Cordes, S. A., Rick, C., & Schwartz, A. E. (2022). **Do Long Bus Rides Drive Down Academic Outcomes?** *Educational Evaluation and Policy Analysis*, 44(4), 689-716. <https://doi.org/10.3102/01623737221092450>

School buses may be a critical education policy lever, breaking the link between schools and neighborhoods and facilitating access to school choice. Yet, little is known about the commute for bus riders, including the average length of the bus ride or whether long commutes harm academic outcomes. We begin to fill this gap using data from New York City to explore the morning commutes of more than 120,000 bus riders. We find that long bus rides are uncommon and that those with long bus rides are disproportionately Black and more likely to attend charter or district choice schools. We find deleterious effects of long bus rides on attendance and chronic absenteeism of district choice students.

Craigie, T.-A. (2022). **Do School Suspension Reforms Work? Evidence From Rhode Island**. *Educational Evaluation and Policy Analysis*, 44(4), 667-688. <https://doi.org/10.3102/01623737221090264>

In Rhode Island, out-of-school suspensions were excessively and disproportionately used to penalize low-level infractions. To address this problem, the Rhode Island General Assembly passed legislation, effective May 2012, prohibiting out-of-school suspensions for attendance-specific infractions. Four years later, the Assembly passed additional legislation to curb out-of-school suspensions for disruption-specific infractions. This study examines the impact of these suspension reforms on out-of-school suspension outcomes for treatment infractions and corresponding racial-ethnic disparities. To execute the analyses, the study uses student-level administrative data (AY 2009–2010 to AY 2017–2018) from the Rhode Island Department of Education, along with quasi-experimental

estimation. The study finds that only the first reform lowers out-of-school suspension outcomes for attendance-specific infractions and corresponding racial-ethnic disparities.

Cross & Carman. (2022). **The Relationship between Faculty Diversity and Student Success in Public Community Colleges.** *Community College Journal of Research and Practice*, 46(12), 855-868. <https://doi.org/10.1080/10668926.2021.1910595>

Community colleges serve the most diverse student populations in higher education yet have some of the lowest levels of faculty diversity in higher education. Retaining community college student cohorts through transfer/graduation is a goal, yet attaining this goal has been elusive, particularly for underrepresented minority (URM) community college students. Few studies have explored the impact of faculty diversity on the successful retention of URM community college students. This study used archival data for 120 public community colleges from the Integrated Postsecondary Education Data System (IPEDS) to calculate a Diversity Score for each college and ranked them by their overall level of faculty racial/ethnic variance to quantify the relationship between faculty diversity and student graduation, transfer, and drop-out rates. The findings suggest that there is a significant strong positive relationship between graduation, transfer, and drop-out rates for URM students of all race/ethnic categories when there are increases in faculty diversity. Exposure to a diverse faculty produces different outcomes in URM students.

Crouch, L., Olefir, A., Saeki, H., & Savrimootoo, T. (2022). **Déjà vu all over again? Recent evidence on early childhood and early grade repetition in developing countries.** *PROSPECTS*, 52(1), 41-58. <https://doi.org/10.1007/s11125-020-09473-2>

This article is the fourth in a series arguing that there is serious mismeasurement of enrolment in early childhood development (ECD) and in the early grades of education systems in many countries, especially, and most damagingly, in those making the most progress on access to schooling and in the sustainable development goals. Other reports have used aggregate data reported to UNESCO, and parent and teacher survey data (specifically compared to school records, in one case) to explain the problems. Mismeasurement is leading to incorrect policy conclusions (related to access and persistence) and is generally too optimistic about ECD-related progress in these countries. This article uses a methodology adapted from similar work in Latin America in the late 1980s and early 1990s, and data on enrolment by age and grade from five African education systems that suffer from mismeasurement. The article argues that grade repetition in the early grades and lack of preprimary opportunities are causing the problem of overenrolment. This analytical approach is relatively novel to these environments and shows that rates of repetition are, most likely, about twice that of official reports. The results from this analysis match the results of the other articles in the series. An important implication is that these issues are undermining the completion of primary schooling, due to weak policies resulting in part from mismeasurement.

Cunninghame, I. (2022). **Influence of policy discourse on student choice in Australian higher education.** *International Journal of Inclusive Education*, 26(13), 1227-1242. <https://doi.org/10.1080/13603116.2020.1791980>

To address social inequality, many western governments have sought to pursue principles of 'widening participation' as a key policy response in higher education. Though originally intended to complement social justice policy agendas, alignment of education

policies with broader neoliberal policy frameworks has led policymakers, such as those in Australia, to focus instead on the potential for widening participation to foster social mobility through higher education. Resultant policy discourse focusing on mobility outcomes signals to students that the doxic utility of higher education studies is to pursue an occupation which enables social mobility. This study seeks to explore whether there is evidence that such shifts in policy discourse result in closer alignment with doxic aspirations amongst students from low-socioeconomic status (SES) and non-metropolitan backgrounds than privileged students. This study assessed applications data across fields of education (FoE) for Australian university applicants in 2018, disaggregated across two demographic characteristics (SES and location), to determine the proportionality of applications within and between each demographic sub-classification, as well as between and within each FoE. Through analysing student applications to courses of study at university, it was determined that there are significant differences in the manner in which students from disadvantaged backgrounds actuate their aspirations.

Cycyk, L. M., De Anda, S., Ramsey, K. L., Sheppard, B. S., & Zuckerman, K. (2022). **Moving Through the Pipeline: Ethnic and Linguistic Disparities in Special Education from Birth Through Age Five.** *Educational Researcher*, 51(7), 451-464. <https://doi.org/10.3102/0013189X221120262>

This study examined Oregon's early intervention (EI) and early childhood special education (ECSE) pipelines as a function of children's intersecting ethnicity and home language(s) with a focus on children from Latino/a backgrounds with communication disorders. We found differences in children's referral source and age of referral, likelihood of evaluation and placement, and type of placement for conditions related to communication, including autism spectrum disorder and hearing impairment. Results showed differences in EI and ECSE; however, disproportionality appeared greatest among Spanish-speaking Latino/a children and non-Latino/a children who spoke languages other than English compared to non-Latino/a English-speaking counterparts. Our findings suggest that attending to children's intersecting ethnicity and language backgrounds in referral, evaluation, and placement add nuance to examinations of disproportionality. Results also indicate that practices related to characterizing children's communication disorders likely make substantial contributions to inequities in EI and ECSE. Precise identification of differences in service provision can lead to targeted policy and practice solutions to reduce structural barriers to care in EI/ECSE systems and improve equity, particularly as related to placement for children of color with communication concerns.

Dadvand, B. (2022). **Performative pedagogies of care and the emerging geographies of school exclusion for students with disability.** *International Journal of Inclusive Education*, 26(13), 1243-1257. <https://doi.org/10.1080/13603116.2020.1791981>

In this paper, I examine how performative practices of care that are primarily focused on academic achievement and learning outcomes have contributed to the creation of geographies of exclusion within mainstream schools for students with disability. Through a study of a 12-year-old student diagnosed with autism in a secondary school in Melbourne, Australia, I maintain that performative care makes certain groups of students 'intelligible' by responding to their needs while rendering others as unrecognisable care subjects in schools. The cognitive ableist bias underpinning performative care provides students with academic abilities with the necessary permissions to develop a sense of belonging to the mainstream school while creating boundaries of exclusion against those

who do not embody the qualities of performative student subjects. I maintain that an approach to care as a public good and a relational ethics can help create more inclusive social geographies within mainstream schools for students with disability.

Dejardin, C. (2022). **Urgence pour l'école républicaine : exigence, équité, transmission**. Consulté à l'adresse <https://www.librairie-gallimard.com/livre/9782073012920-urgence-pour-l-ecole-republicaine-exigence-equite-transmission-camille-dejardin/>

Ce qui se joue à l'école concerne chacun de nous du fait de ses conséquences sur la société. Or l'« ascenseur social » républicain n'opère plus. L'école trahit ses usagers, ses acteurs et, surtout, ses promesses d'égalité des chances par l'instruction et l'éducation à la citoyenneté. Pire, année après année, les politiques conduites aggravent le mal. Réforme du collège en 2016, réforme du lycée et du baccalauréat en 2019... : le décalage entre les choix opérés et les besoins essentiels révèle une faillite orchestrée où règnent l'absurde et l'iniquité. Par contraste, il indique aussi comment rebâtir une éducation nationale juste, formatrice et émancipatrice pour tous.

Demoussa, E. (2022). **Évolution de la formation des enseignants en Afrique Subsaharienne. Étude comparative entre le Sénégal et la France**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=74593

Les systèmes éducatifs africains sont un héritage de l'administration coloniale. Cependant, cet héritage a influencé à des degrés divers les anciennes colonies africaines après leur accession à l'indépendance, en fonction du système d'administration coloniale qu'elles ont connu. Au regard des crises, les jeunes États africains francophones ont impulsé des politiques éducatives centrées sur leurs réalités propres sans se fermer aux apports féconds des autres cultures. Ce travail de recherche participe de cette réorientation des politiques éducatives en Afrique subsaharienne, en s'appuyant sur le cas emblématique du Sénégal, après une immersion de l'auteure dans le système éducatif français. Elle nous livre les conclusions de cette confrontation des théories éducatives dans ces différents espaces culturels et propose des pistes d'évolution dans le cadre des dynamiques de réformes en cours qui sont loin d'être à leur terme.

Dinarte Diaz, L., Ferreyra, M. M., Urzua, S., & Bassi, M. (2021). **What Makes a Program Good? Evidence from Short-Cycle Higher Education Programs in Latin America and the Caribbean** (Policy Research Working Paper Series N° 9722). Consulté à l'adresse The World Bank website: <https://econpapers.repec.org/paper/wbkwbrwps/9722.htm>

This paper explores the relationship between the practices, inputs, and other characteristics of short-cycle higher education programs (SCPs) and their students' academic and labor market outcomes. A novel survey was designed and conducted to collect program-level information on quality determinants and program average outcomes for five countries in Latin America and the Caribbean. Quality determinants are grouped into the following categories: curriculum and training, infrastructure faculty, private sector engagement and job search assistance, costs and funding, and other practices related to student admission and institutional governance. In addition, individual-level data on SCP graduates was collected for Ecuador and matched to program survey data. Estimates from pooled survey data for the five countries indicate that specific quality determinants are positively associated with academic and labor

market outcomes. Moreover, determinants account for about one-third of the explained variation in academic outcomes and formal employment. In contrast, estimates for Ecuador indicate that labor market outcomes are mostly associated with student and peer characteristics rather than program quality determinants. These findings can inform the design and replication of high-quality SCPs as well as their oversight and regulation.

Feria Toribio, J. M., & Santiago Ramos, J. (2022). **Landscape Spatial Analysis for Sustainable Land Use Planning: A Two-Scale Approach to the Seville Metropolitan Area.** *Journal of Planning Education and Research*, 42(4), 690-703. <https://doi.org/10.1177/0739456X19845439>

Metropolitan areas are complex, dynamic spatial systems. This paper sets out a spatial analysis methodology suitable to address the internal complexity of metropolitan landscape change and which results could be useful for decision making in the context of sustainable land use planning. A two-scale approach is adopted for the analysis of recent land use changes in the metropolitan area of Seville (Spain), being the methodology applied to both the whole metropolitan area and two different landscape units. Distinct landscape change patterns and urban growth models are identified for the units studied. On the basis of the results, the convenience of a multiscale planning approach is highlighted.

Frank, L. D., Mayaud, J., Hong, A., Fisher, P., & Kershaw, S. (2022). **Unmet Demand for Walkable Transit-Oriented Neighborhoods in a Midsized Canadian Community: Market and Planning Implications.** *Journal of Planning Education and Research*, 42(4), 568-584. <https://doi.org/10.1177/0739456X19831064>

Understanding neighborhood preferences remains a key focus for planners. While many studies document the effects of either neighborhood design or neighborhood preference on health and travel behavior, few have explored their combined effect in smaller regions. Using a sample of 2,597 adults in the Region of Waterloo, Ontario, we found an unmet demand for walkable neighborhoods. Results suggest that walkable neighborhoods are independently associated with less vehicle travel after adjusting for sociodemographic and residential preferences. Our study highlights the importance of combining the effects of walkable neighborhoods and preferences for them when addressing health and sustainability goals in suburban communities.

Gándara, D., & Daenekindt, S. (2022). **Accountability or Equity: Combining Topic Models and Qualitative Analysis to Examine Public Rhetoric about Performance-Based Funding.** *Educational Evaluation and Policy Analysis*, 44(4), 734-758. <https://doi.org/10.3102/01623737221081532>

Examining rhetoric is important to understanding educational policymaking. This study focuses on rhetoric on one educational policy, performance-based funding (PBF) for higher education. In contrast to previous research on PBF, we analyze rhetoric in both states that implemented the policy and those that opted out. We employ a sequential mixed-methods design combining topic modeling with qualitative analysis of newspapers. Findings indicate that rhetoric in states that implemented PBF aligned closely with neoliberalism. Rhetoric from non-implementer states focused on higher education agents and policy processes, and was more likely to highlight equity than rhetoric from implementer states. This study sheds light on policy innovation and diffusion by contrasting rhetoric around PBF between states that implemented the policy and those that held out.

Gheysens, E., Coubergs, C., Griful-Freixenet, J., Engels, N., & Struyven, K. (2022). **Differentiated instruction: the diversity of teachers' philosophy and praxis to adapt teaching to students' interests, readiness and learning profiles.** *International Journal of Inclusive Education*, 26(14), 1383-1400. <https://doi.org/10.1080/13603116.2020.1812739>

Differentiated instruction (DI) addresses academic diversity in order to maximise learning. Although it is theorised as both a philosophy and as a praxis of teaching, it is rarely measured as such. This study examines teacher profiles on differentiated instruction relating to their philosophy and self-reported praxis. The data stem from an exploratory study on differentiated instruction, which served the purpose of creating a valid instrument to measure teachers' philosophy and teaching approaches relating to academic differences in interests, readiness and learning profiles, namely the DI-Quest instrument. The results reveal three teacher profiles based on five DI-related factors. The patterns are almost identical in primary and in secondary education. Interestingly, if more frequent adaptations to students' differences in interests, readiness and learning profile are what differentiated instruction aims for, both philosophical factors (namely growth mindset and ethical compass oriented to students) need to be present. Lacking one of these factors, will have less adaptations as a consequence. This study displays the predictive power of teachers' philosophy about Differentiated Instruction for their daily classroom practices. Consequences for future research, professional development and teacher education are discussed in detail.

Good, R. M. (2022). **Neighborhood Schools and Community Development: Revealing the Intersections through the Philadelphia School Closure Debate.** *Journal of Planning Education and Research*, 42(4), 598-610. <https://doi.org/10.1177/0739456X19839769>

This article reveals intersections between schools and community development through analysis of a school closure debate in Philadelphia. Despite their interconnection, efforts to improve schools and neighborhoods have remained substantially siloed. Empirically, the article explores the ways neighborhood stakeholders framed the implications of recommended school closures in terms of the social, institutional, economic, and physical domains of their neighborhoods. The data include video records of community meetings held during the closure debate during winter 2012–2013 and subsequent interviews conducted with neighborhood stakeholders. The analysis outlines an agenda for community development scholars and practitioners to proactively engage with neighborhood schools.

Göransson, K., Bengtsson, K., Hansson, S., Klang, N., Lindqvist, G., & Nilholm, C. (2022). **Segregated education as a challenge to inclusive processes: a total population study of Swedish teachers' views on education for pupils with intellectual disability.** *International Journal of Inclusive Education*, 26(14), 1367-1382. <https://doi.org/10.1080/13603116.2020.1810789>

Many pupils with disabilities receive schooling in segregated contexts, such as special classes or special schools. Furthermore, the percentage of pupils educated in segregated settings has increased in many European countries. Studies suggest that there is high commitment to the general ideology of inclusive education among teachers in 'regular' education in many countries. This survey study investigates the views of teachers in segregated types of school about education. A questionnaire was sent out, in 2016, to all Swedish teachers (N = 2871, response rate 57.7%) working full time in special classes for pupils with intellectual disability (ID). On a general level results show that there

is a strong commitment to preserving a segregated school setting for pupils with ID, a limited desire to cooperate with colleagues from 'regular schools' and a view that schooling and teaching are not quite compatible with the idea of inclusive education. The results highlight the importance of investigating processes of resistance within segregated schools to the development of inclusive schools and education systems. We argue that, while research and debate about inclusive education are important, both are insufficient without analyses of existing types of segregated schooling.

Grozev, V. H., & Easterbrook, M. J. (2022). **Accessing the phenomenon of incompatibility in working students' experience of university life.** *Tertiary Education and Management*, 28(3), 241-264. <https://doi.org/10.1007/s11233-022-09096-6>

University students in paid employment have less time for studying, report more stress, and participate in fewer extracurricular activities than non-employed students. These negative outcomes that result from combining work and study can cause employed students to experience the domains of work, study, and social life as practically incompatible, but also to experience a sense of identity incompatibility. Therefore, we used insights from previous quantitative and qualitative data on employed students and previous work on identity incompatibility to generate two research questions (RQs): RQ1. What type(s) of incompatibility (practical, identity or other) do employed students experience? and RQ2. What strategies have they adopted to reduce the experienced incompatibility? In order to answer these questions, we performed a thematic analysis with a deductive approach on transcripts from 21 UK university students who we interviewed. The students reported two types of incompatibilities: practical incompatibility, which stems from the lack of time, lack of energy, and lack of social contact associated with combining work and study; and identity incompatibility, which emanates from status differences and differences between one's own and others' perception of oneself. In order to reduce or resolve these incompatibilities, the students also developed practical (e.g. taking paid leave) and cognitive (e.g. compartmentalising contexts) strategies. Finally, the students also noted how the experience of practical incompatibility can reaffirm their values of hard work and productivity and make them resilient learners.

Hallenbeck, J. (2022). **ACSP Distinguished Educator, 2015: Leonie Sandercock.** *Journal of Planning Education and Research*, 42(4), 704-706. <https://doi.org/10.1177/0739456X221125740>

Hauert, Moore, & Nottingham. (2022). **Assessing an Academic Readiness Model in a Community College Occupational Program.** *Community College Journal of Research and Practice*, 46(12), 869-884. <https://doi.org/10.1080/10668926.2021.1910597>

This study assessed a localized academic readiness model that measures academic skills relevant to an occupational program and the institutional context. Enrollment in the program's mandatory gateway course is contingent upon establishing academic readiness either: (1) possess an associate-level or higher degree; (2) achieve placement test scores that permit enrollment in college-level English composition/critical reading; or (3) complete developmental education prerequisites to permit enrollment in college-level English composition/critical reading. Using the gateway course performance for 112 students, the study explored whether any of the model's criteria are significantly related to success in the gateway course and whether there is any significant difference across the three criteria in their relationship to success in the gateway course. The study

examined whether there is a significant difference in gateway course success rates between students that had ever been identified as needing developmental education based on a placement test and those that never tested into a developmental education course. Finally, the study examined whether there is a significant difference in gateway course success rates based on age, gender, and race/ethnicity. Results showed that all of the model's academic readiness criteria are significantly related to success in the gateway course and are statistically equivalent to each other in their relationship to success. The results showed that students succeeded at the same rate regardless of their developmental education placement history. Male, Black, and Hispanic students succeeded at a significantly lower rate regardless of how they established academic readiness. Implications and opportunities for future research are discussed.

Hodge, E. M., & Stosich, E. L. (2022). **Accountability, Alignment, and Coherence: How Educators Made Sense of Complex Policy Environments in the Common Core Era.** *Educational Evaluation and Policy Analysis*, 44(4), 543-566. <https://doi.org/10.3102/01623737221079650>

This study takes advantage of natural variation in alignment and accountability to analyze educator sensemaking of a complex policy environment. It describes how educators in two large, high-accountability districts in New York and Florida made sense of multiple policy changes, including new standards, curriculum, assessments, and teacher evaluation. Drawing on interviews with 68 individuals, observations of instruction and professional development, and policy documents, findings suggest that high policy alignment represents a fundamental yet insufficient condition for educators to perceive policies as coherent and coordinated. Accountability strength and policy sequence were important factors in educators' perceptions of coherence. In both districts, the pace and complexity of change contributed to policy overwhelm.

Hwang, N., & Kisida, B. (2022). **Spread Too Thin: The Effect of Specialization on Teaching Effectiveness.** *Educational Evaluation and Policy Analysis*, 44(4), 593-607. <https://doi.org/10.3102/01623737221084312>

Although the majority of elementary school teachers cover all major subjects in self-contained classrooms, a growing number of teachers specialize in teaching fewer subjects to higher numbers of students. We use administrative data from Indiana to estimate the effect of teacher specialization on teacher and school effectiveness in elementary schools. We find that teacher specialization leads to lower teaching effectiveness in math and reading, and the negative effects are larger when teaching students who are more likely to experience obstacles in school. Moreover, we find no evidence that increasing the proportion of teacher specialists at the school level generates improvements in indicators of school quality. Our findings underscore the importance of fostering opportunities to develop stronger student-teacher relationships.

Intxausti-Intxausti, N., Oregui-González, E., & Azpillaga-Larrea, V. (2022). **The perception of stakeholders regarding the outcomes achieved by schools with high or low levels of effectiveness and high numbers of immigrant students.** *Improving Schools*, 25(3), 224-243. <https://doi.org/10.1177/13654802211056870>

The aim of this study was to characterize those schools in the Autonomous Community of the Basque Country (Spain) with high numbers of immigrant students in accordance with their effectiveness level (high or low). Three effectiveness criteria (scores, residuals, and times) were used to select the schools, resulting in three models: a ceiling or floor effect

model, a contextualized cross-sectional model, and a contextualized longitudinal model. Of the 524 initial schools analyzed, 7 were found to have high or low effectiveness levels and higher-than-average immigration levels. Following the selection, the discourses of 40 education stakeholders were analyzed through semi-structured interviews and discussion groups. The results highlight the strong sense of vulnerability felt in some schools, as well as the general conviction that greater support, commitment, and stable, collaborative leadership by the management team and inspectorate would contribute to improving effectiveness.

Ishimaru, A. M., Barajas-López, F., Sun, M., Scarlett, K., & Anderson, E. (2022). **Transforming the Role of RPPs in Remaking Educational Systems**. *Educational Researcher*, 51(7), 465-473. <https://doi.org/10.3102/0013189X221098077>

The realities of a global pandemic coupled with economic, climate, and racial crises have exacerbated existing racial injustices in schools and society. Although many have argued for a principled refusal to return to an inequitable "normal" (Roy, 2020), dominant models of educational improvement prioritize technical-rational approaches that often result in administrative racism in school systems, with little attention to the complexities of race, power, and privilege in addressing long-standing racial injustices. The need to address settler colonialism, anti-Black, and other intersectional racisms are far from new, but we argue that the confluence of these pandemics demands new roles for research-practice partnerships (RPPs) in education that aspire to transform systems beyond their current construction. In this article, we draw on the intersections between racial equity and RPP scholarship to propose key pivots for RPPs in working to foster educational justice in school systems. We use our racial equity-focused RPP to illustrate efforts to (a) center justice in multidimensional change; (b) develop equity-centered data systems; and (c) enlist racially minoritized youth, family, and community expertise. As partners in an ongoing racial equity-focused RPP, we challenge ourselves and our colleagues to take up the work of remaking schooling to become answerable to the learning and knowledge of youth, families, and communities impacted by racial and educational injustices.

Johnson, J. M., & Winfield, J. D. (2022). **Institutionalizing Success: Practices and Policies at HBCUs that Promote Student Development and Degree Attainment**. *The Journal of Higher Education*, 93(7), 989-1011. <https://doi.org/10.1080/00221546.2022.2082759>

A central purpose of Historically Black Colleges and Universities (HBCUs) is to educate Black students, often in conditions where resources, financial and otherwise, are limited. This study explores how institutional policies and practices foster success among Black students attending HBCUs within these conditions. Using an HBCU-based model for Black College Student Success, we examine the perceptions of institutional actions that promote success among 20 HBCU alumni. Through constructivist qualitative inquiry, we found evidence for each component of the model in the practices of institutional actors of the 12 institutions studied. We also found evidence of additional domains where practices at HBCUs promoted student success.

Kazemi, E., Resnick, A. F., & Gibbons, L. (2022). **Principal Leadership for School-Wide Transformation of Elementary Mathematics Teaching: Why the Principal's Conception of Teacher Learning Matters**. *American Educational Research Journal*, 59(6), 1051-1089. <https://doi.org/10.3102/00028312221130706>

Supporting teacher learning for normative change in classroom learning environments creates significant demands on principal leadership. We offer an analytic framework that aims to understand principal practice for instructional transformation. The framework examines how the principal's conception of teacher learning shapes practice in relation to particular contexts and support systems. We illustrate the explanatory power of this framework by using it to make sense of one elementary principal's practice in leading her school for instructional transformation in mathematics. Our analysis contributes to how leadership efforts to transform instruction might be studied and ultimately supported.

Keary, A., Garvis, S., Zheng, H., & Walsh, L. (2022). **'I'm learning how to do it': reflecting on the implementation of a new assessment tool in an Australian Early Childhood.** *International Journal of Inclusive Education*, 26(13), 1274-1288. <https://doi.org/10.1080/13603116.2020.1803428>

The role of early childhood education and care (ECEC) is to support the learning and development of children in collaboration with families. The notion of inclusion in ECEC provides children with a sense of agency in becoming a learner able to participate fully and actively in their community. This paper illustrates how ECEC assessment approaches risk labelling young children in 'deficit' terms. The paper through a case study critically reflects on the implementation of a new assessment tool in kindergartens in the south-eastern region of Melbourne, Australia (low-middle income). Interviews were conducted with managers about the new tool, and documents (checklists and observations) were collected from the teachers. Findings show that the children were positioned as vulnerable with the introduction of the new assessment tool, leading to a diagnosis of 'at risk' for many children and a subsequent referral to education consultants, and health professionals. We explore the tensions of labelling young children, 'at risk' against the notion of 'becoming' that frames the Early Years Learning Framework for Australia (Department of Education and Training 2019) and professional understandings of 'inclusion'. The work of Nancy Fraser on 'social justice' augments the examination of this tension.

Kelly, J. F., McKinney, E. L., & Swift, O. (2022). **Strengthening teacher education to support deaf learners.** *International Journal of Inclusive Education*, 26(13), 1289-1307. <https://doi.org/10.1080/13603116.2020.1806366>

Deaf learners are among the most disadvantaged when it comes to educational outcomes in South Africa. The aim of this paper, therefore, is to explore the educational needs of learners who are deaf and use the findings as a basis from which to strengthen their education. This research employed a qualitative research design, drawing on interviews with deaf learners, teachers, school management team members (SMTs) and parents. Data were analysed using thematic analysis. Findings reveal that deaf learners have significant difficulty in communicating with their teachers, and that teachers of the deaf in South Africa are not sufficiently trained to understand the educational needs of their learners. Recommendations regarding the strengthening of training for teachers of the deaf are made.

Kennedy, M., & Tilly, C. (2022). **Field Education and Community-Based Planning in a Worst-Case Scenario.** *Journal of Planning Education and Research*, 42(4), 679-689. <https://doi.org/10.1177/0739456X19847725>

Community-engaged planning education and community-based planning are often uphill battles. This article uses the case of a Mexican village to illustrate a pedagogical

model that trains students as participatory planners by immersing them in a community-based planning project, an approach we call transformative learning and community development. We join larger debates on education and participation—arguing that students can and should learn about participatory planning by doing it; that while community participation sometimes reproduces unequal power relations, it can also be structured to challenge them; and that successful planning and teaching require a dialectic between expertise and broad participation.

Kleinsasser, R. C., & Veach, P. T. G. (2022). **A new canon: Designing culturally sustaining humanities curriculum.** *The Journal of Educational Research*, 115(5), 315-316. <https://doi.org/10.1080/00220671.2022.2129281>

Klipfel, J. (2022). **Les bacheliers 2008 et 2014: une comparaison en termes de caractéristiques, de diplomation et de poursuite d'études.** *Note d'information du SIES*, (22.09), 1-6. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2022-11/ni-sies-2022-09-25087.pdf>

Entre 2008 et 2014, les profils des bacheliers entrés dans les principales formations de l'enseignement supérieur directement après leur baccalauréat ont évolué. Ils sont plus souvent titulaires d'un baccalauréat avec mention (31% de mentions « Bien » ou « Très Bien » en 2014 contre 19 % en 2008) et d'un baccalauréat professionnel (13 % en 2014 contre 8 % en 2008). La mise en place de la plateforme APB a amélioré la qualité de l'orientation : les bacheliers 2014 sont plus fréquemment inscrits dans la formation qu'ils souhaitaient (93 % en 2014 contre 88 % en 2008). Ils se déclarent aussi plus souvent satisfaits de leur première année d'études que les bacheliers 2008 même si leurs résultats sont un peu moins bons. Les bacheliers 2014 sortis de l'enseignement supérieur au cours des six années suivant leur baccalauréat sont un peu plus souvent titulaires d'un diplôme que les bacheliers 2008 (80 % contre 78 %). Quelle que soit la cohorte, un peu moins d'un tiers d'entre eux (29 %) ont quitté l'enseignement supérieur avec un diplôme de niveau bac+5. En accord avec leurs plus fortes ambitions déclarées d'obtenir un diplôme de niveau bac+5, les bacheliers 2014 suivent plus fréquemment une septième année d'études que les bacheliers 2008 (29 % contre 20 %) pour atteindre cet objectif.

Kramer, J. W. (2022). **Expectations of a Promise: The Psychological Contracts Between Students, the State, and Key Actors in a Tuition-Free College Environment.** *Educational Evaluation and Policy Analysis*, 44(4), 759-782. <https://doi.org/10.3102/01623737221090265>

This qualitative study examines Tennessee Promise students' (N = 60) perceptions of supports and resources during their first year of college. Students' reflections suggest that they hold expectations for support from the state beyond scholarship dollars, and that other actors, including faculty, staff, parents, and the state's nonprofit partner, mediate fulfillment of these expectations. Students' unmet expectations for the state may impede their college success and signal dimensions of student need not met by current scholarship program provisions. Evidence of these "psychological contracts" has implications for the architecture and framing of Promise programs and the provision of supplemental supports by colleges.

Kuhfeld, M., Soland, J., & Lewis, K. (2022). **Test Score Patterns Across Three COVID-19-Impacted School Years.** *Educational Researcher*, 51(7), 500-506. <https://doi.org/10.3102/0013189X221109178>

The COVID-19 pandemic has been a seismic and ongoing disruption to K–12 schooling. Using test scores from 5.4 million U.S. students in Grades 3–8, we tracked changes in math and reading achievement across the first 2 years of the pandemic. Average math test scores in the fall of 2021 in Grades 3–8 were .20–.27 standard deviation (SD) lower relative to same-grade peers in the fall of 2019, while reading test scores decreased by .09–.18 SD. Achievement gaps between students in low-poverty and high-poverty elementary schools grew by .10–.20 SD, primarily during the 2020–2021 school year. Achievement disparities by student race/ethnicity also widened substantively. Observed declines are more substantial than during other recent school disruptions, such as those due to natural disasters.

Lester, T. W. (2022). **Replacing Truth with Social Hope and Progress with Redescription: Can the Pragmatist Philosophy of Richard Rorty Help Reinvigorate Planning?** *Journal of Planning Education and Research*, 42(4), 526-538. <https://doi.org/10.1177/0739456X19827636>

Through a review of Richard Rorty's philosophical work and critiques of original planning documents from the Urban Renewal era, this paper makes three points. First, a pragmatist epistemological approach offers a better foundation for planning than the current communicative paradigm. Second, updating planning's Enlightenment roots with Rorty's view of moral progress as a process of "redescription" can help reduce the anxiety planners feel in putting forward bold visions. Last, Rorty's concept of the liberal ironist provides an interesting model for planners that sees equal value in the contributions made by both the Jane Jacobs's and Robert Moses's of the field.

Loebach, J., & Gilliland, J. (2022). **Examining the Social and Built Environment Factors Influencing Children's Independent Use of Their Neighborhoods and the Experience of Local Settings as Child-Friendly.** *Journal of Planning Education and Research*, 42(4), 539-553. <https://doi.org/10.1177/0739456X19828444>

Neighborhoods have traditionally served as important settings for children's independent activities, but use has declined dramatically. Global positioning system (GPS) monitors, activity diaries, annotated maps, and Google Earth-enabled interviews captured the neighborhood perceptions, usage, and independent activity ranges of twenty-three children (nine to twelve years) from London, Canada. While few participants used neighborhood settings on a habitual basis, local parks and homes of nearby friends were important independent destinations. Usage was strongly influenced by positive and negative social conditions, but local environments did not generally cater well to the shifting interests of resident children. Embedding child-friendly affordances through neighborhood planning may improve children's experience and independent use of local settings.

Mabilon-Bonfils, B. (s. d.). **École à la maison : les familles face à de nouvelles règles.** Consulté 10 novembre 2022, à l'adresse The Conversation website: <http://theconversation.com/ecole-a-la-maison-les-familles-face-a-de-nouvelles-regles-193334>

Depuis 2022, la donne a changé pour l'éducation à domicile : les familles qui souhaitent la pratiquer doivent au préalable demander une autorisation aux services académiques.

Maksić, M. (2022). **Governance Capacity of the City of Niš, Serbia, in the Spatial Planning Process.** *Journal of Planning Education and Research*, 42(4), 624-637. <https://doi.org/10.1177/0739456X19844564>

The basic objective of this paper is to research the capacity of local-level governance in Serbia to transform spatial planning practices. The analysis was performed on the case study of the City of Niš, where besides the presence of formal planning instruments, new informal governance practices have emerged. The governance of spatial development was analyzed in relation to three ideal governance models: hierarchy, market, and network, and four planning models: the comprehensive planning model, the negotiative planning model, the neoliberal model, and the collaborative model. The strengths and weaknesses of the institutional and planning framework are defined, and recommendations for improvement are given.

McGowan Bucci & Simpson. (2022). **Concurrent Enrollment in the Student Voice.** *Community College Journal of Research and Practice*, 46(12), 885-906. <https://doi.org/10.1080/10668926.2021.1912674>

Objective: Concurrent enrollment programming is on the rise in the United States. Offering authentic college coursework to high school students has been shown to increase college enrollment, persistence, and graduation, as well as cut down on cost and time to degree. This study provides perspectives on concurrent enrollment directly from students. A conceptual framework using college student identity centrality is introduced. Method: Utilizing semi-structured interviews to form an instrumental, collective case study, undergraduate college students with a prior concurrent enrollment history provided their perspective on embarking on college while in high school. Results: From the data, it was concluded that concurrent enrollment serves as a "taste of college" (Lily); concurrent enrollment helps students to shape their future plans, often allowing them to pursue additional educational opportunities due to early-earned credit; and early exposure to college showed promise at helping students adopt an earlier college student identity. Contributions: This study addresses a gap in the literature in understanding concurrent enrollment from the student perspective. The study supports findings in recent research that suggest early exposure to and practice of college increases college readiness as well as self-efficacy. In addition, this study suggests the need for further research in understanding concurrent enrollment student perspectives from a diverse sample, as well as adopting a conceptual lens to study concurrent enrollment as a mechanism by which students can develop a college student identity.

Meenar, M., Afzalan, N., & Hajrasouliha, A. (2022). **Analyzing Lynch's City Imageability in the Digital Age.** *Journal of Planning Education and Research*, 42(4), 611-623. <https://doi.org/10.1177/0739456X19844573>

This paper explores the role of virtual mapping environments in analyzing people's perception of spaces and their implications in planning. We examine how people interpret Kevin Lynch's "city imageability" in the digital age by asking two questions: (1) how can we create mental images of city elements by using virtual versus physical environments? (2) What are the strengths and weaknesses of each method? We studied sixty-eight mental maps—created by thirty-four participants—identifying five factors for disagreements on city elements: scale, eye level, details, accuracy/timeliness, and sensory/movement. We conclude by suggesting how practitioners can take a balanced approach for city imageability analysis.

Meijer, M., & Ernste, H. (2022). **Broadening the Scope of Spatial Planning: Making a Case for Informality in the Netherlands.** *Journal of Planning Education and Research*, 42(4), 512-525. <https://doi.org/10.1177/0739456X19826211>

Informality originated in the field of urban planning studies related to the global South. As this particular debate is aimed at making a contribution to planning theory in general, the concept has gradually traveled beyond the global South. This article explores how informality can be used to analyze community-led planning practices in Western countries, by reflecting on its usability in a country that has a strongly formalized planning context, namely, the Netherlands. By expanding what is currently described as spatial planning, informality makes planning theories and practices more inclusive in cases where unregulated planning activities are performed by nongovernmental actors.

Michelot, F. (2022). **Obstacles et opportunités stratégiques de l'avenir de la formation à distance.** *Distances et Médiations des Savoirs*, 39(39). <https://doi.org/10.4000/dms.8359>

Milheiro Silva, A., & Marques da Silva, S. (2022). **Development and validation of a scale to measure the resilience of schools: Perspectives of young people from vulnerable and challenging territories.** *Improving Schools*, 25(3), 260-275. <https://doi.org/10.1177/1365480221991742>

This article presents the development and validation of a scale for young people, which measures the resilience of schools in ensuring the educational pathways of students in vulnerable and challenging territories. This scale was developed within a national-level project, conducted in Portuguese border regions with Spain, which are peripheral contexts with economic, social, cultural, and educational disadvantages, but with locally-situated promising dynamics. Resilient schools, from an ecological perspective, are sensitive and committed to their internal and external settings. These schools act as a whole to face problem solving and risk situations, while also needing to support youth educational pathways and fulfill their role. This is particularly important in contexts with territorial disparities and specificities, as is the case of border regions. The Resilience Scale of Schools – Youth Version (RSS-Y) integrates dimensions related to schools' focus and priorities, as well as practices and resources. Its development took into consideration that schools in vulnerable territories deal with specific constraints and fewer opportunities. In addition, this scale seeks to study the characteristics of resilience that young people identify in their schools and how they perceive their schools' support. This quantitative scale was developed following a multi-step approach and was applied to 3,968 young people (9th to 12th grade). It comprises 17 items, rated on a five-point Likert scale to assess agreement. Statistical analysis ensure the internal consistency (Factor 1, $\alpha = .846$; Factor 2, $\alpha = .845$; Factor 3, $\alpha = .789$) and the validity of this scale, indicating adequate psychometric properties to measure students' perspectives on the resilience characteristics of schools. A Principal Component Analysis (PCA) proposes a three-factor structure that explains 57.393% of the total variance. A Confirmatory Factor Analysis (CFA) indicates that this model is a good fit with the data. The RSS-Y can provide an important contribution to educational research developed in more deprived territories, but also to school contexts, since it recognizes the importance of schools' differentiated approaches and highlights characteristics that promote the resilience and quality of schools.

Naraian, S., & Amrhein, B. (2022). **Learning to read 'inclusion' divergently: enacting a transnational approach to inclusive education.** *International Journal of Inclusive Education*, 26(14), 1327-1346. <https://doi.org/10.1080/13603116.2020.1807624>

Drawing on our experiences as researchers and educators in multiple national contexts, we argue for the necessity for conceptualizations of 'inclusion' that subsume both the discourse of equity and the material conditions of its enactment. In this paper, we look specifically at two groups engaged in enacting inclusion – novice teachers in the US and school principals in Germany. Using the theoretical frame of new materialisms, we read our data in each regional context diffractively to disclose the intra-activity between multiple human and non-human agents that constituted the phenomenon of inclusion (Barad 2008, "Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter." In *Material Feminisms*, edited by S. Alaimo, and S. Hekman, 120–154. Bloomington: Indiana University Press). These readings disclosed the instability of categories that inform current framings of inclusion. Collectively, our study seeks to stimulate materially informed and contextually specific understandings of inclusion that accommodate the multiple overlapping influences which characterise processes of inclusion.

Newman, G., Lee, C., Van Zandt, S., Ye, X., & Jourdan, D. (2022). **Toward a Unifying Definition and Approach for Quantifying Urban Policy Performance.** *Journal of Planning Education and Research*, 42(4), 510-511. <https://doi.org/10.1177/0739456X221120414>

Oberfield, Z. W., & Baker, B. D. (2022). **The Politics of Progressivity: Court-Ordered Reforms, Racial Difference, and School Finance Fairness.** *American Educational Research Journal*, 59(6), 1229-1264. <https://doi.org/10.3102/00028312221126096>

This article contributes to our understanding of American education politics by exploring when and why states redistribute K–12 education dollars to poorer schools. It does so by examining three explanations for intrastate changes in progressivity: court-ordered finance reforms, political trends, and demographic changes. Using state-level data from 1995 to 2016, we find mixed evidence that progressivity increased following a court-ordered school-finance overhaul. Rather, we show that changes in progressivity were most consistently tied to changes in student demography: As students became poorer, or more racially diverse, lawmakers created less progressive finance systems. The article concludes by discussing what these findings mean for advocates seeking to protect and advance gains in education-spending progressivity.

OCDE. (2022). **Opening knowledge through education and science.** <https://doi.org/10.1787/024062b6-en>

Openness has always been at the core of science and education: after all, their purpose is to generate knowledge and make it widely available to as many people as possible. The unprecedented connectivity afforded by digital technology is providing new means for this old mission. Knowledge is a force for economic, social and cultural progress, and academic institutions are exploring new ways to engage researchers, learners, educators and the wider society in producing, sharing, using and adapting knowledge for the common good.

Panjeta, A. (2022). **Expérimenter la qualité à l'université : de la conformité aux normes techniques au potentiel des surprises bureaucratiques.** Consulté à l'adresse <https://www.editions->

harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343255026&utm_source=phplist&utm_campaign=message_34892&utm_medium=email&utm_content=lienTitre

Les universités françaises se transforment à un rythme accéléré depuis l'adoption de la loi portant sur les libertés et les responsabilités de 2007. Dans ce nouveau paysage universitaire, c'est la gestion des établissements qui devient l'enjeu majeur. Cet ouvrage, issu d'une thèse de doctorat, s'intéresse au déploiement d'un instrument de gestion inspiré par le New Public Management, à savoir une démarche qualité, mise en place dans le but d'améliorer l'efficacité des services administratifs d'une université. C'est en partant d'une expérience vécue que l'auteur s'est interrogé sur les effets de l'instrumentation de gestion en usage, en portant une attention particulière d'une part aux surprises surgissant dans l'action, et, d'autre part, à la manière dont les acteurs négocient les effets produits. L'ouvrage montre ainsi l'importance de l'expérimentation comme méthode de transformation des organisations publiques à condition de prendre au sérieux les surprises situationnelles, et propose une redéfinition du rôle du manager public.

Papay, J. P., Mantil, A., & Murnane, R. J. (2022). **On the Threshold: Impacts of Barely Passing High-School Exit Exams on Post-Secondary Enrollment and Completion.** *Educational Evaluation and Policy Analysis*, 44(4), 717-733. <https://doi.org/10.3102/01623737221090258>

Many states use high-school exit examinations to assess students' career and college readiness in core subjects. We find meaningful consequences of barely passing the mathematics examination in Massachusetts, as opposed to just failing it. However, these impacts operate at different educational attainment margins for low-income and higher-income students. As in previous work, we find that barely passing increases the probability of graduating from high school for low-income (particularly urban low-income) students, but not for higher-income students. However, this pattern is reversed for 4-year college graduation. For higher-income students only, just passing the examination increases the probability of completing a 4-year college degree by 2.1 percentage points, a sizable effect given that only 13% of these students near the cutoff graduate.

Parkhouse, H., Bennett, E., Pandey, T., Lee, K., & Johnson Wilson, J. (2022). **Culturally Relevant Education as a Professional Responsibility.** *Educational Researcher*, 51(7), 474-480. <https://doi.org/10.3102/0013189X221092390>

Despite substantial evidence of the effectiveness of—and the need for—culturally relevant education (CRE), it has been treated by many schools as a professional choice or new initiative rather than a fundamental approach to teaching in a multicultural, democratic society. Moreover, efforts to implement CRE across schools and districts have recently been met by strong opposition from well-organized groups. In this essay, the authors point to scientific, legal, and ethical arguments for why CRE should be considered a noncontroversial, evidence-based approach to education. The authors then draw on insights from political psychology and critical Whiteness studies to argue that the opposition to CRE is unlikely to be overcome through the evidence they present. The arguments therefore are meant not to convince critics but rather to bolster educational leaders' resolve to stand strong in the face of opposition. The authors conclude with specific recommendations for how districts might begin the work of institutionalizing CRE so that the approach ultimately becomes taken for granted and alternatives cease to be considered.

Pérez-Salas, C. P., Ortega, A., Parra, V., & Rosenbaum, P. (2022). **School placement and participation of Chilean young people with cerebral palsy**. *International Journal of Inclusive Education*, 26(14), 1347-1366. <https://doi.org/10.1080/13603116.2020.1807625>
People with Cerebral Palsy (CP) face barriers to participate in social and educational environments. This study focuses on the contribution of school placement, controlling by motor functionality and receptive vocabulary, over several domains of participation. A cross-sectional study was conducted with 123 preadolescents and adolescents with CP, from both special and regular school systems of Chile. A quantitative approach was employed using standardised instruments (i.e. Life habits questionnaire, Gross Motor Function Classification System – Expanded and Revised, and Picture Vocabulary Test – Revised). Results suggest that preadolescents' participation is significantly predicted by motor functionality and receptive language in all domains of participation, but for interpersonal relationship and community. For adolescents, school placement explained a significant amount of the variance for mobility, responsibility, and community participation, besides the variability explained by motor functionality and receptive language. Attending special schools exerts a negative influence on some participation domains, including mobility, responsibility, community life and recreation. Our findings support the importance of considering inclusive educational programmes as a critical aspect to improve wellbeing of people with CP, while also furthering their rights of participation.

Perrin, T. (2022). **Plus de sept stages universitaires sur dix s'effectuent dans la région d'étude**. *Note Flash du SIES*, (27). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/plus-de-sept-stages-universitaires-sur-dix-s-effectuent-dans-la-region-d-etude-87445>

Un tiers des étudiants inscrits en formation initiale à l'université ont réalisé un stage au cours de l'année universitaire 2020-2021, part moyenne qui augmente au cours du cycle de formation des étudiants.

Richards, J. (2022). **Why are school systems in South Asia seriously under-performing?** *International Journal of Educational Development*, 95, 102672. <https://doi.org/10.1016/j.ijedudev.2022.102672>

Richardson, M. (2022). **Rebuilding Public Confidence in Educational Assessment**. Consulté à l'adresse

<https://press.uchicago.edu/ucp/books/book/distributed/R/bo186923755.html>

Reassessing educational assessment: how the way we talk about exams and grades exacerbates the problems of pressure, anxiety, and expectation. Educational assessment is important. Yet it is easy to feel that schooling and other phases of education are shaped entirely by certain assessments and that assessment is only about exam results. The idea that grades can accurately describe the aims and outcomes of education is both reductive and pervasive. This book is about the stories we tell each other about educational assessment and how they impact public trust and confidence in educational assessment. It explains the roots and nature of assessment discourses and proposes a restructuring of the debate to rebuild public confidence. It aims to challenge dominant assessment discourses and demands a more nuanced, informed debate about what happens in and beyond schools, and how this influences public thinking. Using examples from international settings to explore the nature of trust in assessment

discourses, this book shows how these discourses can be reframed so that all aspects of the assessment system—policymaking, school planning, home practice with students—can be delivered with confidence.

Rigney, D. Y., & Zhao, Y. (2022). **Side effects in education: Taxonomy of educational outcomes**. *PROSPECTS*, 52(1), 33-39. <https://doi.org/10.1007/s11125-021-09574-6>

Outcomes in education are complex and numerous. Seemingly simple instructional choices can have far reaching implications for a student's interest in a subject, their social network, and even their psychological well-being. These types of outcomes are rarely studied however. Interest in short-term instructional outcomes is far more prevalent, as made evident by the popularity of yearly high-stakes testing. Combatting this trend will require educators and policy makers to consciously investigate the various outcomes, even if only informally. This article offers a taxonomy of educational outcomes to help with this process. The taxonomy assists stakeholders at all levels understand the potential impact of their decisions. The article discusses a variety of delineations to help readers examine potential outcomes, including instructional and educational, short and long-term, and cognitive and non-cognitive. Finally, it provides a series of guiding questions with examples taken from the research literature to facilitate the process of exploring these outcomes.

Saavedra, A. R., Lock Morgan, K., Liu, Y., Garland, M. W., Rapaport, A., Hu, A., ... Haderlein, S. K. (2022). **The Impact of Project-Based Learning on AP Exam Performance**. *Educational Evaluation and Policy Analysis*, 44(4), 638-666. <https://doi.org/10.3102/01623737221084355>

Harnessing a cluster randomized controlled trial, we estimated the impact on students' advanced placement (AP) examination performance of a project-based learning (PBL) approach to AP compared with a lecture-based AP approach. Through PBL, teachers primarily play a facilitator role, while students work on complex tasks organized around central questions leading to a final product. We estimated positive and significant treatment effects on AP exam performance for the overall sample, within both AP courses studied, and within low- and high-income student groups. Results support teacher-driven adoption of the PBL AP approach within both courses studied, among districts with open-enrollment AP policies and supportive of PBL, for students from low- and high-income households.

Sartorio, F. S., & Thomas, H. (2022). **Freire and Planning Education: The Pedagogy of Hope for Faculty and Students**. *Journal of Planning Education and Research*, 42(4), 668-678. <https://doi.org/10.1177/0739456X19844574>

This paper focuses on UK higher education (HE), but the circumstances it describes have parallels throughout the Global North. Its purpose is to offer hope to faculty and students despondent about the possibility of changing a HE system inimical to much-valued aspects of professional (including planning) education. This paper argues that a Freirean-inflected understanding of reflection can create conditions in which students and faculty have the possibilities of developing a shared, and radical, understanding of the shortcomings of current HE and identify real, if sometimes modest, opportunities for change in the short term.

Selznick, B. S., Trolan, T. L., & Jach, E. A. (2022). **Implementing applied learning: A system view.** *Tertiary Education and Management*, 28(3), 265-281. <https://doi.org/10.1007/s11233-022-09102-x>

Applied learning includes a variety of curricular and co-curricular experiences within higher education, including student internships, undergraduate research, cooperative learning, capstone experiences, and independent/directed study. While research has shown the benefits of applied learning experiences related to student outcomes, how to implement applied learning at scale across various disciplines and institutional types within higher education remains a complex challenge. This article considers research on organizational change in an effort to better understand how applied learning content and experiences can be expanded across diverse postsecondary settings.

Shafiq, M. N., & Valerio, A. (2022). **The roles of childhood circumstances and schooling on adult reading skills in low- and middle-income countries.** *PROSPECTS*, 52(1), 59-78. <https://doi.org/10.1007/s11125-021-09541-1>

The article investigates the roles of childhood circumstances (including parental socio-economic status, parental education, parental engagement, and sibling composition) and schooling on adult reading skills in low- and middle-income countries. Using regression models and data from surveys of urban labor-force participants in Armenia, Bolivia, Colombia, Georgia, Ghana, Kenya, Ukraine, and Vietnam, the study reaches several conclusions. First, childhood circumstances predict adult reading skills in all eight countries. Second, among the childhood circumstances variables, parental education is the most frequent predictor of adult reading skills. Third, schooling is at least as important as the childhood circumstances variables in explaining adult reading skills. Finally, an extra year of schooling is associated with larger gains in adult reading skills in the relatively lower income countries.

Sigurðardóttir, A. K., Hansen, B., & Gísladóttir, B. (2022). **Development of an intervention framework for school improvement that is adaptive to cultural context.** *Improving Schools*, 25(3), 244-259. <https://doi.org/10.1177/13654802211051929>

The challenge of educational improvement, due mainly to the complexity of educational systems, is well-known. The aim of this study is to provide knowledge regarding the process of change within schools to better understand how it might depend on cultural context and the characteristics of individual schools. Based on interventions in four compulsory schools (6–15 years old students) in Iceland, the study uses both qualitative and quantitative data. The process of change was guided by a framework grounded in professional learning community principles and designed to be adaptive for cultural contexts as well as the interdependence of different factors of educational systems. Theories of drivers of change and indicators of schools as professional learning communities were used to understand cultural conditions within them. The main findings indicate that the change process in team-driven schools with relatively high levels of teacher collaboration and engagement works well in the framework. By contrast, the change process seemed restrained in the profession-driven and problem-driven schools characterised by either a high level of teacher autonomy and lack of collaboration or engagement in solving several generic problems. The study provided valuable insights regarding the complexity of facilitating change, particularly, the importance of identifying main drivers of change affecting an intervention process at the initiation stage.

Sitabkhan, Y., & Ampadu, E. (2022). **Shifting teachers' practice in early mathematics classrooms in Ghana: A case study.** *PROSPECTS*, 52(1), 157-171. <https://doi.org/10.1007/s11125-021-09578-2>

Changing teachers' practice is difficult, especially in low- and middle-income contexts (LMIC). Recently, with attention turning to improving early mathematics in addition to reading outcomes, donors, governments, and non-governmental organizations (NGOs) are grappling with the design of mathematics interventions and supportive policies. However, there is limited evidence showing how to change teachers' practices in early mathematics classrooms in LMIC. For this exploratory study, the authors provided 15 kindergarten teachers in Ghana with sequenced mathematics activities, with some teachers receiving low-cost manipulatives (e.g., bottle-cap counters and number cards), and other teachers being asked to create or gather their own. The findings showed that teachers who were given the manipulatives were much more likely than teachers not given the manipulatives to use the activities provided. In addition, the character of the instruction was qualitatively different for teachers who were given the manipulatives. These results, while exploratory, suggest the need for classroom sets of manipulatives when designing an intervention that aims to change teachers' practices.

Spillane, J. P., Blaushild, N. L., Neumerski, C. M., Seelig, J. L., & Peurach, D. J. (2022). **Striving for Coherence, Struggling With Incoherence: A Comparative Study of Six Educational Systems Organizing for Instruction.** *Educational Evaluation and Policy Analysis*, 44(4), 567-592. <https://doi.org/10.3102/01623737221093382>

This article examines how leaders in public, private, and hybrid educational systems manage competing pressures in their institutional environments. Across all systems, leaders responded to system-specific puzzles by (re)building systemwide educational infrastructures to support instructional coherence and framed these efforts as rooted in concerns about pragmatic organizational legitimacy. These efforts surfaced several challenges related to educational equity; leaders framed their responses to these challenges as tied to both pragmatic and moral organizational legitimacy. To address these challenges, leaders turned to an array of disparate government and nongovernment organizations in their institutional environments to procure and coordinate essential resources. Thus, the press for instructional coherence reinforced their reliance on an incoherent institutional environment.

Starrett, A., Irvin, M. J., Lotter, C., & Yow, J. A. (2022). **Understanding the Relationship of Science and Mathematics Place-Based Workforce Development on Adolescents' Motivation and Rural Aspirations.** *American Educational Research Journal*, 59(6), 1090-1121. <https://doi.org/10.3102/00028312221099009>

One overarching goal for rural place-based education is to influence adolescents' aspirations to stay in the community to help sustain and revitalize the local economy. The authors explore the relationship of place-based workforce development in science and mathematics classes with motivation (i.e., expectancy beliefs and science, technology, engineering, and mathematics [STEM] career interest) and rural community aspirations in a large sample of secondary students. The results confirmed that the more place-based workforce development adolescents reported, the higher their expectancy beliefs, STEM career interest, and rural community aspirations. Moreover, motivation positively predicted rural community aspirations. Our findings suggest that teachers should attend not only to content but also to the inclusion of local STEM-related assets and needs, thereby cultivating STEM career trajectories in rural communities.

Thomas, J., Cruickshank, V., Herrlander Birgeron, E., Reid, D., & te Riele, K. (2022). **It takes a special type of teacher. An investigation into the capabilities of staff working with disengaged students.** *International Journal of Inclusive Education*, 26(13), 1258-1273. <https://doi.org/10.1080/13603116.2020.1803427>

The primary purpose of Flexi schools in Australia is to serve students for whom traditional school has not been a good fit and are largely comprised of students who have disengaged and disconnected from traditional education. The reasons behind disengagement are diverse, but young people in Flexis typically have in common a negative prior experience of school, are more likely to have been affected by poverty, marginalisation, trauma, and to experience poorer mental health than their mainstream school counterparts, subsequently, staff working exclusively with disenfranchised and disengaged young people have a different work experience to the traditional teacher. By surveying school principals in Tasmania, Australia, this study finds that some of the documented characteristics usually associated with being a teacher are particularly valued and required in reengagement programme staff. These include the professional skills to plan for and implement effective teaching and learning, and to create and maintain supportive and safe learning environments, as well as the non-academic capabilities of having strong interpersonal and communication skills, and a willingness to learn. The findings have direct implications for the selection, preparation and professional development of staff working with disengaged young people.

Valant, J., & Weixler, L. H. (2022). **Informing School-Choosing Families About Their Options: A Field Experiment From New Orleans.** *Educational Evaluation and Policy Analysis*, 44(4), 608-637. <https://doi.org/10.3102/01623737221086305>

We conducted a randomized controlled trial to assess the effects of providing information to families as they choose schools. Likely applicants to prekindergarten, kindergarten, and ninth grade were assigned to one of three groups. A "growth" group received lists (via U.S. mail, email, and text message) of the highest performing schools they could request. A "distance" group received lists of schools in their home geographic zone. A "control" group did not see any schools highlighted. The growth treatment led applicants to request more high-growth schools, with the strongest effects for high school choosers and families of students with disabilities. In addition, applicants' first-choice requests appeared less malleable than their lower ranked requests. The distance treatment had only modest effects.

Warner, M. E., & Zhang, X. (2022). **Planning Communities for All Ages.** *Journal of Planning Education and Research*, 42(4), 554-567. <https://doi.org/10.1177/0739456X19828058>

Using a 2013 national survey of 1,474 U.S. communities, we differentiate communities that address the needs of children and seniors in planning and zoning codes, and their impacts on the built environment at the street, neighborhood, and housing levels. Structural equation modeling results show engagement and professionalism are the most important drivers of multigenerational planning and zoning codes, and zoning has the greatest impact on built environment outcomes. Denser, larger communities are more child- and age-friendly. Rural communities and places with more seniors lag in response. Attitudes and income are not barriers to action, which gives hope for change.

Wassmer, R. W. (2022). **The Value of Proximity to a Vacation Home Rental in a Resort Community.** *Journal of Planning Education and Research*, 42(4), 638-653.
<https://doi.org/10.1177/0739456X19844814>

Based upon a hedonic regression analysis of home sales in the City of South Lake Tahoe (CA), a vacation home rental (VHR) sells for more than a similar non-VHR. In addition, the presence of VHRs within a quarter-mile radius of a home sale also raises its value. However, the overall effect on the value of all home sale values from the presence of VHRs in South Lake Tahoe is negative. VHRs benefit owners and neighbors near them, but overall reduce the city's residential property values. These findings offer a logical basis for the heated discussions often observed over planning activities that restrict the presence of VHRs and/or attempt to mitigate their neighborhood effects. The paper concludes with implications for planning policy directed at VHRs.

Widowati, E., Istiono, W., & Sutomo, A. H. (2022). **The identification of multi-hazard situations in elementary school.** *Improving Schools*, 25(3), 276-288.
<https://doi.org/10.1177/1365480221996695>

This study aimed to identify various hazard risks which are related to children in schools. This study used a quantitative descriptive design. The sampling technique used was four stage stratified random sampling, with 329 elementary schools as the sample. The results identified various dangerous situations which are related to children and schools ranging from infectious diseases, natural disasters, violence against children and the dangers due to the absence of adequate safety at school. Dangers from natural disasters which could be identified were earthquake, volcano, flood, hurricane landslide, and drought as well as potential biological hazards such as contagion and caterpillar outbreak. Additionally, the dangers related to violence against children were fighting, extortion, physical violence, psychological violence, sexual violence, bullying, and stealing. Related to safety aspects at schools, there were dangerous situations caused by the activities of the children themselves which caused injuries, or other technical causes, such as fire, falling buildings/falling trees, food poisoning, and infectious diseases.

Wilhelmsen, G. B., & Felder, M. (2022). **About the importance of vision screening by teachers in schools: A study from Tanzania.** *Improving Schools*, 25(3), 289-306.
<https://doi.org/10.1177/13654802211004787>

Intact visual functions are necessary for children to reach their academic potential. In the absence of vision screening, children may have unnoticed vision disturbances and academic challenges may be attributed to other problems, such as learning or cognitive disabilities. Visual problems are detrimental to educational achievement if they are not recognised. This has lifelong consequences for the individual child but also for the wider society as educational and economic advances are stifled. Few teachers are aware how vision influences reading and learning. Tanzanian teachers went through a CPD-course to learn about vision sensory qualities and ocular motor functions and were trained in vision testing. Building on theory of vision qualities and viewing conditions in class, the teachers practised vision functions assessment. Under the supervision of vision scientists, pupils in standard 5 (n = 104) were tested with standardised methods. The data shows that there is a clear connection between the different sensory and ocular motor skills and that problems in one vision area influence other vision areas. Nearly 50% of the pupils had disturbances in one or more of the vision functions tested. In addition, the light conditions were challenging. When teachers learn about vision qualities and their impact on reading and learning, they understand why some pupils have reading problems,

reduced motivation, disturbed self-esteem and problems with concentration. With these insights, more pupils can be helped to reach their potential.

Winton, S. (2022). **Unequal Benefits: Privatization and Public Education in Canada**. Consulté à l'adresse <https://utorontopress.com/9781487525965/unequal-benefits>

Drawing on research from across Canada and beyond, education policy expert Sue Winton critically analyzes policies encouraging the privatization of public education in Canada. These policies, including school choice, fundraising, fees, and international education, encourages parents and others in the private sector to take on responsibilities for education formerly provided by governments with devastating consequences for the democratic goals of public education. *Unequal Benefits* introduces traditional and critical approaches to policy research and explains how to conduct a critical policy analysis. Winton explains the role policy plays in supporting and challenging inequality in the pursuit of a strong democracy and the public school ideal. In these idealized education spaces, policy decisions prioritize collective needs over private interests, which are made in public by democratically elected officials, and, more importantly, every child is able to access high quality education programs and enjoy their benefits at no cost. Written for parents, educators, policymakers, and other interested citizens, *Unequal Benefits* sheds light on how to participate in efforts to resist educational privatization and achieve the public school ideal across Canada.

Wiseman, A. W., & Zhao, X. (2022). **Parents' expectations for the educational attainment of their children: A cross-national study using PIRLS 2011**. *PROSPECTS*, 52(1), 79-100. <https://doi.org/10.1007/s11125-020-09460-7>

This study comparatively examines variation among the expectations of parents worldwide for the educational attainment of their children. The data are from the 2011 Progress in International Reading and Literacy Study (PIRLS). A two-level hierarchical linear model (HLM) was used to estimate multilevel and multi-contextual effects on such expectations. The results reveal that parents in the Middle East had the highest expectations for the educational attainment of their children, followed by parents in East Asia and the Pacific region. Parents in European regions expressed the lowest expectations; however, they expressed significantly higher expectations for their daughters' educational attainment than for their sons'. In European countries, immigrant parents had significantly higher expectations for the educational attainment of their children than did nonimmigrant parents, but the opposite was true in the Middle East, East Asia, and the Pacific. These results suggest that although parents who belong to different nations and different cultures share norms and values regarding educational attainment, regional differences persist as the result of social, cultural, and economic differences.

Wolf, J., Casado-Muñoz, R., & Pedone, F. (2022). **Partnership of schools and civil society organisations to support education of students of varied linguistic backgrounds—The situation in the Czech Republic, Italy and Spain**. *European Journal of Education*, 57(4), 674-691. <https://doi.org/10.1111/ejed.12524>

This article reports on research examining the intensity and forms of partnership between civil society organisations (particularly non-profit non-governmental organisations with a focus on students with a different mother tongue) and schools in three European geographical areas, answering three research questions: (1) What services do non-profits offer for teachers? (2) How do non-profits see the current cooperation? (3) Do teachers

know about the existence of non-profits in this area and are they interested in such cooperation? A mixed methods research approach was used. A questionnaire was used for eliciting responses from 34 non-profit organisations (nine in Czech Republic, nineteen in Spain, six in Italy); and fifteen teachers (five for each country) were interviewed. The findings reveal a great potential of non-profit organisations as partners in education for covering important themes from intercultural education. All interviewed teachers were in favour of cooperating with the non-profit sector even though most had never collaborated with non-profits. Several teachers had experienced difficulties in teaching students of varied linguistic backgrounds. Non-profits acknowledged that collaboration with teachers and schools had not been ideal and suggested strategies which might empower such partnerships.

Ydo, Y. (2022). **Building stronger foundations for learning: The key for effective curriculum implementation and lifelong learning.** *PROSPECTS*, 52(1), 1-5. <https://doi.org/10.1007/s11125-022-09618-5>

Yoshizawa, L. (2022). **The Imposition of Instrumental Research Use: How School and District Practitioners Enact Their State's Evidence Requirements.** *American Educational Research Journal*, 59(6), 1157-1193. <https://doi.org/10.3102/00028312221113556>

The Every Student Succeeds Act builds on prior efforts to bridge the gap between research and practice through the imposition of evidence requirements. This article presents findings from a small-scale micro-process study of three districts in one state during their first year of implementing those requirements. Informed by past conceptualizations of the research-practice gap and sociocultural theory, I look closely at how these practitioners made use of the state's highly elaborated implementation tools for research-based decision-making. I argue that these micro-processes point to possible new dimensions of the research-practice gap—namely, practitioners' understandings of the purposes of evidence, the degree of confidence evidence should provide, and the commensurability of different forms of evidence

Pratiques enseignantes

Adams, T., Koster, B., & Brok, P. den. (2022). **Patterns in student teachers' learning processes and outcomes of classroom management during their internship.** *Teaching and Teacher Education*, 120, 103891. <https://doi.org/10.1016/j.tate.2022.103891>

Student teachers' classroom management (CM) learning is an important aspect of their teacher education internship. What is still unknown, however, is what the effect of workplace learning is on this development. This study focused on CM learning of 24 student teachers during their internship, looking at their CM goals, CM learning processes, the CM learning outcomes and the interrelationships between these. Four patterns of student teachers' CM learning processes were found. Moreover, student teachers showed attention for a variety of different CM elements in their learning goals. Similar CM outcomes in terms of knowledge and skills were found in the four patterns. Concerning attitude as an CM outcomes, one statistically significant relation was found between CM learning profile and attitude as a learning outcome. Furthermore, student teachers developed their attitude in terms of 'value of (non-) verbal communication and teacher behavior'.

Barthelemy, C. (2021). **Pratiques d'enseignement et usages étudiants : le learning centre comme vecteur de la circulation des savoirs** (Phdthesis, Université Toulouse Le Mirail - Toulouse II). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03827182>

Dans l'enseignement supérieur, le constat partagé de nouvelles façons d'étudier induites par la massification et la multiplicité des voies d'accès à l'information conduit les établissements à formuler des propositions pour intégrer les caractéristiques des publics dans les enseignements et formaliser le recours aux technologies de l'information et de la communication. Parmi ces initiatives, les learning centres sont censés induire des pratiques d'enseignement et des usages étudiants diversifiés en combinant un ensemble de dispositifs, tels que les salles de pédagogie active, pour réorganiser l'activité pédagogique. Or, ces évolutions incarnent un changement de paradigme important, passant d'une culture de la transmission à une culture de l'apprentissage, et l'on peut interroger la manière dont les acteurs et actrices des établissements se les approprient en questionnant l'articulation entre production et réception des savoirs en learning centres du point de vue de la circulation des savoirs. Notre approche théorique combine une dimension contextuelle avec les notions de dispositif et learning centre, une dimension sociocognitive avec les notions d'usage et médiation et une dimension épistémique qui inclut le concept de savoir et la théorie de la trivialité. Le terrain investigué concerne la formation ingénieur·e et l'enseignement supérieur agricole. Le recueil d'éléments empiriques rassemble le discours des acteurs et actrices des établissements ainsi que des observations filmées de séances pédagogiques et des corpus de documents (supports de formation à destination des enseignant·es, supports de cours, notes étudiantes). Un volet quantitatif se compose de réponses étudiantes à des questionnaires. Les résultats précisent les projets pédagogiques associés aux learning centres étudiés et montrent les adéquations et décalages entre usages visés et usages vécus. Le suivi des reprises successives des savoirs en jeu, depuis la formation des enseignant·es jusqu'aux processus d'étude des étudiant·es en passant par l'enseignement, met au jour quelques caractéristiques des médiations qui se déploient en learning centre.

Bordat-Teeuwen, D., & Serres, G. (2021). **Analyse didactique de l'activité du formateur dans le briefing d'une séance de simulation : la question de la possibilité de l'erreur.** *Recherche & formation*, 96(1), 23-36. <https://doi.org/10.4000/rechercheformation.7775>

Alors que le référentiel de formation en soins infirmiers préconise depuis plus de dix ans l'utilisation de la simulation dans différentes unités d'enseignement, cette activité reste particulièrement complexe pour le formateur. Cela nous a amenés à analyser l'ensemble d'une séance de simulation qui comprend trois phases clés : le briefing, la mise en situation simulée et le débriefing. Nous avons analysé, sous l'angle de la didactique professionnelle, l'activité du formateur et mis en évidence, via cinq instructions au sosie, sept étapes complexes. Trois se rapportent au briefing, deux à la mise en situation simulée et deux au débriefing. Cette présente contribution porte sur une étape du briefing, au moment où le formateur aborde la possibilité qu'a l'étudiant de faire une erreur au cours de la situation simulée. Il s'agit ici de clarifier la complexité de cette étape à l'aide d'une structure conceptuelle et de mettre au jour les préoccupations et intentions occurrentes aux formateurs dans ce moment emblématique. Cette structure conceptuelle identifiée peut servir de repère aux formateurs pour former leurs pairs novices dans cet exercice délicat.

Boysen, M. S. W., Sørensen, M. C., Jensen, H., Von Seelen, J., & Skovbjerg, H.-M. (2022). **Playful learning designs in teacher education and early childhood teacher education: A scoping review.** *Teaching and Teacher Education*, 120, 103884. <https://doi.org/10.1016/j.tate.2022.103884>

Play and its relation to children's learning and development is thoroughly described in the research literature. However, the application and implication of play in higher education (HE) appears to be less systematically addressed. This article presents a scoping review of playful learning (PL) in teacher education (TE) and early childhood teacher education (ECTE). The review indicates that the relationship between curricular learning goals and PL is often vaguely described, whereas generic competencies and motivation are in focus. Further, the theoretical grounding of PL appears ambiguous. At the end of the article, implications for future research and PL designs in HE are discussed.

Centre for Educational Research and Innovation (CERI) & Organisation de Coopération et de Développement Économiques - OCDE. (2022). **Fostering creativity and critical thinking in university teaching and learning Considerations for academics and their professional learning.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3710> [Report]. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3710>

Developed as one of the resources within the context of the OECD /Centre for Educational Research and Innovation (CERI)ERI project entitled "Fostering and assessing students' creative and critical thinking skills in higher education", this paper focuses on ways in which students' creativity and critical thinking can be fostered in higher education by contextualising such efforts within the broader framework of academics' professional learning. Intended for system or institution-level stakeholders, the paper draws on the empirical literature, review articles, and meta-analyses, reports, institutional websites, and input from project participants to: (a) highlight models and best practices of academics' professional learning as well as institutional and individual factors which render professional learning desirable, valued, and effective, and (b) elaborate key elements in professional learning which institutions can introduce and/or strengthen to promote instruction that fosters cognitive, social and emotional processes associated with students' creativity and critical thinking.

Chénier, C. (2021). **Une comparaison de l'étendue intra- et interindividuelle du niveau de sévérité d'examineurs en français langue étrangère.** *Mesure et évaluation en éducation*, 44(3), 59-85. <https://doi.org/10.7202/1093066ar>

De nombreuses recherches ont tenté de quantifier les écarts entre les niveaux de sévérité de différents examinateurs travaillant pour les mêmes évaluations. Leurs résultats montrent que les écarts interindividuels de niveaux de sévérité sont souvent importants, peu importe le contexte évaluatif. Toutefois, peu de recherches ont modélisé l'évolution temporelle intra-individuelle du niveau de sévérité et encore moins ont comparé, sur une période donnée, le rapport entre les étendues intra-individuelles et interindividuelles des niveaux de sévérité. Cette étude vise à combler ce manque en comparant les rapports entre les écarts intra- et interindividuels de six examinateurs ayant travaillé de septembre 2011 à avril 2014 pour l'épreuve d'expression orale du Test d'évaluation du français adapté au Québec (TEFAQ). Ces six examinateurs ont évalué la performance de 4083 candidats au test et leur niveau de sévérité a été estimé à l'aide du modèle de Rasch à multifacettes. Cinq dyades d'examineurs ont été suivies durant cinq périodes

distinctes, totalisant de 11 à 38 temps de mesure. Le niveau de sévérité a été estimé d'une à quatre fois par mois, ce qui a permis de calculer, pour chaque période, une étendue intra-individuelle du niveau de sévérité ainsi qu'une étendue interindividuelle. Ces étendues ont ensuite été mises en rapport, pour obtenir un ratio permettant de voir si le niveau de sévérité fluctue autant d'un examinateur à lui-même et d'un examinateur à l'autre. Les résultats montrent que, globalement, les écarts intra-individuels sont aussi élevés que les écarts interindividuels (rapport médian de 0,97), et ce, malgré le faible nombre d'examineurs impliqués dans les modélisations. Finalement, les considérations pratiques, les limites méthodologiques et conceptuelles de l'étude sont discutées.

Cleovoulou, Y., Iznardo, M., & Kamani, F. (2022). **An examination of equity pedagogy during program coherence building in teacher education.** *Teaching and Teacher Education*, 120, 103866. <https://doi.org/10.1016/j.tate.2022.103866>

This article shares results from a larger, longitudinal study on program coherence and illustrates one teacher education program's efforts to implement equity pedagogy across the program. Equity pedagogy was found in organic planning processes, throughout the learning environment, and in course content and designs. Equity pedagogy developed from collaborative practices, critical reflection, and a caring community; these being three key tenets of the program's vision and values. Contributions to the literature include: detailed, descriptive examples of challenges and strategies for equity-based pedagogy and empirical analysis of a university program's attempts to develop equity-minded teachers located in a child centered teacher education program.

Conseil scientifique de l'éducation nationale. (2022). **De nouveaux signaux d'alerte sur l'enseignement de la lecture en CP.** *Note d'alerte du CSEN*, (1). Consulté à l'adresse https://www.reseau-canope.fr/fileadmin/user_upload/Projets/conseil_scientifique_education_nationale/Note_alerte_CSEN_01.pdf

Côté, M.-F., & Duong Thi, D. (2021). **L'évaluation des compétences langagières : enjeux et perspectives : introduction.** *Mesure et évaluation en éducation*, 44(3), 1-4. <https://doi.org/10.7202/1093063ar>

Un article de la revue *Mesure et évaluation en éducation*, diffusée par la plateforme Érudit.

Falaize, B., & Chabane, M.-K. (2022). **Parce que chaque élève compte : enseigner en quartiers populaires.** Consulté à l'adresse <https://editionsatelier.com/boutique/accueil/331-parce-que-chaque-eleve-compte--9782708253933.html>

Qui s'intéresse réellement à la réussite de l'école ? On parle d'elle pour en souligner les manques ou encore pour la défendre, rarement pour en dire du bien. Casser les préjugés sur les quartiers populaires et leurs élèves, donner une autre image de cette jeunesse trop souvent stigmatisée, ou suspectée d'offenses aux valeurs de la République, battre en brèche le slogan devenu sens commun des « territoires perdus » ; écouter les enseignants qui, chaque jour, font leur métier, inventent, innovent, ne comptent pas leurs heures et accompagnent les enfants comme les familles ; dire ce que peut l'école contre les stéréotypes, les propos complotistes, les préjugés haineux, les adhésions religieuses toxiques : voilà le projet de cet ouvrage. Car ce travail existe, il est là. Et ce livre en

témoigne. Des enseignants, parents et élèves y racontent des parcours, expériences et innovations pédagogiques qui font mentir tous les discours fatalistes : d'une enquête historique menée par une classe de 3e sur un convoi parti en 1944 pour le camp d'Auschwitz-Birkenau à un projet photographique d'une classe de CM2 sur l'image des jeunes dans les «quartiers», en passant par la création d'une maison des sciences ou d'ateliers de théâtre d'improvisation, le projet républicain de l'éducabilité de tous est bel et bien vivant ! Incarné par celles et ceux qui, envers et contre tout, continuent de penser et de prouver, jour après jour, que chaque élève compte.

Göbel, K., Bönnte, J., Gösch, A., & Neuber, K. (2022). **The relevance of collegial video-based reflection on teaching for the development of reflection-related attitudes.** *Teaching and Teacher Education*, 120, 103878. <https://doi.org/10.1016/j.tate.2022.103878>
The paper presents results from a quasi-experimental study which explores collegial video-based reflection on teaching of pre-service teachers (N = 83; 54 female (65.1%); Mage = 24.64), during their practical semester in a teacher education program in Germany. Findings reveal an improvement in attitudes toward reflection on teaching in general. An improvement in attitudes toward feedback and video-based reflection was achieved in the intervention group reflecting on their own teaching videos. Findings indicate that collegial reflection on own teaching videos offers a benefit for the development of reflection related attitudes in teacher education.

Harris, L. R., Adie, L., & Wyatt-Smith, C. (2022). **Learning Progression-Based Assessments: A Systematic Review of Student and Teacher Uses.** *Review of Educational Research*, 92(6), 996-1040. <https://doi.org/10.3102/00346543221081552>
This systematic review examined evidence of the utility of learning progression (LP)-based assessments to inform teaching and student learning in classroom contexts. Fifty-nine studies met inclusion criteria and were analyzed against four research questions. Evidence highlighted their potential for supporting judgments about learning, informing instructional and learning decisions, and improving teacher learning and development. Although 23 studies measured student achievement, reporting positive overall effects, only 6 adopted the experimental designs necessary for causal claims. Using LP-based assessment for formative purposes was well supported. Limited evidence was found regarding summative and accountability uses. Findings show that LP-based assessment design and use requires trade-offs relating to standardization and scale. Teachers need opportunities for negotiation when making judgments and integrating LP-based assessments into existing curriculum and policy contexts. Future research should examine student use of LP assessments and find a balance between standardization and customization to meet the needs of diverse learners and local contexts.

Hill, S., Lee, E. A., & Cramm, H. (2022). **“If You Don't Know Who They Are, You Don't Know How to Support Them”: A Qualitative Study Exploring How Educators Perceive and Support Canadian Military-Connected Students.** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(3), 646-669. <https://doi.org/10.53967/cje-rce.v45i3.4575>
To date, American research has provided the foundation for what is known about the educational experiences of students living in military families. Given contextual differences that exist between the United States and Canada, it is unclear how representative the American findings are of the Canadian experience. Using semi-structured interviews, this phenomenological study collected data from six educators to better understand how the needs of military-connected students are addressed within

Canadian secondary schools. Participants generally had a good understanding of the military lifestyle and its associated challenges for students. However, many participants were unaware of any formal mechanisms used to identify military-connected students, any professional development opportunities for educators, or any collaborations that exist between schools and the military to support such students. Given the current lack of Canadian research, this study will help contribute to the building of knowledge and capacity in the Canadian context.

Hu, H., & Sperling, R. A. (2022). **Pre-service teachers' perceptions of adopting digital games in education: A mixed methods investigation.** *Teaching and Teacher Education*, 120, 103876. <https://doi.org/10.1016/j.tate.2022.103876>

One hundred and one pre-service teachers were exposed to game examples, a series of questions, and teaching scenarios that required games. A mixed methods analysis revealed that they perceived educational and commercial-off-the-shelf (COTS) games as equally valuable to instruction, games should predominantly be implemented after a formal lesson, and limited instructional time was the main barrier to adopting games. Our findings uncovered the need for teacher preparation programs to inform pre-service teachers of the critical advantages of educational games, the variety of research-based game-adoption approaches, and the effective strategies to overcome barriers when incorporating games into instruction.

Ince, E. (2021). **Le jugement des examinateurs dans le cadre de l'épreuve d'expression orale du Test d'évaluation de français (TEF).** *Mesure et évaluation en éducation*, 44(3), 87-111. <https://doi.org/10.7202/1093067ar>

L'épreuve d'expression orale du TEF s'effectue au moyen d'une entrevue entre un candidat et un examinateur-animateur. Or, le comportement de ce dernier peut représenter une menace à la fidélité du test. Il a été démontré que malgré les nombreuses mesures prises afin de minimiser les variabilités dans l'évaluation, des divergences sur plusieurs aspects pouvaient être présentes chez les examinateurs. Cette étude vise à observer si l'on trouve ces divergences chez les examinateurs du TEF. Ainsi, 10 participants ont pris part à la recherche et la technique de la pensée à voix haute a été utilisée. Les résultats révèlent que des divergences existent. Les examinateurs peuvent accorder une même note pour une même performance alors que leurs interprétations peuvent différer, et inversement. Certains peuvent être influencés de façon positive en raison de leur familiarité avec l'accent des candidats. D'autres peuvent faire des inférences non pertinentes pour attribuer des significations aux difficultés rencontrées par les candidats. Enfin, l'attitude de l'animateur lors de la conversation avec le candidat peut être perçue différemment et avoir une conséquence négative sur la note.

Inceçay, V., & Dikilitaş, K. (2022). **Online peer observation: Reflections on a process-based job-embedded professional development activity through video recordings.** *Teaching and Teacher Education*, 120, 103901. <https://doi.org/10.1016/j.tate.2022.103901>

Guided by the sociocultural approach to teacher learning, this collective case study describes in-depth online peer observation experiences of six English language teachers and how they reflected on the scheme carried out for a semester at a university. Data were collected via an interest analysis form, 24 reflective diaries, 24 video recordings of pre- and post-observation meetings, and two experience sharing day colloquiums. Thematic analysis was conducted to reveal emerging themes and codes. OLPO led the

participants to telecollaborate, scrutinize their online classes, offer solutions for improved teaching, test these solutions in their practices, and reflect on the whole process.

Kazemi, E., Resnick, A. F., & Gibbons, L. (2022). **Principal Leadership for School-Wide Transformation of Elementary Mathematics Teaching: Why the Principal's Conception of Teacher Learning Matters.** *American Educational Research Journal*, 59(6), 1051-1089. <https://doi.org/10.3102/00028312221130706>

Supporting teacher learning for normative change in classroom learning environments creates significant demands on principal leadership. We offer an analytic framework that aims to understand principal practice for instructional transformation. The framework examines how the principal's conception of teacher learning shapes practice in relation to particular contexts and support systems. We illustrate the explanatory power of this framework by using it to make sense of one elementary principal's practice in leading her school for instructional transformation in mathematics. Our analysis contributes to how leadership efforts to transform instruction might be studied and ultimately supported.

Kite, V., & Park, S. (2022). **Preparing inservice science teachers to bring unplugged computational thinking to their students.** *Teaching and Teacher Education*, 120, 103904. <https://doi.org/10.1016/j.tate.2022.103904>

Computational thinking (CT) is critical for Twenty-first century life. Ensuring equitable access to CT depends on preparing teachers to integrate CT into disciplinary curricula. We report on the design, evaluation, and outcomes of the Computational Thinking Unplugged for Science (CT-UP-S) professional development program for inservice science teachers. Our process-based approach to CT significantly improved teachers CT understanding and CT/science integration self-efficacy by systematically linking CT practices to scaffold the generation of unplugged algorithms. Additionally, we found that the process-based approach provided a framework for teachers' lesson planning and that teachers' content knowledge moderated their ability to write CT-integrated science lessons.

Lamarche, M.-A., & Durand, M.-J. (2022). **Développement du sentiment d'efficacité personnelle perçu par des enseignantes œuvrant auprès d'élèves ayant un trouble du spectre de l'autisme au secondaire et appropriation de nouvelles pratiques évaluatives.** *Canadian Journal of Education/Revue canadienne de l'éducation*, 45(3), 835-866. <https://doi.org/10.53967/cje-rce.v45i3.5239>

Assessing students with an autism spectrum disorder (ASD) is a constant challenge. It impacts the sense of personal effectiveness of teachers working with these learners who can have multiple specificities and for whom adjustments to pedagogical practices, and specifically assessment practices, are often essential. According to the literature, teachers' self-efficacy has a direct effect on teaching practices and their mental health. The results of our study suggest that the appropriation of practices can improve teachers' self-efficacy when they are involved in a professional development process providing suitable material and support.

Laurier, M. (2021). **Les enjeux en évaluation des compétences langagières.** *Mesure et évaluation en éducation*, 44(3), 5-28. <https://doi.org/10.7202/1093064ar>

À son émergence, le domaine de l'évaluation des langues focalise sur l'apprentissage de l'anglais chez les adultes. Aujourd'hui, une vision élargie s'impose où la frontière entre langue maternelle et langue seconde finit par s'estomper et où la diversité des

apprenants est prise en considération. En suivant cette évolution, six grands enjeux se dégagent, autour desquels existe une abondante littérature : 1) la nature de la compétence langagière et ses composantes, 2) les défis de la recherche de l'authenticité, 3) la complexité du processus de validation, 4) les considérations éthiques qui devraient guider les concepteurs et les utilisateurs, 5) les attentes sociales liées à l'évaluation des langues et, 6) les voies qu'ouvre l'utilisation des technologies pour évaluer les compétences langagières. Cette analyse montre que le domaine peut être examiné d'une perspective psychométrique, linguistique, pédagogique ou sociale.

Lawrent, G. (2022). **Teacher ethics in the Tanzanian context and their implications.** *Teaching and Teacher Education*, 120, 103900. <https://doi.org/10.1016/j.tate.2022.103900>
Evidence about how teachers' unethical practices shape and reshape their professional lives is scarcely available. This study employed a qualitative approach in order to gain insights into the extent to which the ethical scandals of teachers affect their profession. Document analysis was undertaken, and 18 respondents from one of the regions in the Southern Highlands of Tanzania were interviewed. Findings indicated that teachers' misconduct compromised their social positioning in terms of their trust and respect, as well as their image of teaching. The article proposes strategies that can enhance the perceived professional well-being of teachers and areas for further investigation.

Liu, Y., & Benliel, P. (2022). **“National context, school factors, and individual teacher characteristics: Which matters most for teacher collaboration?”** *Teaching and Teacher Education*, 120, 103885. <https://doi.org/10.1016/j.tate.2022.103885>
Merging the variables from the 2018 TALIS, the 2018 PISA, and the 2004 GLOBE study, the present research investigates the associations between contextual variables and teacher collaboration across national boundaries, which is essential to understand teacher collaboration in a broader context. Employing multi-level linear models, this study specified the variance in teacher collaboration related to teacher characteristics, school factors, and country policy and cultural variations, respectively. The results revealed that the teacher-level factors are associated with a significant proportion of variance in the outcome. Meanwhile, school culture, leadership, student composition, and country-level policy are influential for teacher collaboration.

Loignon, G. (2021). **ALSI : un nouvel outil d'analyse automatisée de la complexité linguistique pour le français québécois.** *Mesure et évaluation en éducation*, 44(3), 29-57. <https://doi.org/10.7202/1093065ar>
Estimer la complexité linguistique est un aspect important de la mesure et de l'évaluation de l'éducation qui peut servir, par exemple, à contrôler la variance indésirable attribuable à la langue ou à fournir aux élèves des textes propices à l'apprentissage. Des techniques de traitement automatique des langues permettent d'extraire différents attributs (features) qui reflètent la complexité du vocabulaire et de la structure des phrases. Dans cet article, nous présentons un nouvel outil appelé ALSI (Analyseur Lexico-Syntaxique Intégré). Nous résumons le fonctionnement de l'outil et présentons les types d'attributs qu'il peut extraire. Nous appliquons ensuite ALSI à 600 textes utilisés dans les écoles primaires et secondaires du Québec et analysons les corrélations entre les attributs et le niveau scolaire associé au texte. Les résultats montrent le potentiel d'ALSI pour la modélisation de la complexité des textes français.

Merchant, S. D., Klinger, D., & Kirby, J. (2022). **Assessing Learning Skills and Work Habits: What Do Report Card Data Tell Us?** *Canadian Journal of Education/Revue Canadienne de l'éducation*, 45(3), 670-702. <https://doi.org/10.53967/cje-rce.v45i3.5191>

Many school systems ask teachers to assess and report upon aspects of student performance beyond academic achievement. In Ontario, K–12 teachers assess a common set of six Learning Skills and Work Habits. How well teachers are able to undertake these assessments is not well studied. This study examines Grade 9 and 12 report card data from two districts in Ontario, Canada to determine to what extent different learning skills are assessed independently of each other, and to what extent they are associated with teacher-awarded academic achievement and achievement on a standardized Grade 9 mathematics examination delivered by Ontario's Educational Quality and Accountability Office (EQAO). Results indicate that the set of six Learning Skills and Work Habits are assessed as a unitary construct. Grades on these skills have higher correlations with teacher-awarded grades than with standardized test scores. Finally, gender differences in both academic achievement and achievement on the set of skills are investigated.

Olfos, R., Vergara-Gómez, A., Estrella, S., & Goldrine, T. (2022). **Impact of a theory-practice connecting scaffolding system on the ability of preschool teachers-in-training to teach mathematics.** *Teaching and Teacher Education*, 120, 103887. <https://doi.org/10.1016/j.tate.2022.103887>

This study investigated the impact of a scaffolding system that connects theory and practice to promote the development of the ability to teach mathematics in 100 future Chilean preschool teachers. The theoretical dimension and the practical dimension of both mathematical content knowledge (MCK) and mathematical pedagogical content knowledge (MPCK) were analysed. Data were collected and analysed following a mixed approach. The results of the study reveal the effectiveness of the system in the theoretical dimension and the difficulties that arise in classroom practices. The critical role of the specialized components of MPCK in the theory-practice articulation is discussed.

Patterson, T., Bridgell, I., & Kaplan, A. (2022). **Becoming a social studies teacher: An integrative systems perspective on identity content, structure, and processes.** *Teaching and Teacher Education*, 120, 103899. <https://doi.org/10.1016/j.tate.2022.103899>

In this scoping study we synthesize the last two decades of research on social studies teacher identity (N = 114) to identify salient themes. Findings indicate an interest in an array of teacher identities: ethnic and cultural identities, sexual orientation, identities vis-à-vis curricular content and purposes, and civic values and beliefs. However, limited studies attempt to integrate these diverse identity features into a coherent model of teacher identity that recognizes the interplay of these priorities. We propose an integrative framework that conceptualizes social studies teacher identity as a complex dynamic system of interdependent role-specific elements and contextualized emergent meanings.

Reinius, H., Kaukinen, I., Korhonen, T., Juuti, K., & Hakkarainen, K. (2022). **Teachers as transformative agents in changing school culture.** *Teaching and Teacher Education*, 120, 103888. <https://doi.org/10.1016/j.tate.2022.103888>

This interview study examined the transformative professional agency of expert teachers selected to perform city-wide innovator and developer roles in the context of digital school transformations in Helsinki, Finland. Our analysis revealed that exploring and

developing a novel digital pedagogy in one's own teaching was considered the core of their innovation activity. The insights and know-how developed through classroom innovation enabled productive participation in school- and city-level innovation activities. Working in thematic expert teacher teams generated ideas for supporting local innovation activity. Moreover, the interviews elucidated the epistemic, social, and organizational factors that enabled or hindered innovative professional activity.

Rossignol, M.-F. (2021). **Quand l'expertise des élèves forme les enseignants débutants : retour sur un continuum recherche-formation.** *Recherche & formation*, 96(1), 51-63. <https://doi.org/10.4000/rechercheformation.7835>

L'article présente une double démarche de recherche et de formation. Il étudie, dans le cadre d'interfaces réunissant enseignants-chercheurs et formateurs, le transfert de savoirs sur l'agir enseignant vu par les élèves dans la formation initiale des enseignants du secondaire. Il analyse une ingénierie de formation outillée par des ressources valorisant les perspectives des élèves, destinée à transformer les dispositions à agir en début de cours des praticiens débutants. Son évaluation montre la production de reconfigurations susceptibles de s'actualiser dans les pratiques.

Roy, E. (2022). **Didactique des arts appliqués en lycée professionnel : l'élaboration de milieux didactiques pensés pour la dévolution.** *Revue des sciences de l'éducation*, 48(1). <https://doi.org/10.7202/1092603ar>

Lors d'une activité de création-conception prescrite par un·e professeur·e, l'élève doit imaginer et concevoir un objet ou un visuel répondant à un certain nombre de contraintes formelles et fonctionnelles, et la dévolution représente une alternative à l'enseignement par mimétisme. Cette recherche présente les typologies de ruptures ou de négociations de contrat didactique au regard des tâches prescrites et des activités réalisées. Il s'agit de repérer ces moments de ruptures afin de les caractériser, et de proposer des pistes pour les anticiper et favoriser la dévolution. Les résultats montrent que la tâche prescrite est parfois empêchée par un contrat didactique insuffisamment pensé et que le milieu initial ne possède parfois pas tous les prérequis à la dévolution.

Salinas, D., & Garrido, C. G. (2022). **Teacher educators' adaptability process when faced with remote teaching.** *Teaching and Teacher Education*, 120, 103890. <https://doi.org/10.1016/j.tate.2022.103890>

The present research explores how Teacher Educators (TEs) have adapted to remote teaching due to the world pandemic in light of their emotions, cognition, and praxis. Grounded theory was used to analyse the data from 72 TEs and the instruments to collect data were 2 semi-structure interviews having a 10-month time span between the first and second interview. Results show that a cognitive-emotional interplay featured by uncertainty, anguish and challenge was the driving force for their praxis in their adaptation process which was influenced by TEs' lack of technological competences.

S'interroger sur les devoirs à la maison. (2022, novembre 15). Consulté 15 novembre 2022, à l'adresse <https://www.cafepedagogique.net/2022/11/15/sinterroger-sur-les-devoirs-a-la-maison/> Le Café pédagogique website: « Alors que certains prétendent qu'ils sont bénéfiques, d'autres sont d'avis qu'ils causent plus de tort que de bien. ». L'université du Québec à Montréal interroge la pertinence des devoirs à la maison. Une réflexion qui renvoie à un avis du Conseil supérieur de l'éducation du Québec qui refuse toute position idéologique.

Sitabkhan, Y., & Ampadu, E. (2022). **Shifting teachers' practice in early mathematics classrooms in Ghana: A case study.** *PROSPECTS*, 52(1), 157-171. <https://doi.org/10.1007/s11125-021-09578-2>

Changing teachers' practice is difficult, especially in low- and middle-income contexts (LMIC). Recently, with attention turning to improving early mathematics in addition to reading outcomes, donors, governments, and non-governmental organizations (NGOs) are grappling with the design of mathematics interventions and supportive policies. However, there is limited evidence showing how to change teachers' practices in early mathematics classrooms in LMIC. For this exploratory study, the authors provided 15 kindergarten teachers in Ghana with sequenced mathematics activities, with some teachers receiving low-cost manipulatives (e.g., bottle-cap counters and number cards), and other teachers being asked to create or gather their own. The findings showed that teachers who were given the manipulatives were much more likely than teachers not given the manipulatives to use the activities provided. In addition, the character of the instruction was qualitatively different for teachers who were given the manipulatives. These results, while exploratory, suggest the need for classroom sets of manipulatives when designing an intervention that aims to change teachers' practices.

Souvignet, S. (2022). **Une analyse des pratiques pédagogiques périscolaires. Les traces d'une grammaire éducative « expressive-capacitaire ».** *Revue des sciences de l'éducation*, 48(1). <https://doi.org/10.7202/1092599ar>

Cet article propose une analyse des pratiques pédagogiques hors de la classe, telles qu'elles sont déployées dans les temps dits périscolaires organisés dans le cadre de la dernière réforme des rythmes scolaires (2013-2018), en France. Il est question de mobiliser les outils de la sociologie de la pédagogie et du curriculum pour appréhender un domaine de l'action éducative longtemps laissé dans l'angle mort de l'analyse en éducation. Nous montrerons que se déploie à la périphérie de l'école une grammaire éducative singulière et hybride, aux teneurs expressives et capacitaires, qui rend compte du développement d'une logique de responsabilisation individuelle, pour laquelle nous suggérons qu'elle soit le fruit de la rencontre entre les domaines de l'animation (l'éducation populaire) et de l'école.

Stoddart, A. L., & Selanders, K. P. (2022). **Preparing for physical literacy: Exploring pre-service teachers' training and understanding.** *Teaching and Teacher Education*, 120, 103886. <https://doi.org/10.1016/j.tate.2022.103886>

Research has indicated some pre-service teachers have a poor understanding of physical literacy. As pre-service teachers will be expected to assist their future students in developing physical literacy, it is imperative that they are trained and supported to do so. This Canadian explanatory sequential study explored how pre-service teachers understand physical literacy, its place in the physical education curriculum, and whether more support is needed during their teacher preparation program. Data collection occurred in one province during 2018–2021. Phase 1 of the study included 51 participants, with six participants engaged in follow-up interviews in Phase 2. The Phase 1 analysis included chi-square analyses and frequency tabulations. Phase 2 data was analyzed using thematic analysis. Findings suggest that pre-service teachers are aware of physical literacy but need more support from Physical Education Teacher Education programs to authentically bring physical literacy to life.

Stoloff, S. R., Goyette, N., Guise, A.-A. D., & Girard, S. (2022). **Enseigner en temps de pandémie au Québec : étude de cas d'un enseignant du secondaire**. *Canadian Journal of Education/Revue canadienne de l'éducation*, 45(3), 722-743. <https://doi.org/10.53967/cje-rce.v45i3.4879>

The pandemic has greatly affected the teaching profession in Quebec. The objective of this research project is to describe teachers' experience during this pandemic linked to COVID-19. Twenty-five teachers participated to semi-structured individual interviews. This article specifically presents the case of one of the teachers in order to describe the complex analysis process by categorization, then, discuss the results based on the conceptual framework of competent action. The results present a sawtooth evolution of the teacher's feelings, and the continuous adaptation modalities used in times of crisis. Also, results present professional learning in critical situations and their subsequent reinvestment.

Tan, P., Padilla, A., & Lambert, R. (2022). **A Critical Review of Educator and Disability Research in Mathematics Education: A Decade of Dehumanizing Waves and Humanizing Wakes**. *Review of Educational Research*, 92(6), 871-910. <https://doi.org/10.3102/00346543221081874>

Disabled students have historically been dehumanized in education, generally, and in research and practice related to school mathematics (K–12), particularly. Typically, they are only offered access to low-rigor school mathematics emphasizing rote procedures and narrow skills, often segregated physically and socially from their nondisabled peers. Educators are crucial to the humanization of disabled students via anti-ableist and antiracist work toward systemic transformation. The purpose of this review is to take stock of the current knowledge base of educator and disability research concerning school mathematics, recommending directions for humanizing future research and practice. Through a humanizing mathematics education lens, we analyze 61 articles involving educators, disabilities, and school mathematics published during the decade between 2007 and 2016. Results of our analysis point to not only the continued perpetuation of dehumanizing approaches and positioning but also substantial shifts toward humanization in mathematics education for disabled students. Over half of the studies reflected humanizing shifts. Yet, overwhelmingly, studies continue to avoid meaningful intersectional considerations of race and disability.

Tekumru-Kisa, M., Coker, R., & Atabas, S. (2022). **Learning to teach for promoting student thinking in science classrooms**. *Teaching and Teacher Education*, 120, 103869. <https://doi.org/10.1016/j.tate.2022.103869>

As part of a larger effort to support pre-service teachers' learning to develop ambitious teaching, we explored how pre-service teachers came to develop teaching practices for promoting demand on student thinking. We focused on five pre-service teachers' lesson planning, implementation of, and reflections on a science lesson in a methods course and the interviews during their internship. Our analysis revealed a variation in pre-service teachers' orientations to students' ideas. These patterns were consistent with how they facilitated demand on student thinking in their teaching and their appropriation of the pedagogical tools for promoting cognitive demand on student thinking.

Wilhelmsen, G. B., & Felder, M. (2022). **About the importance of vision screening by teachers in schools: A study from Tanzania**. *Improving Schools*, 25(3), 289-306. <https://doi.org/10.1177/13654802211004787>

Intact visual functions are necessary for children to reach their academic potential. In the absence of vision screening, children may have unnoticed vision disturbances and academic challenges may be attributed to other problems, such as learning or cognitive disabilities. Visual problems are detrimental to educational achievement if they are not recognised. This has lifelong consequences for the individual child but also for the wider society as educational and economic advances are stifled. Few teachers are aware how vision influences reading and learning. Tanzanian teachers went through a CPD-course to learn about vision sensory qualities and ocular motor functions and were trained in vision testing. Building on theory of vision qualities and viewing conditions in class, the teachers practised vision functions assessment. Under the supervision of vision scientists, pupils in standard 5 (n = 104) were tested with standardised methods. The data shows that there is a clear connection between the different sensory and ocular motor skills and that problems in one vision area influence other vision areas. Nearly 50% of the pupils had disturbances in one or more of the vision functions tested. In addition, the light conditions were challenging. When teachers learn about vision qualities and their impact on reading and learning, they understand why some pupils have reading problems, reduced motivation, disturbed self-esteem and problems with concentration. With these insights, more pupils can be helped to reach their potential.

Xu, C., & Lastrapes, R. E. (2022). **Impact of STEM Sense of Belonging on Career Interest: The Role of STEM Attitudes.** *Journal of Career Development*, 49(6), 1215-1229. <https://doi.org/10.1177/08948453211033025>

Prior research has established a direct belonging–interest pathway among students underrepresented in science, technology, engineering, and mathematics (STEM) fields; however, evidence related to how a sense of belonging in STEM may operate to affect career interest remains limited. Drawing on data from 103 students (female: n = 70; male: n = 33) participating in grant activities at a Hispanic-serving institution, the present study seeks to address this gap by examining a model relating STEM sense of belonging, career interest, and STEM attitudes. Results of multigroup analysis revealed that, whereas female students' STEM sense of belonging had an indirect impact on their career interest via its correlation with STEM attitudes, the impact of male students' STEM sense of belonging on their career interest was both direct and indirect. Implications of the findings for educational and counseling practices on supporting women in STEM are discussed, along with future research directions.

Yorkovsky, Y., & Levenberg, I. (2022). **Distance learning in science and mathematics - Advantages and disadvantages based on pre-service teachers' experience.** *Teaching and Teacher Education*, 120, 103883. <https://doi.org/10.1016/j.tate.2022.103883>

The rapid transition to distance learning during the COVID-19 pandemic occurred without an in-depth examination of its characteristics and implications on science and mathematics teaching and learning. Pre-service science and mathematics teachers completed a questionnaire designed to reveal their preferences of synchronous and asynchronous distance learning compared to frontal learning. Findings indicate a clear preference for frontal learning while synchronous learning was least preferred. The main disadvantages of synchronous learning noted were understanding the content, technical problems, interacting with the lecturer, and means of illustration. Preferences were also examined with respect to mother tongue, year of college, and discipline grade-point average.

Relation formation-emploi

Cordón-Lagares, E., García-Ordaz, F., & García-del-Hoyo, J. J. (2022). **The transition from higher education to first employment in Spain.** *European Journal of Education, 57*(4), 659-673. <https://doi.org/10.1111/ejed.12525>

This article explores the determinants of the transition from higher education to work, analysing the time it takes college graduates to obtain their first job in Spain. To estimate the exit rate to employment of university graduates, we use parametric and nonparametric analysis of duration models. We have incorporated unobserved heterogeneity using frailty models to account for misspecification or omitted covariates. The results show that after graduation, men are more likely to obtain employment than women. Our results also show that graduates of private universities gain their first jobs sooner than graduates of public universities. Furthermore, we found that those graduates who have previous work experience and those who start looking for a job before the end of their degree programme are likely to obtain a job sooner. In addition, Arts and Humanities graduates have the greatest difficulty in finding work. Finally, the results suggest that graduates who have international experience and those with expert knowledge of communication are more likely to obtain employment.

Eltanahy, M., & Mansour, N. (2022). **Promoting UAE entrepreneurs using E-STEM model.** *The Journal of Educational Research, 115*(5), 273-284. <https://doi.org/10.1080/00220671.2022.2124218>

Although students' STEM designs are widely admired by teachers, relatively little attention has been given to making use of these designs by incorporating a basic understanding of the market to create new values for communities. The E-STEM model was developed to promote entrepreneurial practices into STEM disciplines and prepare students for the market. Yet, little is explored regarding the teaching pedagogy of E-STEM model and its outcomes. A qualitative case study was conducted to explore E-STEM experiences of high school students and to further explore teachers' perceptions regarding the teaching approach of E-STEM model. A total of twelve teachers were trained to understand the concept of E-STEM, and five of them were selected purposefully to implement E-STEM model with 42 students. Through analyzing and interpreting students' projects and teachers' interview transcripts, this study concluded that the effective practices of E-STEM model require a development-oriented instruction to enhance students' outcomes over time.

Réussite scolaire

Barger, M. M., Wu, J., Xiong, Y., Oh, D. D., Cimpian, A., & Pomerantz, E. M. (2022). **Parents' responses to children's math performance in early elementary school: Links with parents' math beliefs and children's math adjustment.** *Child Development, 93*(6), e639-e655. <https://doi.org/10.1111/cdev.13834>

A new parent-report measure was used to examine parents' person and process responses to children's math performance. Twice over a year from 2017 to 2020, American parents (N = 546; 80% mothers, 20% other caregivers; 62% white, 21% Black, 17% other) reported their responses and math beliefs; their children's (Mage = 7.48 years; 50% girls, 50% boys) math adjustment was also assessed. Factor analyses indicated parents' person and process responses to children's math success and failure represent four

distinct, albeit related, responses. Person (vs. process) responses were less common and less likely to accompany views of math ability as malleable and failure as constructive ($|r|s = .16-.23$). The more parents used person responses, the poorer children's later math adjustment ($|\beta|s = .06-.16$).

Bennett, F., Contreras, D., & Morales Cerda, M. (2022). **The consequences of exclusionary discipline on school dropout: Evidence from Chile**. *International Journal of Educational Development*, 95, 102671. <https://doi.org/10.1016/j.ijedudev.2022.102671>

Disciplinary sanctions are a commonly available tool in school systems to punish disruptive students. While these tools are aimed at deterring misbehavior, they exclude offenders to restore discipline in the classroom at the potential cost of inflicting a harm on sanctioned students. In this paper, we study the effect of being expelled from school (expulsions are those sanctions in which students are forced to leave their school and look for another one to re-enroll) on the probability of dropping out using longitudinal data from Chile. We find that sanctioned students are 4.8 percentage points more likely to drop out than non-sanctioned students. The consequences of expulsions are particularly harmful for students in public schools, men, retained students, and those meeting the legal working age. Also, immediately expelling a student –as opposed to expelling at the end of the school year– increases the baseline probability of dropout by three times. These costs of exclusionary discipline are not offset by clear gains in academic performance of expelled students' classmates. Taken together, these results call for alternative methods to improve school discipline and strengthen support policies to minimize the harm of expulsions.

Buchholz, J. (2022). **Are students trying hard to succeed in PISA?** <https://doi.org/10.1787/16c159b2-en>

Many students view PISA as a low-stakes assessment. Their lack of willingness to give the assessment "their all" is reflected in students' performance. Boys are often disengaged, resulting in low test performance. Disengagement should be measured in various different ways to better understand it and improve assessment design.

Comings, J. P. (2022). **A case study of innovations that address constraints on the effectiveness of early-grade reading achievement**. *PROSPECTS*, 52(1), 173-188. <https://doi.org/10.1007/s11125-020-09462-5>

The United States Agency for International Development, World Vision, and the Australian government established All Children Reading: A Grand Challenge for Development (ACR GCD) to address problems that prevent children from gaining foundational reading skills. ACR GCD mobilizes the private sector, academia, and nongovernmental organizations in problem-solving dialogues that support the development, testing, and promotion of new solutions to these problems. It also advances EdTech innovation and research to improve reading outcomes for marginalized children in low-resource contexts to effectively build bridges over system constraints in ways that lower the risk of pilot-testing and eventual large-scale replication. This case study describes some of ACR GCD's funded innovations and its nontraditional approach to employing grant competitions (in which innovators propose solutions to broadly described problems) and prizes (in which innovators develop solutions to specifically identified problems). For innovations that have been evaluated, this article summarizes the findings on their impact on learning.

Cross & Carman. (2022). **The Relationship between Faculty Diversity and Student Success in Public Community Colleges.** *Community College Journal of Research and Practice*, 46(12), 855-868. <https://doi.org/10.1080/10668926.2021.1910595>

Community colleges serve the most diverse student populations in higher education yet have some of the lowest levels of faculty diversity in higher education. Retaining community college student cohorts through transfer/graduation is a goal, yet attaining this goal has been elusive, particularly for underrepresented minority (URM) community college students. Few studies have explored the impact of faculty diversity on the successful retention of URM community college students. This study used archival data for 120 public community colleges from the Integrated Postsecondary Education Data System (IPEDS) to calculate a Diversity Score for each college and ranked them by their overall level of faculty racial/ethnic variance to quantify the relationship between faculty diversity and student graduation, transfer, and drop-out rates. The findings suggest that there is a significant strong positive relationship between graduation, transfer, and drop-out rates for URM students of all race/ethnic categories when there are increases in faculty diversity. Exposure to a diverse faculty produces different outcomes in URM students.

Eposito, A. G., & Bauer, P. J. (2022). **Determinants of elementary-school academic achievement: Component cognitive abilities and memory integration.** *Child Development*, 93(6), 1777-1792. <https://doi.org/10.1111/cdev.13819>

Children are on a quest for knowledge. To achieve it, children must integrate separate but related episodes of learning. The theoretical model of memory integration posits that the process is supported by component cognitive abilities. In turn, memory integration predicts accumulation of a knowledge base. We tested this model in two studies (data collected in 2016–2018) with second (8-year-olds; n = 391; 196 female; 36% Black, 27% Hispanic/Latinx, 29% White, and 8% multiracial) and third (9-year-olds; n = 282; 148 female; 36% Black, 31% Hispanic/Latinx, 27% White, and 5% multiracial) graders. The results support the theoretical model and the role of verbal comprehension in learning new information, and also indicate that verbal comprehension alone is not sufficient to build knowledge.

Johnson, J. M., & Winfield, J. D. (2022). **Institutionalizing Success: Practices and Policies at HBCUs that Promote Student Development and Degree Attainment.** *The Journal of Higher Education*, 93(7), 989-1011. <https://doi.org/10.1080/00221546.2022.2082759>

A central purpose of Historically Black Colleges and Universities (HBCUs) is to educate Black students, often in conditions where resources, financial and otherwise, are limited. This study explores how institutional policies and practices foster success among Black students attending HBCUs within these conditions. Using an HBCU-based model for Black College Student Success, we examine the perceptions of institutional actions that promote success among 20 HBCU alumni. Through constructivist qualitative inquiry, we found evidence for each component of the model in the practices of institutional actors of the 12 institutions studied. We also found evidence of additional domains where practices at HBCUs promoted student success.

Koeppe, A. E., Gershoff, E. T., & Marteleto, L. J. (2022). **Parent involvement and children's academic achievement: Evidence from a census of public school students in Brazil.** *Child Development*, 93(6), 1744-1759. <https://doi.org/10.1111/cdev.13816>

In order to broaden findings beyond high-income countries, this study used path models to test associations between parent involvement and student achievement in Brazil using

a 2017 census of public school students in fifth grade (N = 2,167,729, Mage = 11, 49 % female, 44% Parada, 29% White, 11% Black, 3% Asian, 3% Indigenous) and ninth grade (N = 1,782,899, Mage = 15, 51% female, 46% Parada, 29% White, 12% Black, 4% Asian, 3% Indigenous). Parent involvement showed positive associations with student reading and math achievement for fifth graders (β s = .11 & .09) but essentially null associations for ninth graders (β s = -.01). Students' homework completion mediated associations in both grades (β s = .03). Parent education was not a strong moderator of associations.

Kuhfeld, M., Soland, J., & Lewis, K. (2022). **Test Score Patterns Across Three COVID-19-Impacted School Years.** *Educational Researcher*, 51(7), 500-506. <https://doi.org/10.3102/0013189X221109178>

The COVID-19 pandemic has been a seismic and ongoing disruption to K–12 schooling. Using test scores from 5.4 million U.S. students in Grades 3–8, we tracked changes in math and reading achievement across the first 2 years of the pandemic. Average math test scores in the fall of 2021 in Grades 3–8 were .20–.27 standard deviation (SD) lower relative to same-grade peers in the fall of 2019, while reading test scores decreased by .09–.18 SD. Achievement gaps between students in low-poverty and high-poverty elementary schools grew by .10–.20 SD, primarily during the 2020–2021 school year. Achievement disparities by student race/ethnicity also widened substantively. Observed declines are more substantial than during other recent school disruptions, such as those due to natural disasters.

May, E. M., & Witherspoon, D. P. (2022). **Reciprocal links between marijuana use and school adjustment in Black and White rural adolescents.** *Child Development*, 93(6), 1819-1836. <https://doi.org/10.1111/cdev.13823>

Although research has established that school adjustment is associated with marijuana use (MU) in adolescence, few studies have tested these associations bidirectionally. Using random intercepts cross-lagged panel modeling, this study examined reciprocal associations between MU and school adjustment across 8th to 10th grade, including the transition to high school. Participants included 5470 rural adolescents (59% White, 41% Black) aged 12–17 years in 2002–2005. School adjustment factors predicted subsequent MU (i.e., higher self-reported grades were protective for Black and White youth; valuing education was protective for Black youth; school behavior problems predicted increased MU across the transition to high school for White youth). MU had several adverse effects on school adjustment, particularly during the transition to high school.

R, M., & Thomas, I. (2022). **WISC-IV and Rey Auditory Verbal Learning Test Indicators of Specific Learning Disorder and Discrepant Academic Achievement.** *Journal of Psychoeducational Assessment*, 40(8), 950-967. <https://doi.org/10.1177/07342829221116988>

Though several studies have been undertaken to explore the correlates of academic achievement, there is a dearth of studies relating to the cognitive profiles of children who show marked discrepancies between their cognitive potential and actual academic achievement. The present study was undertaken in this context. The study was conducted on a sample of 308 students in the age range of 12–16 years, drawn from different schools in Kerala, India. The participants belonged to four groups, that is, Underachievers, Normal achievers, Overachievers, and those with Specific Learning Disorders (SLD). WISC-IV India and Rey Auditory Verbal Learning Test (RAVLT) were used for assessing cognitive functions. Results indicated that the SLD group could be

discriminated from the other three groups in terms of Digit span, Letter-Number sequencing, Working Memory Index, and Processing Speed Index. Further, a retention score obtained from RAVLT could discriminate between the SLD and UA groups. Discriminant analysis of the variables resulted in the extraction of two significant functions composed of three variables of WISC and two variables of RAVLT. The results indicated that the different groups of scholastically backward children, though similar in their overall IQ, had distinct and characteristic cognitive profiles.

Reynolds, M. R., Izzo, J. R., & Schultz, R. C. (2022). **Beyond Simple Mean Differences: Analysis of Sex Similarities and Differences in Academic Achievement With the Kaufman Tests of Educational Achievement, Third Edition.** *Journal of Psychoeducational Assessment*, 40(8), 923-935. <https://doi.org/10.1177/07342829221111225>

Simple mean differences summarized in meta-analyses do not always adequately describe sex similarities and differences. We investigated sex similarities and differences in academic achievement test scores during childhood and adolescence multiple ways based on composite and subtest scores from the Kaufman Test of Educational Achievement (Third edition) norming sample. Sex differences in means were investigated across achievement domains and ability levels. Test score variance and percentages of scores at different parts of score distributions were also compared across sex. The largest and most consistent sex differences were female advantages in writing tests: Larger advantages were found in more complex writing tasks. Females also showed consistent advantages in silent reading fluency. Males demonstrated advantages in math problem solving that emerged at the average ability level. Females were more likely to be high achievers in reading fluency and written expression, whereas males were more likely to be low achievers in reading fluency and aspects of writing, and very low achievers in word recognition, word recognition fluency, and reading vocabulary. Males were more likely to be high achievers in math problem solving. Analysis that goes beyond simple mean differences reveals important sex differences regarding academic achievement, and theories should account for overall patterns of academic achievement similarities and differences.

Safa, M. D., Gusman, M. S., & Doane, L. D. (2022). **Bicultural competence and academic adjustment across Latino youth adaptation from high school to college.** *Child Development*, 93(6), 1663-1679. <https://doi.org/10.1111/cdev.13810>

This study investigated the association between bicultural competence and academic adjustment (i.e., engagement, efficacy, achievement) among 193 Latino youth (65.3% female; 89.1% U.S.-born) followed from their senior high school year (Mage = 17.58 years, SD = 0.53) to their fifth college semester (2016–2019). Latent growth analyses revealed that youth's overall bicultural competence trajectory was moderately high and stable across this period. Youth who maintained or increased bicultural competence levels over time (slopes) demonstrated greater self-efficacy. Youth with greater high school bicultural competence (intercepts) demonstrated higher engagement but lower achievement. No other associations emerged. This study highlights that the promoting influence of bicultural competence may not extend to all indicators of academic adjustment but may depend upon the contexts and demands they navigate.

Sarrazin, P., Isoard-Gautheur, S., & Grosriez, S. L. du. (s. d.). **Concilier études et sport de haut niveau : un investissement et un défi.** Consulté 15 novembre 2022, à l'adresse The

Conversation website: <http://theconversation.com/concilier-etudes-et-sport-de-haut-niveau-un-investissement-et-un-defi-191391>

Les rôles d'étudiant et de sportif de haut niveau peuvent créer des conflits personnels mais aussi s'enrichir mutuellement à condition de bien gérer ses engagements.

Tran, T. N. M. (2022). **Skills and educational aspirations as predictors of secondary school dropout in Vietnam: A dynamic approach.** *International Journal of Educational Development*, 95, 102682. <https://doi.org/10.1016/j.ijedudev.2022.102682>

Despite the national target of universal lower secondary education, a significant number of students leave secondary school every year in Vietnam. Nothing is known about socioemotional or psychological factors in secondary school dropout. Few studies have investigated dropping out as a dynamic process. Therefore, this study examines the relationship between cognitive and non-cognitive skills, educational aspirations, and school dropout at the lower and upper secondary level, and the transition between these two levels, using Cox models based on the panel data from the Young Lives Vietnam survey. The analysis finds that cognitive skills are more protective against lower secondary school dropout than non-cognitive skills, but less protective against dropout at the transition than non-cognitive skills. The role of skills faded away at the upper secondary level. Instead, adolescents' educational aspirations emerge as the most significant predictor. Other factors such as family background, parents' aspirations for their child's education, and time allocation also play a considerable role. The study suggests developing both cognitive and non-cognitive skills during children's education to promote secondary graduation.

Valeurs

Breakstone, J., Smith, M., Ziv, N., & Wineburg, S. (2022). **Civic Preparation for the Digital Age: How College Students Evaluate Online Sources About Social and Political Issues.** *The Journal of Higher Education*, 93(7), 963-988. <https://doi.org/10.1080/00221546.2022.2082783>

The ability to find credible information online is necessary for informed civic engagement in the 21st century. This need is particularly acute for young people, who often turn to the Internet to learn about social and political issues. Preparing students to evaluate online content, particularly as it concerns social and political issues, aligns with broader efforts to reinvigorate the civic mission of colleges and universities. We analyzed how college students (n= 263) evaluated online sources about public policy issues. Results showed that a majority employed ineffective strategies for evaluating digital information. Many of the strategies students used mirrored advice found on college and university websites. These findings suggest a need to reconsider post-secondary approaches to teaching online evaluation strategies.

Brennan, M. A., Dolan, P., & Odera, E. (2022). **Of regiments and radicals: The critical need for empowering youth as radical agents of change.** *Education, Citizenship and Social Justice*, 17(3), 210-223. <https://doi.org/10.1177/17461979221103775>

Youth have been, and continue to be, at the forefront of radical positive social change that advances the human condition. Historically major social movements seeking change, equality, and social justice have been driven by youth. The role of youth in facilitating social change is particularly relevant today more than half of the world's population is currently under 25, and a third under 15. While some see this "youth bulge"

demographic as uninformed and vulnerable to extremism and exploitation, we reject this deficit model and see them as a population capable of, and already engaging in, transformational social thought and action. This paper argues that the broad field of youth engagement would benefit from examining youth contributions to upholding or challenging the social status quo through varying forms of civic engagement. We seek to guide research and practice in ways to distinguish types of youth engagement to better reflect its potential for positive change. Therefore, this article does three things: (1) distinguishes regimented and radical youth involvement from extremism; (2) distinguishes the contexts and environments where regimented and radical engagement operate; and (3) provides a conceptual framework to study and apply the key aspects of both, radical and regimented, youth engagement.

Brennan, M., Dolan, P., & Smith, A. (2022). **Introduction: Placing youth at the forefront of active citizenship for social justice.** *Education, Citizenship and Social Justice*, 17(3), 205-209. <https://doi.org/10.1177/17461979221130844>

Historically major social movements seeking change, equality, and social justice have been driven by youth. In more recent decades, youth have been at the forefront of challenging the social, political, and ethical blind spots of their age. Continuing the historical role of youth in facilitating social change, their relevance is particularly important today. Much like past movements, in recent years youth have continued to advance the human condition in existing and new, critical directions. Nonetheless, direct youth engagement in social change is far from encouraged, and has declined, especially in situations that question the prevailing social, political, economic, and other ideologies. Youth are also easily dismissed as being idealistic, ill-informed, and unrealistic in their calls for social justice. In most settings, youth are treated as adults in waiting with little voice or ownership over efforts that impact society. In this special issue, and in direct contrast to the scenario outlined above, we seek to present a series of theoretical, empirical, and policy/practice related articles surrounding youth citizenship and action in the context of advancing social justice. Such engagement places youth at the forefront of both grassroots youth lead change and adult led youth engagement as a mechanism for systemic change.

Coignard, T., & Lerenard, M. (2022). **L'éducation à la citoyenneté : concepts et débats depuis le XVIIIe siècle.** Consulté à l'adresse <http://www.pub-editions.fr/index.php/nouveautes/l-education-a-la-citoyennete-concepts-et-debats-depuis-le-xviiiie-siecle-5186.html>

Le numéro et les contributions qui le composent exploitent un double constat : d'une part, la résurgence, depuis la fin du XXe siècle, de la question de l'éducation à la citoyenneté sous différentes formes (éducation civique, redéfinition des normes du « vivre-ensemble », éco-citoyenneté, éducation à la citoyenneté européenne, à la citoyenneté mondiale); d'autre part, l'importance et la richesse des débats et expérimentations sur les questions d'éducation à la citoyenneté dans le dernier tiers du XVIIIe siècle en Europe. Les articles mettent en évidence les liens entre ce passé et notre présent.

Dolan, P. (2022). **Social support, empathy, social capital and civic engagement: Intersecting theories for youth development.** *Education, Citizenship and Social Justice*, 17(3), 255-267. <https://doi.org/10.1177/17461979221136368>

An emerging body of theory, research, and practice literature places empathy, social support and social capital as intersectional and the cornerstone of sustained citizenship and youth action in general, but particularly around issues of social justice. While there is now an acceptance of the importance of young people exercising their voice, participation, and agency as part of their positive and personal development, equally this also requires opportunities and avenues for them to do so. Also argued here is that the ongoing advancement of positive youth development theory to reflect voice and agency needs further elaboration and more in-depth research.

McGinnis, E., & Mitra, D. (2022). **Civic action and student voice**. *Education, Citizenship and Social Justice*, 17(3), 268-281. <https://doi.org/10.1177/17461979221098014>

This study explores the ways that youth make sense of the United Nations Sustainable Development Goals and how context informs the scope and nature of youth-led local civic action. Using an embedded case study approach, this study focuses on the Cultivating Pathways to Sustainability project, which engages scores of young people in the state of Vermont, U.S.A. Data for this study was drawn from observations and interviews of middle and high school students and teachers from 18 participating schools. The study's findings show the value of intermediaries as catalysts for civic action, demonstrate ways of linking global policy with local civic action, and show how a youth-adult partnership model can deepen the meaning and implementation of civic action.

Milliken, M., & Smith, A. (2022). **The post conflict generation in Northern Ireland: Citizenship education, political literacy and the question of sovereignty**. *Education, Citizenship and Social Justice*, 17(3), 235-254. <https://doi.org/10.1177/17461979221114551>

Twenty years ago, Northern Ireland's previously prominent presence in the headlines of the yellow press dwindled to virtual non-existence. As the region's three-decade long conflict went into abeyance and the daily death tally dropped, the vagaries of the region's little-understood, political tensions were assigned to little-read columns hidden deep inside broadsheets. Brexit has, however, re-exposed the deep scars and political acrimony that still blight Northern Ireland. Northern Irish schools have seen the introduction of series of educational initiatives aimed at ameliorating enduring inter-community hostility, including the creation of a model of citizenship education designed to enhance pupils' political understanding and literacy. Drawing on recent survey data on the attitudes and perspectives of 16-year-olds, this paper explores how citizenship is being delivered in schools in Northern Ireland and exposes young people's level of engagement with current political issues, including the possibility of a united Ireland. Although results are largely in line with expectations, there are some indications that this generation may not be simply marching in step with the same drumbeat that has been followed by generations of their forebearers.