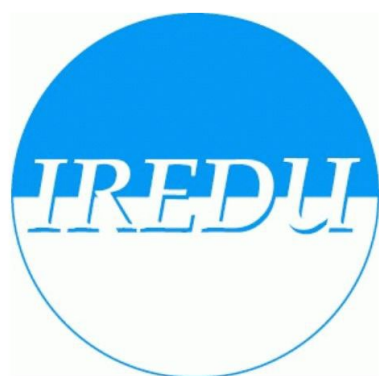


Veille de l'IREDU



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Acquisition de compétences

Ashwin, P., Blackie, M., Pitterson, N., & Smit, R. (2023). **Undergraduate students' knowledge outcomes and how these relate to their educational experiences: a longitudinal study of chemistry in two countries.** *Higher Education*, 86(5), 1065-1080. <https://doi.org/10.1007/s10734-022-00962-1>

Are the ways of engaging with the world that students develop through higher education particular to bodies of knowledge they study? In this article, we examine how students' accounts of the discipline of chemistry in England and South Africa changed over the three years of their undergraduate degrees. Based on a longitudinal phenomenographic analysis of 105 interviews with 33 chemistry students over the course of their undergraduate degrees in four institutions, we constituted five qualitatively different ways of describing chemistry. These ranged from chemistry as something that happens when things are mixed in a laboratory to a more inclusive account that described chemistry as being able to explain molecular interactions in unfamiliar environments. Most students expressed more inclusive accounts of chemistry by the end of their degrees and the level of change appeared to be related to their educational experiences. In contrast to approaches that emphasise the generic student outcomes from higher education, these findings highlight the importance of recognising the distinctive outcomes that students gain from their engagement with particular bodies of disciplinary knowledge. It further highlights the importance of students understanding their degrees as an educational experience that requires them to commit to engaging with these bodies of knowledge.

Baba-Moussa, A. R., Hounkpodoté, H., Diallo, L. L., & Kaba, G.-R. (2023). **Une analyse des résultats en mathématiques des pays francophones d'Afrique subsaharienne dans l'évaluation Pasec 2019.** *Revue internationale d'éducation de Sèvres*, (93), 111-119. <https://doi.org/10.4000/ries.14260>

Cet article se base sur les données de l'évaluation Pasec 2019 et apporte de nouveaux éléments d'information sur l'enseignement et l'apprentissage des mathématiques dans les pays francophones d'Afrique subsaharienne. Il met en évidence non seulement les faibles niveaux des acquis des élèves du primaire, mais également la fragilité des connaissances de contenus et didactiques des enseignants. Quelques facteurs explicatifs de ces constats, comme les différences entre écoles, zones urbaines/rurales, secteurs public/privé, sont explorés. Enfin, l'article montre comment la Conférence des ministres de l'éducation des États et gouvernements de la Francophonie (Confemen) accompagne les pays dans l'amélioration de l'enseignement et l'apprentissage des mathématiques.

Baghioni, L., Delanoë, A., Hocquelet, M., Mahlaoui, S., Mazari, Z., Moncel, N., ... Sulzer, E. (Éd.). (2023). **Répondre aux besoins en compétences à l'heure de la transition écologique : représentations et réalités.** Consulté à l'adresse <https://www.cereq.fr/besoins-competences-transition-ecologique>

Barbosa, A., & Vale, I. (2023). **Vers un apprentissage des mathématiques plus autonome et flexible au Portugal** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 133-142. <https://doi.org/10.4000/ries.14284>

Cet article aborde différents aspects de l'enseignement et de l'apprentissage des mathématiques au Portugal, en se concentrant sur les vingt dernières années de réformes éducatives. Afin d'éclairer la nature et le fondement des réformes curriculaires

survenues dans le pays, notamment celles qui ont concerné l'enseignement des mathématiques, ainsi que leurs effets sur les résultats des élèves, il montre comment les changements survenus aux niveaux politique et social ont eu un impact non seulement sur le curriculum, sur la dynamique au sein des établissements, mais également sur les pratiques des enseignants. Une réforme curriculaire est actuellement en cours dans l'enseignement de base et l'enseignement secondaire, dans l'objectif d'améliorer l'enseignement des mathématiques dans le pays.

Bernard, F. (2023, novembre 7). **La lecture, un loisir qui fait du bien aux enfants**. Consulté 8 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/la-lecture-un-loisir-qui-fait-du-bien-aux-enfants-214405>

Les bienfaits de la lecture sur le développement des enfants ont été établis ces dernières décennies. Une nouvelle étude nous aide à mieux en comprendre les effets cognitifs.

Broitman, C., & Novembre, A. (2023). **Mathématiques scolaires, recherche didactique et formation des enseignants en Argentine : acquis et tensions** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 99-109. <https://doi.org/10.4000/ries.14240>

Cet article présente quelques caractéristiques de la situation de l'enseignement des mathématiques en Argentine au niveau primaire (de 6 à 11 ou 12 ans) et au niveau secondaire (de 12 ou 13 ans à 17 ans). Après un aperçu du système éducatif et des programmes actuels, il expose la tradition de didactique des mathématiques dans ce pays, ainsi que les modalités de formation initiale des enseignants du primaire et du secondaire, avant d'analyser, pour finir, les résultats des évaluations internationales et nationales.

Chesné, J.-F., & Yebbou, J. (2023). **L'enseignement des mathématiques : des enjeux aux apprentissages des élèves**. *Revue internationale d'éducation de Sèvres*, (93), 57-67. <https://doi.org/10.4000/ries.14158>

L'enseignement des mathématiques figure parmi les préoccupations importantes de tous les systèmes éducatifs. À travers dix études de cas, réparties sur quatre continents et réunies dans une perspective comparatiste, ce numéro se propose de cerner quelles mathématiques sont enseignées dans le monde, et dans quels buts. Les articles présentent et analysent les enjeux, les contenus, la mise en œuvre, le rôle des enseignants et l'évaluation de l'enseignement des mathématiques dans une approche historique, mettant en avant la nécessité de mobiliser tous les acteurs et toutes les ressources pour faire face à la complexité des défis éducatifs actuels.

Colognesi, S., Coppe, T., & Lucchini, S. (2023). **Improving the oral language skills of elementary school students through video-recorded performances**. *Teaching and Teacher Education*, 128, 104141. <https://doi.org/10.1016/j.tate.2023.104141>

This study is situated in the context of teaching first language (L1) oral communication in elementary school in Fr-Belgium. According to the literature, the quality of oral performances can be improved through revision. Using video recording could offer this possibility. However, research on this topic addresses neither elementary students, nor L1 instruction. We compared two conditions in which students either did live performances or created video performances with twelve school classes following a 3-week instructional program. Oral communication skills improved under both conditions. However, students in the video condition showed greater improvement in verbal and non-verbal communication for televisual genres.

Damon-Tao, L., Virat, M., Hagège, H., & Shankland, R. (2023). **Effets du développement des compétences émotionnelles des enseignants sur la relation enseignant-élève : une revue systématique de la littérature anglophone.** *Phronesis*, 12(2-3), 97-113. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-97.htm>

Une relation enseignant-élève (REE) de proximité favorise l'engagement des élèves et le ressenti d'émotions positives chez les professeurs. La présente revue systématique interroge ce que rapporte la littérature anglophone quant à l'effet de formations dédiées au développement des compétences émotionnelles (CE) des enseignants sur ces compétences et sur la qualité de la REE. Les 17 études recensées mettent en évidence la capacité de formations courtes à développer de façon durable les CE des enseignants. Le faible nombre d'articles ayant également mesuré la qualité de la REE ne permet pas de conclure quant aux effets de ces formations sur cette variable.

Elalouf, M.-L., & Péret, C. (2023). **Littératie (littéracie, littéracie) – alphabétisation – illettrisme.** *Dictionnaire des termes utilisés en formation*. Consulté à l'adresse <https://hal.science/hal-04252847>

This article seeks to define the meaning given in the humanities to the term literacy in order to describe the specificities of the world of writing and the appropriation of its functions, by distinguishing the notion from a more restricted one. The history of the term in different French-speaking countries as well as that of terms that can be associated with it, semantically close or opposed, reveals a French sensitivity to the linguistic and orthographic norm. The article focuses on the diffusion of the term in international institutions and its particular use in education in France, but also in research and training.

ELbashir, B. (2023). **Writing Skills Problems: Causes and Solutions.** *British Journal of Education*, 11(12). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/writing-skills-problems-causes-and-solutions/>

The purpose of this research was to discover the problems of writing skills that General Foundation Programme (GFP) students have and to come up with effective solutions. In Feb 2023, the study was carried out at A'Sharqiyah University, Oman. A descriptive study approach (content analysis) was adopted by the researcher. 36 GFP students were chosen at random and instructed to compose a paragraph of 100–120 words on a certain topic. Six GFP instructors had marked the essays of the students twice; to identify errors made by students. The study found that students struggle with the selection of words, punctuation marks, spelling, capitalization, verb tenses and the structure of sentences, when writing. Following those conclusions, various recommendations were made. For example, students should read a lot because it improves their vocabulary, grammatical skills, and general understanding. Additionally, the writing instructor should place more emphasis on the good aspects of students' work rather than their shortcomings.

Escorcía, D. (2023). **Métacognition, autorégulation et production d'écrits.** Consulté à l'adresse <https://www.istegroup.com/fr/produit/metacognition-autoregulation-et-production-decrits/>

Les difficultés des étudiants à rédiger des textes conformes aux exigences de l'écriture académique sont une préoccupation récurrente des équipes pédagogiques et des responsables des formations universitaires. Des initiatives diverses se déploient, principalement en licence, pour aider les étudiants à améliorer la qualité de leurs écrits.

Les recherches sur les processus métacognitifs et d'autorégulation de l'apprentissage peuvent servir d'appui à la conception de ces dispositifs de soutien à l'écriture, notamment en permettant une meilleure compréhension des difficultés des étudiants. Cet ouvrage fait le point sur les concepts de métacognition et d'autorégulation en lien avec les processus d'écriture. Il analyse les composantes métacognitives en jeu dans la production de textes, leurs liens avec la réussite en écriture et leurs déterminants individuels et contextuels. Il complète cette analyse en mobilisant des travaux sur les pratiques d'enseignement et d'évaluation de l'écriture dans le supérieur. L'ensemble de ces éléments est articulé autour d'une modélisation multifactorielle de l'apprentissage-enseignement de l'écriture académique.

Geng, G., Zhu, Y., & Disney, L. P. (2023). **Reconceptualise a dynamic framework of the learning constructs in higher education.** *Higher Education Quarterly*, 77(4), 655-675. <https://doi.org/10.1111/hequ.12427>

This paper reconceptualised the interrelated learning constructs in higher education based on the Dynamic Systems Theory (DST). The university students' learning experience before, during and post the Emergency Online Learning (EOL) was investigated to explore the dynamic changes among the learning constructs in higher education. A case study of a Chinese university was conducted, and one hundred and ninety-three university students participated in the questionnaire. The data collected from this empirical research identify different hierarchical constructs of the conceptualised learning environment and reconceptualise the period of system reformation influenced by the EOL. The key findings include the identifications of the attractors and repellers framed by the DST and the impact on the changes in the learning constructs. The results of this paper contribute to further understanding of the university constructs' changes to better plan and support students' active learning in higher education.

Ghirardi, G., Baier, T., Kleinert, C., & Triventi, M. (2023). **Is early formal childcare an equalizer? How attending childcare and education centres affects children's cognitive and socio-emotional skills in Germany.** *European Sociological Review*, 39(5), 692-707. <https://doi.org/10.1093/esr/jcac048>

This study examines the role of formal childcare under the age of three in tackling the early social inequality in children's cognitive and socio-emotional competencies in Germany, by drawing on the new-born sample of the National Educational Panel Study. To this end, we study first whether the access to formal early childhood education and care (ECEC) differs by parents' socio-economic status (SES), by means of logistic regressions. Second, we analyse the main effect of attending ECEC institutions. Third, we ask whether the effect of attending ECEC on children's competencies differs by SES. We perform OLS regression with inverse probability weighting to address confounding bias possibly arising from selection into care arrangements. Moreover, we developed a counterfactual analysis to compare the observed SES gradient in children's competencies with two alternative extreme scenarios, one characterized by the absence of ECEC, and the other by universalistic access to ECEC. Our findings show that ECEC attendance is socially stratified and suggest an equalizing impact of ECEC institutions. We conclude that ECEC can play a compensatory function on social stratification, by making the expansion of formal early childcare expenditures a fruitful investment for more equal opportunities.

González San Martín, I., Aravena Vásquez, M. J., & Pérez Wilson, C. (2023). **Le regard de chercheurs sur l'enseignement actuel et futur des mathématiques au Chili.** *Revue internationale d'éducation de Sèvres*, (93), 91-97. <https://doi.org/10.4000/ries.14215>

Cet article présente le contexte et les fondements conceptuels de l'enseignement des mathématiques au Chili, ainsi que des expériences menées dans le système éducatif. Ces aspects permettent d'étayer une réflexion qui porte sur l'état actuel et futur de l'enseignement des mathématiques ainsi que sur la perception de cette discipline dans la société chilienne. À la lumière des changements observés dans le système scolaire au cours des dernières décennies, ces observations visent à susciter une réflexion sur la réalité des cours de mathématiques en classe.

Hadley, E. B., Liu, S., Kim, E., & McKenna, M. (2023). **State-Funded Pre-K and Children's Language and Literacy Development: The Case of COVID-19.** *Educational Researcher*, 52(7), 434-443. <https://doi.org/10.3102/0013189X231179111>

Research on how COVID-19 school closures impacted the learning of young children is still sparse, and the broader implications of these findings have yet to be fully explored. In this study, we examine the impacts of COVID-19 school closures on language and literacy development in a state-funded pre-K program in a Florida school district. Using COVID closures as a natural experiment, we additionally explore the implications of these findings for the literature on the efficacy and dosage of state-funded pre-K programs. We used propensity score matching to compare children from the COVID cohort (n = 1,211) to children from a pre-COVID cohort (n = 1,167). Results revealed no significant difference on the Florida Kindergarten Readiness Screener (FLKRS) assessment between the two cohorts at kindergarten entry. The COVID cohort had significantly higher scores on each of the individual subdomains of the FLKRS than the pre-COVID cohort, with especially large positive effect sizes for constrained literacy skills. Results indicate that COVID-19 closures did not have significant negative impacts on pre-K children's language and literacy skills at kindergarten entry. Findings further suggest that state-funded pre-K programs with comparatively less funding and lower quality ratings may not provide adequate support for children's language and literacy outcomes.

Hamouda, L. B. (2023, novembre 14). **Et si le talent n'était qu'un mythe ?** Consulté 14 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/14/et-si-le-talent-netait-quun-mythe/>

Samah Karaki est neuroscientifique. Son dernier livre, « le talent est une fiction » qu'elle a présenté lors d'une conférence à l'Université d'Automne de la FSU-SNUipp, vient bouleverser le mythe du mérite, du « quand on veut, on peut ». La chercheuse vient valider les approches sociologiques, fait assez rare pour une neuroscientifique. Si elle...

Keuschnigg, M., van de Rijt, A., & Bol, T. (2023). **The plateauing of cognitive ability among top earners.** *European Sociological Review*, 39(5), 820-833. <https://doi.org/10.1093/esr/jcac076>

Are the best-paying jobs with the highest prestige done by individuals of great intelligence? Past studies find job success to increase with cognitive ability, but do not examine how, conversely, ability varies with job success. Stratification theories suggest that social background and cumulative advantage dominate cognitive ability as determinants of high occupational success. This leads us to hypothesize that among the relatively successful, average ability is concave in income and prestige. We draw on Swedish register data containing measures of cognitive ability and labour-market

success for 59,000 men who took a compulsory military conscription test. Strikingly, we find that the relationship between ability and wage is strong overall, yet above €60,000 per year ability plateaus at a modest level of +1 standard deviation. The top 1 per cent even score slightly worse on cognitive ability than those in the income strata right below them. We observe a similar but less pronounced plateauing of ability at high occupational prestige.

Kim, S. (2023). **Vocational education and numeracy acquisition of young adults: A comparison of education systems in German and English speaking countries.** *European Journal of Education*, 58(4), 699-718. <https://doi.org/10.1111/ejed.12578>

This study explores a pathway from social origin at adolescence to numeracy acquisition in young adulthood. A variation associated with vocational track attendance and numeracy acquisition between two different traditions of education systems is identified; namely, between education systems of German (Austria and Germany) and English (UK and US) speaking countries. Key results demonstrate that tracking at the level of upper and post-secondary schooling is closely related to skills gaps that affect labour market outcomes. This implies that vocational programme graduates achieve comparatively weaker in numeracy tests in German-speaking countries. In contrast, this effect of disadvantage in numeracy skills is not observed among young adults attending vocational tracks in English speaking countries. Also, the results suggest that a more stratified system might reinforce social inequality by increasing a skill gap in the use of numeracy in daily life. Drawing on empirical findings, the discussion underscores that policy interventions are necessary for mitigating the reproduction of skills inequality among young adults.

Liu, Y., Morard, S., Adinda, D., Sanchez, E., & Trestini, M. (2023). **A Systematic Review: Criteria and Dimensions of Learning Experience.** *22nd European Conference on E-Learning*. Présenté à Pretoria, Afrique du Sud, South Africa. Consulté à l'adresse <https://hal.science/hal-04264325>

There has been an increased interest in evaluating students' learning experiences in various academic domain. Some authors consider it an important aspect of education to assess the effectiveness of instructional methods, while others aim to enhance the quality of teaching and learning. Various perspectives can be highlighted, as many articles refer to the learning experience and its evaluation differently. However, few studies provide an explicit dimension to characterize it. Therefore, this study investigates how the learning experience is described in scientific literature, and what criteria are used to characterise learners' learning experiences. This work aims to answer the following questions: Are there any theories used to examine the learning experience? What are the principal dimensions of a learning experience? How did the studies evaluate the learning experience? This literature review aims to provide an overview of research related to the learning experience and its evaluation. The study includes journal articles published in ScienceDirect, Springer, Wiley, IEEE Xplore Digital Library, and Google Scholar from January 2012 to November 2022. The PRISMA method was used to conduct a systematic review for this work. After identifying, screening, and synthesising relevant literature (Moher et al., 2009), 68 articles were selected, of which 20 will be addressed in this research stage. The selected studies employ various methods to evaluate the learning experience, including questionnaires, surveys, and scales, and they are conducted in various educational contexts, such as medical education, biology, language teaching, etc. The review

analysis shows three principal dimensions of learning experience: the learner's perception of the learning environment, their attitudes and behavior in learning, and the learning activities. The study's findings also highlighted that "learning experience" is used as a broad concept to describe specific teaching and learning scenarios or activities. Furthermore, few references from educational sciences have been identified to characterise it. This article delineates the dimensions characterising the learning experience, which helps develop and design new teaching and learning solutions.

Luc, M.-A., Kamar-Eddine, O., Hache, C., & Hache, G. (2023, octobre 4). **Co-construction d'une ingénierie pédagogique s'inscrivant dans une approche par compétences par un collectif pluriprofessionnel**. Présenté à Colloque international en hommage à Jacques Ginestié. Recherche en éducation. Consulté à l'adresse <https://amu.hal.science/hal-04241747>

Depuis ces deux dernières décennies, les pays occidentaux dont la France, sont nombreux à avoir adopté des réformes proposant une approche par compétences (APC) au sein des curricula (Anderson-Levitt, Bonnéry, & Fichtner, 2017) pour une meilleure contribution de la formation universitaire à la professionnalisation des publics qu'elle accueille (Chauvigné & Coulet, 2010). Coulet (2016) a réalisé une revue de littérature pour présenter la diversité des définitions de la compétence ainsi que leurs limites. Nous retiendrons celle de Le Boterf (2002, p. 1), adaptée au champ de la formation professionnelle : « la compétence d'un professionnel se reconnaît à sa capacité à gérer efficacement un ensemble de situations professionnelles. Pour cela, il devra combiner et mobiliser plusieurs compétences ou ressources ». L'APC s'inscrit « dans une procédure de définition des compétences visées par les diplômes professionnels, [pour une] meilleure adéquation aux exigences des marchés du travail » (Monchatre, 2008, p. 39). Les référentiels de compétence constituent le socle de l'APC. Cependant, l'absence de directives pédagogiques dans ces référentiels (Demeuse et al., 2015), implique un travail d'ingénierie pédagogique basé sur les compétences professionnelles du référentiel, considérées comme « opportun[s] dans les situations que la profession fait rencontrer » (Rey, 2009, p. 110). Notre étude ne s'intéressera pas à l'enseignement universitaire en général mais se focalisera sur la formation initiale en pharmacie. La Fédération Internationale en Pharmacie propose un référentiel composé de 4 blocs de compétences, regroupant 23 compétences déclinées en 124 comportements à maîtriser. Parmi ces comportements, 28 s'établissent en collaboration avec le patient, il est donc nécessaire d'envisager des dispositifs pédagogiques permettant de former les étudiants en pharmacie à cette collaboration. (FIP, FIP Global Competency Framework., 2020). En collaborant avec le patient, le pharmacien s'engage à respecter les bonnes pratiques de pharmacie clinique, le recueil, l'organisation et l'analyse des données préalables à la mise en place du plan d'action. (Société Française de Pharmacie Clinique., 2022) L'objectif de ce travail a été d'évaluer la congruence des résultats d'apprentissages par rapport aux objectifs pédagogiques co-construits par une équipe enseignante pluriprofessionnelle. Pour coconstruire l'ingénierie pédagogique d'un enseignement dispensé aux étudiants de 3e année, l'équipe enseignante était composée de : deux patientes partenaires, un praticien enseignant-chercheur en pharmacie, un enseignant-chercheur en sciences de l'éducation, un pharmacien d'officine et un étudiant. Le matériel utilisé pour cette communication est composé de l'enregistrement du focus group pré-enseignement pour coconstruire l'ingénierie, du focus group post-enseignement pour faire le bilan critique de la séance, l'évolution sur

quatre étapes du script de la vidéo support pour l'atelier et l'ingénierie pédagogique finale. Les résultats de notre étude montrent un positionnement différent en fonction des postures de chaque participant lors de la co-construction. Les patients, formateurs et professionnels n'identifient pas prioritairement les mêmes enjeux d'apprentissage pour cette séance, se positionnant différemment sur les connaissances, les attitudes ou les capacités. Les échanges interprofessionnels arriveront à un consensus autour de la formulation d'une compétence, incluant à priori les préoccupations de chacun. L'analyse du focus group post-enseignement illustre la congruence entre objectifs pédagogiques co-construits et résultats d'apprentissages.

Mainaev, F., & Viediarnikova, T. (2023). **Le développement des compétences civiques et sociales des élèves ukrainiens en temps de guerre** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 21-28. <https://doi.org/10.4000/ries.14023>

Dans le contexte de la guerre totale menée par la Fédération de Russie contre l'Ukraine, le développement des compétences civiques et sociales des élèves revêt une importance particulière. Cet article analyse les répercussions de la guerre sur le processus de développement des compétences civiques et sociales des élèves dans les écoles ukrainiennes et examine le potentiel didactique, développemental et éducatif de la série animée Travel Book Ukraine. Le système éducatif ukrainien développe ac...

Métral, J.-F. (2023). **Avec Mayen : Une didactique des conditions sociales pour le développement des compétences**. Consulté à l'adresse <https://institut-agro-dijon.hal.science/hal-04265580>

De la didactique professionnelle, la plupart d'entre nous savent qu'elle est née dans les années 90, à partir des développements de Pierre Pastré finalisés par la formation professionnelle des adultes, au croisement de la psychologie du développement, des sciences du travail (en particulier de l'ergonomie) et des didactiques des disciplines (Pastré et al., 2006). Nous connaissons les principaux contributeurs, les « pionniers » comme ils ont été désignés lors du 6ème colloque international de Didactique Professionnelle à Lausanne en 2022 : Pastré, Vergnaud, Mayen, Olry, mais aussi Rogalski, Samurçay, Rabardel, Raisky, Caens-Martin... Nous en retenons une théorie cognitive fondée sur le schème (Vergnaud, 1996, 1996), la structure conceptuelle de la situation et les concepts pragmatiques (Pastré, 1999), le couple situation-activité (Mayen, 2004b) et l'expérience (Mayen, 2006; Mayen & Mayeux, 2003). Mais, aussi surprenant que cela paraisse, les présentations qui en sont faites et les critiques qui lui sont adressées donnent parfois l'impression que, pour beaucoup, la didactique professionnelle se résume à cette perspective qualifiée de cognitive (Mayen, 2020a). Dans cette introduction, je souhaite en particulier donner à voir comment les travaux de Patrick Mayen me permettent d'affirmer que la didactique professionnelle, loin de n'être qu'une théorie cognitive, est une théorie sociale du développement. Pour cela, je vais tout d'abord revenir sur la place qu'il donne aux autres et à la culture dans le développement des compétences. D'une part, à travers son intérêt pour les situations de travail avec et pour les autres, il introduit l'importance du langage dans l'élaboration des compétences professionnelles. D'autre part, en élargissant les conditions de ce développement à l'appropriation de tous les artefacts produits dans la culture humaine, il s'oriente in fine vers l'élaboration d'une théorie analytique des situations dans une perspective de développement des compétences. Ensuite, par ses développements sur la constitution de l'expérience dans la rencontre avec les situations, il oriente la didactique professionnelle vers une prise en

compte de la dimension temporelle des parcours de formation et des processus du développement professionnel.

Moreno, D. (2023). **Compétences non académiques des élèves et jugement professoral : quels effets sur l'orientation des élèves en fin de troisième ?** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://shs.hal.science/tel-04193573>
Ce travail prend appui sur tout un corpus de travaux portant sur les compétences non académiques (Duru-Bellat, 2015; Fanchini, 2016; Giret, 2015; Giret & Morlaix, 2016; Morlaix, 2015) et sur le jugement professoral (Dechamboux, 2013; Dépret & Filisetti, 2001; Glevarec, 2019; Lafortune & Allal, 2008; Merle, 1996; Mottier Lopez & Allal, 2010) d'une part, puis sur l'orientation des élèves d'autre part (Duru-Bellat & Mingat, 1988; Duru-Bellat & Perretier, 2007; André, 2012). Trois grands axes de CNA, relevés dans la littérature scientifique, apparaissent incontournables. Il s'agit des compétences : I) Relationnelles (Camus, 2011, 2012; Persais, 2004) ; II) Émotionnelles (Gendron, 2006, 2007, 2010; Gibb, 2014) ; III) Vocationnelles (Bréhaut & Demeuse, 2016; Canzittu & Demeuse, 2017; Demeuse et al., 2010). Le but de ce travail est de décrire les effets des compétences non académiques (CNA) sur l'orientation. Ces CNA, développées par les collégiens en classe de troisième, sont abordées du point de vue du jugement professoral (évaluation) et, dans le même temps, au regard de la perception que se fait l'élève de son identité scolaire (autoévaluation). Fondé sur un échantillon de 1286 élèves, 55 professeurs principaux, répartis dans deux académies, nous avons mis à jour (1) l'impact des caractéristiques de l'élève, tant objectives que subjectives sur le jugement professoral. (2) l'impact des caractéristiques de l'élève sur ses CNA. De là (3) les effets du jugement professoral sur les CNA. Enfin, (4) les effets des CNA de l'élève sur la proposition d'orientation (PP) et sur le choix d'orientation (élève).

Özkanbaş, M., & Taştan Kırık, Ö. (2023). **Middle school students' reflections on process oriented guided inquiry learning (POGIL®)**1. *The Journal of Educational Research*, 116(5), 280-292. <https://doi.org/10.1080/00220671.2023.2265878>

This study aims to better understand Process-Oriented Guided Inquiry Learning (POGIL) in middle school science teaching by revealing the perceptions of sixth-grade students in a public school in Turkey about POGIL. In the research conducted as a case study, the data were collected through interviews with 12 students who were taught the Particle Nature of Matter Unit using POGIL in the science course. The results indicated that the students generally made positive evaluations of POGIL. They emphasized doing experiments, teamwork/cooperation, making inferences, activity worksheets, discussions and teacher guidance as the features of POGIL they thought enhanced their learning. They also identified aspects that they found challenging. The challenges were largely connected to the cooperative learning component of POGIL. Some students believed that lecturing should also be part of the lesson. Yet, they realized the POGIL teacher's role as the facilitator. Overall, students appreciated participating in this collaborative inquiry learning environment.

Passavant, V., & Passavant, É. (2021). **Jouer au jeu sans jouer le jeu. Apports et limites du jeu dans l'apprentissage des étudiantes infirmières.** *Recherche & formation*, 98(3), 7-19. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-7.htm>

Les étudiantes en soins infirmiers de troisième année ont des difficultés à assimiler le rôle propre infirmier dans la prise en charge des effets secondaires des chimiothérapies

anticancéreuses. Plutôt que le cours magistral habituel, nous avons expérimenté un jeu, afin de favoriser l'over learning, la mobilisation et le transfert de connaissances. Les étudiantes ont apprécié cet enseignement plus horizontal, proche de ce qui est vécu en stage, mais les résultats à l'évaluation demeurent faibles. Introduire le jeu dans l'apprentissage permet de créer une dynamique positive, mais ne suffit pas à améliorer les méthodes de travail et à transformer le rapport au savoir des étudiantes en difficulté.

Ribeiro, N., Malafaia, C., & Ferreira, T. (2023). **Lowering the voting age to 16: Young people making a case for political education in fostering voting competencies.** *Education, Citizenship and Social Justice*, 18(3), 327-343. <https://doi.org/10.1177/17461979221097072>

The intention of this article is to contribute to the debate about whether the voting age should be lowered to the age of 16, by examining quantitative and qualitative data collected in a local participation project with young people in Portugal: questionnaires (N=961), interviews (N=3), and focus group discussions (N=15). Considering the coexistence of both willingness and reluctance to get engaged in formal politics – as youngsters often feel ill-equipped politically – it is argued that adequate political education needs to be provided by schools to enable young people to be confident and knowledgeable voters. We propose that governments recognise the importance of this area in the school curriculum, in order to enable the young people's acquisition of knowledge and skills that can sustain their growth as competent voters. This is crucial in legitimising democratic representative systems.

Rissanen, I., & Kuusisto, E. (2023). **The role of growth mindset in shaping teachers' intercultural competencies: A study among Finnish teachers.** *British Educational Research Journal*, 49(5), 947-967. <https://doi.org/10.1002/berj.3875>

Cultural heterogenisation of classrooms and existing achievement gaps have led to an acknowledgement of the need to develop teachers' intercultural competencies. A growth mindset (a belief that intelligence, personality and other such qualities can be cultivated) predicts positive intergroup attitudes and reduces stereotyping, but has not been researched as an aspect of teachers' intercultural competence. This study analyses the role of growth mindset in shaping three aspects relevant to teachers' intercultural competencies: process versus trait orientation to students, diversity beliefs and orientation to social justice and equity. Fifteen Finnish comprehensive schoolteachers were interviewed. Significant differences were found between teachers with fixed and growth mindsets. Teachers with a growth mindset were more likely to hold polyculturalist beliefs about the interconnectedness and changeability of cultures, and to recognise and combat issues of social injustice and inequity. Teachers with a fixed mindset made trait-focused interpretations of their students and did not easily recognise problems of social justice in school or in society. These results encourage us to suggest that a growth mindset is a construct with a lot of potential to introduce novel approaches to multi/intercultural and social justice teacher education, but more research is needed. The implications of the findings for teacher education and further research are discussed.

Sebastien, L., & Avalos, M. (2023, octobre 11). **Developing Autonomy through an Entrepreneurial Project.** Présenté à ENLIGHT Teaching and Learning Conference 2023: Empowering students for tomorrow. <https://doi.org/10/document>

The development of an entrepreneurial project provides students with a unique opportunity to apply skills, fostering autonomy. We (student and accompanying teacher) present an entrepreneurial project focused on managing low back pain to prevent

chronicity in France, part of the 1st year of the Master of Public Health program. Key aspects in autonomy development are highlighted. The student, an osteopath pursuing continuing education in public health, initiated the project, identifying opportunities, setting objectives, and taking proactive steps. While accompanied, she assumes project responsibility. For this endeavor, she actively seeks knowledge and acquires new skills through various means, including relevant MOOCs (Social and Solidarity Entrepreneurship, Creating Innovative Companies), consultation with a teacher proficient in qualitative research methods, and conducting semi directive interviews. The project's progress necessitates critical thinking, creativity, and independent decision-making.

Şen, M., Sungur, S., & Öztekin, C. (2023). **Exploration of middle school students' scientific epistemological beliefs and their engagement in argumentation.** *The Journal of Educational Research*, 116(5), 293-308. <https://doi.org/10.1080/00220671.2023.2265880>

Epistemological beliefs and argumentation are two important themes in science education, but research on the relationship between them is scarce. We treated epistemological beliefs in our study considering the cognitivist view of personal epistemology and included the justification, source, certainty, and development dimensions. We examined students' engagement in argumentation by considering expository comments, oppositional comments, information seeking, and co-construction of knowledge. Sixth-grade students participated in this study. We measured the students' epistemological beliefs quantitatively before and after the argumentation activity to reveal any changes in their epistemological beliefs. We then used qualitative data to reveal how the students engaged in argumentation during whole-class discussions. Finally, we proposed possible connections between students' epistemological beliefs and their engagement in argumentation. MANOVA results showed no significant change in students' epistemological beliefs. Qualitative analyses revealed that students mainly used expository comments during argumentation. Our findings suggested that the use of expository comments can support the justification dimension of epistemological beliefs, but overuse of exposition can hinder other epistemological beliefs. Oppositional comments can feed the certainty and development dimensions of epistemological beliefs. Information-seeking can promote both the justification and source dimensions of epistemological beliefs. Finally, the use of co-construction of knowledge can improve both the justification and development dimensions of epistemological beliefs. The discussion and implication part addresses students' epistemological beliefs, engagement in argumentation, and the connection between epistemological beliefs and argumentation.

Tucker, L. (2023). **Open-mindedness: A double-edged sword in education.** *Theory and Research in Education*, 21(3), 241-263. <https://doi.org/10.1177/14778785231203100>

This article examines the question of whether and under what conditions teaching open-mindedness to students could have negative effects. While there has been much discussion in the literature about the potential downsides of being open-minded, the question of whether teaching this trait to young, untutored minds could result in more negative effects than positive has received little attention. Yet, given that a primary focus of the literature is providing models for use in educational contexts, exploring the potential risks of encouraging students to emulate such models is imperative. In this regard, the article presents three concerns. The first is that students may lack the full intellectual character to avoid the pitfalls of open-mindedness that have already been

noted in the literature. The second concern is that students who exercise open-mindedness may incur social costs that cannot be compensated for by epistemic goods. The third concern is that educators, particularly at universities, often face certain non-ideal conditions that may make it difficult for them to effectively cultivate open-mindedness in students. I ultimately conclude that, in light of these concerns, we should approach teaching for open-mindedness with great caution. However, we should not avoid it altogether. Preliminary suggestions are offered on how instructors may attune their approach to teaching for open-mindedness to mitigate the identified concerns.

Ward, R. J., Kovshoff, H., & Kreppner, J. (2023). **Using a collaborative working group model to develop an ADHD resource for school staff.** *British Educational Research Journal*, 49(5), 1044-1064. <https://doi.org/10.1002/berj.3886>

Inclusive education for children with attention deficit hyperactivity disorder (ADHD) presents challenges for school staff and professional development is lacking. Training is not always available when needed, strategies suggested by external experts can be impractical and staff lack autonomy in choosing the best way of being resourced. Additionally, the experience and knowledge of the range of school staff is not utilised. A collaborative working group of school staff and a researcher explored an alternative method of ADHD resourcing. Co-construction of knowledge defines how the group discursively identified actionable knowledge from the different perspectives and knowledge brought by individual group members. A systemic framework was used to critically reflect on the collaboration. The framework enabled reflection on four areas to understand how and why the collaboration led to a published web-based school staff ADHD resource. Firstly, starting conditions and assumptions were considered to identify and articulate the rationale for the resource. Secondly, the context and system dynamics enabled consideration of the socio-cultural and political landscape of the project and the impact of COVID-19. Thirdly, the different voices of participants and power dynamics were reflected on. Finally, emergence was a frame in which to elucidate knowledge production and changes in practice. The collaborative working group addressed the research-practice gap and the need for diversity of voices to be heard across the school. Knowledge co-construction positions staff as knowledge bearers and, together with different forms of knowledge, they can be empowered to create new, contextualised evidence-based knowledge.

Xu, B. (2023). **En Chine, la volonté de cultiver des compétences mathématiques pour répondre aux évolutions du pays** (T. Chevaillier, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 69-79. <https://doi.org/10.4000/ries.14200>

Depuis le début du xxe siècle, le ministère chinois de l'éducation a publié plusieurs versions des programmes d'enseignement des mathématiques pour les écoles primaires et secondaires, en réponse au rythme soutenu des changements sociaux, économiques, scientifiques et technologiques qui touchaient la Chine. Les dernières versions de ces programmes insistent sur le développement des compétences mathématiques dans les quatre domaines couverts par la discipline : nombres et algèbre, figures et géométrie, statistiques et probabilités, applications et pratiques intégrées. L'apprentissage des mathématiques à l'école vise à permettre aux élèves de maîtriser les connaissances de base, les compétences et les capacités de réflexion et d'action nécessaires pour s'adapter à la vie actuelle et continuer à se former.

Yuan, M., Dervin, F., Liang, Y., & Layne, H. (2023). **"Just Take Your Time and Talk to Us, Okay?" – International Education Students Facilitating and Promoting Interculturality in Online Initial Interactions.** *British Journal of Educational Studies*, 71(6), 637-661. <https://doi.org/10.1080/00071005.2023.2231526>

Meeting others abroad and/or online is considered important in the broad field of intercultural communication education (amongst others: international education, minority and migrant education, but also teacher education, language education) to test out one's learning about interculturality. For several weeks, a group of university students from China and a group of local and international students studying at a Finnish university met regularly online to talk about global educational issues. Using a specific lens of interculturality, which focuses on the discursive co-construction of identities, we explore their initial interactions, how they deal with the uncertainty and potential awkwardness of their very first encounters, before they start working on their educational tasks. Based on the students' self-disclosure (practices, thoughts, identity construction), and adopting a dialogical discourse analysis, the authors examine their co-construction of interculturality. The results show that the students try to facilitate interculturality while promoting it together more or less successfully. Reasons are discussed. The authors argue that research on the underexplored case of online initial interactions, which represent crucial moments in establishing and negotiating interculturality, could provide important research and pedagogical input for intercultural telecollaboration.

Aspects économiques de l'éducation

Alcaíno, M., Jaimovich, A., Méndez, C., & Vásquez, D. (2022). **Government fragmentation and educational outcomes: evidence on the creation of municipalities in Chile** (IDB Publications (Working Papers) N° 11987). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbriks/11987.htm>

We explore how government fragmentation affects public education provision by examining the case of Chile, which created 11 municipalities between 1994 and 2004. Using territories that sought, but failed to, achieve independence as controls, we find that schools in newly created municipalities, on average, experienced a standard deviation decline of 0.2 in elementary school mathematics performance. In addition, fragmentation led to a high turnover and increased job insecurity of classroom teachers and school management teams in newly created municipalities. In contrast, we found that reducing the size of the original municipalities school networks does not impact student outcomes or school personnel. Overall, our findings point to specific unintended educational effects of policies that seek to enhance horizontal decentralization.

Allende, C., Ortega, L., & Valenzuela, J. P. (2023). **Beyond Socio-economic Segregation Among Schools: Research on Ability-Grouping Within Schools in Chile.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 245-260). https://doi.org/10.1007/978-3-031-36147-0_13

Research on school segregation in Chile has primarily focused on estimating and explaining the strong socio-economic segregation across schools, and its association with unequal achievement levels. In this chapter, we review the international literature on less visible segregation mechanisms that take place within schools to manage student heterogeneity. Then, we synthesise results from relevant studies conducted in Chile, with a focus on the magnitude and effects of within-school ability grouping. Diverse forms of

student heterogeneity management are simultaneously in place in Chilean schools. Initial studies estimated a high incidence of ability grouping practices in the country, although it has significantly decreased between 2007 and 2020. In addition, large, public and secondary schools, as well as those with higher levels of vulnerability and social heterogeneity, are more likely to use ability grouping. In line with the international evidence, in Chile, these practices are associated with negative effects in standardised test scores, self-esteem and self-efficacy, that are stronger for male students, for those whose parents have low educational expectations, and those in lower socio-economic status schools. This research line broadens and complements traditional studies on school segregation as it emphasises different mechanisms for the reproduction of inequalities and implies new challenges for education policy.

Álvarez Marinelli, H., Berlinski, S., Busso, M., & Martínez Correa, J. (2022). **Improving Early Literacy through Teacher Professional Development: Experimental Evidence from Colombia** (IDB Publications (Working Papers) N° 12473). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/12473.htm>

Teachers are the most fundamental input of students' learning. For this reason, developing teaching skills is a policy priority for most governments around the world. We experimentally evaluate the effectiveness of « Let's All Learn to Read, » a one-year professional development program that trained and coached teachers throughout the school year and provided them and their students with structured materials. Following a year of instruction by the trained teachers, students' literacy scores in treated schools grew by 0.386 of a standard deviation compared to students in the control group. These gains persisted through the second and third grades. We also show that an early intervention in 1st grade is more cost-effective at improving literacy skills than implementing remediation strategies in third grade.

Amornsiripanitch, N., Gompers, P., Hu, G., Levinson, W., & Mukharlyamov, V. (2023). **No Revenge for Nerds? Evaluating the Careers of Ivy League Athletes** (NBER Working Paper N° 31753). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31753.htm>

This paper compares the careers of Ivy League athletes to those of their non-athlete classmates. Combining team-level information on all Ivy League athletes from 1970 to 2021 with resume data for all Ivy League graduates, we examine both post-graduate education and career choices as well as career outcomes. In terms of industry choice, athletes are far more likely to go into business and Finance related jobs than their non-athlete classmates. In terms of advanced degrees, Ivy League athletes are more likely to get an MBA and to receive it from an elite program, although they are less likely to pursue an M.D., a Ph.D., or an advanced STEM degree. In terms of career outcomes, we find that Ivy League athletes outperform their non-athlete counterparts in the labor market. Athletes attain higher terminal wages and earn cumulatively more than non-athletes over the course of their careers controlling for school, graduation year, major, and first job. In addition, they attain more senior positions in the organizations they join. We also find that athletes from more socioeconomically diverse sports teams and from teams that have lower academic admissions thresholds have higher career outcomes than non-athletes. Collectively, our results suggest that non-academic human capital developed through athletic participation is valued in the labor market and may support the role that prior athletic achievement plays in admissions at elite colleges.

Anders, J., Jerrim, J., & Macmillan, L. (2023). **Socio-Economic Inequality in Young People's Financial Capabilities**. *British Journal of Educational Studies*, 71(6), 609-635. <https://doi.org/10.1080/00071005.2023.2195478>

Previous research has shown that the UK has low levels of financial literacy by international standards, particularly among those in lower socio-economic groups. This may have an impact upon young people, with social inequalities in financial attitudes, behaviours and skills perpetuating across generations. Using parent-child linked survey data from 3,745 UK families, we find sizeable socio-economic inequalities in young people's financial capabilities, aspects of their mindset, and their financial behaviours. Sizeable differences are also observed in the financial education that socio-economically advantaged and disadvantaged children receive at school, and how they interact with their parents about money. Parental interactions can account for part of the socio-economic gap in money confidence, money management, financial connections, and financial behaviours, but less so in boosting financial abilities. However, we find no evidence of differences in financial education in schools driving differences in young people's financial capabilities.

Anderson, D. M., Broton, K. M., & Monaghan, D. B. (2023). **Seeking STEM: The Causal Impact of Need-Based Grant Aid on Undergraduates' Field of Study**. *The Journal of Higher Education*, 94(7), 921-944. <https://doi.org/10.1080/00221546.2023.2209003>

Increasing the number of science, technology, engineering, and mathematics (STEM) degrees is a national priority and one way to promote the socioeconomic mobility of students from low-income families. Prior research examining why students do not complete STEM majors often points to students' lack of academic preparation, preferences for non-STEM majors, or lack of information about the value of STEM. This paper uses a randomized experiment to investigate an alternative explanation, that some students lack the financial resources to succeed in demanding majors. In a control group of university students from low-income families, 18.6% of students had declared a STEM major by their third year of college. In a treatment group who were offered additional need-based grant aid upon entering college, 26.5% of students declared a STEM major. Among students who had graduated within six years after entering college, 12.2% of control group graduates had earned a STEM degree compared to 20.2% of treatment group students. Need-based grants thus appear to have the potential to increase the share of low-income students studying and earning degrees in STEM.

Atav, T., Rietveld, C. A., & van Kippersluis, H. (2023). **The impact of family background on educational attainment in Dutch birth cohorts 1966-1995** (Tinbergen Institute Discussion Paper N° 23-066/V). Consulté à l'adresse Tinbergen Institute website: <https://econpapers.repec.org/paper/tinwpaper/20230066.htm>

We analyse the evolving impact of family background on educational attainment using administrative data on 2,417,460 individuals from 1,341,403 families born in the Netherlands between 1966 and 1995. Comparisons between parents and their children reveal intergenerational elasticities between 0.15-0.18, translating into a 1.8-2.2 month increase in the educational attainment of the child associated with a one- year increase in the educational attainment of the parent. Correlations between regular siblings explain 33 percent of the variance in educational attainment between individuals, with parental education accounting for approximately 75 percent of this share, suggesting that only around one-fourth of the variance is explained by factors that do not correlate

with parental education. Strikingly, despite pervasive changes in the distribution of educational attainment over time, the share of the variance attributable to factors shared by siblings remains fairly stable at around 0.34 in the birth cohorts analysed. The intergenerational elasticity and intergenerational correlation also appear to be roughly stable across cohorts. Despite a reduction in overall education inequality, we conclude that family background has remained equally important for educational attainment in the analysed generations, although it appears to vary systematically by region of birth.

Avdeev, S., Ketel, N., Oosterbeek, H., & van der Klaauw, B. (2023a). **Spillovers in Fields of Study: Siblings, Cousins, and Neighbors** (IZA Discussion Paper N° 16453). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16453.htm>

We use admission lotteries for higher education studies in the Netherlands to investigate whether someone's field of study influences the study choices of their younger peers. We find that younger siblings and cousins are strongly affected. Also younger neighbors are affected but to a smaller extent. These findings indicate that a substantial part of the correlations in study choices between family members can be attributed to spillover effects and are not due to shared environments. Our findings contrast with those of recent studies based on admission thresholds, which find no sibling spillovers on field of study (major) choices. Because we also find spillovers from lottery participants at the lower end of the ability distribution, the contrasting findings cannot be attributed to the different research designs (leveraging admission lotteries versus admission thresholds). We believe that the different findings are due to the small differences in quality between universities in the Netherlands, making differences in the prestige of fields of study more prominent.

Avdeev, S., Ketel, N., Oosterbeek, H., & van der Klaauw, B. (2023b). **Spillovers in Fields of Study: Siblings, Cousins, and Neighbors** (Tinbergen Institute Discussion Paper N° 23-056/V). Consulté à l'adresse Tinbergen Institute website: <https://econpapers.repec.org/paper/tinwpaper/20230056.htm>

We use admission lotteries for higher education studies in the Netherlands to investigate whether someone's field of study influences the study choices of their younger peers. We find that younger siblings and cousins are strongly affected. Also younger neighbors are affected but to a smaller extent. These findings indicate that a substantial part of the correlations in study choices between family members can be attributed to spillover effects and are not due to shared environments. Our findings contrast with those of recent studies based on admission thresholds, which find no sibling spillovers on field of study (major) choices. Because we also find spillovers from lottery participants at the lower end of the ability distribution, the contrasting findings cannot be attributed to the different research designs (leveraging admission lotteries versus admission thresholds). We believe that the different findings are due to the small differences in quality between universities in the Netherlands, making differences in the prestige of fields of study more prominent.

Azzolini, D., Bazzoli, M., Burlacu, S., & Rettore, E. (2023). **Starting the School Year on the Right Foot. Effects of a Summer Learning Program Targeting Vulnerable Students in Italy** (IZA Discussion Paper N° 16498). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16498.htm>

We conducted a randomized controlled trial to evaluate the impact of a summer learning program for vulnerable students across ten cities in Italy (N=1,038). The program had two components: educational workshops in small groups (88 hours) and personalized tutoring (12 hours). Results indicate significant improvements in reading comprehension and marginally in grammar. Improvements in arithmetic and geometry are smaller albeit significant when aggregated into a single mathematics score. Effects were most pronounced among primary school students and among students with special needs or from vulnerable environments. The program compensated for summer learning loss, as treatment group students returned to school in September with higher learning levels than before the summer, while the control group experienced learning setbacks, predominantly in mathematics. While the study clearly shows that students start the new year with a higher level of competencies, it does not definitively establish the lasting impact of these effects. An explorative analysis of noncognitive skills provides conflicting insights: an increase in students' interest in acquiring new competencies suggests potential enduring effects, but the emergence of dissatisfaction with traditional school activities and heightened school-related stress raises concerns about reduced engagement with conventional schooling.

Barrow, L., Komisarow, S., & Sartain, L. (2023). **Are Friends of Schools the Enemies of Equity? The Interplay of Public School Funding Policies and Private External Fundraising** (Working Paper Series N° WP 2023-31). Consulté à l'adresse Federal Reserve Bank of Chicago website: <https://econpapers.repec.org/paper/fipfedhwp/96671.htm>

School districts across the U.S. have adopted funding policies designed to distribute resources more equitably across schools. However, schools are also increasing external fundraising efforts to supplement district budget allocations. We document the interaction between funding policies and fundraising efforts in Chicago Public Schools (CPS). We find that adoption of a weighted-student funding policy successfully reallocated more dollars to schools with high shares of students eligible for free/reduced-price (FRL) lunch, creating a policy-induced per-pupil expenditure gap. Further, almost all schools raised external funds over the study period with most dollars raised concentrated in schools serving relatively affluent populations. We estimate that external fundraising offset the policy-induced per-pupil expenditure gap between schools enrolling the lowest and highest shares of FRL-eligible students by 26-39 percent. Other districts have attempted to reallocate fundraised dollars to all schools; such a policy in CPS would have little impact on most schools' budgets.

Bertermann, A., Kamhöfer, D. A., & Schildberg-Hörisch, H. (2023). **More Education Does Make You Happier – Unless You Are Unemployed** (IZA Discussion Paper N° 16454). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16454.htm>

This paper investigates the causal effect of education on life satisfaction, exploring effect heterogeneity along employment status. We use exogenous variation in compulsory schooling requirements and the build-up of new, academically more demanding schools, shifting educational attainment along the entire distribution of schooling. Leveraging plant closures and longitudinal information, we also address the endogeneity of employment status. We find a positive effect of education on life satisfaction for employed individuals, but a negative one for those without a job. We propose an aspiration-augmented utility function as a unifying explanation for the asymmetric effect of education on life satisfaction.

Bleakley, H., & Gupta, B. (2023). **Mind the Gap: Schooling, Informality, and Fiscal Externalities in Nepal.** *The World Bank Economic Review*, 37(4), 659-674. <https://doi.org/10.1093/wber/lhad013>

While increasing years of schooling has been a long-standing development priority, the associated fiscal costs and benefits have been less studied, because of a lack of appropriate data. Recently, an UNESCO-funded project measured subsidies, by levels of schooling, from all levels of government, in eight developing countries including Nepal. The household-level Nepal Living Standards Measurement Survey provides information to estimate the degree of formality, tax payments, and benefit receipts as a function of schooling years. Using a simple Mincer-like model, this study estimates the fiscal externality of an additional year of school. It finds that within primary school, fiscal benefits and costs, on the margin, are quite balanced, with subsidies close to the present value of future taxes minus benefits. At higher levels of schooling, however, marginal fiscal benefits exceed costs by 5 percent of per capita consumption. This contrasts with previous literature on social returns and assumptions underlying multilateral development goals.

Blimpo, M. P., & Pugatch, T. (2023). **Unintended Consequences of Youth Entrepreneurship Programs: Experimental Evidence from Rwanda** (GLO Discussion Paper Series N° 1332). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1332.htm>

The persistently high employment share of the informal sector makes entrepreneurship a necessity for youth in many developing countries. We exploit exogenous variation in the implementation of Rwanda's entrepreneurship education reform in secondary schools to evaluate its effect on student economic outcomes up to three years after graduation. Using a randomized controlled trial, we evaluated a three-year intensive training for entrepreneurship teachers, finding pedagogical changes as intended and increased entrepreneurial activity among students. In this paper, we tracked students following graduation and found that increased entrepreneurship persisted one year later, in 2019. Students from treated schools were six percentage points more likely to be entrepreneurs, an increase of 19 percent over the control mean. However, gains in entrepreneurship faded after three years, in 2021. Employment was six percentage points lower in the treatment group. By some measures, income and profits were lower in the treatment group, with no robust differences in these outcomes overall. Lower incomes and profits were concentrated among marginal students induced into entrepreneurship by the program. Youth entrepreneurship programs may therefore steer some participants away from their comparative advantage. Nonetheless, the program increased university enrollment, suggesting the potential for higher long run returns.

Bolhaar, J., Kuijpers, S., Webbink, D., & Zumbuehl, M. (2023). **Does replacing grants by income-contingent loans harm enrolment? New evidence from a reform in Dutch higher education** (CPB Discussion Paper N° 451). Consulté à l'adresse CPB Netherlands Bureau for Economic Policy Analysis website: <https://econpapers.repec.org/paper/cpbdiscus/451.htm>

This paper evaluates the impact of a reform which replaced universal basic grants by income-contingent loans on enrolment in Dutch higher education using administrative data of ten complete student cohorts. Estimates of differences between cohorts show no negative effect of the policy on enrolment. Moreover, difference-in-differences

estimates exploiting variation in eligibility for supplementary grants show no negative effect on enrolment. These findings suggest that a system of income-contingent loans can facilitate an increase of private contributions without harming access to higher education.

Bollecker, M. (2023, octobre 24). **Les universités françaises dans la tourmente budgétaire**. Consulté 25 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/les-universites-francaises-dans-la-tourmente-budgetaire-216247>

Les évolutions règlementaires de ces 20 dernières années en termes de financement ont plongé les établissements d'enseignement supérieur et de recherche dans la difficulté.

Bonal, X., & Bellei, C. (2023). **School Segregation in Times of Globalization: Research and Policy Challenges**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 57-80). https://doi.org/10.1007/978-3-031-36147-0_4

In this chapter we situate school segregation as an increasingly relevant field of study within educational policy. In the introduction we map the origins of the study of segregation and its unbalanced development in the USA, Europe and Latin America, showing how the trends of change in contemporary society have repositioned the importance and interest in school segregation. In the second section we synthesize the social mechanisms that generate school segregation, considering both external and internal factors within the educational field. Next, we describe and discuss the evidence on public policies that have sought to prevent, contain or reduce segregation, distinguishing those implemented in traditional educational contexts from those applied in educational systems oriented by market dynamics. Finally, we reflect on the reasons why school desegregation policies have been given low priority, despite the enormous amount of evidence on their adverse effects. We identify significant political, cultural and institutional limits that hinder desegregation policies, particularly their potential for social and political conflict, which tends to dissuade public authorities from giving them the priority that this policy deserves.

Borbely, D., Gehrsitz, M., McIntyre, S., & Rossi, G. (2023). **Permanent School Closures and Crime: Evidence from Scotland** (IZA Discussion Paper N° 16523). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16523.htm>

In this article we study the effects of permanent school closures on crime. We leverage the closure of over 300 schools in Scotland between the school years 2006/07 and 2018/19, and employ a staggered difference-in-differences design on a matched sample. We find that neighbourhoods affected by school closures experience a reduction in crime of about 9% of a standard deviation, relative to areas where schools remained open. This effect is mainly driven by a reduction in violent and property crimes. We provide evidence on several mechanisms explaining the negative crime effect, such as changes in neighbourhood composition and reductions in school-level segregation.

Calsamiglia, C., & Miralles, A. (2023). **Catchment Areas, Stratification, and Access to Better Schools**. *International Economic Review*, 64(4), 1469-1492. <https://doi.org/10.1111/iere.12641>

School Choice provides students with the opportunity to attend better schools than those in their neighborhood. This is crucial for students from disadvantaged areas where schools may be of lower quality. Our theoretical model and numerical simulations show that the widely used Deferred Acceptance (DA) algorithm has limitations in providing access to better schools (ABS). When schools have varying levels of quality and when there are priorities linked to neighborhood schools, the DA algorithm experiences significant limitations in providing ABS. Top Trading Cycles, when compared to DA, offers greater ABS, particularly for disadvantaged students.

Canaan, S., Fischer, S., Mouganie, P., & Schnorr, G. C. (2023). **Keep Me In, Coach: The short- and long-term effects of targeted academic coaching** (CLEF Working Paper Series N° 60). Consulté à l'adresse Canadian Labour Economics Forum (CLEF), University of Waterloo website: <https://econpapers.repec.org/paper/zbwclefwp/60.htm>

To boost college graduation rates, policymakers often advocate for academic supports such as coaching or mentoring. Proactive and intensive coaching interventions are effective, but are costly and difficult to scale. We evaluate a relatively lower-cost group coaching program targeted at first-year college students placed on academic probation. Participants attend a workshop where coaches aim to normalize failure and improve self-confidence. Coaches also facilitate a process whereby participants reflect on their academic difficulties, devise solutions to address their challenges, and create an action plan. Participants then hold a one-time follow-up meeting with their coach or visit a campus resource. Using a difference-in-discontinuity design, we show that the program raises students' first-year GPA by 14.6% of a standard deviation, and decreases the probability of first-year dropout by 8.5 percentage points. Effects are concentrated among lower-income students who also experience a significant increase in the probability of graduating. Finally, using administrative data we provide the first evidence that coaching/mentoring may have substantial long-run effects as we document significant gains in lower-income students' earnings 7-9 years following entry to the university. Our findings indicate that targeted, group coaching can be an effective way to improve marginal students' academic and early career outcomes.

Chung, B. W., & Zou, J. (2023). **Teacher Licensing, Teacher Supply, and Student Achievement: Nationwide Implementation of edTPA** (Working Paper N° 2023-04). Consulté à l'adresse University of South Florida, Department of Economics website: <https://econpapers.repec.org/paper/usfwpaper/2023-04.htm>

The recent controversial roll-out of the educative Teacher Performance Assessment (edTPA) - a performance-based exam - raises the bar of initial teacher licensure and makes teacher recruitment difficult. We leverage the quasi-experimental setting of different adoption timing by states and analyze multiple data sources containing a national sample of prospective teachers and students of new teachers in the US. With extensive controls of concurrent policies, we find that the edTPA reduced prospective teachers in undergraduate programs, less-selective and minority-concentrated universities. Contrary to the policy intention, we do not find evidence that edTPA increased student test scores.

Comment l'austérité paralyse l'université. (2023, octobre 31). Consulté 6 novembre 2023, à l'adresse Alternatives Économiques website: <https://www.alternatives-economiques.fr/lausterite-paralyse-luniversite/00108494>

[Rentrée sous tension à la fac] Pour dénoncer leur manque de reconnaissance, des enseignants démissionnent de leurs tâches administratives, alors que le projet de loi de finances 2024 risque d'aggraver les difficultés financières de l'université.

Corvalán, J., Córdoba, C., Rojas, K., & Margarit, D. (2023). **Migrant Students in Chilean Schools**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 227-243). https://doi.org/10.1007/978-3-031-36147-0_12

This chapter analyzes the situation of the migrant school population in Chile in recent years due to the massive arrival of population from other Latin American countries. Based on global data, it is established that this population is found in a significant way in a small group of schools, generally of a public type. It is also observed that migrant students are mostly located in schools that in the official Chilean classification are not among the most deprived in the country. Given that up to now the reasons for the concentration of these students in a few schools are unknown, the chapter explores the dynamics of access and permanence in certain establishments of the Haitian population, one of the most recent arrivals in the country.

Crawford, L., & Alam, A. (2022). **Contracting Out Schools at Scale: Evidence from Pakistan** (Working Paper N° 622). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/622.htm>

Can governments contract out school management at scale? In 2016 the Government of Punjab transferred management of over 4,000 failing primary schools to private operators. Schools remained free to students. Private operators received a government subsidy per enrolled student of less than half per-student spending in government schools. This paper evaluates the effects on performance of converted schools. Comparing early converters to later converters, we estimate that enrolment in treated schools increased by over 60 percent, and test scores declined sharply.

Crawford, L., Evans, D., Hares, S., & Sandefur, J. (2023). **Live Tutoring Calls Did Not Improve Learning during the COVID-19 Pandemic in Sierra Leone** (Working Paper N° 591). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/591.htm>

Education systems regularly face unexpected school closures, whether due to disease outbreaks, natural disasters, or other adverse shocks. In low-income countries where internet access is scarce, distance learning—the most common educational solution—is often passive, via TV or radio, with little opportunity for teacher-student interaction. In this paper we evaluate the effectiveness of live tutoring calls from teachers, designed to supplement radio instruction during the 2020 school closures prompted by the COVID-19 pandemic. We do this with a randomised controlled trial with 4,399 primary school students in Sierra Leone. Tutoring calls led to some limited increase in educational activity, but had no effect on mathematics or language test scores, whether for girls or boys, and whether provided by public or private school teachers. Even having received tutoring calls, one in three children reported not listening to educational radio at all, so limited take-up may partly explain our results.

Cristia, J. P., Bastos, P., Beomsoo, K., & Malamud, O. (2022). **Good Schools or Good Students?: Evidence on School Effects from Universal Random Assignment of Students to High Schools** (IDB Publications (Working Papers) N° 12394). Consulté à l'adresse Inter-

American Development Bank website:
<https://econpapers.repec.org/paper/idbbrikps/12394.htm>

How much do schools differ in their effectiveness? Recent studies that seek to answer this question account for student sorting using random assignment generated by central allocation mechanisms or oversubscribed schools. However, the resulting estimates, while causal, may also reflect peer effects due to differences in peer quality of non-randomized students. We exploit universal random assignment of students to high schools in certain areas of South Korea to provide estimates of school effects that may better reflect the effects of school practices. We find significant effects of schools on scores in high-stakes college entrance exams: a 1 standard deviation increase in school quality leads to 0.06-0.08 standard deviations higher average academic achievement in Korean and English languages. Analogous estimates from areas of South Korea that do not use random assignment, and therefore include the effects of student sorting and peer effects, are substantially higher.

Dang, C. N. B., Nguyen, D. T., Le, T. T., Nguyen, V. H., & Nguyen, L. T. (2023). **Factors influencing student citizenship behavior (SCB) and long-term student relationship orientation (LRO) in Vietnamese education sector** [EconStor Conference Paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://econpapers.repec.org/paper/zbwesconf/278069.htm>

Student citizenship behavior (SCB) is regarded as one of the most significant variables influencing student orientation and the development of long-term relationships between students and higher educational institutions (LRO). The literature confirms that the issue of SCB in the higher education sector is a challenge that must be addressed. Hence, this study aims to examine the antecedents and outcome of SCB by applying linear and non-linear relationships based on the partial least squares structural equation modeling approach (PLS-SEM) and the artificial neural network model (ANN) through building constructs on the stimulus-organization-response framework (SOR). In addition, data was gathered from 185 students from Ho Chi Minh City's universities and colleges. The study's findings indicate that students' stimuli, such as student satisfaction, trust, and loyalty, have a favorable impact on the expression of their citizenship behaviors, such as advocacy, offering feedback, and helping others. In addition, helping others through SCB has a beneficial influence on LRO for higher educational institutions. Finally, through the ANN model, student trust is the most prominent driver of feedback and advocacy. The results of this research provide important insight into the factors that shape the focus and growth of organizations in Vietnam's education sector through long-term collaborations. In addition, this research sheds new light on the impact that students' actions have on SCB, allowing for the development of concrete recommendations for school administrators concerned with fostering the formation of lasting relationships among their students.

Draelants, H. (2023). **Understanding School Markets in Order to Transform Them?** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 35-55). https://doi.org/10.1007/978-3-031-36147-0_3

Since the 1980s, the overwhelming majority of countries has gradually adopted school choice policies. School markets are thus a reality in full development. In order to gain a better understanding of this object, this chapter will draw on the contributions of the sociology of markets (François, P. (2008). *Sociologie des marchés*. Armand Colin.), on the economy of singularities (Karpik, L. (2007). *L'économie des singularités*. Gallimard.) and

on the sociology of market arrangements (Callon, M. (2017). *L'emprise des marchés: Comprendre leur fonctionnement pour pouvoir les changer. La découverte*). For those authors, it is theoretically possible to design a market that actually produces the intended and defined objectives; it is all a question of market engineering. But knowledge of the concrete functioning of school markets is lacking in this literature. We will therefore also draw on the sociology of education to enrich the discussion about market regulation and pay particular attention to questions of inequality. In doing so, we will also insist on the need to (re)politicize the market.

Duggal, K. (2023). ***The Relationship between Child Marriage and Female Educational Attainment in India*** [Warwick-Monash Economics Student Paper]. Consulté à l'adresse Warwick Monash Economics Student Papers website: <https://econpapers.repec.org/paper/wrkwrkesp/57.htm>

Child marriage remains a prevalent practice in many countries around the world and can detrimentally affect various life outcomes for young women and girls. Using data from the India Human Development Survey (IHDS-II), this paper explores the relationship between early marriage and the educational attainment of Indian women. The study uses age of menarche as an instrumental variable to isolate the causal effect of marriage timing, with results indicating that each additional year that marriage is delayed is associated with 0.32 additional years of schooling and a 1.9 percentage-point increase in literacy. The findings highlight the lack of regulation of current marriage laws and the need for stringent enforcement, rather than the Indian government's current aims to increase the legal age of marriage for women further. In addition, this study also conducts heterogeneity analysis to determine the possible benefit of this policy recommendation across different residence types, as well as estimates the effect of marriage timing on secondary outcomes.

Dupriez, V., Tay, D., Jadot, E., Draelants, H., & Verhoeven, M. (2023). ***Socialisation Objectives and Practices in Schools: Towards a Fragmentation of the Field of Education?*** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 277-293). https://doi.org/10.1007/978-3-031-36147-0_15

In this chapter, the issue of segregation is addressed through the lens of socialization objectives and practices developed within schools. Based on an empirical survey of teachers and pupils conducted in more than 40 secondary schools in French-speaking Belgium, the authors show the persistence of a common reference in terms of aim: the modern project of training a critical subject emancipated by knowledge. It is worth noting, however, that among teachers, it is the construction of subjects that prevails, whereas pupils focus primarily on more instrumental aims (learning useful things, preparing for higher education). The results also highlight a diversity of educational practices and relationships to norms that vary according to the socio-economic characteristics of the pupils and the schools' educational project.

Dupriez, V., Valenzuela, J. P., Verhoeven, M., & Corvalán, J. (Éd.). (2023). ***Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile***. <https://doi.org/10.1007/978-3-031-36147-0>

Dupriez, V., & Verhoeven, M. (2023). ***School Desegregation Policies in Belgium***. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and*

Segregation: Global Trends and Singular Experiences From Belgium and Chile (p. 151-166). https://doi.org/10.1007/978-3-031-36147-0_8

In this chapter, recent policies to regulate school enrolment in French-speaking Belgium are presented, emphasizing the reformist character of these initiatives, which avoid questioning the historical principle of free choice of school by families. After the presentation of such political initiatives, this chapter reports on various studies that have attempted to assess the effects of these policies on the state of segregation in the education system. Data show that these decrees failed to result in any significant reduction in the level of social segregation between schools. This text also gives space to the debates and arguments that have accompanied the emergence of these policies, showing, in a sort of adaptation to what public opinion is willing to hear, a shift from fighting segregation to promoting non-discrimination in the use of parental freedom to choose a school.

Dupriez, V., Verhoeven, M., Valenzuela, J. P., & Corvalán, J. (2023). **Conclusion: What Can We Learn from Belgium and Chile for a Less Segregated Education?** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 295-311). https://doi.org/10.1007/978-3-031-36147-0_16

This conclusion begins with a reminder of some of the findings of the international literature review, before turning to the two education systems that are at the heart of this book. It highlights the similarities in the institutional configurations of these two education systems, as well as in the policies implemented in pursuit of increasing social diversity in schools. After presenting some key figures on (de)segregation, the analyses focus on three points: the legitimacy of the policies enacted, the purpose of the policies aimed at affecting segregation (redistribution vs. recognition), and lastly, a questioning of the role played by the public authorities in dealing with this type of problem. One of the main contributions made by this conclusion is to highlight the limitations of desegregation policies such as these, which while exposed to intractable tensions in a market environment tend to focus too closely on the redistribution of opportunities – and not enough on issues of recognition, moral and intellectual autonomy, and democratic integration.

Duryea, S., Ribas, R. P., Sampaio, B., Sampaio, G. R., & Trevisan, G. (2023). **Who Benefits from Tuition-Free, Top-Quality Universities?: Evidence from Brazil** (IDB Publications (Working Papers) N° 12934). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/12934.htm>

This paper investigates the long-term impact on earnings of attending a tuition-free, top-quality university in Brazil. We identify the causal effect through a sharp discontinuity in an admission process based on test scores. If admitted, low-income students are found to increase their earnings by 26% ten years later. However, admission has a small and insignificant effect on high-income students. The difference between income groups is not explained by educational attainment, program choice, or selection into better-paying jobs. The evidence suggests that most low-income applicants, if not admitted, still graduate from college but with much lower returns to education. High-income applicants who just miss the cutoff, however, can find other opportunities such that earnings trajectories are unchanged. Our results underscore the role of affordable higher education in promoting social mobility.

Dutey, C., de Formel, C., Liogier, V., & Rousseau, S. (2023). **180 milliards d'euros consacrés à l'éducation en 2022, soit 6,8 % du PIB**. *Note d'information*, (23.43), 1-4. <https://doi.org/10.48464/ni-23-43>

En 2022, la France a consacré 180,1 milliards d'euros à son système éducatif, soit une hausse de 8,3 milliards d'euros par rapport à 2021 (+ 4,9 %).

Elsenberger, F., & Kendzia, M. J. (2023). **Educational Reforms and Their Positive Externalities on the Labor Market** (IZA Discussion Paper N° 16435). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16435.htm>

Educational reforms aim to improve education quality and accessibility, creating positive externalities like individual growth and societal benefits. Although the global educational attainment has progressed, disparities still exist. This study applies the four-cell matrix developed by Munich and Psacharopoulos (2018) as analytical framework to classify the benefits of schooling into four different quadrants. It distinguishes between private and social benefits on the x-axis and market and non-market benefits on the y-axis. The survey finds that educational reforms and policies significantly impact society's development and progress, improving economic growth, social mobility, and health outcomes. By and large, the investigated reforms vary by country and education level, with some focusing on primary education and access to education while others focus more on tertiary education. The findings reveal that large differences exist in how far certain reforms were already implemented. Developing nations mainly experience non-market benefits like improved health and disease reduction, while developed countries show positive externalities in market and non-market areas. Reforms targeting tertiary education often translate into more positive externalities in the two private quadrants.

Eshaghnia, S., & Heckman, J. J. (2023). **Intergenerational Transmission of Inequality: Maternal Endowments, Investments, and Birth Outcomes** (NBER Working Paper N° 31761). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31761.htm>

Newborn health is an important component in the chain of intergenerational transmission of disadvantage. This paper contributes to the literature on the determinants of health at birth in two ways. First, we analyze the role of maternal endowments and investments (education and smoking in pregnancy) on the probability of having a baby who is small for gestational age (SGA). We estimate both the total impact of maternal endowments on birth outcomes, and we also decompose it into a direct, "biological" effect and a "choice" effect, mediated by maternal behaviors. Second, we estimate the causal effects of maternal education and smoking in pregnancy, and investigate whether women endowed with different traits have different returns. We find that maternal cognition affects birth outcomes primarily through maternal education, that personality traits mainly operate by changing maternal smoking, and that the physical fitness of the mother has a direct, "biological" effect on SGA. We find significant heterogeneity in the effects of education and smoking along the distribution of maternal physical traits, suggesting that women with less healthy physical constitutions should be the primary target of prenatal interventions.

Fayette, N. (2023). **À l'école des classes dominantes brésiliennes - Marché scolaire, pédagogie et rapports de classes sociales à São Paulo** (Phdthesis, Paris 3 - La Sorbonne Nouvelle). Consulté à l'adresse <https://shs.hal.science/tel-03992208>

Cette thèse est une enquête sociologique sur la scolarisation des classes dominantes brésiliennes à partir du cas de São Paulo. Notre recherche analyse un système éducatif où la sélection sociale et scolaire des classes dominantes est historiquement confiée à des écoles privées d'élite. Notre hypothèse de travail repose sur l'idée que le marché scolaire organise les modalités économiques, les finalités éducatives et les fonctions sociales de la compétition scolaire à laquelle se livrent les classes dominantes de São Paulo. Nous montrons comment ces écoles privées se sont constituées en marché par les actions conjuguées de l'État brésilien, des familles et des écoles. Ce marché scolaire a pour originalité de fondamentalement organiser l'appariement de l'offre et de la demande de scolarisation à partir du prix des écoles. L'écologie, associé aux modalités de recrutement des écoles, classe et hiérarchise les clientèles. Selon leur position sur le marché, les écoles adoptent des stratégies de sélection, de captation ou de rétention de leur clientèle. Les familles, quant à elles, espèrent approcher l'idéal qu'elles se font de la meilleure école selon leurs ressources socio-économiques et leur histoire éducative propre. En façonnant les modalités de rencontre des familles et la socialisation des élèves, le marché scolaire isole les classes dominantes, contribue à la formation de leur culture commune et régule les conflits entre ses différentes fractions. Le style pédagogique des écoles joue à ce titre un rôle clé dans l'expression des différences sociopolitiques entre les familles. Fondée sur un matériau empirique riche (questionnaires, entretiens, observations, littérature grise, statistiques, rapports publics), cette enquête caractérise la morphologie des marchés scolaires des classes dominantes et son rôle dans la reproduction des inégalités sociales et scolaires brésiliennes.

Ferreira, J. R., & Martins, P. (2023). **Can Vocational Education Improve Schooling and Labour Outcomes? Evidence from a Large Expansion** (IZA Discussion Paper N° 16474). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16474.htm>

We evaluate the education and labour impact of vocational education and training (VET). Identification draws on different IVs from the large-scale, staggered introduction of VET courses in public schools in Portugal from 2005. We also exploit the large gender differences in VET, with many courses selected almost only by either boys or girls. Drawing on rich student-school matched panel data, we find that VET increased upper-secondary graduation rates dramatically: our LATE estimates typically exceed 50 percentage points. These effects are even stronger for low-achieving students and welfare recipients. Moreover, we find evidence of regional youth employment growth following VET expansions. VET graduates also benefit from higher wages and other positive outcomes over several years, compared to both academic-track and lower-secondary graduates.

Figlio, D. N., Hart, C. M. D., & Karbownik, K. (2023). **Effects of Maturing Private School Choice Programs on Public School Students**. *American Economic Journal: Economic Policy*, 15(4), 255-294. <https://doi.org/10.1257/pol.20210710>
Effects of Maturing Private School Choice Programs on Public School Students by David N. Figlio, Cassandra M. D. Hart and Krzysztof Karbownik. Published in volume 15, issue 4, pages 255-94 of *American Economic Journal: Economic Policy*, November 2023, Abstract: Using a rich dataset that merges studen...

Greaves, E., Wilson, D., & Nairn, A. (2023). **Marketing and School Choice: A Systematic Literature Review.** *Review of Educational Research*, 93(6), 825-861. <https://doi.org/10.3102/00346543221141658>

School-choice programs may increase schools' incentives for marketing rather than improving their educational offering. This article systematically reviews the literature on the marketing activities of primary and secondary schools worldwide. The 81 articles reviewed show that schools' marketing has yet to be tackled by marketing academics or other social scientists outside the education field. Market-oriented U.S. charter schools and their international equivalents have stimulated recent research, but geographical gaps remain, particularly in countries with long-established school-choice policies and in rural areas. Schools deploy a range of marketing techniques with the intensity of activity directly correlated to the level of local competition and their position in the local hierarchy. Studies have analyzed schools' use of market scanning, specific words and images in brochures, branding, segmentation, and targeting. These marketing activities are rarely accompanied by substantive curricular change, however, and may even contribute to social division through targeting or deceptive marketing activity.

Gutiérrez, G. (2023). **Privatisation, School Markets and Socioeconomic Segregation: An International Overview.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 103-126). https://doi.org/10.1007/978-3-031-36147-0_6

Several educational systems have introduced market-oriented reforms in the last two decades. Recent research has suggested that these schemes may increase the socioeconomic segregation of the school systems, especially when designed to boost between-school competition (Verger A, Fontdevila C, Zancajo A, The privatization of education: a political economy of global education reform. International perspectives on education reform. Teachers College Press, 2016). From an international comparative perspective, this chapter explores how between-school socioeconomic segregation has changed in 33 school systems in the last two decades and its association with features of the educational markets. Drawing on the Programme for International Student Assessment (PISA) records from 2000 and 2018, the analysis provides segregation (dissimilarity) measures for countries with heterogeneous levels of private provision, academic selectivity, and school fees. The findings stress that the segregation of socioeconomically disadvantaged students remains a significant challenge for most educational systems. However, the estimations suggest no clear relationship between the evolution of school market features under analysis and changes in socioeconomic segregation. The complexities of reducing the system segmentation and its relation to school reform are discussed in the conclusions.

Handel, D. V., & Hanushek, E. A. (2023). **Contexts of Convenience: Generalizing from Published Evaluations of School Finance Policies** (CESifo Working Paper Series N° 10664). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10664.htm

Recent attention to the causal identification of spending impacts provides improved estimates of spending outcomes in a variety of circumstances, but the estimates are substantially different across studies. Half of the variation in estimated funding impact on test scores and over three-quarters of the variation of impacts on school attainment reflect differences in the true parameters across study contexts. Unfortunately, inability to describe the circumstances underlying effective school spending impedes any attempts

to generalize from the extant results to new policy situations. The evidence indicates that how funds are used is crucial to the outcomes but such factors as targeting of funds or court interventions fail to explain the existing pattern of results.

Hanushek, E. A., Kinne, L., Pietro, S., & Woessmann, L. (2023). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (Rationality and Competition Discussion Paper Series N° 429). Consulté à l'adresse CRC TRR 190 Rationality and Competition website: <https://econpapers.repec.org/paper/rcodpaper/429.htm>

Decisions to invest in human capital depend on people's time preferences. We show that differences in patience are closely related to substantial subnational differences in educational achievement, leading to new perspectives on longstanding within-country disparities. We use social-media data – Facebook interests – to construct novel regional measures of patience within Italy and the United States. Patience is strongly positively associated with student achievement in both countries, accounting for two-thirds of the achievement variation across Italian regions and one-third across U.S. states. Results also hold for six other countries with more limited regional achievement data.

Hanushek, E. A., Kinne, L., Sancassani, P., & Woessmann, L. (2023a). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (CESifo Working Paper Series N° 10660). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10660.htm

Decisions to invest in human capital depend on people's time preferences. We show that differences in patience are closely related to substantial subnational differences in educational achievement, leading to new perspectives on longstanding within-country disparities. We use social-media data – Facebook interests – to construct novel regional measures of patience within Italy and the United States. Patience is strongly positively associated with student achievement in both countries, accounting for two-thirds of the achievement variation across Italian regions and one-third across U.S. states. Results also hold for six other countries with more limited regional achievement data.

Hanushek, E. A., Kinne, L., Sancassani, P., & Woessmann, L. (2023b). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (NBER Working Paper N° 31690). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31690.htm>

Decisions to invest in human capital depend on people's time preferences. We show that differences in patience are closely related to substantial subnational differences in educational achievement, leading to new perspectives on longstanding within-country disparities. We use social-media data – Facebook interests – to construct novel regional measures of patience within Italy and the United States. Patience is strongly positively associated with student achievement in both countries, accounting for two-thirds of the achievement variation across Italian regions and one-third across U.S. states. Results also hold for six other countries with more limited regional achievement data.

Hassan, H., Islam, A., Siddique, A., & Choon Wang, L. (2023). **Telementoring and Homeschooling during School Closures: A Randomized Experiment in Rural Bangladesh** (IZA Discussion Paper N° 16525). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16525.htm>

Using a randomized experiment in 200 Bangladeshi villages, we evaluate the impact of an over-the-phone learning support intervention (telementoring) among primary school children and their mothers during Covid-19 school closures. Post-intervention, treated children scored 35% higher on a standardized test, and the homeschooling involvement of treated mothers increased by 22 minutes per day (26%). We also found that the intervention forestalled treated children's learning losses. When we returned to the participants one year later, after schools briefly reopened, we found that the treatment effects had persisted. Academically weaker children benefited the most from the intervention that only cost USD 20 per child.

Ilabaca, T., & Corvalán, J. (2023). **The School Segregation of the Chilean Elites and Its Consequences in the Socialization of Class Subjectivities**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 211-225). https://doi.org/10.1007/978-3-031-36147-0_11

This chapter reviews how private schools of the social elite in Chile have isolated from the state policies that for decades tried to democratize education. In recent years, Chilean society has experienced a growing questioning about the segregation of its school system, for which educational policies have been generated. However, they only incorporated low and middle sectors leaving elite schools out and segregated from the Chilean education system. The chapter also looks at how students' experience at these schools develops in the context of an increasingly and intense debate about democratization and the diminishing of privileges in society.

Jack, R., & Oster, E. (2023). **COVID-19, School Closures, and Outcomes**. *Journal of Economic Perspectives*, 37(4), 51-70. <https://doi.org/10.1257/jep.37.4.51>

This article discusses the question of data and our perspective on the importance of public, accessible, and contemporaneous data in the face of public crisis. Then, we present data on the extent of school closures during the COVID-19 pandemic, both globally and within the United States. We describe the available data on the degree of these closures, which will provide a set of resources for studying longer-term consequences as they emerge. We also highlight what we know about the demographic patterns of school closures. We then discuss the emerging estimates of the short-term impacts of school closures. A central finding throughout our discussion is that school closures during the pandemic tended to increase inequality, both within and across countries, but that fully understanding the long-run impact of COVID-related school closures on students will take time and will surely be influenced by events and policies in the next few years.

Kaganovich, M. (2023). **Trade-Offs in Choosing a College Major** (CESifo Working Paper Series N° 10650). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10650.htm

Recent empirical analyses reveal substantial differences in the choices of college majors between demographic and socio-economic groups that are further amplified upon students' adjustment of their educational choices in the course of studies. The best documented and salient are the differences between genders, whereby women tend to be significantly underrepresented in some quantitatively oriented academic fields such as STEM, Business, and Economics, which also happen to be associated with relatively more lucrative careers, and overrepresented in others, such as Humanities and

Education. Among potential explanations for this gender imbalance, some scholars noted that those more lucrative fields tend to have a more competitive environment and assign, on average, lower grades and conjectured that female students exhibit stronger aversion to low grades, hence their relative aversion to low-grading disciplines. The empirical literature also brings up a competing reasoning that gender biases in the choices of disciplines are directly driven by differences in preferences toward fields and pecuniary as well as non-pecuniary aspects of careers associated with them. This paper develops a theoretical model, which proposes a foundation for the latter explanation as a predominant one and reconciling it with the empirical evidence of gender differences in responsiveness to grades mentioned above. The paper argues that a student's responsiveness to grades, in terms of the initial choice of and persistence in majors, is field-specific and is the stronger, the weaker is the student's preferential attachment to the field. A key implication is that categories of students who attach high importance to pecuniary benefits of post-college careers, will be more tolerant toward inferior grades they may receive in the disciplines which promise such lucrative careers. It further explains why such students also tend to exhibit higher dropout rates from college.

Kot, V., & Yemini, M. (2023). **Precarity in Higher Education: Perspectives from the 1.5 Generation in Israel.** *British Journal of Educational Studies*, 71(6), 679-699. <https://doi.org/10.1080/00071005.2023.2242909>

We examined perceptions of precarity in higher education by conducting interviews with a cohort of academics in Israel. The participants were 1.5 generation immigrants who were born in the former Soviet Union (FSU) and then moved to Israel as children or teenagers with their family, typically in the 1990s. Using a narrative research approach, we examined the personal perceptions of 43 academics employed at colleges and universities in Israel. Despite differences in their employment status and contract conditions, our findings made clear that all the academics in our cohort had experienced employment precarity. Using a Bourdieusian framework, we attribute Israeli academic precarity to a deficiency in the cultural and social capital necessary for establishing relevance. Although they had been relatively successful in integrating into Israeli society, and had decades of living within it, our interviewees from all types of academic institutions reported feelings and experiences of extreme precarity. This precarity was ascribed by interviewees to the structure of the Israeli higher education market, which is characterized by an unstable, hyper-competitive, and neoliberal environment, leaving minority groups employed within it particularly vulnerable.

Kuzmanic, D., & Valenzuela, J. P. (2023). **Does the Extreme Secondary School Segregation in Chile Extend to Its Higher Education?** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 261-275). https://doi.org/10.1007/978-3-031-36147-0_14

While there is extreme socio-economic segregation in Chilean schools, its higher education has been tensioned between two opposing forces in a process of increasing massification since 1990: a profound institutional diversification and stratification, on the one hand; and the accumulation of socially progressive policies toward access, on the other. This raises the question of whether the distribution of students in higher education reproduces unequal distributions present in earlier stages, or whether this system has allowed for greater integration among social groups. This chapter reviews recent research that has delved into the distribution of students in Chilean higher education. The

results of this research show a considerable reduction in socio-economic segregation in the transition from secondary to higher education. However, the latter system is shown to consolidate the norm: it is the students of higher socio-economic status who maintain significantly higher levels of segregation throughout their educational trajectories. In this sense, some emerging private universities stand out as new pillars for segregation among higher socio-economic strata in higher education, which – though having expanded enrolment – have not altered the social homogeneity characterising them.

Lakdawala, L. K., Nakasone, E., & Kho, K. (2023). **Dynamic Impacts of School-Based Internet Access on Student Learning: Evidence from Peruvian Public Primary Schools.** *American Economic Journal: Economic Policy*, 15(4), 222-254.
<https://doi.org/10.1257/pol.20200719>

Dynamic Impacts of School-Based Internet Access on Student Learning: Evidence from Peruvian Public Primary Schools by Leah K. Lakdawala, Eduardo Nakasone and Kevin Kho. Published in volume 15, issue 4, pages 222-54 of *American Economic Journal: Economic Policy*, November 2023, Abstract: We investigat...

Lavy, V. (2023). **The Effect of Multitasking on Educational Outcomes and Academic Dishonesty** (NBER Working Paper N° 31699). Consulté à l'adresse National Bureau of Economic Research, Inc website:
<https://econpapers.repec.org/paper/nbrnberwo/31699.htm>

School authorities, universities, and employers often schedule multiple tests on the same day or week, causing overlapping exam preparation and a dense testing schedule. This multitask learning can be intense, under pressure, and challenge the student's mental and physical perseverance. As a result, it can compromise performance relative to a more 'relaxed' schedule. This paper examines the consequences of multitasking for test scores and cheating in exams and its implications for the ability and gender cognitive gap. The empirical context is high-stakes exit exams in Israel, done at the end of high school. I leverage the empirical setting on two natural experiments to estimate the causal effect of this multitasking learning. The first exploits random variation in the number of weekly tests—the second hinges on days with multiple exams versus days with a single exam. The results show several important regularities. First, the number of exams in a day or a week harms test performance. Second, these effects are evidenced for high and low-ability students, boys and girls. They are much more extensive for immigrants than natives. Third, the harm of such multitasking is larger in tests later in the schedule, daily or weekly. Fourth, these effects are larger in tests of STEM subjects. Fifth, dense exams schedule increase the likelihood of students behaving dishonestly in exams.

Le Chevallier. (2023, novembre 3). **Pauvreté étudiante : l'allocation universelle est-elle la solution ?** Consulté 6 novembre 2023, à l'adresse Alternatives Economiques website:
<https://www.alternatives-economiques.fr/pauvrete-etudiante-lallocation-universelle-solution/00108286>

Alors que la précarité étudiante s'accroît, des présidents d'université plaident pour une allocation étudiante universelle. Un tel dispositif existe au Danemark, mais l'exécutif français préfère le système des bourses.

Liang, X., Su, Y., & Shang, W. (2023). **Prior campus experience and alumni donation: a cross-cultural study of China and the USA.** *Higher Education*, 86(4), 865-889.
<https://doi.org/10.1007/s10734-022-00948-z>

Few studies have been conducted to investigate the role that alumni's prior campus experience may play in future donation behavior. The theory of planned behavior (TPB) and the affect theory of social exchange were applied to examine the underlying relationship between campus experience and donation behavior by incorporating relevant factors including student engagement, sense of belonging, educational satisfaction, alumni participation, and obligation to give. Structural equation modeling (SEM) was employed to portray these relationships, and multigroup analyses were performed to compare the findings from two samples of US (n=535) and Chinese (n=510) alumni. The results suggested that student engagement is an antecedent of sense of belonging, which in turn leads to alumni's obligation to give. Furthermore, educational satisfaction and alumni participation mediate the relationship between sense of belonging and obligation to give. In contrast, the effect of sense of obligation to give on donation behavior is significant only for US alumni, and the strengths of the relationships among the constructs differ between the two samples. Cultural factors that may explain these differences are discussed. Appropriate measures for increasing alumni donation by optimizing students' campus experiences in conformance with the cultural characteristics of the society are suggested.

Lokrou, M., & Posca, J. (2023). **Estimation des coûts d'une rémunération des stages au niveau postsecondaire.** Consulté à l'adresse <https://iris-recherche.qc.ca/publications/remuneration-stages/>

Le nombre de stages étudiants collégiaux (formation technique) et universitaires réalisés chaque année est estimé à plus de 120 000. De ce nombre, seule une minorité de stages sont rémunérés et, dans une forte proportion, les stages non rémunérés sont réalisés dans des domaines à prédominance féminine. Au fil des revendications du mouvement étudiant, quelques mesures publiques ont été mises en place afin de soutenir financièrement la réalisation de stages dans certains programmes d'études en éducation, en santé et en services sociaux. Plusieurs dizaines de milliers de stagiaires réalisent néanmoins un stage pour lequel ils et elles ne perçoivent aucune rémunération. Bien que les définitions courantes présentent le stage étudiant exclusivement comme une activité d'apprentissage, dans les faits, celui-ci est aussi synonyme de travail. Et, à l'instar des emplois rémunérés, il existe une multitude de formes de stages, dont le niveau d'autonomie requis et la complexité des tâches à accomplir varient en fonction, entre autres, des secteurs. La non-rémunération des stages étudiants soulève donc l'enjeu du travail gratuit. Dans la mesure où les entreprises, les établissements d'enseignement et l'ensemble de la société québécoise bénéficient de ce travail, il apparaît juste de rémunérer systématiquement les stages. La présente note socio-économique vise donc à estimer les coûts et à réfléchir aux modalités d'une rémunération de tous les stages étudiants réalisés aux niveaux collégial et universitaire

Londoño-Vélez, J., Rodriguez, C., Sanchez, F., & Álvarez-Arango, L. E. (2023). **Financial Aid and Social Mobility: Evidence from Colombia's Ser Pilo Paga** (NBER Working Paper N° 31737). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31737.htm>

The paper studies the impact of financial aid on long-term educational attainment and labor market outcomes in Colombia. In 2014, the government launched a large-scale and generous student loan program called « Ser Pilo Paga. » It offered full tuition coverage to students admitted to one of 33 government-certified high-quality universities known for superior test scores, graduation rates, and per-student spending. Notably,

completing a bachelor's degree converted the loan into a grant. To qualify, students must score in the top 10% of the standardized high school exit exam and have below-median household wealth. Using RD and DD methodologies, we use nationwide administrative microdata linking all high school test takers, postsecondary attendees, and formal workers to estimate impacts up to eight years after high school. Financial aid improves college enrollment, quality, and attainment, particularly in STEM-related fields. The earnings gains are substantial, growing, and driven partly by high-quality universities improving students' skills, as demonstrated by their performance on Colombia's college graduation exam. A welfare analysis using the MVPF yields over \$4.8 per dollar of government spending. Lastly, the program narrowed socioeconomic gaps in college attainment, skill development, and earnings among academically similar students without adversely affecting non-recipients, thereby promoting equity and efficiency.

Mulhern, C. (2023). **Beyond Teachers: Estimating Individual School Counselors' Effects on Educational Attainment.** *American Economic Review*, 113(11), 2846-2893.
<https://doi.org/10.1257/aer.20200847>

Beyond Teachers: Estimating Individual School Counselors' Effects on Educational Attainment by Christine Mulhern. Published in volume 113, issue 11, pages 2846-93 of *American Economic Review*, November 2023, Abstract: Counselors are a common school resource for students navigating complicated and con...

Nagashima, M., & Yamauchi, C. (2023). **Female Education and Brideprice: Evidence from Primary Education Reform in Uganda.** *The World Bank Economic Review*, 37(4), 599-619.
<https://doi.org/10.1093/wber/lhad020>

Universal primary education (UPE) policies have been shown to improve educational attainment and delay marriage and childbearing, particularly among rural girls. This disproportionate improvement in female relative to male education can change the bargaining structure between the wife and the husband. Furthermore, with the expectation of this change, decisions about marriage-market entry, matching, and marital arrangements, such as brideprice, can change. In particular, greater female bargaining power can increase the share of marriages without a brideprice in settings where husbands may demand a refund upon divorce. Using first-hand data on marital transfers and exploiting Uganda's UPE, which abolished primary school fees in 1997, this study shows that longer UPE exposure is associated positively with female education and negatively with brideprice practice. The results imply that UPE policies can affect women's marital lives by empowering them in household decisions. The study also discusses the consistency of the results with other potential mechanisms, such as selective marriage-market entry, marital squeeze, and assortative matching.

Orellana, A., & Tan, K. T. K. (2023). **Skills, Aspirations, and Occupations** (Working Paper N° 2023-027). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://econpapers.repec.org/paper/hkawpaper/2023-027.htm>

It is well documented that children often « inherit » the occupations of their parents. This paper studies the role of early occupational aspirations in determining later life outcomes, a potentially important channel for intergenerational correlations in occupations. Using the Wisconsin Longitudinal Study, we estimate a lifecycle model of college choice and occupation choice to quantify the effect of aspirations on education and wages. We find that aspirations have a sizeable impact on educational attainment and wages, even conditional on latent skills that we recover from the choice

model. We also simulate the importance of family background conditional on skills through the strong correlation between family background and aspirations. Our findings suggest that aspirations may be a valuable lever for reducing intergenerational inequality.

Pelzl, P., & Poelhekke, S. (2023). **Democratization, leader education and growth: firm-level evidence from Indonesia.** *Journal of Economic Growth*, 28(4), 571-600. <https://doi.org/10.1007/s10887-022-09221-5>

Does the economic success of democratization depend on newly elected leaders' characteristics? We exploit the unique Indonesian democratization process, where districts exogenously democratized in different years. In a census of manufacturing plants, employment drops by 5% in districts that elect a non-college educated mayor, while employment stays constant under college graduates. Non-college educated mayors substantially raise taxation but provide less infrastructure, do not spend more on social programs, and are more often involved in corruption cases. Other leader attributes and district characteristics, as well as tests for pre-treatment trends, for selection on unobservables, and for close elections do not explain away the important role of leaders' education in shaping local policies and growth.

Pesando, L. M., De Cao, E., La Mattina, G., & Ciancio, A. (2023). **Educational Assortative Mating and Harsh Parenting in Sub-Saharan Africa** (IZA Discussion Paper N° 16466). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16466.htm>

Leveraging underused information on child discipline methods, this study explores the relationship between parental educational similarity and violent childrearing practices, testing a new potential pathway through which parental educational similarity may relate to child outcomes. The study uses data from Multiple Indicator Cluster Surveys (MICS) and Demographic and Health Surveys (DHS) covering 27 sub-Saharan African (SSA) countries. Results suggest that educationally similar couples are less likely to adopt violent childrearing practices relative to educationally dissimilar ones, with differences by age of the child, yet less so by sex and birth order. Homogamous couples where both partners share high levels of education are also less (more) likely to adopt physically violent (non-violent) practices relative to homogamous couples with low levels of education. Relationships are stronger in countries characterized by higher GDP per capita, Human Development Index, and female education, yet also in countries with higher income and gender inequalities. Besides stressing the importance of female education, these findings underscore the key role of status concordance vs discordance in SSA partnerships. Tested micro-level mechanisms and country-level moderators only weakly explain result heterogeneity, calling for more research on the topic.

Pourtois, H. (2023). **What's Wrong with Social Segregation Between Schools? Ethical Perspectives.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 17-33). https://doi.org/10.1007/978-3-031-36147-0_2

There are several reasons to believe that social segregation is wrong. The value and weight given to these reasons are variable. They depend first of all on not reducing school segregation to a pure composition effect but also considering the dynamics of how it is produced and handled by and within the schools. These effects must then be considered in the light of the educational goals assigned to the school, which include not only the

acquisition of knowledge and academic performance but the relational development of the child's autonomy and democratic integration. The policies and practices aimed at eliminating the undesirable effects will depend on these goals but also on the rights of the children and the parents in the area of education. The examination of the multiple ethical issues at stake in school segregation should lead to the conclusion that the neutralisation of its undesirable effects entails redistributive practices, whether in terms of resources or school places. But it also requires recognition practices aimed at transforming the social representations associated with membership in a social group, as well as the goals of the school.

Rojas, M. T., Hernández, M., & Falabella, A. (2023). **School Desegregation Policies in Chile: Tension Between the Market and Non-selection Regulation.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 189-207). https://doi.org/10.1007/978-3-031-36147-0_10

This chapter analyses the trajectory of school desegregation policies in Chile over the last 20 years, examining the School Inclusion Law (LIE, by the Spanish acronym). The LIE, enacted in 2015, marks a milestone in the Chilean educational model, as it intervenes in market segregation mechanisms, in contrast to the rationale of previous educational policies. The chapter describes the social and political process that paved the way for the enactment of the LIE, its foundations and the first evidence of the impacts of its implementation. It suggests that this policy combines various principles that make it difficult to assess its effects on schools. On the one hand, it incorporates principles of redistribution through the end of co-payments and selection of students, and particularly through the implementation of a semi-random admission system that favours integration and social mixing in schools. On the other, it includes principles of recognition by intervening in decisions to suspend and expel students that involve "arbitrary discrimination" based on ethnic, cultural, gender, sexual orientation or religious characteristics. Therefore, the principles of desegregation coexist with principles of sociocultural inclusion, a complex issue to establish in a market-orientated system such as that in Chile.

Rossello, G. (2023). **The Effect of Government Cuts of Doctoral Scholarships on Science** [LEM Papers Series]. Consulté à l'adresse Laboratory of Economics and Management (LEM), Sant'Anna School of Advanced Studies, Pisa, Italy website: https://econpapers.repec.org/paper/ssalemwps/2023_2f33.htm

I provide estimates of the impact of government cuts on PhD scholarships in Science. I leverage a unique quasi-natural experiment, the staggered cuts made by the Hungarian Government between 2010 and 2021 to expand Orban's political influence over the university system. The political aim of the cut ensures that it is exogenous to the economic cycle and to the scientific activity of universities. My analysis couples the complete enrolment records of doctoral students in the country around the years of scholarship cuts with a generalized difference-in-differences approach. I find that while government cuts of PhD scholarships have an ambiguous effect on students' attainments, the policy has a clear negative effect on Science. That is, the severe reduction of scholarships increases the chance of completing the PhD by 1 pp, and the effect is stronger for female students. However, this positive effect is counterbalanced by a reduction of a similar amount of entry rates for females and non-traditional students. This suggests that besides training might improve, or the system might become more efficient, this is at the expense

of social inclusion. Additionally, the effects of cuts on scientific production are negative both in terms of quantity and quality. The productivity of doctoral students drops by 2 pp while their scientific quality decreases between 0.2 pp and 1 pp. My results suggest that the reduction of doctoral scholarships might produce efficiency in terms of student attainment but at the expense of social inclusion, scientific production, and quality.

Sabet, N. (2023). **Out of the Shadows and into the Classroom: Immigrant Legalization, Hispanic Schooling and Hispanic Representation on School Boards** (CESifo Working Paper Series N° 10677). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f10677.htm>

I exploit the 1986 Immigration Reform and Control Act (IRCA), which legalized millions of Hispanic migrants in the USA, to study the impact of immigrant legalization on schooling outcomes. Although undocumented migrants are entitled to public education, I find significant post-legalization increases in student enrollment and student-to-teacher ratios in public schools with greater exposure to IRCA migrants. This effect is driven by increased Hispanic enrollment, while whites sort out of public education and into private schooling. The IRCA differentially increases Hispanic school board members and school expenditure, highlighting legal status as a driver of Hispanic human capital accumulation and representation.

Sara, R., & Priyanka, S. (2023). **Long-Term Effects of an Education Stipend Program on Domestic Violence: Evidence from Bangladesh.** *The World Bank Economic Review*, 37(4), 640-658. <https://doi.org/10.1093/wber/lhad014>

Intimate partner violence (IPV) remains a widespread global phenomenon. Among various factors, a low level of education is considered a significant risk factor for experiencing IPV. This paper evaluates whether a secondary school stipend program introduced in 1994 for rural girls affected the long-term prevalence of IPV in Bangladesh. The study exploits two sources of variation in the intensity of program exposure and geographic eligibility and finds that cohorts of rural women eligible for the program experienced significant declines in IPV. Evidence on mechanisms suggests that the program delayed marriage formation and changed partner quality, namely their education and employment, consistent with positive assortative matching resulting from women's improved educational attainment. There are no significant changes in labor market outcomes, decision making within the household, or women's attitude toward the acceptability of domestic violence. Marital matches present a plausible channel through which the program reduces the risk of IPV.

Shahjahan, R. A., Grimm, A., & Allen, R. M. (2023). **The “LOOMING DISASTER” for higher education: how commercial rankers use social media to amplify and foster affect.** *Higher Education*, 86(4), 827-843. <https://doi.org/10.1007/s10734-021-00762-z>

Despite the ubiquity of global university rankings coverage in media and academia, a concerted attempt to investigate the role of social media in ranking entrepreneurship remains absent. By drawing on an affect lens, we critically examine the social media activities of two commercial rankers: Times Higher Education (THE) and Quacquarelli Symonds Ltd (QS). Based on an analysis of THE's Twitter feed and QS' Facebook page between January and June 2020, we illuminate how rankers use social media for affective storytelling to frame and sell their expertise within global HE. First, we demonstrate how THE uses Twitter to engage an audience of institutions, governments, and administrators, reinforcing universities' increasingly aggressive behavior as market

competitors. Next, we show how QS engages a student-oriented audience on Facebook, furthering the role of students as consumers. Before and during the COVID pandemic, we observed that both rankers amplified and mobilized precarity associated with performance and participation, selling hope to targeted audiences to market their expertise as solutions—a strategy that remained amidst the global pandemic. Based on our observation of the front stage of rankers' social media activities, we argue that rankers' deployment of social media as a form of affective infrastructure is conducive to further sustaining, diffusing, and normalizing rankings in HE globally.

UNESCO Rapport mondial de suivi de l'éducation, ISU : Institut de statistique de l'UNESCO, & Banque mondiale. (2023). **EFW: Education finance watch 2023**. Consulté à l'adresse <https://thedocs.worldbank.org/en/doc/83e58d3341493b223668bb9d6cb7e9c2-0140022023/related/EFW-2023-Report-oct9v2.pdf>

Le rapport annuel sur l'état mondial du financement de l'éducation 2023 met à jour les analyses sur les tendances des dépenses pour l'éducation au cours des dix dernières années jusqu'en 2021. Les pays à revenus faibles ont augmenté d'année en année leurs dépenses publiques pour d'éducation (3,6% du PIB en 2021). L'aide publique au développement consacrée à l'éducation diminué. Partout dans le monde, des pays sont aux prises avec les pertes d'apprentissage provoquées par la pandémie de COVID-19.

Valenzuela, J. P., & Allende, C. (2023). **School Segregation in Chile**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 167-187). https://doi.org/10.1007/978-3-031-36147-0_9

This chapter aims to analyse school segregation in Chile. It emphasises how it has been researched, its magnitude, and evolution. It also discusses the factors causing, deepening and attempting to reduce school segregation, and it describes its potential effects based on recent studies. Moreover, the chapter delves into the factors aiming to mitigate it, and the recent public policy efforts to ameliorate its extreme levels, which have made Chile one of the most segregated countries worldwide. The chapter also considers several dimensions associated with school segregation going beyond the socioeconomic aspect, which have had a steady growth.

Verhoeven, M., Corvalán, J., Dupriez, V., & Valenzuela, J. P. (2023). **Introduction: Studying School Segregation Through the Lens of Educational (Quasi-)Markets**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 1-13). https://doi.org/10.1007/978-3-031-36147-0_1

This introduction sets out the scientific project underlying this book, and introduces to its three main parts. It emphasises that, paradoxically, the school segregation has emerged as a public problem at the very moment in which the longstanding movement towards the democratisation of education has generalised the inclusion of all social groups in a common system. The role played by educational markets, and by market policies in education, is underlined, while announcing an in-depth examination of theoretical, normative and policy issues related to how school markets and segregation patterns interplay. The Belgian and Chilean cases, at the heart of this book, are briefly presented, as well as the methodological mirror analysis of these two cases, with regard to the policies implemented, their impact and the social, cultural and political environment of each of the two countries.

Verhoeven, M., & Dupriez, V. (2023). **School Segregation in Belgium**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 129-150). https://doi.org/10.1007/978-3-031-36147-0_7

This chapter scrutinizes school segregation in French-speaking Belgium, focusing on its origins, history, political problematization and developments, and highlights its complex links with the educational quasi-market. The paper begins with an analysis of the historical roots of the high segregation rates observed in this context, exploring the two foundational cleavages that have shaped it. The chapter also traces the historical foundations of the quasi-market (inseparable from the principle of freedom in education, which is deeply rooted in Belgian culture and law). This background analysis sheds light on the recent construction of school segregation as a public problem – in contrast to the relative stability of most quantitative indicators of academic and socioeconomic segregation in the education system. Lastly the chapter focuses on recent changes to the institutional configuration in which this ongoing school segregation is embedded, as recent transformations in educational governance seem to be leading towards a second age of the educational (quasi)-market.

Wilson, S., Hastings, C., Morris, A., Ramia, G., & Mitchell, E. (2023). **International students on the edge: The precarious impacts of financial stress**. *Journal of Sociology*, 59(4), 952-974. <https://doi.org/10.1177/14407833221084756>

International students are an important global cohort of 'noncitizens' whose experiences are central concerns for urban sociologists and migration scholars. Drawing on survey fieldwork conducted among international students in the private rental sector in Sydney and Melbourne during 2019, this article provides new knowledge about the hardships experienced by international students who report financial stress. Using a modified scale developed by the Australian Bureau of Statistics, we highlight the accelerating role of high levels of financial stress in producing disruptive events such as housing evictions and fears of homelessness, as well as reliance on inadequate housing like 'hot-bedding'. Financial stress is significantly more likely for students from low-GNI (gross national income) countries and higher stress reduces wellbeing. Access to paid employment, however, does not 'protect' against higher financial stress. We conclude that higher education policymakers need tools and policies to prevent disruptive life events among international students related to financial stress, particularly those associated with housing.

Wongmonta, S. (2023). **The Impact of Parental Health Shocks on Child Schooling and Labor: Evidence from Thailand** (PIER Discussion Paper N° 209). Consulté à l'adresse Puey Ungphakorn Institute for Economic Research website: <https://econpapers.repec.org/paper/puidpaper/209.htm>

This paper uses household panel data from the Thai Socio-Economic Surveys of 2012 and 2017 to examine the effects of parental health shocks on child education and labor. Three measures of parental health are analyzed: chronic illness, hospitalization, and self-reported health problem. The results show that illness of the parents decreases school enrollment and leads to fewer years of education completed. Additionally, it finds that paternal illness has a relatively more detrimental effect on children's educational outcomes than maternal illness, especially for the educational attainment. Girls are less likely to have attended school if any parent self-reported having any health problems.

Parentsâ€™ chronic illness increases the probability of entering the labor force for youths aged 15 and over; however, only maternal illness increases their time spent at work. Households having both parents hospitalized are most likely associated with the significant decrease in household income and education expenditures. The results suggest that targeted government support to low-income families affected by major illnesses of parents could help them to maintain their children in school.

Worsham, R. (2023). **A Differences-in-Differences Analysis of the Impact of the North Carolina Fixed Tuition Program on College Costs.** *The Journal of Higher Education*, 94(7), 945-971. <https://doi.org/10.1080/00221546.2023.2171214>

In 2016, the North Carolina legislature implemented the North Carolina Fixed Tuition Program. This policy ensures that, once enrolled, an undergraduate student's tuition rate at any of the state's four-year public colleges will not increase for eight consecutive semesters of enrollment. While touted as an effort to increase affordability by helping students financially plan for college, prior research has found that these policies prompt institutions to raise the cost of attendance for undergraduate students. This study expands previous work on institutional pricing responses to tuition guarantee programs by both extending inquiry to another state context and by examining changes to revenue streams not included in prior work. Using differences-in-differences and event study approaches, I found that institutions in North Carolina increased in- and out-of-state graduate tuition rates and out-of-state undergraduate tuition rates in the wake of the Fixed Tuition Program.

Zancajo, A., Fontdevila, C., & Verger, A. (2023). **Markets in Education and School Segregation: Paths of Problematicization and Reform.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 81-101). https://doi.org/10.1007/978-3-031-36147-0_5

Over the last years, a broad consensus has been forged regarding the negative impact of market policies on educational equity, especially in terms of school segregation. The preoccupation with the equity effects of educational markets has penetrated the policy agenda of different countries, although it has not crystallized in a univocal reform approach. Building on the results of a systematic literature review, this chapter examines how educational markets have been problematized in relation to the phenomenon of school segregation, as well as what policy and regulatory options have been adopted in different education systems to address them. The findings show that, while the problematization of educational markets is generally motivated by their impact on educational inequalities, the specific axes of inequality and the factors and actors triggering problematization processes vary greatly across contexts. The chapter also finds that educational reforms aimed at mitigating the role of markets on segregation tend to focus on three main regulatory areas – namely, school funding, school choice and admissions, and the authorization of educational providers. Finally, the chapter reflects on the political and implementation challenges, among other limitations, of these regulatory reforms, concluding that their effectiveness in countering market forces remain still an open question.

Aspects psychologiques de l'éducation

Aalioui, L., Gouzi, F., & Tricot, A. (2022, septembre 20). **Segmentation effect and eye movement modelling examples in learning renal physiology**. Présenté à 13th International Cognitive Load Theory Conference. Consulté à l'adresse <https://univ-montpellier3-paul-valery.hal.science/hal-04263753>

Allen, R., Kannangara, C., & Carson, J. (2023). **Long-Term Mental Health Impacts of the Covid-19 Pandemic on University Students in the Uk: A Longitudinal Analysis Over 12 Months**. *British Journal of Educational Studies*, 71(6), 585-608. <https://doi.org/10.1080/00071005.2023.2215857>

University students in the UK have encountered many challenges as a result of the COVID-19 pandemic. This research aimed to track the mental well-being of a large sample of British university students (n = 554) over a one-year period of the COVID-19 pandemic, capturing data at four time points between May 2020 and May 2021. Overall retention after 12 months was 34.73%. Findings showed the COVID-19 pandemic has caused a significant, negative impact on the well-being of British university students. Students are suffering from prolonged and high levels of psychological distress and anxiety. Levels of flourishing in students are still very low. The different phases of the pandemic appear to have played an influential role in student mental health. The practical implications for higher education and recommendations for future research are discussed.

Bearden, A. G., van Oostrom, S., & Brown, S. B. R. E. (2023). **The effects of HeartMath Heart Lock-In on elementary students' HRV and self-reported emotion regulation skills**. *Psychology in the Schools*, 60(12), 5245-5263. <https://doi.org/10.1002/pits.23025>

It is important to address social and emotional concerns early on, as they can adversely affect learning at all levels. The classroom is an ideal context for fostering healthy social and emotional development. For example, emotion regulation can be reinforced through simple daily practices within schools. The current applied research project was in collaboration with multiple community partners and assessed the effectiveness of a classroom-based HeartMath practice (Heart Lock-In) on resting heart rate variability (HRV) and self-reported emotional benefits in elementary students. This repeated-measures study was conducted in central Alberta, Canada, in 2020 and involved obtaining pre-post HRV measurements from N = 24 grade five students who participated in a teacher-led 5-min Heart Lock-In (like loving-kindness—radiating love to oneself and others) daily for 4 weeks. We hypothesized that the practice would increase resting HRV compared to a 4-week relaxation control. Qualitative questions were included to capture perceptions of the utility and impact of the practice. Univariate analysis of variance revealed that the HeartMath intervention significantly increased HRV compared to the relaxation control. Students reported enhanced emotional stability, feeling more positive about themselves, and improved interpersonal relationships. They expressed that the practice gives them better focus, which helps us to improve their performance (e.g., in academics and athletics). These findings provide evidence that a simple and short HeartMath ER practice can be practical for school educators, administrators, and counselors to implement in the classroom.

Bertermann, A., Kamhöfer, D. A., & Schildberg-Hörisch, H. (2023). **More Education Does Make You Happier – Unless You Are Unemployed** (IZA Discussion Paper N° 16454).

Consulté à l'adresse Institute of Labor Economics (IZA) website:
<https://econpapers.repec.org/paper/izaizadps/dp16454.htm>

This paper investigates the causal effect of education on life satisfaction, exploring effect heterogeneity along employment status. We use exogenous variation in compulsory schooling requirements and the build-up of new, academically more demanding schools, shifting educational attainment along the entire distribution of schooling. Leveraging plant closures and longitudinal information, we also address the endogeneity of employment status. We find a positive effect of education on life satisfaction for employed individuals, but a negative one for those without a job. We propose an aspiration-augmented utility function as a unifying explanation for the asymmetric effect of education on life satisfaction.

Boden, K., Kuo, E., Nokes-Malach, T. J., Wallace, T., & Menekse, M. (2023). **Investigating the predictive relations between self-efficacy and achievement goals on procedural and conceptual science learning.** *The Journal of Educational Research*, 116(5), 241-253.
<https://doi.org/10.1080/00220671.2023.2251415>

Self-efficacy and achievement goals represent two extensively researched motivational factors in education and have been related to numerous academic outcomes. However, little is known about how they relate to different types of problem-solving. Furthermore, while prior work has found these motivational factors are related, less work has examined them over time, during learning, and controlling for prior knowledge. The current study investigated the relations between these motivational constructs and procedural and conceptual problem-solving in middle school science. Sixth-grade science students' self-efficacy and achievement goals were surveyed along with procedural and conceptual problem-solving before and after instruction. Results revealed students' self-efficacy was positively correlated with both procedural and conceptual posttest performance. However, controlling for prior knowledge, self-efficacy only predicted conceptual performance. No relations were found between achievement goals and procedural or conceptual problem-solving. Additionally, results found that changes in mastery-approach goals were positively related to changes in self-efficacy beliefs.

Bouclaous, C., Daher, R., Osseily, W., Rosário, R., & Hamam, H. (2023). **Association Between Health and Levels of Health Literacy in 13- to 16-Year-Old Adolescents During the COVID-19 Pandemic: The Case of Lebanon.** *Canadian Journal of School Psychology*, 38(4), 302-316. <https://doi.org/10.1177/08295735231197344>

The study assessed health literacy (HL) in Lebanese adolescents and its associations with health during the COVID-19 pandemic. A sample of 228 adolescents (63.1% female), 15.5 ± 1.5 years, took the survey. Data was collected between May and September 2020. The questionnaire consisted of the Health Literacy for School-Aged Children (HLSAC) scale, the Generalized Anxiety Disorder (GAD-7) assessment, sociodemographic characteristics, and health-related variables. Around 84.6% had low to moderate HL. Adolescents with moderate HL were more likely to spend more than 2 hours on sedentary behavior (OR = 0.3, 95% CI [0.1, 0.9]) and smoke (OR = 0.3, 95% CI [0.1, 0.8]). Adolescents with high HL had lower odds of having moderate to severe anxiety (OR = 0.2, 95% CI [0.1, 0.8]) and excess body weight (OR = 0.1, 95% CI [0.4, 0.5]). Adolescents with high HL had higher odds of having good to excellent health (OR = 1.2, 95% CI [0.4, 3.7]). Interventions to strengthen HL must be implemented with a focus on at-risk adolescents.

Bourgeois, É. (2023). **Apprentissage, motivation et engagement en formation.** *Éducation Permanente*, 236(3), 37-46. <https://doi.org/10.3917/edpe.236.0037>

Qu'est-ce qui peut pousser l'adulte à s'engager en formation ? D'un certain nombre de travaux de recherche sur la motivation scolaire ou l'engagement en formation, il ressort que la signification (ou « valeur ») attribuée au sujet à son engagement en formation et aux apprentissages qu'il y réalise constitue une des composantes essentielles du processus de motivation. Parmi les travaux qui se sont penchés sur la question, certains mettent en relation la signification attribuée à la formation par le sujet et la dynamique identitaire qui accompagne sa trajectoire de vie. Plusieurs hypothèses de travail s'inscrivant dans cette perspective sont présentées dans la dernière partie de l'exposé.

Chang, B., Krepper, R., & Giraldo-Garcia, R. (2023). **Designing a mock training workshop on poverty —Transformative learning as framework.** *Psychology in the Schools*, 60(12), 4793-4809. <https://doi.org/10.1002/pits.23005>

Transformative learning has been widely discussed in the literature for challenging and reshaping learners' assumptions and beliefs. However, there is a gap in the practical demonstration of how transformative learning can be effectively designed and implemented in real-world contexts. This design-based study fills this gap by designing a mock training workshop for transforming learners' assumptions about poverty. Drawing on theoretical concepts of transformative learning, this study translates abstract theoretical points into practical activities. The study incorporates a comprehensive review of existing literature to identify the main components and phases of transformative learning and to gather practical strategies for designing learning activities. The resulting framework may guide scholars and practitioners interested in turning transformative learning theory into actionable interventions. The mock training workshop designed in this study centers around four main components: engaging in the experience, critical reflection, critical discourse analysis, and action taken. These components are strategically woven together to create a transformative learning journey for participants. By actively engaging participants in experiential activities, promoting critical reflection on their assumptions, analyzing the underlying discourses, and encouraging action-oriented outcomes, the workshop seeks to challenge and reshape deeply held beliefs about poverty and other societal issues. The insights and strategies in this study can inform those interested in promoting social change and challenging long-held assumptions through transformative learning interventions. Such insights and strategies can also be extended to other social issues, such as drug addiction, alcoholism, or tobacco use, offering practitioners a versatile framework for facilitating transformative learning in various contexts.

Chansaengsee, S. (2023). **Boredom in online activity during COVID-19 outbreak causing dysfunctional behaviors of adolescent students: phenomenological study to the creation of virtual reality classroom.** *European Journal of Psychology of Education*, 38(4), 1749-1770. <https://doi.org/10.1007/s10212-022-00673-2>

Boredom is the phenomenon most adolescent students have been struggling with, especially during the pandemic; they were regularly mandated to stay in a new normal way. This research aimed to study the life experience of boredom towards online activities leading to dysfunctional behaviours of teens, to survey the preference for online learning methods of Thai adolescent students, and to create a virtual reality classroom for English writing classes. The first study, transcendental phenomenology, included ten teens between 13 and 18 years old selected by purposive sampling. In study, 285 Thai

teens were recruited to answer the questionnaire, and the last phase included five experts to discuss the strategies for creating a VR classroom. The research findings indicated that most adolescent students experiencing boredom with online activities defined "boredom" in two ways: blackout and refuelling. The experiences of boredom during COVID-19 led to dysfunctional behaviours such as cheating, aggression, and procrastination. The essence appeared to be two conterminous elements: boredom towards "contents" and "forms". The survey research findings indicated that almost 50% of the respondents preferred online learning in the form of virtual reality. The researcher, hence, created a four-station-learning VR classroom for English writing class, considering four elements: contents and learning activities, environmental design, multimedia invention, and online platform. All discoveries can be applied to many fields, such as behavioural science, psychology, education, and science and technology, to ignite the idea and enhance online learning to become more motivating and reduce adolescent students' boredom.

Chen, Y., Zhan, S., Zhao, X., Chen, S., & Yin, H. (2023). **Emotional neglect and posttraumatic growth among Chinese adolescents: A moderated mediation model of psychological suzhi and school engagement.** *Psychology in the Schools*, 60(12), 4988-5003. <https://doi.org/10.1002/pits.23027>

Emotional neglect is an under-recognized but relatively common type of childhood maltreatment. Although it has been reported that adolescents will facilitate positive growth after experiencing childhood maltreatment, such as sexual abuse, it is unknown whether adolescents could also get a promotion after experiencing emotional neglect. Thus, we aimed to examine the association between emotional neglect and posttraumatic growth (PTG) and further explored the potential influence factors underlying such association. Six hundred and thirty-five adolescents (55.2% female, Mage = 14.12 years old, SD = 1.47) were asked to complete self-report questionnaires regarding emotional neglect, school engagement, psychological suzhi, and PTG. Results showed that emotional neglect was negatively associated with PTG, and school engagement mediated such association. Further, psychological suzhi moderated the direct pathway from emotional neglect to PTG in which the deleterious effect of emotional neglect on PTG was weaker for adolescents who reported higher psychological suzhi. Meanwhile, psychological suzhi moderated the indirect pathway from emotional neglect to school engagement in the mediated model in which the deleterious effect of emotional neglect on school engagement was weaker for adolescents who reported higher psychological suzhi. Overall, the current study advances our understanding of the relationship between emotional neglect and PTG, and further tests the potential roles of school engagement and psychological suzhi in this relationship.

Cherrier, S., Wattelez, G., Ferrière, S., & Borst, G. (2023). **NeuroStratE: An educational neuroscience intervention to reduce procrastination behavior and improve executive planning function in higher students.** *Frontiers in Education*, 8, 1149817. <https://doi.org/10.3389/feduc.2023.1149817>

This study aimed to evaluate the impact of an educational cognitive neuroscience intervention (NeuroStratE) focusing on teaching the functioning of the brain and practical tools to address the procrastination behavior of 199 students enrolled at university from 2019 to 2021. The evolution of procrastination behavior is measured by specific scales and the planning ability through the Tower of Hanoi test. We compared the change in procrastination behaviors and planning ability between the pre and post-

test to those of a control group. Procrastination behavior reduction and planning ability improved more in the students who followed the intervention (N = 179) than those in the control group (N = 20). Using mixed methods, these results were qualitatively refined with student feedback on the value of the intervention program, along with individual student interviews. This study highlights that it is particularly courses of procrastination and associated practical tools which contributed to reduced procrastination behavior and improved the planning ability.

Chiu, M.-S. (2023). **Gender differences in mathematical achievement development: a family psychobiosocial model.** *European Journal of Psychology of Education*, 38(4), 1481-1504. <https://doi.org/10.1007/s10212-022-00674-1>

This study proposes a family psychobiosocial model on gender differences in cognitive development. Specifically, the aim is to investigate how family biological, socioeconomic, and psychological factors predict child mathematics achievement (MAch) development. The data were obtained from the Millennium Cohort Study. Children's pattern construction scores collected at ages 5 and 7 years worked as MAch (n = 18,497). The predictors were family data collected when the children were 9 months. The results of path analyses for all students indicate that all three factors in the family psychobiosocial model play some roles in children's MAch development. Analyses for the female and male students separately reveal that girls' positive MAch development was significantly predicted by four psychobiosocial factors (fewer mother in-pregnancy alcohol intakes, more family income, higher mother education levels, and more mother cognitive stimulation); boys' MAch development is predicted by only one factor (higher mother education levels). The results support the psychobiosocial model as a whole. Family psychobiosocial factors, especially social factors, impact children's cognitive development more for females than for males.

Colinet, S., Durpaire, F., Hunyadi, M.-E., & Mabilon-Bonfils, B. (2023). **Le bonheur, une idée neuve dans la formation des acteurs de l'éducation : le savoir-relation au service d'une « formation transformationnelle ».** *Phronesis*, 12(2-3), 283-302. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-283.htm>

L'objectif de l'article consiste à comprendre en quoi un dispositif d'ingénierie du bonheur centré sur le savoir-relation permet une « formation transformationnelle ». La méthodologie repose sur une enquête par entretiens semi-directifs et sur une analyse de contenu thématique des mémoires. Elle a été menée auprès de stagiaires CPE et de stagiaires professeurs. Les résultats analysent les types de savoirs-relations dans la réalisation du dispositif expérimental par les stagiaires et les dimensions formatives associées aux apprentissages dans une telle ingénierie.

Daoudi, A. (2023, août). **Relations entre les émotions expérimentées par les apprenants lors de la communication orale en L2 et leur utilisation de stratégies de communication** [Mémoire accepté]. Consulté 13 novembre 2023, à l'adresse <https://archipel.uqam.ca/17015/>

L'apprentissage d'une langue seconde (L2) est complexe et se traduit souvent par une surcharge cognitive, de fréquentes disfluences et des ruptures de communication orale (Segalowitz, 2010). Pour surmonter les difficultés associées à la communication orale en L2, les apprenants peuvent se tourner vers des stratégies de communication (SC), soit des plans et des techniques déployés par les élèves pour exploiter les ressources linguistiques nécessaires afin d'atteindre leur objectif communicatif (Faucette, 2001).

Récemment, la recherche sur les stratégies a examiné comment l'expérience émotionnelle des apprenants interagit avec leur utilisation des SC. Une étude examinant l'effet de l'anxiété langagière sur l'utilisation des SC (Liu, 2018) a trouvé que les apprenants anxieux utilisaient moins souvent des stratégies axées sur l'aisance et la négociation de sens et davantage des stratégies d'abandon du message. À notre connaissance, aucune recherche n'a examiné la relation entre les émotions positives et l'utilisation des SC. En fait, les émotions positives interagissent avec l'utilisation de stratégies et elles impactent l'apprentissage et la performance orale en L2 (Bielak, 2022). Alors, notre étude actuelle vise à combler cette lacune. Précisément, nous nous posons la question suivante : quelle est la relation entre les émotions (anxiété langagière/plaisir langagier) expérimentées par les locuteurs lors de la communication orale et les SC qu'ils emploient ? Pour répondre à notre questionnement, nous avons élaboré un questionnaire composé de trois sections : (1) informations sociodémographiques, (2) autoévaluation des émotions éprouvées en situation de communication orale en anglais langue seconde et (3) autoévaluation des SC de compréhension et de production employées dans ces situations. Le questionnaire a été distribué à des personnes étudiantes, locutrices d'anglais L2 dans une université montréalaise francophone. Par la suite, nous avons effectué des analyses corrélationnelles entre les émotions rapportées (positives et négatives) et la fréquence d'utilisation de diverses SC de compréhension et de production orale. Les résultats démontrent que les émotions positives et négatives interagissent de façon significative avec l'emploi des stratégies de communication. La présente recherche suggère que dans la classe de L2, les enseignants devraient sensibiliser les élèves au rôle crucial des émotions négatives et positives dans l'utilisation des stratégies de communication et leurs influences sur le développement des compétences langagières orales en L2.

MOTS-

CLÉS DE L'AUTEUR : anxiété langagière, plaisir langagier, communication orale, locuteurs de langue seconde, stratégies de communication

Datu, J. A. D., Fong, R. W. T., Buenconsejo, J. U., & Shek, C. Y. C. (2023). **Psychometric validity of the triarchic model of grit scale among high school students in Hong Kong.** *Psychology in the Schools*, 60(12), 5115-5123. <https://doi.org/10.1002/pits.23022>

Research has shown that the triarchic model of grit scale (TMGS)—a measure that assesses tendency to show perseverance, passion, and adaptability for long-term goals—has been valid in different contexts such as the Philippines, Japan, Poland, mainland China, and the United States. However, there is limited research on the validity of this scale in Hong Kong. Against this backdrop, this research examined the structural, convergent, and criterion-related of the TMGS among secondary school students in Hong Kong. A total of 298 secondary school students in Hong Kong participated in this study. Confirmatory factor analysis (CFA) was used to evaluate the structural validity of the three-factor model of grit. Correlational analysis was conducted between grit's dimensions and school satisfaction to assess the criterion-related validity of this scale. CFA showed that the scores from the three-factor model of grit underpinned by perseverance of effort, consistency of interests, and adaptability to situations were valid and reliable. There was mixed evidence on the convergent validity of the scale based on the subscales' composite reliability (CR) estimates. Whereas perseverance of effort and adaptability to situations were positively correlated to school satisfaction, consistency of interests was negatively linked to the said criterion variable. This research demonstrates the potential applicability of the TMGS in Hong Kong.

De Keersmaeker, K., Van Hoof, J., & Van Dooren, W. (2023). **The relationship between primary school children's inhibition and the processing of rational numbers.** *European Journal of Psychology of Education*, 38(4), 1527-1549. <https://doi.org/10.1007/s10212-022-00669-y>

Processing rational numbers is difficult for many children. The natural number bias is one possible explanation for why children struggle with rational numbers. It refers to the tendency to overgeneralize the properties of natural numbers. In this study, it is argued that in order to be successful in rational number tasks, individuals need to inhibit or suppress their unwanted impulses (in this case the tendency to apply natural number properties). It was investigated whether inhibition plays a role in the occurrence of the natural number bias among primary school children by administering two rational number tasks, two Stroop tasks and a questionnaire measuring inhibitory skills. The results indicated that primary school children were hampered by the natural number bias both in terms of accuracy rates and response times. Additionally, the results did not yield strong evidence for a relationship between inhibition and the occurrence of the natural number bias.

Denfeld, A.-P., Canrinus, E. T., & Daleheffe, I. M. (2023). **Teacher identity in work with students' psychosocial environment: A systematic review of quantitative research.** *Psychology in the Schools*, 60(12), 5041-5061. <https://doi.org/10.1002/pits.23001>

This article is a contribution to understanding teacher identity related to working with students' psychosocial environment (PSE). A systematic review of quantitative studies (n = 10) analyzing the relations between components of teacher identity and teachers' work with the PSE is presented. Findings indicate significant relations between the identity components task-related self-efficacy and job satisfaction along with likelihood or frequency of intervention in bullying situations. However, results regarding relations between general teaching efficacy or task perception and teachers' approach to bullying were inconclusive. Findings suggest that teachers' self-efficacy and job satisfaction as identity domains play an important role in students' PSE. This information has implications for teacher education, professional development, and policymakers.

Déry, M., Temcheff, C. E., Poirier, M., Boutin, S., Lapalme, M., & Lemieux, A. (2023). **Developmental Trajectory of Conduct Problems Among Boys and Girls Receiving Psychoeducational Services at Elementary Schools.** *Canadian Journal of School Psychology*, 38(4), 287-301. <https://doi.org/10.1177/08295735231198747>

Elementary public schools remain the most common venues for addressing children's severe conduct problems. Nevertheless, very few longitudinal studies have examined association between receiving psychoeducational services for conduct problems in school and subsequent conduct problem severity. This study explored if psychoeducational service reception contributed to reduce conduct problems in a sample of 434 elementary school-aged boys and girls presenting a high level of conduct problems. The study used a repeated measures design at 12-month intervals, for 4 years. Information regarding the severity of children's conduct problems and services was provided by parents and teachers. Latent Growth Modeling was used to identify a mean trajectory of conduct problems. Results revealed that psychoeducational services were associated with a decrease in conduct problems over time, but this association was only observed in boys. There was no association between service reception at study inception and the trajectory of conduct problems among girls. These results suggests that

psychoeducational services are well suited to the difficulties of boys with conduct problems; however, they may call for a review of the services offered to girls in schools, both in terms of the detection of conduct problems in young girls, and in terms of their treatment options.

Duguet, A., Morlaix, S., & Corbin, L. (2023). **Les étudiantes et étudiants face à l'emploi de plateformes d'enseignement en ligne : représentations et engagement cognitif**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 173-191. <https://doi.org/10.18162/ritpu-2023-v20n2-13>

Escorcía, D. (2023). **Métacognition, autorégulation et production d'écrits**. Consulté à l'adresse <https://www.istegroup.com/fr/produit/metacognition-autoregulation-et-production-decrits/>

Les difficultés des étudiants à rédiger des textes conformes aux exigences de l'écriture académique sont une préoccupation récurrente des équipes pédagogiques et des responsables des formations universitaires. Des initiatives diverses se déploient, principalement en licence, pour aider les étudiants à améliorer la qualité de leurs écrits. Les recherches sur les processus métacognitifs et d'autorégulation de l'apprentissage peuvent servir d'appui à la conception de ces dispositifs de soutien à l'écriture, notamment en permettant une meilleure compréhension des difficultés des étudiants. Cet ouvrage fait le point sur les concepts de métacognition et d'autorégulation en lien avec les processus d'écriture. Il analyse les composantes métacognitives en jeu dans la production de textes, leurs liens avec la réussite en écriture et leurs déterminants individuels et contextuels. Il complète cette analyse en mobilisant des travaux sur les pratiques d'enseignement et d'évaluation de l'écriture dans le supérieur. L'ensemble de ces éléments est articulé autour d'une modélisation multifactorielle de l'apprentissage-enseignement de l'écriture académique.

Feraco, T., Casali, N., & Meneghetti, C. (2023). **Adaptability favors positive academic responses and posttraumatic growth under COVID-19: a longitudinal study with adolescents**. *European Journal of Psychology of Education*, 38(4), 1771-1789. <https://doi.org/10.1007/s10212-022-00667-0>

The COVID-19 pandemic prompted an abrupt adoption of online learning worldwide challenging students' scholastic engagement and their ability to self-regulate their learning. Under these unexpected conditions, adaptability (one's capacity to adjust thoughts, behaviors, and emotions in new and uncertain situations) might have sustained students to maintain high engagement and find new learning solutions. Students with high adaptability might also interpret COVID-19-related novelty as an opportunity and show higher posttraumatic growth levels. A longitudinal path analysis showed that in a sample of 435 Italian students (11–18 years old), adaptability at Time 1 positively related to engagement, self-regulated learning, and posttraumatic growth at the end of the school year, indirectly favoring academic achievement, through the mediation of engagement and self-regulated learning. These findings highlight the unique role that adaptability could play in supporting students in unexpected and stressful situations. Fostering students' adaptability could therefore have beneficial effects on their personal growth and academic success.

Franiatte, N., Boissin, E., Delmas, A., & De Neys, W. (2024). **Boosting debiasing: Impact of repeated training on reasoning.** *Learning and Instruction*, 89, 101845. <https://doi.org/10.1016/j.learninstruc.2023.101845>

Background: Recent debiasing studies have shown that a short explanation about the correct solution to a reasoning problem can often improve performance of initially biased reasoners. Yet, with only one single training session, there is still a non-neglectable group of reasoners who remained biased. Aims: We explored whether repeated training on a battery of three reasoning tasks (i.e., bat-and-ball, base-rate neglect, and conjunction fallacy) can further boost reasoning performance. Sample: We recruited 120 adults, native English speakers, through Prolific Academic. Methods: We ran two studies with a battery of three classic reasoning tasks (see above). We used a two-response paradigm in which participants first gave an initial intuitive response, under time pressure and cognitive load, and then gave a final response after deliberation. In Study 1, we ran two repeated training sessions within one week. In Study 2, we ran a third training session two months after the initial study. Results: Study 1 showed that after the first training session, most of the participants solved the problems correctly, as early as the initial intuitive stage. This training effect was further boosted by additional training, which helped almost the full sample to benefit. Study 2 indicated that these effects were robust and persisted after two months. Conclusions: The repetition of the training can further boost performance compared to the effect of one single training. These results are consistent with the wider literature on repeated testing and can serve as a proof-of-principle for a repeated debias training approach.

Fridkin, L., Fonts, N. B., Quy, K., & Zwiener-Collins, N. (2023). **Understanding effects of COVID-19 on undergraduate academic stress, motivation and coping over time.** *Higher Education Quarterly*, 77(4), 623-637. <https://doi.org/10.1111/hequ.12425>

AbstractThe rapid and unprecedented shift from face-to-face instruction to remote online learning as a consequence of the COVID-19 pandemic had a substantial impact on teaching and learning in Higher Education: students had to adapt to a new way of learning, away from typical campus settings and their peers, and to new forms of assessments. This study examined academic stress, learning strategies, motivation and ways of coping from a sample of 177 unique students from a large London university, collecting primary data via survey at three time points during the academic year 2020/21 when teaching was remote and online only. Our findings show how patterns in academic stress, learning strategies, motivation and coping vary over the course of the academic year giving novel insight into how student learning and adaptation to the situation changed over time. We also report on differences in these patterns according to year group and for those students who are the first-in-family to attend university and those who are not. Based on these findings we identify priority areas where higher education institutions should support undergraduate students and provide evidence that some groups of students may need more and targeted support to secure their ongoing learning and well-being.

Gagnon, M.-C. (2023). **La pratique du mindfulness comme modalité de développement de la présence attentive, de la présence thérapeutique des stagiaires en sciences de l'orientation et des conseillers, conseillères d'orientation novices** (Université de Sherbrooke). Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/21184>

Dans le cadre du doctorat professionnel en éducation, je me suis intéressée à la présence attentive et la présence thérapeutique en counseling individuel. Le projet l a

été l'occasion d'interviewer sept stagiaires ayant réalisé leur stage dans le cadre de la maîtrise en sciences de l'orientation à l'Université Laval et de mieux comprendre les modalités d'adaptation utilisées lorsqu'elles étaient confrontées à des émotions désagréables et à des situations inattendues lors de consultations individuelles. Les résultats m'ont incité à mettre en place une démarche offerte en petit groupe à des stagiaires de la Clinique et à des conseillères, conseillers d'orientation (c.o.) novices. Les objectifs du projet Il étaient : o D'accompagner les participantes et les participants dans l'expérimentation d'exercices associés à la pratique du mindfulness avec leurs collègues dans un espace empreint de respect et de bienveillance; o De favoriser le développement d'une posture réflexive permettant de mieux saisir et d'appréhender l'inattendu et les doutes inhérents à l'exercice du counseling pour des débutants et des c.o. novices; o Dégager individuellement et collectivement les effets observés sur la présence attentive et sur la présence thérapeutique dans sa pratique professionnelle actuelle à la suite de l'expérimentation d'exercices de mindfulness. o Générer une démarche organisationnelle de développement personnel et professionnel spécifique à la pratique du mindfulness auprès de stagiaires et des c.o. novices. Cette présentation met l'accent sur l'accompagnement proposé à ces professionnelles et professionnels en devenir (stagiaires et c.o. novices), ainsi que sur les retombées et les bénéfices observés par les cochercheuses et les cochercheurs qui s'initiaient à la pratique de counseling individuel. La COVID s'est donc imposée dans la vie professionnelle et personnelle des stagiaires et des c.o. exigeant davantage d'adaptation et de souplesse dans leurs pratiques professionnelles émergentes.

Geng, Y., Ying, B., Wang, X., Lin, J., Zhang, M., & Liu, Y. (2023). **The relationship between parent-child communication and English academic engagement among middle school students: a moderated mediation model.** *European Journal of Psychology of Education*, 38(4), 1443-1460. <https://doi.org/10.1007/s10212-023-00676-7>

This study constructed a moderated mediation model to explore the impact of parent-child communication on English academic engagement. We conducted a questionnaire survey among 21,270 middle school students using various measurements: English Academic Engagement Scale, Adolescent Parent-Child Communication Scale, learning adaptability questionnaire, and English Learning Self-Efficacy Scale. The results showed that learning adaptability played a mediating role between parent-child communication and English academic engagement. Moreover, the relationships between parent-child communication and English academic engagement as well as between parent-child communication and learning adaptability were all moderated by English learning self-efficacy. These findings revealed the importance of parent-child communication in middle school students' foreign language learning and suggested that more attention should be paid to improving middle school students' English learning self-efficacy and learning adaptability and, therefore, English academic engagement.

Gilbertson, M., Pyun, Y., Laffoon, R., Jeong, R., Ogg, J., Demaray, M., & Malecki, C. (2023). **Did prepandemic perceptions of school climate protect students' internalizing symptoms during COVID-19 school closures?** *Psychology in the Schools*, 60(12), 5189-5208. <https://doi.org/10.1002/pits.23038>

The global COVID-19 pandemic significantly disrupted educational environments for all students when the majority of schools in the United States abruptly switched to remote learning. School climate, including support and structure, has been recognized as an important construct that influences student functioning. The current study explored

student perceptions of school climate before school disruptions as a potential protective factor against negative outcomes during the pandemic. Middle school students (N = 225) completed assessments of their perceptions of school climate in Fall 2019 and self-reported internalizing symptoms in Spring 2020. Structural equation modeling was used to test both the association and directionality between school climate and internalizing symptoms. Positive perception of school climate before the pandemic was significantly associated with less internalizing symptoms during initial school closures, particularly for girls. The results highlight the importance of school climate in students' mental health, especially during periods of stress. Limitations and future directions are discussed.

Giraldo-García, R. J., & Chang, B. (2023). **"Lifelong and life-wide learning in various contexts: From theory to practice" special issue.** *Psychology in the Schools*, 60(12), 4789-4792. <https://doi.org/10.1002/pits.23097>

The special issue, "Lifelong and Life-wide Learning in Various Contexts: From Theory to Practice," includes diverse manuscripts exploring learning environments and practices that shape the educational experience of people across contexts and at different stages of their life. It gathers pieces that include theoretical conceptualizations, critical analyses, and reflective counter-narratives, effectively capturing our theme in captivating ways. For school psychologists and administrators to have a fully informed perspective on the nature of learning and factors contributing to students' overall development, understanding, and embracing lifelong and lifewide learning is essential.

Giraldo-García, R. J., Fogarty, L., Sanders, S., & Voight, A. (2023). **Urban secondary students' explanations for the school climate-achievement association.** *Psychology in the Schools*, 60(12), 4810-4825. <https://doi.org/10.1002/pits.22872>

This phenomenological qualitative study describes students' experiences and counter-stories of school climate and how school climate matters for their academic achievement in an urban school district. The study uses a critical race perspective to help understand contextual influences on school climate. Data were collected through eight focus group interviews comprised of students conducted in middle and high schools in a large Midwest urban school district. Themes emerged within each school climate domain: teacher support, teacher expectations, safety, and peer social and emotional competence. The study results describe how students experience and understand school climate—perception of safety in schools with a mix of safe and unsafe home-community climate—and demonstrate how students acknowledge the relationship between school climate and academic achievement. Urban secondary students are observant of the social-emotional learning of their peers and maintain awareness of group differences as expressed in their counter-stories. The findings advanced our understanding of school climate in urban contexts where social-contextual-struggles experienced by people of color affect their school experiences. The discussion includes practical implications for educators and administrators and directions for future research.

Gómez Franco, L. E., & Vasilyeva, M. (2023). **Vocabulary skills of bilingual children: The evidence for context-dependent performance.** *Psychology in the Schools*, 60(12), 4857-4870. <https://doi.org/10.1002/pits.22958>

Most bilingual children often display greater proficiency and preference for one of their two languages. Researchers refer to this asymmetry as language dominance. However, despite being possible to determine the overall language dominance in bilinguals, there may be substantial flexibility in their language use. In particular, the relative ease of using

each language may depend on the sociolinguistic context and the language of the interlocutor which may affect the ease of accessing words in a given language. In the present work, we investigate whether and how the sociolinguistic context in an International English medium school influences bilingual children's vocabulary production. Specifically, we examine whether bilingual first-grade children's expressive vocabulary skills vary as a function of the linguistic context (Home/School) and the language (English/Spanish) of their conversational partner. Results showed that contextual factors interacted with child's language performance. The participants' ability to name objects in Spanish was affected by the conversational partner's language, and their ability to name Home-context words varied by language. The findings of this investigation highlight the importance of considering sociolinguistic factors when evaluating bilingual children's language skills.

Graveleau, S. (2023, octobre 25). **Ces jeunes cadres atteints du syndrome de l'imposteur.** Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/25/ces-jeunes-cadres-atteints-du-syndrome-de-l-imposteur-on-passe-au-mieux-pour-une-fausse-modeste-au-pire-pour-une-personne-insupportable_6196303_4401467.html

Jeunes étudiants ou cadres brillants éprouvent le sentiment de ne pas mériter leur place, de ne pas avoir les compétences requises, avec la peur qu'un jour leur « imposture » soit démasquée.

Halliday, S., Taylor, A., Turnbull, D., & Gregory, T. (2023). **The relationship between early adolescent cyberbullying victimization and later emotional wellbeing and academic achievement.** *Psychology in the Schools*, 60(12), 5281-5301. <https://doi.org/10.1002/pits.23032>

This study addresses a knowledge gap in the literature about early adolescent cyberbullying victimization and the related positive and negative emotional wellbeing and academic achievement outcomes experienced over time. The study examines 9139 South Australian students (aged 10–13 years) who reported on cyberbullying status in Grade 6, and explores the relationship with emotional wellbeing and academic achievement outcomes measured in Grade 7 and Grade 9, while accounting for range of child, peer, school, and community covariates. Using mixed effects modeling, the results show that cyberbullying victimization is associated with significantly lower levels of happiness, life satisfaction, and higher levels of sadness, and worries over the shorter term (Grade 7), and significantly lower levels of reading and numeracy sustained across the longer term (Grades 7 and 9), compared to non-victimization. The results indicate that early adolescent cyberbullying may be associated with poor emotional wellbeing and academic achievement as one progresses through formal school and highlights the importance of considering the outcomes of bullying victimization beyond the immediate instance.

Hanna, P., Erickson, M., & Walker, C. (2023). **UK Higher Education staff experiences of moral injury during the COVID-19 pandemic.** *Higher Education*, 86(5), 985-1002. <https://doi.org/10.1007/s10734-022-00956-z>

Jonathan Shay argued that social, relational, and institutional contexts were central to understanding moral injury and conceptualised moral injury as a normative response to the betrayal of an individual's understanding of what is right by a more senior/authoritative "other". Using the conceptual lens of moral injury, this paper

investigates academic staff experiences of HE during the COVID-19 pandemic and explores the rapid transition back to face-to-face teaching that took place in autumn 2020. To collect data, we used an online survey that opened in January 2021 and ran until the end of March 2021. A total of 663 complete questionnaires were received across the survey period. The questionnaire was comprised of ten topic-related questions, each of which included follow-up sub-questions and also invited participants to write in additional information. The majority of participants felt that during the course of the COVID-19 pandemic, they had acted in ways that put their own health and wellbeing at risk. Of those who had acted in ways that put their health and wellbeing at risk, they believed that their senior management were the most responsible for them acting in such ways, followed by the UK government. Qualitative data showed a systemic absence of leadership in the sector during the time, a sense of betrayal of staff and students by senior management and the government, and feelings of compulsion to act in ways which put lives at risk. On the basis of these results, we argue that there could be synergies between the situation facing healthcare staff and academics during the pandemic. Many of the experiences of HE academic staff during the pandemic reported to us in this research are resonant with the concepts of betrayal and moral injury and resulted in affective responses which we understand here in relation to feelings of guilt, shame, and anger, leading ultimately to poor mental health and wellbeing. This paper discusses implications for the HE sector going forward.

Hanushek, E. A., Kinne, L., Pietro, S., & Woessmann, L. (2023). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (Rationality and Competition Discussion Paper Series N° 429). Consulté à l'adresse CRC TRR 190 Rationality and Competition website: <https://econpapers.repec.org/paper/rcodpaper/429.htm>

Decisions to invest in human capital depend on people's time preferences. We show that differences in patience are closely related to substantial subnational differences in educational achievement, leading to new perspectives on longstanding within-country disparities. We use social-media data – Facebook interests – to construct novel regional measures of patience within Italy and the United States. Patience is strongly positively associated with student achievement in both countries, accounting for two-thirds of the achievement variation across Italian regions and one-third across U.S. states. Results also hold for six other countries with more limited regional achievement data.

Hanushek, E. A., Kinne, L., Sancassani, P., & Woessmann, L. (2023a). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (CESifo Working Paper Series N° 10660). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f10660.htm>

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Hanushek, E. A., Kinne, L., Sancassani, P., & Woessmann, L. (2023b). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (NBER Working Paper N° 31690). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31690.htm>

Decisions to invest in human capital depend on people's time preferences. We show that differences in patience are closely related to substantial subnational differences in educational achievement, leading to new perspectives on longstanding within-country disparities. We use social-media data – Facebook interests – to construct novel regional measures of patience within Italy and the United States. Patience is strongly positively associated with student achievement in both countries, accounting for two-thirds of the achievement variation across Italian regions and one-third across U.S. states. Results also hold for six other countries with more limited regional achievement data.

He, J., Liu, Y., Ran, T., & Zhang, D. (2023). **How students' perception of feedback influences self-regulated learning: the mediating role of self-efficacy and goal orientation.** *European Journal of Psychology of Education*, 38(4), 1551-1569. <https://doi.org/10.1007/s10212-022-00654-5>

Feedback plays an important role in self-regulated learning. However, little is known about how students' feedback perception affects their self-regulation process in learning. This study adopted the social cognitive perspective to investigate how students' feedback perception is related to their self-regulated learning, along with the mediating effects of self-efficacy and goal orientation. A total of 236 7th grade students participated in this study. Self-reported data regarding feedback perception, self-efficacy, achievement goals, performance goals, and self-regulated learning were collected. The results revealed that students' perception of teachers' feedback directly and positively predicted students' self-regulated learning. Self-efficacy and achievement goals mediated the effect of feedback perception on students' cognitive strategy use and self-regulation, while performance goals showed no significant influence. Such findings illustrated the importance of feedback in self-regulation and empirically supported some of the reciprocal interactions among environmental, personal, and behavioral factors in social cognitive theory.

Heppt, B., Henschel, S., Hardy, I., & Gabler, K. (2023). **Instructional support in inquiry-based elementary school science classes: how does it relate to students' science content knowledge and academic language proficiency?** *European Journal of Psychology of Education*, 38(4), 1377-1401. <https://doi.org/10.1007/s10212-022-00653-6>

Inquiry-based science instruction has been proposed as an optimal learning environment for language-integrated teaching. While its potential for developing both content knowledge and language skills has been shown for students with limited language proficiency, research focusing on mainstream classrooms has mainly considered domain-specific learning. Despite the effectiveness of inquiry-based science instruction for student outcomes, research on the role of specific aspects of instructional quality is limited. Addressing this research gap, the present study investigates the relationship between teachers' instructional support during inquiry-based science classes and elementary school students' learning gains in science content knowledge and academic language proficiency. Multilevel regression analyses are based on data from 459 German elementary school students from Grades 3 and 4 who participated in a longitudinal intervention study that took place over one school year. Our findings

indicate a strong impact of students' prior knowledge on learning outcomes and compositional effects for the language-related measures. Relations between teachers' instructional support, as measured by the Classroom Assessment Scoring System (CLASS; Pianta et al., 2008), and students' learning outcomes did not emerge. In interpreting the results, the overall mediocre quality of teachers' instructional support needs to be considered.

Hokka, J. (2023). **Emotional distance, detachment, compassion and care: The affective milieu of academic management in the neoliberal university.** *The Sociological Review*, 71(6), 1322-1340. <https://doi.org/10.1177/00380261231189050>

Based on interviews with Finnish deans, this study examines the affective milieu of academia. The neoliberalisation process in universities has strengthened centralised leadership and increased the power of managers. Simultaneously, the market-driven competitive ethos has deepened the binary between 'winners' and 'losers' at all levels of academia, giving rise to an affectively tense atmosphere. Due to their increased power, managers play a key role in shaping the affective milieu of academia. By using an affective-discursive approach, I analyse what kind of emotions deans rely on while constructing their relation to employees. This study traces three management discourses: strong, paternalistic and collegial. Together, these discourses with their affective orientations construct a polarised affective milieu. On the one hand, the deans' affective relationships with employees embody gentleness, care and compassion; on the other hand, affective relationships manifest the inducement of guilt, sternness, conventionality, distance and detachment of employees. I argue that current neoliberal academia leaves little space for deans to demonstrate compassionate collegial management.

Huang, X., Bei, L., Yinyin, W., Xin, L., & Miao, C. (2023). **Effect of visual warmth of counseling room on primary school students' willingness to psychological help-seeking: The role of intimacy and cognitive style.** *Psychology in the Schools*, 60(12), 5004-5024. <https://doi.org/10.1002/pits.23040>

According to previous studies, few students who experienced psychiatric problems sought out professional help. Although counseling rooms are now frequently found in primary and secondary schools in China, there is still a need to find a solution to the issue of how to increase the utilization rate of counseling rooms. To better understand how the setting of the counseling room affects students' willingness to seek professional psychological help, this study looked at the components that influence that increase. In this study, 1173 primary school students were surveyed using visual warmth of counseling room picture materials, intimacy measurement questionnaires, and the embedded figures test to investigate the relationship between visual warmth of counseling room picture materials and students' willingness to seek psychological help, as well as the role of intimacy and cognitive style. The study found that the warmth of the school counseling room had a significant effect on students' willingness to seek professional psychological help and that students' feelings of closeness to the counseling room mediated this influence path. Also, cognitive style moderated the direct effect of the counseling room's visual warmth on willingness to seek help as well as the first half of the mediating effect of intimacy.

Huynh, H. V., Proeschold-Bell, R. J., Sohail, M. M., Nalianya, M., Wafula, S., Amany, C., ... Whetten, K. (2023). **What processes or key components do teachers attribute to their well-**

being? A cross-cultural qualitative study of teacher well-being in Cambodia, Kenya, and Qatar. *Psychology in the Schools*, 60(12), 4967-4987. <https://doi.org/10.1002/pits.23043>

The study of teacher well-being is critically important. However, teacher well-being studies are lacking in Africa, Asia, and the Middle East, and also generally in low-income countries. This exploratory case study sought to identify teachers' perceptions of work-related characteristics and personal practices associated with well-being and burnout in three underrepresented, diverse sites: Battambang, Cambodia; Bungoma, Kenya; and Doha, Qatar. Ninety teachers participated in in-depth interviews (Qatar N = 21, Cambodia N = 33, Kenya N = 36), as well as 16 principals and 11 policymakers. Qualitative analysis was conducted using data-driven, emergent codes. Findings revealed that teachers attributed remarkably similar processes and key components to their well-being (e.g., engagement school-wide or district-wide, schools attending to teachers' personal needs) and burnout (e.g., administrative burden, student misbehavior) across all three sites, with a few notable differences worthy of future follow-up. Few teachers could name any well-being programs at their school.

Jaillet, A., & Jeannin, L. (2023). **Numérique et bien-être des enseignants du premier degré.** *Phronesis*, 12(2-3), 27-47. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-27.htm>

L'analyse de deux enquêtes en direction des enseignants au cours du programme TNE (Territoire Numérique Éducatif) de l'État français (2021) dans le cadre du plan de relance après les premiers confinements, permet d'étudier les liens entre le bien-être, le stress et les relations avec les élèves, du point de vue des conditions de leurs praxis numériques au regard du modèle proposé par Viac et Fraser (OCDE, 2020). Une double analyse statistique a été mise en œuvre. Le résultat saillant est que les conditions de l'environnement des pratiques professionnelles de l'enseignant du premier degré, chez lui et à l'école, et sa pratique numérique ancrée dans une praxis « ordinaire », sont des facteurs d'influence sur son bien-être et stress déclaré.

Jaillet, A., Jeannin, L., & Mabilon-Bonfils, B. (2023). **Du bien-être des professeurs au bonheur d'enseigner : peut-on former les enseignants au bonheur ?** *Phronesis*, 12(2-3), 1-7. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-1.htm>

Kambara, H., & Lin, Y.-C. (2023). **Factors impacting reading motivation: Insights from the bioecological model of human development.** *The Journal of Educational Research*, 116(5), 309-321. <https://doi.org/10.1080/00220671.2023.2265881>

There is an absence of cross-cultural qualitative research exploring sociocultural factors affecting reading motivation. To address the gap, the present study adopted the Bronfenbrenner's bioecological model of human development to investigate factors impacting reading motivation across American and Japanese fourth grade students. Additionally, we aimed to identify ways to motivate both students to read. Semi-structured interviews for 12 students in each country were conducted. Our study identified a consistent pattern in which the reading motivation of both American and Japanese students was directly influenced by the microsystem. Our findings also suggest distinct patterns between American and Japanese students. While American students exhibited a direct impact from the microsystem, Japanese students' reading motivation was influenced by several systems, including the microsystem, exosystem, and macrosystem. We explained that the observed unique patterns between American and

Japanese students could be due to cultural differences. We identified several effective ways to motivate students to read.

Kaptan, O., Karabay, A., & Kocabaş, İ. (2023). **A panel data analysis of the effect of well-being on PISA maths skills from the perspective of equality.** *Quality & Quantity*, 57(6), 5577-5597. <https://doi.org/10.1007/s11135-023-01624-9>

Being one of the earliest focuses of debates in human history, equality remains to be a significant determiner of student achievement, and we believe that it is important to understand why and how inequalities influence student achievement. In this study, we analyzed well-being indicators in the "How's Life? Well-being" data set provided by the Organization for Economic Co-operation and Development (OECD) with a pooled effect model panel data analysis to comprehend the effect of well-being on the Program for International Student Assessment (PISA) maths skills of students. The dataset we worked on includes data from the years 2006, 2009, 2012, 2015, and 2018, when PISA tests were carried out and we analyzed data from 37 OECD countries. We found that PISA math skills scores have a negative correlation with economic factors of household income, employment rate, and youth neither in employment, education, or training, and have a positive correlation with the gender wage gap, and deprivation of adequate health condition indicators. We suggest further analysis with the methods of discriminant and cluster analysis to comprehend common traits of countries that have high scores on the PISA tests.

Kashihara, S., & Fukaya, T. (2023). **Does a self-report questionnaire predict strategy use in mathematical problem solving among elementary school children? Importance of question format depending on the grade.** *European Journal of Psychology of Education*, 38(4), 1461-1479. <https://doi.org/10.1007/s10212-022-00668-z>

Predicting the actual performance of strategy use with self-report questionnaires is difficult, especially among elementary school children. Nevertheless, due to the simplicity of self-report questionnaires, it is desirable to identify one that can predict children's performance of actual strategy use. This study investigated whether a self-report questionnaire on the frequency of using a diagram strategy in mathematical problem-solving can predict children's actual diagram use by manipulating the question type (i.e., free description, multiple-choice, and Likert scale). We also examine the question types that can better predict the actual strategy use in elementary school children. Fourth- to sixth-grade children were asked to complete both a questionnaire, which asked about their daily use of a diagram strategy through three question types and a test consisting of math word problems. We found that when children were asked to self-report their strategy using a Likert scale, they were predicted to use diagrams during the test regardless of grades. Furthermore, the older the children became, the more effective it was to ask them to self-report in a free description type. These results suggest that appropriate question types can make it possible to measure actual strategy-use behaviors through self-report measures, even for elementary school children.

Keane, K., Evans, R. R., Orihuela, C. A., & Mrug, S. (2023). **Teacher-student relationships, stress, and psychosocial functioning during early adolescence.** *Psychology in the Schools*, 60(12), 5124-5144. <https://doi.org/10.1002/pits.23020>

Early adolescence is a time of increased stress and risk for poorer psychosocial functioning, but few studies have explored the relationship between stress and psychosocial functioning in the context of teacher-student relationships during early

adolescence. This study used a two-wave longitudinal design to investigate the unique and interactive effects of stress and teacher–student relationships on anxiety/depression, aggression, and rule-breaking behaviors. The sample included 288 sixth- and seventh-grade students (Mage = 12.01; 54% females; 47% Black, 36% White, 9% Hispanic) and their parents and teachers. Student-perceived stress and teacher-reported teacher–student conflict were related to more aggressive and rule breaking behaviors at Wave 1; perceived stress also predicted more anxiety/depression symptoms at Wave 1. Further, teacher-reported teacher–student closeness predicted less aggressive behaviors over time. The findings suggest that interventions that promote stress management and positive teacher–student relationships may reduce adjustment problems concurrently and over time among early adolescents.

Kundu, A., & Roy, D. D. (2023). **How do teachers innovate? Role of efficacy for innovation and school climate perception.** *Psychology in the Schools*, 60(12), 4885-4903. <https://doi.org/10.1002/pits.22987>

Studies on teachers' innovative work behavior (IWB) have identified the importance of self-efficacy beliefs and school climate. However, there is a lack of understanding of innovation-specific self-efficacy beliefs in earlier research. Further, the relative importance of these variables for teachers' IWB is yet to be examined. Objectives of the present study were to (i) conceptualize and develop an instrument to assess innovative self-efficacy (ISE) of school teachers, and (ii) examine the dynamics of relationships among ISE, perceived school climate, and IWB of teachers. The research was classified into two studies. In both studies, data were collected randomly from secondary and higher secondary teachers of private, government, and government-aided schools in Kolkata (INDIA) and adjoining areas. Study 1 dealt with the first objective, that is, the construction of the ISE scale. Factor structure and psychometric properties of the scale were tested on 300 teachers. Exploratory factor analysis revealed two dimensions: teaching reflection and teaching design implementation. In Study 2, ISE scale, IWB Scale, and Revised School Level Environment Questionnaire were administered to 400 teachers. Confirmatory factor analysis was performed, and goodness of fit estimates was calculated for the ISE scale, indicating an acceptable fit. Further, hierarchical regression analyses noted that school climate factors (collaboration, school resources, decision-making, and instructional innovation) moderated the relationship between teaching reflection efficacy and IWB. In the current backdrop of different educational reforms, IWB is a thrust that needs to be promoted among school teachers. The present study implies that school administration can encourage teachers' innovativeness by increasing opportunities for innovation in school. Training and intervention programs aimed at enhancing teachers' ISE levels will also increase IWB in them.

Liang, C. T. H., Gutekunst, M. H. C., Kohler, B. A., Rosenberger, T., Mui, V. W., Williams, K., & Safi, J. M. (2023). **The formation and functions of school-based trauma-leadership teams: A preliminary qualitative study.** *Psychology in the Schools*, 60(12), 5209-5226. <https://doi.org/10.1002/pits.23024>

Studies suggest that among children, adverse childhood experiences increase the risk of developing behavioral challenges in and out of the school environment. Rooted in distributed leadership, trauma-leadership teams (TLTs) are a novel systems-based intervention in which a team of educators deepens knowledge and works to implement trauma-responsive policies and practices within the school community. The current study used a consensual qualitative research design to (a) understand the ways TLTs are

created, (b) describe educators' perceived benefits and outcomes of these teams, and (c) describe how TLTs are applied in schools to improve trauma-informed care practices. Additionally, the study highlights growth areas for TLT implementation. Domains from interviews include (1) Formation of TLTs; (2) Benefits and Outcomes of TLTs; (3) Trauma-Responsive Competency; and (4) Growth Areas of TLT. Results suggest that TLT members view TLTs positively, offer insight into how TLTs are formed, and see benefits from TLTs within their school communities. Results also suggest areas for growth for TLTs.

Lin, X., & Sun, Q. (2023). **Student-generated memes as a way to facilitate online discussion for adult learners.** *Psychology in the Schools*, 60(12), 4826-4840. <https://doi.org/10.1002/pits.22884>

This qualitative study examines how a student-generated meme activity influences adult learners' interaction in online class discussions. A multiple-case design is applied to understand how this class discussion activity facilitates online threaded interactions. This study recruited 28 adult learners from a two-section graduate-level asynchronous online class. Findings show that entertaining and easy to relate to meme activity generated by students engages adult learners in discussion activities for active learning. It helps learners quickly open up to each other to share and learn from each other. This discussion activity offers an alternative to releasing their emotions and feelings individually and collectively benefits adult learners when approaching new learning. It also shows the advantages of using a discussion activity connecting diverse adult learners and building a sense of community for social support while supporting each other for new learning. Findings indicate a significant role also played by the instructor in facilitating interactions. Our study provides insights into integrating internet tools (memes) with discussion activity for active learning in a fully asynchronous online discussion board.

List, A. (2023). **Demonstrating the effectiveness of two scaffolds for fostering students' domain perspective reasoning.** *European Journal of Psychology of Education*, 38(4), 1343-1376. <https://doi.org/10.1007/s10212-022-00643-8>

Domain perspective reasoning refers both to students' recognition of authors' domain perspectives during reading and students' abilities to draw on varied domain perspectives to reason about and understand a complex social issue. Two instructional manipulations were examined in this study. First, students were asked to identify authors' domain perspectives during reading (i.e., DP-ID condition) or not (i.e., with authors' domain perspectives instead supplied in texts). Second students were provided with a Palette of Perspectives as an instructional scaffold to support their inferencing regarding how a common issue, that of immigration, may be examined through a variety of diverse domain perspectives. Although students' assignment to the DP-ID condition was not associated with the number of domain perspectives they included in writing, both DP-ID condition and being provided with a Palette of Perspectives were associated with students' performance on a domain perspective application task. Implications for domain perspective reasoning are discussed.

Liu, J., Jiang, Z., Luo, J., & He, W. (2023). **Chain mediating role of negative affect and ego depletion between quarantine time and academic procrastination among university students during the COVID-19 pandemic.** *Psychology in the Schools*, 60(12), 5088-5098. <https://doi.org/10.1002/pits.23018>

Although quarantine is an effective measure for containing the spread of COVID-19 and reducing the number of infected individuals, it has had negative consequences on the

emotional well-being and academic performance of university students. To explore the influence mechanism of school quarantine time on academic procrastination among students, a survey research methodology was employed to assess quarantine time, negative affect, ego depletion, and academic procrastination among 538 Chinese university students, and the Statistical Package for the Social Sciences software suite was used to analyze the collected data. The results indicated that (1) there were significant positive correlations between school quarantine time and academic procrastination, (2) school quarantine time had no direct effect on academic procrastination, but it positively predicted negative affect and ego depletion, and (3) school quarantine time affected the levels of academic procrastination among university students through three indirect paths: the mediating role of negative affect, the mediating role of ego depletion, and the chain mediating role of both negative affect and ego depletion. This cross-sectional study concludes that negative affect and ego depletion could mediate the association between school quarantine time and academic procrastination among university students during the COVID-19 pandemic.

Liu, Y., Afari, E., & Khine, M. S. (2023). **Effect of non-cognitive factors on academic achievement among students in Suzhou: evidence from OECD SSES data.** *European Journal of Psychology of Education*, 38(4), 1643-1657. <https://doi.org/10.1007/s10212-022-00660-7>

Non-cognitive abilities, also termed as Social and Emotional Skills (SSES), are believed to have a profound and far-reaching impact on individuals' growth and development. Previous psychological experiments confirmed that non-cognitive factors could have an impact on education, health and social well-being. The SSES reports by OECD offer insights on multiple facets of non-cognitive information during adolescents' growth, which seeks further understanding of the mechanisms and contextual features influencing the formation and development of students' non-cognitive skills as well as subject learning. Based on the OECD 2019 Suzhou data, this study tested a number of hypotheses concerning social and emotional skills and subject learning achievements, including mathematics, reading literacy and arts. The results confirmed that various social and emotional non-cognitive constructs emerged to be facilitating disciplinary learning, including mathematics, reading literacy and arts achievements. This paper offers some reflections on the integration of non-cognitive skills in designing the education policy guidelines.

Lussier, C. M., Ditta, A. S., & Speer, A. C. (2023). **The potential power of “studygram”: Concrete visual representations may increase student motivation, engagement, and enjoyment of routine course assignments.** *Psychology in the Schools*, 60(12), 4841-4856. <https://doi.org/10.1002/pits.22936>

Students are often unmotivated to engage with their online coursework. Research has shown that concretely visualizing one's goals (e.g., photo-taking) can improve motivation to learn. This study explored the effect of taking a photo of one's study space (i.e., a studygram photo similar to a post on Instagram) on students' motivation to start, engagement with, and enjoyment of routine assignments. In a within-subjects design, students took a photo of their study space before starting or after completing the assignment or took no photo. Data were collected from six undergraduate courses across three disciplines (Education, Psychology, and Theatre). Results revealed that students in an online Education course completing routine and formulaic assignments were significantly more motivated to start their coursework when they took a photo

compared to when they did not. Results were similar for student engagement and enjoyment. Outcomes were replicated in the course's second iteration but were not found in the Psychology or Theatre courses. Differences between the courses' formatting may have lessened the impact of photo-taking on students' experiences. Together our results suggest that motivation and engagement with routine coursework may be influenced by an easy-to-implement visualization intervention under certain circumstances. Potential implications for teaching are reviewed.

Maloshonok, N., Shcheglova, I., & Zhuchkova, S. (2023). **Undergraduates' orientations towards student–university relationships: Measurement and associations with student characteristics and engagement.** *Higher Education Quarterly*, 77(4), 722-740. <https://doi.org/10.1111/hequ.12430>

This study explored students' orientations towards student–university relationships and how they differ with regard to student characteristics and engagement. We developed an instrument measuring student orientations and utilised it in a survey of Russian undergraduates. Using latent class analysis, we identified the following types of Russian students' orientations: instructivists, consumerists, constructivists, and students with mixed orientations. As the results showed, the majority of our respondents have consumerist or mixed orientations that mostly mismatch with the actual models of student–university relationships at Russian universities. We also found that students with these orientations are less engaged than instructivists and constructivists. These findings demonstrate the importance of seeking an optimal match between diverse undergraduate orientations and the actual educational model, which fits national and institutional contexts.

McKenna, K., Bray, M. A., Fitzmaurice, B., Choi, D., DeMaio, E., Bray, C. R., & Bernstein, C. (2023). **Self-monitoring with goal-setting: Decreasing disruptive behavior in children with attention-deficit/hyperactivity disorder.** *Psychology in the Schools*, 60(12), 5167-5188. <https://doi.org/10.1002/pits.23026>

This study sought to investigate the effects of a self-monitoring (SM) with goal-setting (GS) intervention on students' disruptive behavior. A multiple baseline A-B-BC design was implemented across five elementary school-aged participants diagnosed with attention-deficit/hyperactivity disorder (ADHD) to examine the use of a behavioral intervention combining SM and GS techniques to decrease disruptive behavior. The results of this study suggest that SM with GS appears to be an effective intervention package for decreasing the disruptive behavior of students with ADHD and that these behavioral decreases sustain after intervention completion. Results also suggest moderate benefits of using a SM with GS intervention over a SM intervention. Teacher ratings suggest that the SM with GS package is moderately acceptable for classroom use.

Miller, C., Postill, B., & Andrews, J. J. W. (2023). **Self-Care of Canadian School Psychology Graduate Students.** *Canadian Journal of School Psychology*, 38(4), 349-372. <https://doi.org/10.1177/08295735231183463>

This study assessed the predictive nature of professional self-care practices on various outcome variables (academic performance, psychological well-being, and affect) and investigated if self-care influenced the relationship between perceived stress and psychological well-being amongst school psychology graduate students across Canada. Participants included 102 Canadian school psychology graduate students (female: 94, male: 8, Mage: 26.9). Results indicated that professional support and life balance self-care practices predicted increased psychological well-being and that life

balance predicted positive affect. Additionally, the results indicated that professional self-care practices strengthened the inverse relationship between perceived stress and psychological well-being, suggesting that self-care practices can buffer the negative effects of perceived stress on well-being. These results highlight the important role that professional self-care plays for school psychology trainees and may guide researchers and practitioners on ways to improve self-care intervention practices within professional and training settings.

Molinari, L., & Grazia, V. (2023). **A multi-informant study of school climate: student, parent, and teacher perceptions.** *European Journal of Psychology of Education*, 38(4), 1403-1423. <https://doi.org/10.1007/s10212-022-00655-4>

This paper presents a multi-informant study on school climate with the aim of (a) comparing students', teachers', and parents' perceptions of several school climate dimensions and (b) examining the associations between dimensions pertaining to classroom practices and school atmosphere in both students and teachers. Participants comprised 105 teachers, 320 parents, and 1070 students (49% female; Mage = 11.77) enrolled in four middle schools in Northern Italy. The latent mean comparison of students', teachers', and parents' perceptions revealed many significant differences, with teachers generally reporting better perceptions of the quality of the school environment. A multigroup path analysis highlighted associations between classroom practices and school atmosphere dimensions of school climate which varied for students and teachers. The findings are discussed in terms of their implications for school intervention and the fostering of a supportive school environment.

Moreau, J., Pollock, B., & Harrison, A. G. (2023). **In-Person and In-Home Teleneuropsychological Assessments With Youth With Neurodevelopmental Disorders: What's the Difference?** *Canadian Journal of School Psychology*, 38(4), 317-332. <https://doi.org/10.1177/08295735231199858>

Psychoeducational assessments provide clinicians with the foundation for diagnostic determinations and meaningful recommendations for youth with neurodevelopmental disorders. Due to the COVID-19 pandemic, the field shifted from seeing clients face-to-face (FTF) to conducting evaluations virtually via teleneuropsychology (TNP) in the client's own home. The current study sought to determine the equivalence of cognitive and achievement scores obtained in the context of FTF versus TNP testing. Nineteen youth with diverse neurodevelopmental disorders completed the Woodcock Johnson-Fourth Edition (WJ-IV). Results suggest generally equivalent results, with the caveat that scores from measures of Fluid Reasoning and Auditory Processing were significantly different across testing modalities. Environmental factors, characteristics of the clients, administration challenges, technical considerations, and practice effects may have contributed to differences in scores. These findings have implications for assessment standardization, case conceptualization, and implementation of recommendations in the school setting when psychoeducational assessments are conducted virtually.

Neuenhaus, N., Grobe, F. B., Schoor, C., & Artelt, C. (2023). **High-achieving ninth grade students' self-reported strategy use and its relation to strategic reading behavior.** *European Journal of Psychology of Education*, 38(4), 1571-1591. <https://doi.org/10.1007/s10212-022-00659-0>

Strategies in reading are viewed as essential tools needed to increase comprehension and learning from text. Especially in large-scale assessments, reliable and economic

measures of reading strategies are needed which are valid to assess the strategy-performance relation. Questionnaire-based self-report measures are very popular but often fail to establish a positive relation between strategy use and performance. Nevertheless, these measures are objective and content valid as well as efficient in use. One explanation for this fact may be that, depending on students' individual approaches to reading, various strategies may lead to better performance. Then, self-report questionnaires of strategy use (SRQs) would assess differences in strategic approaches of students which are not (necessarily) linked to performance. The aim of the present study was to investigate whether students' differences in self-reported strategy use correspond to different strategic approaches in reading. The present study compares strategic reading behavior of a homogeneous sample of 22 high-achieving ninth grade students with superior performance in reading who were chosen for their high reading-related strategy knowledge and their difference in self-reported strategy use, assessed via questionnaire. Eleven students reported frequent strategy use (FSU) and 11 students reported seldom strategy use (SSU). For both groups, strategic reading behavior was assessed in an unobtrusive way using a computer-based multiple-choice reading test. Even though both groups showed little to none differences in reading performance, results indicate that FSU and SSU students differ in processing of text during initial reading and while re-reading text passages. In addition, they differed in how they proceed with reading tasks.

Ngu, B. H., & Phan, H. P. (2023). **Differential instructional effectiveness: overcoming the challenge of learning to solve trigonometry problems that involved algebraic transformation skills.** *European Journal of Psychology of Education*, 38(4), 1505-1525. <https://doi.org/10.1007/s10212-022-00670-5>

The design principles of cognitive load theory and learning by analogy has independently contributed to our understanding why an instruction will or will not work. In an experimental study involving 97 Year 9 Australian students conducted in regular classrooms, we evaluated the effect of the unguided problem-solving approach, worked examples approach and analogy approach on learning to solve two types of trigonometry problem. These trigonometry problems ($\sin 40^\circ = \frac{x}{6}$ vs. $\cos 50^\circ = \frac{14}{x}$) exhibited two levels of complexity owing to the location of the pronumeral (numerator vs. denominator). The solution procedure of worked examples provided guidance, whereas the unguided problem-solving was without any guidance. Analogical learning placed emphasis on comparing a pair of isomorphic examples to facilitate transfer. Across the three approaches, solving practice problems contributed towards performance on the post-test. However, the worked examples approach and analogy approach were more efficient than the unguided problem-solving approach for acquiring skills to solve practice problems regardless of their complexity. Therefore, the worked examples approach and analogy approach that emphasizes algebraic transformation skills have the potential to reform instructional efficiency for learning to solve trigonometry problems.

Nykänen, M., Törnroos, K., & Vuori, J. (2023). **Conceptual replication of an evidence-based peer learning programme to enhance career preparation — a cluster randomized controlled trial (RCT).** *European Journal of Psychology of Education*, 38(4), 1729-1747. <https://doi.org/10.1007/s10212-022-00666-1>

Previous randomized-controlled trials have shown that a peer learning group intervention for career preparation can have positive effects on adolescent career management

and the transition to post-comprehensive education in secondary schools. However, this earlier evidence of efficacy has been found by intervention studies that have implemented the method intensively. Earlier studies suggest that tailoring implementation strategies to fit organizational processes may offer opportunities to improve the sustainability and scalability of evidence-based practices. In this study, the implementation of the career preparation intervention was integrated into the school curriculum as a part of regular career counselling, lengthening the delivery timeframe of the intervention programme and using the schools' own guidance counsellors as intervention providers. We conducted a conceptual replication study to investigate how effectively the adapted intervention programme enhanced perceived career preparation skills by carrying out a new cluster randomized-controlled trial among 1068 pupils. Linear mixed models showed that the effect of peer learning sessions on career choice preparedness was positive in comparison to that in the control group. The result suggests that the adapted intervention programme preserved its identifiable positive effects, although dismissing intensive delivery features somewhat reduced the effect size. These study results have implications for school-based career counselling interventions as schools seek to identify evidence-based methods that are cost-efficient and may be integrated into regular school routines.

Oh, J. H. J., Basma, B., Bertone, A., & Luk, G. (2023). **Assessments of English Reading and Language Comprehension in Bilingual Children: A Systematic Review 2010 to 2021.** *Canadian Journal of School Psychology*, 38(4), 373-392.
<https://doi.org/10.1177/08295735231183608>

Learning to read marks an important milestone in children. Extensive research with monolingual and bilingual children has demonstrated that language comprehension (LC) forms fundamental building blocks for reading comprehension (RC). However, mixed findings are reported among studies that compare readings skills in children with and without diverse language experiences. Depending on how researchers operationalize the construct of LC and RC, studies use different standardized tests or assessments to assess reading skills in children, which may lead to different findings across studies. The current review systematically examined tests of LC and RC that empirical studies have used to assess bilingual children who speak English as their second language. Out of an initial sample of 374 studies, 25 were eligible for inclusion. We extracted LC and RC assessments from the studies and documented task- and administration-related factors. Moreover, participant characteristics, definition of LC as described by authors, and findings related to the relationship between LC and RC were examined for each study. Our results demonstrated variability in the measures and definitions used to assess and describe LC and RC, potentially explaining the mixed findings in the literature. We underscore the importance of considering the multidimensional nature of LC and the need to further explore how different administrative and task characteristics of LC tests relate to RC. Furthermore, this review provides researchers and practitioners with an original and extensive survey of the literature on how LC and RC were assessed among bilingual children. Lastly, we highlight limitations in the current literature and discuss practical implications in the field of school psychology in supporting children with diverse language experiences.

Op 't Eynde, E., Depaepe, F., Van Den Noortgate, W., Verschaffel, L., & Torbeyns, J. (2023). **Future preschool teachers' mathematical questions during shared book reading.**

European Journal of Psychology of Education, 38(4), 1707-1727.
<https://doi.org/10.1007/s10212-022-00664-3>

Recent studies demonstrated that the adult-preschooler interaction during shared book reading (SBR) contributes to its effectiveness (Mol et al., 2008). The level of abstraction, or complexity, of the mathematical questions adults formulate during SBR serves as an indicator of the interaction quality. We aimed to investigate the chance of spontaneously formulating a mathematical question and the level of abstraction of the mathematical questions future preschool teachers propose to formulate during SBR, and their association with teachers' professional knowledge and beliefs, and type of picture book. Participants were 111 future preschool teachers. We investigated their chance of formulating a mathematical question and the level of abstraction of their mathematical questions using a video-based instrument and distinguished between two types of picture books, namely, mathematical and non-mathematical picture books. We additionally assessed their (1) mathematical content knowledge, (2) mathematical pedagogical content knowledge, and (3) beliefs about mathematics in general and about the teaching and learning of mathematics, with three online questionnaires. Data were analyzed using multilevel analyses. Results revealed that mathematical picture books increase the likelihood of formulating a mathematical question and provoked more abstract mathematical questions compared to non-mathematical picture books. There were no significant associations between teachers' professional knowledge and beliefs and the dependent variables. Our findings point to the importance of adequately selecting picture books to stimulate mathematical preschoolers' development via SBR and also call for further investigations on the learning-supportive picture book characteristics and teacher characteristics.

Paris, J. H., Beckowski, C. P., & Fiorot, S. (2023). **Predicting Success: An Examination of the Predictive Validity of a Measure of Motivational-Developmental Dimensions in College Admissions.** *Research in Higher Education*, 64(8), 1191-1216.
<https://doi.org/10.1007/s11162-023-09743-w>

Amid the COVID-19 pandemic, an unprecedented number of higher education institutions adopted test-optional admissions policies. The proliferation of these policies and the criticism of standardized admissions tests as unreliable predictors of applicants' postsecondary educational promise have prompted the reimagining of evaluative methodologies in college admissions. However, few institutions have designed and implemented new measures of applicants' potential for success, rather opting to redistribute the weight given to other variables such as high school course grades and high school GPA. We use multiple regression to investigate the predictive validity of a measure of non-cognitive, motivational-developmental dimensions implemented as part of a test-optional admissions policy at a large urban research university in the United States. The measure, composed of four short-answer essay questions, was developed based on the social-cognitive motivational and developmental-constructivist perspectives. Our findings suggest that scores derived from the measure make a statistically significant but small contribution to the prediction of undergraduate GPA and 4-year bachelor's degree completion. We also find that the measure does not make a statistically significant nor practical contribution to the prediction of 5-year graduation.

Pathardikar, A. D., Maurya, K. K., Sahu, S., & Singh, A. P. (2023). **Role-overload and self-esteem affecting teachers career satisfaction: Serial mediation through work**

engagement and job satisfaction. *Psychology in the Schools*, 60(12), 5227-5244. <https://doi.org/10.1002/pits.23036>

This study examines the effects of role-overload (RO) and self-esteem (SE) on career satisfaction (CS) through work engagement (WE) and job satisfaction (JS). It follows the social cognitive career theory (SCCT) and job demands-resources (JD-R) model. A quantitative survey was conducted on Indian school teachers (n = 630). A serial mediation model was developed to examine the proposed relationship. Hypotheses were tested by SEM and bootstrapping to verify the direct/indirect effects. The results reveal that SE, directly and indirectly, influence CS. The serial mediation was found between RO on CS through SE, WE, and JS. WE and JS also serially mediated between SE and CS. However, RO does not affect CS directly but through serial mediation. Study proposes a structural model with organizational and individual factors influencing CS. Unlike previous researchers, this study combines personal resources and organizational demands predicting CS. The study helps to understand the connecting link between SCCT and JD-R theory. Organizations can make use of this model for developing CS by managing RO through interventions.

Pazhouhi, S. (2023). **Online and Offline Bullying/Harassment and Perceived Racial/Ethnic Discrimination among Iranian Adolescents.** *Canadian Journal of School Psychology*, 38(4), 333-348. <https://doi.org/10.1177/08295735231188008>

Bullying and cyberbullying are prevalent among school-age children. A considerable number of adolescents experience different forms of bullying due to various reasons, such as their race and ethnicity. Previous research has examined the effect of ethnicity and race on school bullying and victimization, mostly in Western cultures. Iran is a country with diverse ethnic backgrounds, and no research has investigated this issue in Iranian schools. This study aimed to examine the interplay of online and offline victimization and online and offline ethnic discrimination among adolescents in Iran. It also aimed to investigate gender differences in the experience of victimization and ethnic discrimination among Iranian adolescents. The participants were a sample of 156 Iranian adolescents (116 females and 40 males) who completed an online survey, including demographic questions and self-report measures of victimization and racial-ethnic discrimination. The results showed that non-Fars minority adolescents reported a greater experience of online victimization, online and offline ethnic discrimination than the majority of Fars ethnicity adolescents. Additionally, the minority group reported a higher victimization experience than the Fars majority in online settings, but not offline. Female participants reported a higher experience of online victimization and online ethnic discrimination than male adolescents.

Pluton, L., & Stattner, E. (2023). **Influence de l'environnement de formation à distance sur l'engagement des apprenants et apprenantes : une expérimentation autour de la réalité virtuelle.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 192-206. <https://doi.org/10.18162/ritpu-2023-v20n2-14>

Qin, X., & Liu, S. (2023). **The relationship between principal support, teacher professional identity, and teacher professional learning in China: Investigating gender differences.** *Psychology in the Schools*, 60(12), 4871-4884. <https://doi.org/10.1002/pits.23066>

As an alternative concept of teacher professional development, teacher professional learning has attracted increasing research attention. This study explored the relationship between teacher gender, principal support, teacher professional identity, and teacher

professional learning among 608 teachers in central and western regions of China. The results indicated that female teachers perceived higher professional identity and professional learning than male teachers. Principal support had a significant positive influence on teacher professional learning, with teacher professional identity playing a partial mediating role. Teacher gender moderated the mediation effect of teacher professional identity on teacher professional learning, and professional identity had a higher influence on professional learning among male than female teachers. Based on the findings, the practical implication was discussed.

Raffin, O. (2023, octobre 16). **Les MBA se féminisent, non sans difficultés : « Le plus gros problème des femmes, c'est qu'elles doutent d'elles-mêmes »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/16/les-mba-se-feminisent-non-sans-difficultes-le-plus-gros-probleme-des-femmes-c-est-qu-elles-doutent-d-elles-memes_6194664_4401467.html

Ces formations pour les cadres, accessibles après quelques années d'expérience professionnelle, ont longtemps été l'apanage des hommes. Mais la situation évolue progressivement en faveur des femmes.

Reuter, Y. (2023). **Point de vue : Heureux comme un enseignant dans une pédagogie « alternative » ?** *Phronesis*, 12(2-3), 48-59. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-48.htm>

Cet article porte sur les relations entre pédagogies différentes et bonheur d'enseigner. Il s'appuie sur plusieurs recherches menées sur des établissements scolaires pratiquant des pédagogies alternatives ainsi que sur des expérimentations liées à l'article 34 de la loi « Fillon ». Plusieurs dimensions sont mises au jour : la rupture avec le mal-être vécu dans les pratiques classiques, la cohérence entre valeurs et pratiques, la place de l'engagement dans l'histoire de l'enseignant et dans ses relations personnelles, le développement professionnel, les effets sur les élèves, le rapprochement avec les familles, la reconnaissance sociale.

Rinaudo, J.-L. (2023). **Dispositifs et médiation en recherche clinique d'orientation psychanalytique**. *Sciences de la société: Les cahiers du LERASS*, (107). <https://doi.org/10.4000/sds.12805>

L'objet de ce texte est de montrer que la recherche clinique d'orientation psychanalytique peut être considérée comme un dispositif. Ce dispositif potentiellement favorise un processus de médiation, pour les sujets rencontrés.

San, C. K., & Guo, H. (2023). **Institutional support, social support, and academic performance: mediating role of academic adaptation**. *European Journal of Psychology of Education*, 38(4), 1659-1675. <https://doi.org/10.1007/s10212-022-00657-2>

Academic adaptation and performance are core aspects of international students' academic experience in the host academic context. The aim of this study is to investigate the relationship among institutional support, social support, and academic performance of international graduate students, as well as the mediating role of academic adaptation. This study was conducted grounded in Berry's cross-cultural acculturation framework (1997) and Schlossberg's transition model (1995). Survey data were gathered from a sample of 410 international graduate students from five universities in central China. As predicted, the results showed that institutional support, social support, academic adaptation, and academic performance were positively related. Mediation

analysis showed that academic adaptation acted as a full mediator between support factors (institutional and social) and academic performance. This study provides evidence of the way in which academic adaptation mediates between support and performance, meaning that institutional and social support increased academic adaptation which enhanced performance in turn. The present study also discusses some implications based on the findings for universities, faculty, and international student academic advisors in China and in other countries.

Shafiee Rad, H., & Hashemian, M. (2023). **Role of hedonic and eudaimonic well-being in second language learners' trait emotional intelligence and emotion regulation.** *European Journal of Psychology of Education*, 38(4), 1619-1641. <https://doi.org/10.1007/s10212-022-00663-4>

Well-being can play a vital role in a student's trait emotional intelligence (EI) and emotion regulation that indirectly results in successful learning, rarely investigated in a second language (L2) context. The current research examined the role of well-being manifestations (i.e., hedonic and eudaimonic orientations) in L2 trait EI and emotion regulation. Participants were 312 students selected based on the cross-sectional design from 5 English language institutes randomly in one of the central cities of Iran. Results suggested a significant positive correlation between L2 hedonic orientations with trait EI and emotion regulation. Besides, there was a positive correlation, but not significant, between L2 eudaimonic orientations with trait EI and emotion regulation. Furthermore, results suggested that trait EI and emotion regulation can be regarded as the predictors of L2 hedonic orientations. Interestingly, a positive correlation between trait EI and emotion regulation was detected in this research. In sum, the current research underlines the importance of well-being orientations (i.e., hedonic and eudaimonic orientations) in supporting different pathways to achieving trait EI and emotion regulation that follow a higher level of L2 motivation to learning/teaching.

Simard, È. (2023). **Les forces de caractère et la résilience des étudiants en situation de handicap à l'université** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse <https://constellation.uqac.ca/id/eprint/9296/>

Cette recherche s'intéresse aux étudiants en situation de handicap (ÉSH) dans les universités francophones du Québec, une population en croissance constante depuis les dernières années (Association québécoise interuniversitaire des conseillers aux étudiants en situation de handicap [AQICESH], 2021). Elle cherche à documenter quelles sont les caractéristiques personnelles et les forces qui sont susceptibles de favoriser la résilience de ces étudiants, surtout considérant les embûches supplémentaires engendrées par les effets de leur condition sur leur participation sociale (Kurth & Mellard, 2006; Mamboleo et al., 2020). Pour ce faire, un devis méthodologique quantitatif a été privilégié, ce dernier reposant sur quatre objectifs précis : 1) décrire les caractéristiques sociodémographiques des ÉSH ; 2) déterminer les forces de caractère dominantes chez les ÉSH ; 3) décrire le degré de résilience des ÉSH, et 4) explorer les liens existants entre les caractéristiques sociodémographiques, les forces de caractère et le degré de résilience des ÉSH. Afin de répondre à ces objectifs, un questionnaire utilisant deux outils de mesures validés en français ont été employés : le CD-RISC-10 de Connor et Davidson (2003) pour mesurer le degré de résilience et le VIA-IS-120 de Peterson et Seligman (2004) portant sur les forces de caractère. La collecte de données s'est effectuée à l'automne 2020, période pendant laquelle 115 participants ont complété la totalité du questionnaire. Des analyses descriptives et corrélationnelles ont été retenues pour procéder au traitement

statistique des données. Ces analyses visaient à vérifier trois hypothèses : a) les ÉSH présenteront un profil de force de caractère et de valeurs qui est distinctif en fonction de la condition avec laquelle ils vivent ; b) les ÉSH démontreront un degré de résilience qui est différent en fonction de la condition avec laquelle ils vivent, et c) le courage, la justice et l'humanité seront les valeurs les plus susceptibles de favoriser la résilience chez les ÉSH. Les résultats démontrent que ni le degré de résilience ni le profil des forces de caractère présentent des différences significatives en fonction de la condition, réfutant ainsi les deux premières hypothèses préalablement énoncées. Concernant la troisième hypothèse, les résultats ont permis de révéler que ce sont la bienveillance, le courage et la sagesse qui sont davantage associés au degré de résilience des ÉSH. Considérant le contexte souvent défavorable dans lequel les ÉSH évoluent tout au long de leur cheminement scolaire, il y a lieu d'avancer qu'une attention particulière devrait être portée afin de promouvoir ces forces et ces valeurs, puisqu'elles sont susceptibles de favoriser leur résilience et ainsi, rehausser leur bien-être au quotidien.

Snider, L. A., Contino, R., Simoni, M., Talley, J., & Talapatra, D. (2023). **Don't go it alone: Locating the sexual health curricula available to families of students with intellectual disability.** *Psychology in the Schools*, 60(12), 5145-5166. <https://doi.org/10.1002/pits.23042>
Students with intellectual disabilities (ID) have reduced access to sexuality education at school, tasking families with filling the gap. This limited access contributes to persistent health inequities, psychosocial risk, and reduced self-determination for individuals with ID. To understand the resources that families may encounter when filling this service gap, a naturalistic scoping review and content analysis of ID-specific sexual health curricula (SHC) was conducted. This analysis found a limited number of SHC available to family members who may seek them out online, and even fewer SHC designed for the specific needs of family-led delivery. While curricula identified in this study generally include the minimum recommended content areas for comprehensive sexuality education, they less frequently provide actionable guidelines for caregivers tasked with adapting teaching practices and outcomes assessment to the diverse profiles of students with ID. By understanding the SHC available to families of students with ID, school psychologists can improve their partnerships with families, disseminate needed resources, implement collaborative intervention practices, and advocate for inclusive sexuality education practices.

Stanley, J. L., Haynes, R., Francis, G. L., Bilodeau, M., & Andrade, M. (2023). **A call for saying "gay".** *Psychology in the Schools*, 60(12), 5076-5087. <https://doi.org/10.1002/pits.23007>

On March 28, 2022, Florida's Governor Ron DeSantis signed HB 1557 "The Parental Rights in Education" bill into law, taking effect July 1, 2022. As written, the bill: (a) prohibits discussion of lesbian, gay, bisexual, transgender, intersex, queer/questioning, and all other terms and concepts related to sexuality and gender (LGBTQ+) topics within schools, (b) requires schools to provide access to confidential records (e.g., counseling notes), and (c) requires school staff to notify parents when students engage in LGBTQ+ conversations or seek resources. While proponents posit that HB 1557 protects the "parents' fundamental rights to make decisions regarding the upbringing of their children," critics and activists contend that the bill will result in enduring damage to LGBTQ+ students. The purpose of this essay is threefold: (a) describe HB 1557 and elaborate on public responses to the bill, (b) provide stakeholder commentary on HB

1557, and (c) offer considerations to support members of the LGBTQ+ community in schools.

Sugizaki, M., & Iida, J. (2023). **School counselor perceptions of factors facilitating transitional support: Focus group interviews with school counselors.** *Psychology in the Schools*, 60(12), 5264-5280. <https://doi.org/10.1002/pits.23034>

This study aimed to identify factors that promote transitional support for K-12 students through focus group interviews with 18 school counselors with 10 or more years of experience. In the interviews, the respondents were asked about their perception of the current status, challenges, and ideals related to transitional support. As a result, several themes were extracted. These themes were categorized and discussed: factors related to SCs, factors related to schools, factors specific to transitional support, and factors related to the community. Factors related to SCs were considered to be SCs' own skills and work structure that made transitional support behaviors more difficult. Factors related to schools were cited as barriers to transitional support in the school setting. That is, differences in teachers' views and perspectives about children at different school levels were considered to make it difficult to build a foundation of trust between schools. Factors specific to transitional support include the need for a standardized system and manuals and a smooth handover of information. As for factors related to the community, the utilization of a network of local resources was highlighted. Overcoming these issues and improving these factors are expected to promote the provision of transitional support.

Tarchi, C., & Mason, L. (2023). **Learning across media in a second language.** *European Journal of Psychology of Education*, 38(4), 1593-1618. <https://doi.org/10.1007/s10212-022-00652-7>

The present study investigated the impact of the medium on learning in L2. Specifically, learning performances from L2 material were compared across three media: text, video, and subtitled video. The participants were 126 undergraduate students who were randomly assigned across three conditions: a text condition, a video condition, and a subtitles condition. First, students were asked to complete three questionnaires on control variables. Second, students were asked to read/watch a learning material and answer comprehension, recall, transfer, and calibration questions twice: immediately and a week after. Results reveal that the participants in the video condition outperformed those in the text condition in delayed comprehension and recall. Overall, learning performances were substantially equivalent across media when assessed immediately after processing the material, but subtitled videos had the potential to boost deeper learning performances only in highly skilled learners.

Teane & Gombwe. (2023). **Self-Efficacy as a Tool to Enhance Students' Classroom Participation: TVET/FET College's Student Views on the Causes of Student Passivity.** *Community College Journal of Research and Practice*, 47(11), 696-708. <https://doi.org/10.1080/10668926.2022.2056775>

The purpose of this study was to shed light on the role of self-efficacy in enhancing the classroom participation of students at Vocational Education and Training (TVET) Colleges in an attempt to improve performance in general. The context of the study was TVET/Further Education and Training (FET) colleges that came into being in South Africa to fill the critical skills gap. The efficiency of TVET colleges in meeting their mandate of developing qualified artisans has continued to be a matter of intellectual debate. This

study used Bandura's theory to explore students' views on how self-efficacy contributed to their passivity in class, a situation resulting in the poor performance of students. A qualitative research design was used and 30 participants from three TVET College campuses were selected, using a purposeful sampling technique. Data was collected by conducting three focus group interviews and a document analysis. The thematic qualitative data analysis approach was used to analyze the collected qualitative data. The findings of the study established that the low self-efficacy of teachers and students has led to student passivity in class, something that ultimately led to students' poor performance. Among the recommendations made were the prioritization of professional training programmes for TVET lecturers by the Department of Education and the creation of a conducive teaching and learning space.

Timmermans, A. C., & Rubie-Davies, C. M. (2023). **Gender and minority background as moderators of teacher expectation effects on self-concept, subjective task values, and academic performance.** *European Journal of Psychology of Education*, 38(4), 1677-1705. <https://doi.org/10.1007/s10212-022-00650-9>

Two developments in teacher expectation research formed the basis for the current study. First, researchers have begun investigating the self-fulfilling prophecy effects of teacher expectations on a variety of psycho-social outcomes in addition to the effects on academic achievement. Second, researchers have started to realize that some groups of students appeared to be more vulnerable or susceptible to teacher expectations. The current study aimed to investigate whether students' gender and minority background were moderators of teacher expectation effects for both academic outcomes and self-concept and subjective task value in the mathematics domain. The study is based on a sample of 1663 students (Grades 6 and 7) in 42 classes from three intermediate schools in New Zealand. Multilevel modeling was applied using MLwiN software. First, after controlling for students' beginning-of-year mathematics achievement, teacher expectations were higher for Asian and lower for Māori, compared with New Zealand European students. Expectations within the domain of mathematics, however, were higher for girls than for boys. Second, teachers' beginning-year expectations were predictive of achievement and self-concept of students at end-of-year, after controlling for beginning-of-year achievement and self-concept. Teachers' expectations were, however, not predictive of end-of-year intrinsic and utility value. Third, we did not find evidence for moderation effects of students' gender and minority background. These findings imply that despite the roughly similar magnitude of teacher expectation effects for various student groups, teacher expectations may contribute to gaps in students' achievement and self-concept because of differential expectations at the beginning of the year.

Tran, J. T., Loecher, N., Kosyluk, K. A., & Bauermeister, J. A. (2023). **Anti-LGBTQ+ sex education laws: The effects on students and implications for schools and school practitioners.** *Psychology in the Schools*, 60(12), 5062-5075. <https://doi.org/10.1002/pits.23013>

Anti-Lesbian, Gay, Bisexual, Trans, and/or Queer (LGBTQ+) education laws are defined as laws that prohibit or limit schools from discussing same-sex relationships, broader sexuality, and gender issues in their sexual education curriculum. This study presents a historical context of anti-LGBTQ+ sex education laws, examines the extant literature on the possible impact of these laws, and suggests recommendations for schools and school practitioners. Anti-LGBTQ+ sex education laws may impact school climate and have

been associated with poorer well-being for LGBTQ+ students and cisgender heterosexual allies that encompass a range of sexual orientations and gender identities. With an Executive Order from the US president outlining the need to support LGBTQ+ youth in schools and the US Surgeon General's Advisory to highlight the urgent need to address the nation's youths' mental health, it is imperative to support LGBTQ+ students. We offer strategies that may be used to address anti-LGBTQ+ sex education laws by school administrators and practitioners in a call for advocacy to make changes in sex education policy to improve the well-being of students, particularly LGBTQ+ youth.

Tricot, A., & Brellier, J. (2021, septembre 20). **Cognitive load and spelling performance in a word dictation task: Contributions of the TBRs model.** Présenté à 13th International Cognitive Load Theory Conference. Consulté à l'adresse <https://univ-montpellier3-paul-valery.hal.science/hal-04263760>

Upsher, R., Percy, Z., Cappiello, L., Byrom, N., Hughes, G., Oates, J., ... Foster, J. (2023). **Understanding how the university curriculum impacts student wellbeing: a qualitative study.** *Higher Education*, 86(5), 1213-1232. <https://doi.org/10.1007/s10734-022-00969-8>

There is increasing pressure within universities to address student mental health. From a whole university or settings-based perspective, this could include curriculum-embedded approaches. There is little research about how this should work or what approaches might be most effective. Semi-structured interviews were conducted with fifty-seven undergraduate students from five disciplines (Psychology, English studies, Nursing, International Politics, and War Studies) to understand students' perspectives. Students reflected on wellbeing module content and, more broadly, on curriculum processes (teaching, pedagogy, assessment) within their degree. Reflexive thematic analysis was applied to transcripts, generating three themes: embedding wellbeing in the curriculum; assessment, challenge, and academic support; and social connection and interaction. The findings provide evidence for teaching, pedagogy, and assessment practices supporting higher education student wellbeing. These align with recommended good teaching practices, such as considering appropriate assessment methods followed by effective feedback. Students saw the benefits of being academically challenged if scaffolded appropriately. Strong peer connection, teacher-student interaction, and communication were crucial to learning and wellbeing. These findings provide implications for future curriculum design that can support learning and wellbeing.

Ventura, A. C., & Lazzeri, M. C. (2023). **Are there differences between first-grade children's display of metacognition and self-regulation when engaged in a graphic production task and when later revising it? The complementary roles of production and revision at the beginning of schooling.** *European Journal of Psychology of Education*, 38(4), 1425-1442. <https://doi.org/10.1007/s10212-022-00672-3>

In recent years, there has been considerable growth in evidence that open-ended, challenging, and autobiographical tasks may provide better opportunities to evidence how young children exhibit metacognition and self-regulation. This research examines possible differences in children's metacognition and self-regulation between two ecological valid tasks. Data from 32 in-depth interview sessions with 16 first-grade children were analyzed: two sessions for each child (i.e., one session for a graphic production task and one session for the corresponding deferred revision task). We analyzed indicators of metacognitive knowledge (i.e., knowledge of persons, tasks, and strategies), metacognitive regulation (i.e., planning, monitoring, control, and evaluation), and

emotional and motivational regulation (i.e., emotional and motivational monitoring and emotional and motivational control) using Cambridgeshire Independent Learning (C.Ind.Le) Coding Framework (Whitebread et al. *Metacognition and Learning*, 4, 63–85, 2009). Overall, children were significantly more likely to display metacognitive knowledge in the production task, whereas in the deferred revision task, they were more likely to display metacognitive regulation. Specifically, children were more likely to show knowledge of strategies during the production task, whereas in the deferred revision task, they were more likely to display monitoring, evaluation, and emotional and motivational control. Both open-ended, challenging, and autobiographical tasks are suggested as valuable tools when combined with one another, offering complementary insights and helping make children's metacognition and self-regulation more visible to themselves, educators, and researchers.

Vincent, C., Plante, I., Tremblay-Wragg, É., & Barroso da Costa, C. (2022). **Échelle de santé psychologique adaptée et validée au contexte doctoral**. *Mesure et évaluation en éducation*, 45(3), 61-94. <https://doi.org/10.7202/1107234ar>

Malgré le nombre grandissant d'études sur la santé psychologique des doctorants, l'intérêt semble surtout axé sur leur détresse psychologique. Ceci peut s'expliquer par le manque d'outils contextualisés au travail doctoral pour mesurer à la fois la détresse et le bien-être psychologiques, deux aspects indissociables de la santé psychologique. Or, un tel outil apparaît essentiel pour les futures recherches empiriques qui tenteront, par exemple, d'éclairer les prédicteurs et les conséquences de ce construit. La présente étude visait donc à adapter une échelle existante de santé psychologique au travail (Gilbert et al., 2011) en version courte et contextualisée au doctorat et à examiner ses qualités psychométriques. Quatre indicateurs de la validité de construit (exploratoire, confirmatoire, convergente et prédictive) et deux indicateurs de fidélité (cohérence interne et stabilité temporelle) ont été examinés sur deux échantillons de 380 et 377 doctorants. Une courte échelle unidimensionnelle à huit items (quatre items mesurant le pôle de la détresse et quatre items mesurant le pôle du bien-être) présentant de bonnes qualités psychométriques a été obtenue, justifiant son utilisation dans des études ultérieures.

Violant-Holz, V., Muñoz-Violant, S., & Rodrigo-Pedrosa, O. (2023). **Challenges of inclusive schooling for children and adolescents with congenital heart disease: A phenomenological study**. *Psychology in the Schools*, 60(12), 4946-4966. <https://doi.org/10.1002/pits.23041>

Educational attainment is closely associated with health. The objective is to explore the extent to which children and adolescents with congenital heart disease (CHD) are afforded the same educational and socialization opportunities as their healthy peers. We used a qualitative phenomenological design with convenience sampling. Data gathered 27 semistructured interviews: children with CHD (n = 9), parents (n = 10), and professionals (n = 8) in Catalonia, Spain. Interview transcripts were coded using the constant comparative method and analyzed using ATLAS.ti software. The analysis revealed three themes describing the experience of schooling for children with CHD: (1) Empowering and enabling a child with CHD to achieve academically and engage socially is a challenge for parents; (2) Teachers lack the resources and specific skills necessary to meet the diversity needs of children with CHD; (3) Parents and teachers have low expectations regarding the academic achievement of a child with CHD. Further application of the constant comparison method yielded a core theme: (4)

Children with CHD experience exclusion from peer group social learning activities. Further efforts are needed for more effective collaboration and coordination between educational and health professionals to provide support for teachers and families and enable children to be better integrated within schools.

Wang, X., Wang, S., & Zeng, X. (2023). **Does deviant peer affiliation accelerate adolescents' cyberbullying perpetration? Roles of moral disengagement and self-control.** *Psychology in the Schools*, 60(12), 5025-5040. <https://doi.org/10.1002/pits.23037>
Cyberbullying perpetration has become an international public health concern among adolescents. Based on the general aggression model, the present study sought to examine whether deviant peer affiliation was significantly related to adolescents' cyberbullying perpetration, and whether moral disengagement mediated this association and self-control moderated this mediation process. A total of 2286 Chinese adolescents (Mage = 13.46, SD = 0.93) completed a series of anonymous questionnaires regarding deviant peer affiliation, cyberbullying perpetration, moral disengagement, and self-control. Results showed that adolescents who interacted with deviant peers were more likely to cyberbully others, which was mediated by moral disengagement. Self-control moderated the association between deviant peer affiliation and moral disengagement and the relationship between moral disengagement and cyberbullying perpetration, but not the relationship between deviant peer affiliation and cyberbullying perpetration. Specifically, compared to high self-control adolescents, low self-control adolescents with high deviant peer affiliation were more likely to develop high moral disengagement and further engage in cyberbullying perpetration. The present study contributes to our understanding of the key mechanisms underlying the association between deviant peer affiliation and adolescents' cyberbullying perpetration.

Wild, S., Rahn, S., & Meyer, T. (2023). **The relevance of basic psychological needs and subject interest as explanatory variables for student dropout in higher education — a German case study using the example of a cooperative education program.** *European Journal of Psychology of Education*, 38(4), 1791-1808. <https://doi.org/10.1007/s10212-022-00671-4>

Student dropout in higher education is a challenge for higher education systems. In recent years, there has been an increasing focus on analyzing motivational aspects in order to counteract dropout. However, the detailed impact mechanisms and processes of motivation on dropout have not been sufficiently researched. For example, there is very little research analyzing the preconditions of motivation and their influence on motivation as well as their eventual influence on dropout. From the background of self-determination theory and the person-object theory of interest, this study analyzes the effects of satisfying the three basic psychological needs on dropout via subject interest. We use data from a cross-sectional design with N = 2662 cooperative students in their first academic year. Our analysis identifies a direct effect of relatedness and subject interest on dropout. Furthermore, indirect effects of satisfying basic psychological needs, specifically, autonomy and relatedness, on dropout via subject interest are noted. We evaluate our results in the context of the current state of research and discuss implications.

Williams III, O., Davis, J., & Cox, M. (2023). **Partnership with a school system to implement an Africentric rites of passage program for middle school Black boys.** *Psychology in the Schools*, 60(12), 5099-5114. <https://doi.org/10.1002/pits.23092>

This article shares how three African-centered Black men partnered with a school system to develop and implement an Africentric rites of passage program for seventh- and eighth-grade Black male students. The proposed school-based intervention aimed to socialize, educate, and cultivate Black boys in preparation for manhood. Theoretically, the conceptual framework was anchored in African paradigms from Afrocentricity, Kwaiaida, and Pan-Africanism. The authors provided an overview of the program, which included the program structure, activities, and events. We concluded with a discussion of program challenges and recommendations for future research and program implementation.

Wilson, S., Hastings, C., Morris, A., Ramia, G., & Mitchell, E. (2023). **International students on the edge: The precarious impacts of financial stress.** *Journal of Sociology*, 59(4), 952-974. <https://doi.org/10.1177/14407833221084756>

International students are an important global cohort of 'noncitizens' whose experiences are central concerns for urban sociologists and migration scholars. Drawing on survey fieldwork conducted among international students in the private rental sector in Sydney and Melbourne during 2019, this article provides new knowledge about the hardships experienced by international students who report financial stress. Using a modified scale developed by the Australian Bureau of Statistics, we highlight the accelerating role of high levels of financial stress in producing disruptive events such as housing evictions and fears of homelessness, as well as reliance on inadequate housing like 'hot-bedding'. Financial stress is significantly more likely for students from low-GNI (gross national income) countries and higher stress reduces wellbeing. Access to paid employment, however, does not 'protect' against higher financial stress. We conclude that higher education policymakers need tools and policies to prevent disruptive life events among international students related to financial stress, particularly those associated with housing.

Yu, W., He, J., & Gong, Y. (2023). **A systematic review of information technology in workplace learning.** *Psychology in the Schools*, 60(12), 4904-4929. <https://doi.org/10.1002/pits.22901>

The application of information technology is ubiquitous in our work and learning, and information technology causes tremendous changes to workplace learning. This systematic review aims to summarize the roles and impacts of information technology on workplace learning. This study is guided by the following three research questions: What are the characteristics and trends of the existing research on information technology in workplace learning(RQ1)? What roles does information technology play in workplace learning(RQ2)? What changes and impacts have information technology brought to workplace learning(RQ3)? We identified 60 eligible articles using the guidelines of the PRISMA procedures. To respond to RQ1, the descriptive analysis of the eligible literature has been delineated. To respond to RQ2, we conducted an in-depth content analysis, and the roles of information technology were classified into four categories: at the organizational level, exploitative learning and explorative learning and at the individual level, learning resources and learning support. To respond to RQ3, the impacts of information technology were analyzed from both the positive and negative effects at the individual and organizational levels. Finally, we proposed an integrated framework of information technology on workplace learning.

Zhang, W., Lu, M., & Yang, P. (2023). **An empirical study about the impact of project-based learning on reading literacy of primary students in a blended learning environment.** *Psychology in the Schools*, 60(12), 4930-4945. <https://doi.org/10.1002/pits.22949>

Reading literacy is the core component of Chinese literacy and the basic ability needed in students' personal development. From the experience of international curriculum and teaching reform, project-based learning is an important way to train students' core literacy. In this context, this paper explores the impact of project-based learning on reading literacy of primary school students in blended learning environment by adopting a mixed-method design. The results show that, compared with traditional teaching, project-based learning is more conducive to promoting primary students' reading behavior and attitude, improving their reading level and reading comprehension ability with two reading purposes. This finding provides empirical evidence and practical guidance for Chinese teachers in primary schools when implementing project-based learning.

Aspects sociaux de l'éducation

Aalioui, L., Gouzi, F., & Tricot, A. (2022, septembre 20). **Segmentation effect and eye movement modelling examples in learning renal physiology.** Présenté à 13th International Cognitive Load Theory Conference. Consulté à l'adresse <https://univ-montpellier3-paul-valery.hal.science/hal-04263753>

Aasen, P., & Prøitz, T. S. (2023). **Merging Traditions and Emerging Tensions.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 129-150). https://doi.org/10.1007/978-3-031-36970-4_8

The development of teacher professionalism is contextualised in timely and spatial configurations. Historically educational policy and reforms have influenced the development of the teaching profession. In this chapter we discuss how educational policy and reforms in primary and secondary education and teacher education have influenced the construction of the teacher profession in Norway. We limit our examination of this policy—practicePractice nexus starting from the end of the nineteenth century. In analysing policies and politics that have shaped developments of the teaching profession, we focus on three nexuses or connections crucial in any analysis of professional development: Policies influencing (1) the organization of arenas for professional development, (2) the steering, management and organisation of the professional field and occupational practicePractice and (3) the professional knowledge, skills, and standards. We argue that different knowledge regimes in educational policy historically have influenced the construction of the teacher profession and laid foundations for new forms of differentiation within the teaching profession. To meet emerging tensions and new forms of differentiation, the challenge seems to be how teacher education can strengthen research-based and value-based professionalism and how teacher training can ensure that the profession is developing a coherent conceptual framework, a common language, a unified theory, an intellectual community, and a frame of reference for value-based and evidence-informed reflection and action.

Abdenbi, S. (2023). **Le concours de l'expérience du métier dans la transition vers la profession enseignante des enseignants débutants de la formation professionnelle au**

Québec. Consulté à l'adresse
<https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32041>

Cette recherche porte sur la transition de l'exercice d'un métier vers son enseignement des enseignantes et enseignants débutants de la formation professionnelle au Québec et vise à comprendre leur expérience vécue lors de leur transition. Elle traite d'abord de leur insertion professionnelle caractérisée par des conditions de travail précaires. Elle aborde ensuite la transition de l'identité professionnelle vécue et les tensions qu'elle entraîne. Le concept d'expérience de Dewey a été utilisé pour penser la transition vers l'enseignement comme un processus d'apprentissage basé sur le principe de la continuité et de l'interaction avec l'environnement. Les travaux de Dubar sur la socialisation professionnelle et son concept de transaction se sont avérés pertinents pour comprendre les transformations identitaires en jeu. Nous avons recueilli des données qualitatives issues de douze entretiens semi-dirigés que nous avons analysés à l'aide d'une méthode d'analyse thématique. Les résultats montrent que l'expérience professionnelle dans leur propre métier est la ressource la plus importante que les enseignantes et enseignants mobilisent à la fois pour composer avec la transition et dans le cadre de leurs pratiques en enseignement. Cependant, la recherche montre que la transition vers l'enseignement peut être représentée et accomplie de deux manières très différentes par les personnes participantes : en parallèle à la pratique continue de leur métier, où l'enseignement va de pair avec la pratique continue du métier, ou plutôt comme un engagement entier dans une carrière d'enseignement, où la pratique du métier est considérée comme une ressource sous la forme d'expériences passées.

Adams, P. (2023). **Initial Teacher Education Partnership: Bureaucracy, Policy, and Professional Agency**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 151-171). https://doi.org/10.1007/978-3-031-36970-4_9

Initial teacher education partnership as an example of 'educational nexus', often signals particular responses to normative questioning. Set within the 'theory-practicePractice' nexus, partnership is positioned as the interleaving of various pedagogic/didactic D/discourses (Gee JP. Social linguistics and literacies. Ideology in Discourses. Routledge, 2012) to realise systemic development. Since the publication of Teaching Scotland's Future (Donaldson G, Teaching Scotland's future. Report of a review of teacher education in Scotland, In Education (Issue December), 2010) Scottish initial teacher education has spent considerable time developing supportive local authority/higher education institution/school partnership arrangements. Problematically, inter-group practicePractice has been privileged over shared theoretical debate. This chapter proposes a 'spatial heuristic' centring on the epistemological matters of 'identifying', 'knowing' and 'doing' teaching. It proposes agency '...in which the agent is clearly decentred, an approach in which the achievement of agency is not an achievement of the agent alone but of the agent-in-interaction-with-others' (Biesta G, Tedder M, How is agency possible? Towards an ecological understanding of agency-as-achievement. 44(0), 1-40, 2006) as a key part of professional development and that partnership, subsequently should be reconceptualised as 'existing' in the overlaps 'between' theory and practicePractice.

Adebayo, S. O., & Saini, M. (2023). **A scientometric study for scientific research publication on gender inequality**. *Quality & Quantity*, 57(6), 5107-5135. <https://doi.org/10.1007/s11135-022-01604-5>

Gender inequality is the deprivation of an individual or group of individuals a particular right or rights that are readily available to persons of the opposite sex in the same category. Gender inequality popularity cannot be overemphasized and it is increasing day by day. This popularity has attracted great researchers to delve more into this topic and today, we have a plethora of research studies on this topic. This research aims at performing a scientometric analysis of various pieces of research performed on selected sub-categories of gender inequalities within twenty (20) years (1999–2018). The choice of sub-categories was arrived at based on keyword reputation along with the number of publications in each sub-category as presented in the Scopus database. The results of the analysis were visualized with VOSviewer and Biblioshiny web interface. Publications and journal citation count analysis, influential institutes and countries, key research topics, and author collaboration are evaluated from Scopus bibliographic data. Health, education, adult, income, and poverty are the most prominent identified subcategories. Authors from the USA have the overall highest contributions and 73.57% of the total contributions made in the social sciences sub-category. The country also has the highest collaboration network with the rest of the world in gender inequality research work, followed by Australia and Canada. South Africa is the highest number of collaborating country in the African region. Female, male, human, adult and middle-aged are the most frequently used keywords in publications related to gender inequalities as identified by our analysis. Full descriptions of the output are given in the results and discussion section. This will help researchers, government and non-governmental organisations, decision-makers, and the general public have detailed insights into studies around gender imbalances and make well-informed decisions.

Adi, B. (2023). **A Relational Realist Vision for Education Policy and Practice**. <https://doi.org/10.11647/obp.0327>

This volume argues that relational realism can help us to make better educational policy that is more effective in practice. Basem Adi draws on critical realism to thoroughly re-examine fundamental assumptions about how government policymaking works, developing an ontological basis from which to examine existing government approaches and imagine an alternative approach based on a relational realist-informed critical pedagogy.

Agosto, V., Still, C. D., & Angelo-Rocha, M. (2023). **A cartography of controversy concerning MAGA: political rhetoric, racism, and symbolism in schools**. *International Journal of Qualitative Studies in Education*, 36(10), 2053-2071. <https://doi.org/10.1080/09518398.2021.1962562>

This study explored incidents in schools involving the controversial campaign slogan, Make America Great Again (MAGA). Using a cartography of controversies approach, we located news reports to understand how educators, students, and families engaged with MAGA as a cultural symbol. In addition to mapping the location of each incident and grade level, we interpreted news reports through a cultural studies lens during weekly meetings. While discussing MAGA related incidents in schools we scripted a blogcast as we worked thematically with data. Our interpretations coalesced into three key findings. First, MAGA's symbolism, as an extension of Trumpian rhetoric, aroused emotions. Second, actors wielding the symbols exhibited entitlement racism. Third, those provoked to act in response to fear and anger faced a double-bind—they were at risk of punishment for reacting to MAGA and at risk of harm (i.e. political trauma) if they ignored

it. We discuss the implications of the findings for educational leadership and offer recommendations for future research.

Agraib, L. M., Alkhatib, B., Al Hourani, H., & Al-Shami, I. (2023). **Are online and face-to-face questionnaires equally valid and reliable methods of assessing preconception care?**

Quality & Quantity, 57(6), 5563-5576. <https://doi.org/10.1007/s11135-023-01614-x>

Face-to-face interviews using paper-based or online survey questionnaires are used interchangeably to allow the strengths of each method to complement each other. Preconception care is important for maternal and infant health. Thus, this study aims to assess the reliability and validity of a preconception care questionnaire using online and face-to-face interviews. Additionally, this study examines the preconception care status of Jordanian women of reproductive age. Online and face-to-face interview questionnaires were conducted with a random sample of Jordanian women of reproductive age (18–44 years) in a cross-sectional design between March 2022 and May 2022. A total of 1367 participants from the online questionnaire and 416 participants from the face-to-face interview questionnaire were included in this study. The preconception care questionnaire was found to be valid and reliable in both online ($\alpha = 0.874$) and face-to-face ($\alpha = 0.722$) interviews. Both methods showed a high prevalence of good knowledge and positive attitudes but poor practices among women between the ages of 18 and 29 years. Women aged 30–45 had poor knowledge and practices as well as negative attitudes. Married women had inadequate knowledge and practices as well as negative attitudes. While single women had good knowledge, they had negative attitudes.

Ahlers, A. L., & Christmann-Budian, S. (2023). **The politics of university rankings in China.** *Higher Education*, 86(4), 751-770. <https://doi.org/10.1007/s10734-023-01014-y>

Over the past decade, universities in the People's Republic of China have notably progressed in international rankings. Most of the existing literature interested in this development describes the adoption of university rankings in China as a recent import of a global institution, and as being driven by a governmental agenda that seeks to bolster the country's competitiveness and overall status on the world stage, including in the academic realm. The wider domestic environment that determines Chinese universities' participation in the global ranking competition is usually left out of the picture. As this article demonstrates, university rankings and other performance indicators have been an organic part of Chinese science and higher education policy and a prominent element in state-directed national reform and development planning processes since at least the 1980s. In addition to the crucial role of the state and a lack of university autonomy, what further distinguishes the case of China from other countries in the rankings is a strong and accepted tradition of utilizing quantification, competition, and rating as political tools. Another reason, we argue, why Chinese universities were able to insert themselves into the ranking race relatively seamlessly and with some quick successes. Yet, after decades of following so-called "Western" standards and indicators for academic performance and reputation evaluation, domestic policy is changing again and taking a seemingly nationalist turn which may bring about some changes in the practice and significance of university rankings in China—and potentially beyond, as we discuss in conclusion.

Albia, J., & Cheng, M. (2023). **Re-examining and developing the notion of academic citizenship: A critical literature review.** *Higher Education Quarterly*, 77(4), 709-721. <https://doi.org/10.1111/hequ.12428>

The notion of academic citizenship has been largely associated with the service role which is a part of academic work seen as additional to teaching and research. The changing landscapes of higher education and the increasing diversity of academic work have prompted debates on what academic citizenship means. This paper challenges the conventional association of academic citizenship with the service role and presents a critical review of the key themes and issues explored in extant literature on the subject. Drawing upon the general view of citizenship as practice, it proposes that the different dimensions of academic work be seen integratively, with academic citizenship reframed beyond the service role. We argue that academic citizenship needs to be conceptualised as a practice of enactment, that is, by the values, processes and means by which it is enacted and asserted as academics draw on freedoms, autonomy and individual motivations.

Alcaíno, M., Jaimovich, A., Méndez, C., & Vásquez, D. (2022). **Government fragmentation and educational outcomes: evidence on the creation of municipalities in Chile** (IDB Publications (Working Papers) N° 11987). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/11987.htm> We explore how government fragmentation affects public education provision by examining the case of Chile, which created 11 municipalities between 1994 and 2004. Using territories that sought, but failed to, achieve independence as controls, we find that schools in newly created municipalities, on average, experienced a standard deviation decline of 0.2 in elementary school mathematics performance. In addition, fragmentation led to a high turnover and increased job insecurity of classroom teachers and school management teams in newly created municipalities. In contrast, we found that reducing the size of the original municipalities school networks does not impact student outcomes or school personnel. Overall, our findings point to specific unintended educational effects of policies that seek to enhance horizontal decentralization.

Allen, R., Kannangara, C., & Carson, J. (2023). **Long-Term Mental Health Impacts of the Covid-19 Pandemic on University Students in the UK: A Longitudinal Analysis Over 12 Months.** *British Journal of Educational Studies*, 71(6), 585-608. <https://doi.org/10.1080/00071005.2023.2215857>

University students in the UK have encountered many challenges as a result of the COVID-19 pandemic. This research aimed to track the mental well-being of a large sample of British university students (n = 554) over a one-year period of the COVID-19 pandemic, capturing data at four time points between May 2020 and May 2021. Overall retention after 12 months was 34.73%. Findings showed the COVID-19 pandemic has caused a significant, negative impact on the well-being of British university students. Students are suffering from prolonged and high levels of psychological distress and anxiety. Levels of flourishing in students are still very low. The different phases of the pandemic appear to have played an influential role in student mental health. The practical implications for higher education and recommendations for future research are discussed.

Allende, C., Ortega, L., & Valenzuela, J. P. (2023). **Beyond Socio-economic Segregation Among Schools: Research on Ability-Grouping Within Schools in Chile.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation:*

Global Trends and Singular Experiences From Belgium and Chile (p. 245-260). https://doi.org/10.1007/978-3-031-36147-0_13

Research on school segregation in Chile has primarily focused on estimating and explaining the strong socio-economic segregation across schools, and its association with unequal achievement levels. In this chapter, we review the international literature on less visible segregation mechanisms that take place within schools to manage student heterogeneity. Then, we synthesise results from relevant studies conducted in Chile, with a focus on the magnitude and effects of within-school ability grouping. Diverse forms of student heterogeneity management are simultaneously in place in Chilean schools. Initial studies estimated a high incidence of ability grouping practices in the country, although it has significantly decreased between 2007 and 2020. In addition, large, public and secondary schools, as well as those with higher levels of vulnerability and social heterogeneity, are more likely to use ability grouping. In line with the international evidence, in Chile, these practices are associated with negative effects in standardised test scores, self-esteem and self-efficacy, that are stronger for male students, for those whose parents have low educational expectations, and those in lower socio-economic status schools. This research line broadens and complements traditional studies on school segregation as it emphasises different mechanisms for the reproduction of inequalities and implies new challenges for education policy.

Alm Fjellborg, A., & Forsberg, H. (2023). **Even in preschools: analysing the preschool and neighbourhood segregation gap in Swedish municipalities.** *European Sociological Review*, 39(5), 677-691. <https://doi.org/10.1093/esr/jcad004>

Preschool segregation has not been the focus of research efforts to the same extent as compulsory school segregation. This is at least in part a consequence of the lack of large-scale, registry-based data sources on where children live and where they attend preschool. This paper presents a full-population account of discrepancies between preschool segregation and neighbourhood segregation covering the Swedish population. Data includes preschool children as well as their parents' income, education, ethnic background, and place of residence. Findings indicate that while preschool segregation does not differ from neighbourhood segregation to the same extent as previous research has shown for school segregation, there are systematic differences affecting the level of segregation across Sweden and in various types of municipalities. Studies on school level show segregation by foreign background and income to be most prominent, whilst preschool segregation mostly concerns parents' educational attainment. Furthermore, the findings show that the geographical distribution of private and public preschools affects levels of segregation. This conclusion supports the general argument that the free-choice reform in the Swedish school system tends to raise levels of school segregation above the levels of residential segregation—even in preschools.

Al-Shehri, K. (2023). **Teaching English Intensively by NESTs in the Saudi EFL Setting: Status and Implications.** *British Journal of Education*, 11(12). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/teaching-english-intensively-by-nests-in-the-saudi-efl-setting-status-and-implications/>

Intensive EFL programs become the current mainstream in the Saudi educational system in most undergraduate tracks. They are aimed at compensating students' previous lack of exposure to English. These programs are chiefly staffed by NESTs. The policy makers believe that native-English instruction is an ideal teaching model that can offer authentic English in the EFL classrooms. There is, however, a dearth of the conducted research

studies that examine such a trend. This paper endeavors to assess NESTs' teaching performance based on a list of teaching competencies at Jeddah's intensive English program. The data are qualitatively collected via an observation checklist of seven NESTs. The main findings reveal that NESTs significantly perform high in almost 60% of these competencies. Also, there are no significant differences between the median ranks of NESTs in all the teaching competencies according to these variables: nationality, experience and qualification. This paper recommends that the ideal EFL instruction requires NESTs to be acquainted with a wide range of technical, contextual and cultural competencies along with their nativeness.

Álvarez Marinelli, H., Berlinski, S., Busso, M., & Martínez Correa, J. (2022). **Improving Early Literacy through Teacher Professional Development: Experimental Evidence from Colombia** (IDB Publications (Working Papers) N° 12473). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/12473.htm>

Teachers are the most fundamental input of students' learning. For this reason, developing teaching skills is a policy priority for most governments around the world. We experimentally evaluate the effectiveness of « Let's All Learn to Read, » a one-year professional development program that trained and coached teachers throughout the school year and provided them and their students with structured materials. Following a year of instruction by the trained teachers, students' literacy scores in treated schools grew by 0.386 of a standard deviation compared to students in the control group. These gains persisted through the second and third grades. We also show that an early intervention in first grade is more cost-effective at improving literacy skills than implementing remediation strategies in third grade.

Amboulé-Abath, A., & Bikié-Bi-Nguéma, N. (2023). **Vécu scolaire et représentations identitaires : ce que l'expérience scolaire des élèves au secondaire issus des minorités visibles révèle de leur environnement socioéducatif**. *Revue hybride de l'éducation*, 7(3), 1-21. <https://doi.org/10.1522/rhe.v7i3.1330>

Cet article vise à comprendre la manière dont les élèves au secondaire issus des minorités visibles décrivent leur expérience scolaire dans une région à faible densité ethnoculturelle. L'étude se base sur dix entretiens semi-dirigés réalisés auprès d'élèves fréquentant deux écoles de niveau secondaire de Saguenay. Les résultats éclairent sur leur rapport aux autres et à l'environnement socioéducatif dans lequel des préjugés ethnoraciaux y sont soulignés. Pour une école inclusive forte de sa diversité, ces préjugés mettent en évidence les enjeux entourant le mieux vivre ensemble et la nécessité d'organiser des activités socioéducatives créant des occasions d'échange pour l'ensemble des élèves.

Amornsiripanitch, N., Gompers, P., Hu, G., Levinson, W., & Mukharlyamov, V. (2023). **No Revenge for Nerds? Evaluating the Careers of Ivy League Athletes** (NBER Working Paper N° 31753). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31753.htm>

This paper compares the careers of Ivy League athletes to those of their non-athlete classmates. Combining team-level information on all Ivy League athletes from 1970 to 2021 with resume data for all Ivy League graduates, we examine both post-graduate education and career choices as well as career outcomes. In terms of industry choice, athletes are far more likely to go into business and Finance related jobs than their non-

athlete classmates. In terms of advanced degrees, Ivy League athletes are more likely to get an MBA and to receive it from an elite program, although they are less likely to pursue an M.D., a Ph.D., or an advanced STEM degree. In terms of career outcomes, we find that Ivy League athletes outperform their non-athlete counterparts in the labor market. Athletes attain higher terminal wages and earn cumulatively more than non-athletes over the course of their careers controlling for school, graduation year, major, and first job. In addition, they attain more senior positions in the organizations they join. We also find that athletes from more socioeconomically diverse sports teams and from teams that have lower academic admissions thresholds have higher career outcomes than non-athletes. Collectively, our results suggest that non-academic human capital developed through athletic participation is valued in the labor market and may support the role that prior athletic achievement plays in admissions at elite colleges.

Anders, J., Jerrim, J., & Macmillan, L. (2023). **Socio-Economic Inequality in Young People's Financial Capabilities.** *British Journal of Educational Studies*, 71(6), 609-635. <https://doi.org/10.1080/00071005.2023.2195478>

Previous research has shown that the UK has low levels of financial literacy by international standards, particularly among those in lower socio-economic groups. This may have an impact upon young people, with social inequalities in financial attitudes, behaviours and skills perpetuating across generations. Using parent-child linked survey data from 3,745 UK families, we find sizeable socio-economic inequalities in young people's financial capabilities, aspects of their mindset, and their financial behaviours. Sizeable differences are also observed in the financial education that socio-economically advantaged and disadvantaged children receive at school, and how they interact with their parents about money. Parental interactions can account for part of the socio-economic gap in money confidence, money management, financial connections, and financial behaviours, but less so in boosting financial abilities. However, we find no evidence of differences in financial education in schools driving differences in young people's financial capabilities.

Anderson, D. M., Broton, K. M., & Monaghan, D. B. (2023). **Seeking STEM: The Causal Impact of Need-Based Grant Aid on Undergraduates' Field of Study.** *The Journal of Higher Education*, 94(7), 921-944. <https://doi.org/10.1080/00221546.2023.2209003>

Increasing the number of science, technology, engineering, and mathematics (STEM) degrees is a national priority and one way to promote the socioeconomic mobility of students from low-income families. Prior research examining why students do not complete STEM majors often points to students' lack of academic preparation, preferences for non-STEM majors, or lack of information about the value of STEM. This paper uses a randomized experiment to investigate an alternative explanation, that some students lack the financial resources to succeed in demanding majors. In a control group of university students from low-income families, 18.6% of students had declared a STEM major by their third year of college. In a treatment group who were offered additional need-based grant aid upon entering college, 26.5% of students declared a STEM major. Among students who had graduated within six years after entering college, 12.2% of control group graduates had earned a STEM degree compared to 20.2% of treatment group students. Need-based grants thus appear to have the potential to increase the share of low-income students studying and earning degrees in STEM.

Annen, S. (2023). **The contribution of informal learning in the integration process of immigrants into the labour market: Individual and organisational perspectives in selected sectors.** *International Journal of Training and Development*, 27(3-4), 381-404. <https://doi.org/10.1111/ijtd.12312>

In Germany and Canada, the integration of immigrants into the labour market is closely related to the various approaches towards the recognition and validation of informal learning. This paper aims to analyse the informal learning measures undertaken by immigrants as well as those offered by employers in the health and information and communication technology sectors during the labour market integration process. The study focused on nurses as well as IT project managers and programmers. The comparison focuses on the occurrence and quality of the four dimensions of the dynamic model of informal learning from an individual and an organisation perspective. The results show similarities between these two perspectives regarding the relevance of the four dimensions in the integration of immigrants into the labour market. In addition, clear differences between the two investigated sectors as well as country-specific differences appear.

Ansari, A., Zimmermann, K., Pianta, R. C., Whittaker, J. V., Vitiello, V. E., Yang, Q., & Ruzek, E. A. (2023). **The First-Grade Outcomes of Pre-K Attendees: Examining Benefits as a Function of Skill Type, Environments, and Subgroups.** *American Educational Research Journal*, 60(6), 1139-1173. <https://doi.org/10.3102/00028312231195559>

This study examined whether pre-K benefits persist through the end of first grade and the extent to which persistence differs based on outcome domains, subsequent classroom environments, and key subgroups of children. Data from 2,351 children living in a large and diverse county in Virginia revealed that the initial benefits of pre-K for academic and executive function persisted through the end of first grade but were 75% to 80% smaller than at kindergarten entry. Kindergarten and first-grade classroom environments did not sustain pre-K benefits. Although the initial benefits of pre-K were larger for dual language learners and children in poverty relative to English speakers and low-income children, there were no differential benefits by the end of first grade.

Apple, M. W. (2023). **Rethinking Agents of Transformation: Social Mobilizations and Official Knowledge.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 19-38). https://doi.org/10.1007/978-3-031-36970-4_2

Questions of structures and agency are significant in any serious considerations of the possibilities, limits, and effects of educational reforms. But the interrelations between educational policy and practice cannot be answered unless we deal directly with a number of issues: Who are the agents and what are the structures, movements, and identities that might lead to actions that support or resist dominant educational policies and practices. In this chapter, I critically examine three examples of agentic work. Each has its basis in successful struggles over knowledge, over what are considered to be "legitimate" or official understandings, and over the educational mechanisms that make these understandings available. The first two examples direct our attention to a set of agents who are not talked about enough—students as political/epistemological actors. The third asks whether tactical "hybrid" alliances between ideologically different movements can successfully challenge dominant structures and policies. All of them demonstrate the importance of our understanding the nature of collective alliance

building and the creation of activist identities. Each of them contributes to the larger questions that I raised above.

Arnold, I. J. M. (2023). **A high bar may benefit weak students**. *Higher Education*, 86(5), 1027-1047. <https://doi.org/10.1007/s10734-022-00959-w>

This paper uses a large sample of students from a Dutch university to describe variations in academic performance following a change in the strictness of academic dismissal policies. The research setting includes one moment in which the performance threshold for academic dismissal has been changed, keeping constant other characteristics of the educational system. Using a descriptive approach, we show that after the threshold has been raised the number of credits earned by academically weak students increases. A higher threshold level also brings their study effort forward in time, as evidenced by a decrease in the number of no-shows and an increase in the number of credits earned during regular exams. We also show that some students perceive the minimum performance level as a target level. The evidence suggests that variations in the implementation of academic dismissal policies affect students' tendency to procrastinate, especially among weaker students.

Arnot, M., Swartz, S., & Singal, N. (Éd.). (2023). **Educational Research Practice in Southern Contexts: Recentring, Reframing and Reimagining Methodological Canons**. <https://doi.org/10.4324/9781003355397>

Bringing together a unique collection of 18 insightful and innovative internationally focused articles, *Educational Research Practice in Southern Contexts* offers reflections, case studies, and critically, research methods and processes which decentre, reframe, and reimagine conventional educational research strategies and operationalise the tenets of decolonising theory. This anthology represents a valuable teaching resource. It provides readers with the chance to read high-quality examples of research that critique current ways of doing research and to reflect on how research methods can contribute to the project of decolonising knowledge production in and about education in, for example, Africa, South Asia, Asia, and Latin America. It grapples with everyday dilemmas and tricky ethical questions about protection, consent, voice, cultural sensitivity, and validation, by engaging with real-world situations and increasing the potential for innovation and new collaborations. *Educational Research Practice in Southern Contexts* will be essential reading for anyone teaching educational research methods and will encourage novice and experienced researchers to rethink their research approaches, disentangle the local and global, and challenge those research rituals, codes, and fieldwork practices which are often unproblematically assumed to be universally relevant.

Arnoux, P., Artigue, M., & Grapin, N. (2023). **Caractéristiques, évolutions récentes et résultats de l'enseignement des mathématiques en France**. *Revue internationale d'éducation de Sèvres*, (93), 155-164. <https://doi.org/10.4000/ries.14304>

Cet article décrit et analyse l'enseignement des mathématiques aux niveaux primaire et secondaire en France. Après une présentation synthétique du système éducatif français, l'analyse est organisée autour de trois axes : la représentation sociétale des mathématiques, les objectifs, contenus et méthodes de leur enseignement, les résultats de cet enseignement et leur prise en compte. Les auteurs soulignent l'ambivalence de la représentation sociétale des mathématiques, décrivent les principales caractéristiques de leur enseignement et des évolutions récentes majeures, et montrent

que les résultats sont globalement insatisfaisants, ce qu'ils relient, en conclusion, à des faiblesses systémiques.

Asbury, K., Roloff, J., Carstensen, B., Guill, K., & Klusmann, U. (2023). **Investigating preservice teachers' field-specific ability beliefs: Do they believe innate talent is essential for success in their subject?** *Teaching and Teacher Education*, 136, 104367. <https://doi.org/10.1016/j.tate.2023.104367>

Recent research proposes that teachers' mindsets vary regarding the importance of students' innate ability for success. While growth and fixed mindsets capture beliefs about intelligence, field-specific ability beliefs focus on a specific domain. Higher FAB scores indicate greater emphasis on innate ability. The present study examines the factorial validity of both field-specific beliefs and general mindsets and their associations with teacher motivation. Drawing on cross-sectional data from 1192 preservice teachers, results provide empirical support for a distinction between FABs and fixed mindset. Moreover, FABs differ significantly among preservice teachers from various subjects. Finally, FABs significantly correlate with teachers' motivational attributes.

Ashwin, P., Blackie, M., Pitterson, N., & Smit, R. (2023). **Undergraduate students' knowledge outcomes and how these relate to their educational experiences: a longitudinal study of chemistry in two countries.** *Higher Education*, 86(5), 1065-1080. <https://doi.org/10.1007/s10734-022-00962-1>

Are the ways of engaging with the world that students develop through higher education particular to bodies of knowledge they study? In this article, we examine how students' accounts of the discipline of chemistry in England and South Africa changed over the three years of their undergraduate degrees. Based on a longitudinal phenomenographic analysis of 105 interviews with 33 chemistry students over the course of their undergraduate degrees in four institutions, we constituted five qualitatively different ways of describing chemistry. These ranged from chemistry as something that happens when things are mixed in a laboratory to a more inclusive account that described chemistry as being able to explain molecular interactions in unfamiliar environments. Most students expressed more inclusive accounts of chemistry by the end of their degrees and the level of change appeared to be related to their educational experiences. In contrast to approaches that emphasise the generic student outcomes from higher education, these findings highlight the importance of recognising the distinctive outcomes that students gain from their engagement with particular bodies of disciplinary knowledge. It further highlights the importance of students understanding their degrees as an educational experience that requires them to commit to engaging with these bodies of knowledge.

Assaad, R., & Krafft, C. (2023). **Labour market dynamics and youth unemployment in the Middle East and North Africa: Evidence from Egypt, Jordan, and Tunisia.** *LABOUR*, 37(4), 519-553. <https://doi.org/10.1111/lab.12257>

Although it is well-established in the literature that unemployment is a labour market insertion problem in the Middle East and North Africa, the dynamics driving unemployment remain poorly understood. Using data from the Labor Market Panel Surveys in Egypt, Jordan, and Tunisia, we offer insights into youth unemployment by studying flows into and out of unemployment. Female youth and Tunisian youth of both genders are particularly likely to experience long periods of unemployment. Educated youth from higher socioeconomic status backgrounds are more likely to experience

unemployment, but there is not a strong relationship between background and unemployment duration.

Assinger, P., & Biasin, C. (2023). **The notion of informal learning within policies for the validation of nonformal and informal learning: A comparison between Austria and Italy.** *International Journal of Training and Development*, 27(3-4), 422-441. <https://doi.org/10.1111/ijtd.12313>

In 2012, European Union Member States committed to implement policies for the Validation of Nonformal and Informal Learning (VNFIL). In this article, we examine Austria and Italy and ask how VNFIL policies in these two countries relate to informal learning (IL) and how this can be interpreted from a workplace learning (WPL) perspective. The notion of IL in VNFIL is largely based on a psychological understanding of learning. We argue that a WPL perspective complements this understanding and serves to better understand learning at work. Based on assumptions concerning the influence of national education and training systems on VNFIL, a comparison is made along three categories: the preferred type of VNFIL, the notion of IL, and the references to workplaces. Despite preferences for summative types of VNFIL, Austria acknowledges a range of types, while Italy is still in the process of development and prefers the so-called autonomous type. Findings suggest a minimalistic understanding of IL in Austria contrasting with Italy, in which IL is seen as firmly embedded within Lifelong Learning. The references to workplaces are weak in both countries. We finally address the role of employers as a delicate issue for VNFIL, when embedded in educational policies.

Association pour le développement de l'éducation en Afrique (ADEA). (2023). **Note de politique sur les réponses réussies dans le domaine de l'éducation pendant la pandémie de COVID-19: Enseignements tirés de sept pays d'Afrique** (p. 7). Consulté à l'adresse Association pour le développement de l'éducation en Afrique (ADEA) website: <https://www.adeanet.org/fr/publications/note-politique-reponses-reussies-domaine-education-pandemie-covid-19-enseignements>

La présente note de politique propose des messages politiques basés sur des initiatives sélectionnées que les pays d'Afrique ont mises en œuvre pendant la pandémie de COVID-19 pour faciliter le fonctionnement des systèmes éducatifs, notamment la formation des enseignants et la réouverture des écoles, ainsi que le bien-être des apprenants, en mettant l'accent sur la nutrition, le soutien aux personnes déplacées, le soutien psychosocial et le soutien contre la violence sexuelle et basée sur le genre. La note permettra aux parties prenantes de l'éducation dans les ministères de l'éducation, les ministères de la planification et les experts en curriculum au niveau national et infranational d'obtenir des informations sur la façon de faire face aux crises futures et sur la façon de mettre en place des systèmes d'éducation résilients. Les études de cas qualitatives ont été menées dans sept pays africains à savoir le Burkina Faso, le Kenya, le Malawi, le Mali, le Mozambique, le Niger et le Nigéria dans le cadre du projet de l'Observatoire.

Atav, T., Rietveld, C. A., & van Kippersluis, H. (2023). **The impact of family background on educational attainment in Dutch birth cohorts 1966-1995** (Tinbergen Institute Discussion Paper N° 23-066/V). Consulté à l'adresse Tinbergen Institute website: <https://econpapers.repec.org/paper/tinwpaper/20230066.htm>

We analyse the evolving impact of family background on educational attainment using administrative data on 2,417,460 individuals from 1,341,403 families born in the

Netherlands between 1966 and 1995. Comparisons between parents and their children reveal intergenerational elasticities between 0.15-0.18, translating into a 1.8-2.2 month increase in the educational attainment of the child associated with a one- year increase in the educational attainment of the parent. Correlations between regular siblings explain 33 percent of the variance in educational attainment between individuals, with parental education accounting for approximately 75 percent of this share, suggesting that only around one-fourth of the variance is explained by factors that do not correlate with parental education. Strikingly, despite pervasive changes in the distribution of educational attainment over time, the share of the variance attributable to factors shared by siblings remains fairly stable at around 0.34 in the birth cohorts analysed. The intergenerational elasticity and intergenerational correlation also appear to be roughly stable across cohorts. Despite a reduction in overall education inequality, we conclude that family background has remained equally important for educational attainment in the analysed generations, although it appears to vary systematically by region of birth.

Atenas, J., Havemann, L., Kuhn, C., & Timmermann, C. (2023). **Critical Data Literacy in Higher Education: Teaching and Research for Data Ethics and Justice**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 293-311). https://doi.org/10.1007/978-3-031-24193-2_12

Navigating the turbulent waters of data and algorithms, in order to participate in today's datafied society, requires a series of transversal skills. Educators, students and citizens need both technical abilities and a set of literacies, interwoven with a critical approach, to understand the sociopolitical and cultural mechanisms governing, shaping and transforming our lives. Our chapter will reflect on the impact of datafication in society and address some questions about embracing the concept of ethics as a method for working with data towards addressing bias, ensuring that the demands of data justice are adopted in teaching and research. Our open and critical pedagogic approach calls for educators to explore data issues from a social justice perspective and through research-based learning activities. To exemplify our model, we showcase an academic development programme piloted in Uruguay which was part of a bigger research project, Understanding Data: Praxis and Politics. As part of the project, we have developed a critical pedagogic approach to support academics in teaching critical data literacies. This approach bridges research and real-world problems, using open data as open educational resources (OER) to support learners and educators to co-create knowledge in an interdisciplinary manner through research-based learning activities. Our curriculum provides academics with a data ethics framework and solid theoretical background, alongside analytical tools, and activities to develop lifelong learning. This approach enables participants to understand and challenge datafication and support informed and transformative democratic practices and dialogue, empowering citizens to address social justice concerns.

Attias-Delattre, V. (2023). **Le vécu des filles guinéennes au collège : sortir d'une logique déterministe**. *Revue internationale d'éducation de Sèvres*, (93), 44-50. <https://doi.org/10.4000/ries.14094>

Dans un contexte de forte dépendance politique et financière aux instances internationales, la Guinée est l'un des pays du monde qui produit le moins de richesse par habitant. Le Fonds monétaire international (FMI) le place au 178e rang mondial, parmi 189 pays (2019). Un peu moins de la moitié des Guinéens (44 %) vit en dessous du

seuil national de pauvreté. En outre, l'économie reste encore en majeure partie informelle : très peu d'emplois (moins de 4 %) sont déclarés, voire fiscalisés, et i...

Avdeev, S., Ketel, N., Oosterbeek, H., & van der Klaauw, B. (2023a). **Spillovers in Fields of Study: Siblings, Cousins, and Neighbors** (IZA Discussion Paper N° 16453). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16453.htm>

We use admission lotteries for higher education studies in the Netherlands to investigate whether someone's field of study influences the study choices of their younger peers. We find that younger siblings and cousins are strongly affected. Also younger neighbors are affected but to a smaller extent. These findings indicate that a substantial part of the correlations in study choices between family members can be attributed to spillover effects and are not due to shared environments. Our findings contrast with those of recent studies based on admission thresholds, which find no sibling spillovers on field of study (major) choices. Because we also find spillovers from lottery participants at the lower end of the ability distribution, the contrasting findings cannot be attributed to the different research designs (leveraging admission lotteries versus admission thresholds). We believe that the different findings are due to the small differences in quality between universities in the Netherlands, making differences in the prestige of fields of study more prominent.

Avdeev, S., Ketel, N., Oosterbeek, H., & van der Klaauw, B. (2023b). **Spillovers in Fields of Study: Siblings, Cousins, and Neighbors** (Tinbergen Institute Discussion Paper N° 23-056/V). Consulté à l'adresse Tinbergen Institute website: <https://econpapers.repec.org/paper/tinwpaper/20230056.htm>

We use admission lotteries for higher education studies in the Netherlands to investigate whether someone's field of study influences the study choices of their younger peers. We find that younger siblings and cousins are strongly affected. Also younger neighbors are affected but to a smaller extent. These findings indicate that a substantial part of the correlations in study choices between family members can be attributed to spillover effects and are not due to shared environments. Our findings contrast with those of recent studies based on admission thresholds, which find no sibling spillovers on field of study (major) choices. Because we also find spillovers from lottery participants at the lower end of the ability distribution, the contrasting findings cannot be attributed to the different research designs (leveraging admission lotteries versus admission thresholds). We believe that the different findings are due to the small differences in quality between universities in the Netherlands, making differences in the prestige of fields of study more prominent.

Ayaya, G., Makoelle, T. M., & Van Der Merwe, M. (2023). **Developing a framework for inclusion: a case of a full-service school in South Africa**. *International Journal of Qualitative Studies in Education*, 36(10), 1996-2014. <https://doi.org/10.1080/09518398.2021.1956616>

South Africa has adopted a policy on inclusive education through which White Paper 6 (2001) became the roadmap for implementation. One hundred and sixty-four (164) full-service schools were established to provide education to diverse learners. The extent to which these schools practise inclusion has not been well documented. This critical participatory action research (PAR) study was therefore aimed at exploring the development (if necessary) of an inclusion framework for full-service schools. PAR was

adopted as a design through which 12 teachers and 15 learners at a full-service school in Johannesburg East District were engaged in action research over a 6-month period, entailing observations, interviewing and focus group meetings. The inductive content analysis of data has resulted in an inclusive teaching framework modelled on Booth and Ainscow's Inclusive Education Index (2002), to address the identified key pillars of inclusive teaching for diverse classes in a full-service school context.

Azzolini, D., Bazzoli, M., Burlacu, S., & Rettore, E. (2023). **Starting the School Year on the Right Foot. Effects of a Summer Learning Program Targeting Vulnerable Students in Italy** (IZA Discussion Paper N° 16498). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16498.htm>

We conducted a randomized controlled trial to evaluate the impact of a summer learning program for vulnerable students across ten cities in Italy (N=1,038). The program had two components: educational workshops in small groups (88 hours) and personalized tutoring (12 hours). Results indicate significant improvements in reading comprehension and marginally in grammar. Improvements in arithmetic and geometry are smaller albeit significant when aggregated into a single mathematics score. Effects were most pronounced among primary school students and among students with special needs or from vulnerable environments. The program compensated for summer learning loss, as treatment group students returned to school in September with higher learning levels than before the summer, while the control group experienced learning setbacks, predominantly in mathematics. While the study clearly shows that students start the new year with a higher level of competencies, it does not definitively establish the lasting impact of these effects. An explorative analysis of noncognitive skills provides conflicting insights: an increase in students' interest in acquiring new competencies suggests potential enduring effects, but the emergence of dissatisfaction with traditional school activities and heightened school-related stress raises concerns about reduced engagement with conventional schooling.

Baba-Moussa, A. R., Hounkpodoté, H., Diallo, L. L., & Kaba, G.-R. (2023). **Une analyse des résultats en mathématiques des pays francophones d'Afrique subsaharienne dans l'évaluation Pasec 2019**. *Revue internationale d'éducation de Sèvres*, (93), 111-119. <https://doi.org/10.4000/ries.14260>

Cet article se base sur les données de l'évaluation Pasec 2019 et apporte de nouveaux éléments d'information sur l'enseignement et l'apprentissage des mathématiques dans les pays francophones d'Afrique subsaharienne. Il met en évidence non seulement les faibles niveaux des acquis des élèves du primaire, mais également la fragilité des connaissances de contenus et didactiques des enseignants. Quelques facteurs explicatifs de ces constats, comme les différences entre écoles, zones urbaines/rurales, secteurs public/privé, sont explorés. Enfin, l'article montre comment la Conférence des ministres de l'éducation des États et gouvernements de la Francophonie (Confemen) accompagne les pays dans l'amélioration de l'enseignement et l'apprentissage des mathématiques.

Bacci, S., Bertaccini, B., Del Sarto, S., Grilli, L., & Rampichini, C. (2023). **Statistical methods to estimate the impact of remote teaching on university students' performance**. *Quality & Quantity*, 57(6), 5513-5531. <https://doi.org/10.1007/s11135-023-01612-z>

The COVID-19 pandemic manifested around the World since February 2020, leading to disruptive effects on many aspects of people social life. The suspension of face-to-face

teaching activities in schools and universities was the first containment measure adopted by the Governments to deal with the spread of the virus. Remote teaching has been the emergency solution implemented by schools and universities to limit the damages of schools and universities closure to students' learning. In this contribution we intend to suggest to policy makers and researchers how to assess the impact of emergency policies on remote learning in academia by analysing students' careers. In particular, we exploit the quasi-experimental setting arising from the sudden implementation of remote teaching in the second semester of academic year 2019/2020: we compare the performance of the cohort 2019/2020, which represents the treatment group, with the performance of the cohort 2018/2019, which represents the control group. We distinguish the impact of remote teaching at two levels: degree program and single courses within a degree program. We suggest to use Difference-In-Differences approach in the former case and multilevel modeling in the latter one. The proposal is illustrated analysing administrative data referred to freshmen of cohorts 2018/2019 and 2019/2020 for a sample of degree programs of the University of Florence (Italy).

Badenhorst, P., Martin, D., & Smolcic, E. (2023). **Critical consciousness development for teachers of multilingual learners: A cultural/linguistic immersion program shaping early teaching careers.** *Teaching and Teacher Education*, 136, 104376.
<https://doi.org/10.1016/j.tate.2023.104376>

This study offers a long-term developmental pathway view of three early career K-12 teachers who participated in a practical TESOL preparation-based language/cultural immersion program abroad. Research continued across 5-years from pre-service through early career years, enabling the researchers to illustrate the curricular and extra-curricular developmental pathways implicated in development of sociopolitical and pedagogical dispositions and skills required to work in a culturally/linguistically sustaining manner alongside multilingual learners. The inquiry identifies the relevance of findings for the broader U.S. teacher education context and beyond with added emphasis on immersion-abroad teacher preparation programs and experiences for teachers of multilingual learners.

Baerg MacDonald, K., Benson, A., Sakaluk, J. K., & Schermer, J. A. (2023). **Pre-Occupation: A Meta-Analysis and Meta-Regression of Gender Differences in Adolescent Vocational Interests.** *Journal of Career Assessment*, 31(4), 715-738.
<https://doi.org/10.1177/10690727221148717>

Vocational interests have important implications for a range of life outcomes, such as satisfaction with career choice. Extending research on gender differences in vocational interests with adult samples, we sought to evaluate whether a similar pattern emerged during adolescence in a meta-analysis and explored moderators via meta-regression. Examining 41 studies using 3-level meta-analysis, gender differences in vocational interests are substantially accounted for using Holland's RIASEC framework. Male adolescents have higher interests in Realistic and Investigative careers and female adolescents have higher interests in Social and Artistic careers. The differences were not moderated by year, national gender inequality ratings, or scale type. The study highlights that there are patterns in gender differences in the vocational interests of adolescents, that these differences reflect those found with adult samples, and that the differences have been stable over the past 80 years.

Baghioni, L., Delanoë, A., Hocquelet, M., Mahlaoui, S., Mazari, Z., Moncel, N., ... Sulzer, E. (Éd.). (2023). **Répondre aux besoins en compétences à l'heure de la transition écologique : représentations et réalités.** Consulté à l'adresse <https://www.cereq.fr/besoins-competences-transition-ecologique>

Bailey, E. K. (2023). **Racial justice pedagogy: foregrounding what it means to be an immigrant teacher of color in the United States.** *International Journal of Qualitative Studies in Education*, 36(10), 2122-2137. <https://doi.org/10.1080/09518398.2021.1982054>

This paper contributes to the discourse on the role of critical pedagogy in the U.S. education system. The paper is inspired by the story of a participant from a larger ongoing phenomenological study designed to explore the experience of immigrant teachers in the United States. The participant was selected because she gained prominence in the larger study as the only teacher who reported that because of the injustices she experienced (personally and vicariously) during her K-12 education, she was inspired to pursue teaching as a career. The participant is a Black female teacher who immigrated from England to the United States, and who has taught for approximately 30 years between both countries. Her experience as a student and her work as a teacher, are reflective of, and analyzed through the lens of critical pedagogy. The participant's experience was carefully and respectfully crafted into a profile that produced three major themes: (1) Racial injustice as an altruistic inspiration to becoming a teacher; (2) the work of the immigrant Teacher of Color in the United States necessarily involves actuating an inclusive and racial justice curricular agenda; and (3) what it means to be an immigrant Educator of Color in the United States is to conceptualize your practice as a deliberate political act that counteracts racial injustice and inequity.

Baillifard, A., Bonvin, M., & Guiard, N. (2023). **AMUQuiz et Kairos : regards croisés sur la création et le développement de deux plateformes d'apprentissage adaptatives.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 139-153. <https://doi.org/10.18162/ritpu-2023-v20n2-11>

Baines, E., & Blatchford, P. (2023). **The decline in breaktimes and lunchtimes in primary and secondary schools in England: Results from three national surveys spanning 25 years.** *British Educational Research Journal*, 49(5), 925-946. <https://doi.org/10.1002/berj.3874>

Breaktimes are ubiquitous in English schools. Research suggests they have social value for children, but school staff often have a range of concerns about breaktimes and tend to undervalue them. However, there is little understanding about these times, not least because data are not collected about their organisation and characteristics. This paper brings together data from three national surveys undertaken in 1995, 2006 and 2017 of head teachers of primary and secondary schools to provide an understanding of the nature, organisation and staff attitudes towards breaktimes and how they have changed over 25 years. At each survey point, completed questionnaires were received from representative random samples of over 1000 primary and secondary schools. Results showed marked reductions in the average total amount of time for breaks, the virtual abolition of afternoon breaks and a decline in time available for lunchtime breaks. The reductions were largely for behavioural reasons and to increase time for learning. Results also show variations in the length of breaktimes across school types and in relation to socioeconomic disadvantage, and changes to the amount of supervision provided by schools. Attitudes towards breaks varied across primary and secondary phases, and the withholding of breaks was used by schools to address poor pupil behaviour and

disengagement. Schools continued to have concerns about the management of behaviour during breaktimes, even when breaks had already been shortened. It is suggested that staff undervalue the potential contribution that breaktimes afford the development and wellbeing of children and young people in school.

Ballard, W. W. (2023). **Epiphany as a pragmatic response to claims of indoctrination in public schools.** *Theory and Research in Education*, 21(3), 304-319. <https://doi.org/10.1177/14778785231206342>

This article argues for the need of a new, pragmatic response to claims of indoctrination in public school classrooms across the United States. While attempts at defining indoctrination and moral arguments for and against certain pedagogical practices may be worthwhile, the article maintains that claims of indoctrination, whether substantive or not, are an impediment to effective teaching, especially for educators who are primarily interested in perspective transformation. Drawing on recent scholarship regarding epiphany and transformative education, an argument is presented that teaching for epiphanic experience may be a pragmatic solution for teachers to adopt to remain effective in the classroom amid ever-increasing political polarization and professional scrutiny. After establishing this point, the article turns to arts education as a possible source for understanding the pedagogical technique that may lead to the creation of a classroom ethos for epiphany.

Bank, W. (2023). **Strengthening Basic Education System and Improving Learning Outcomes in Tanzania: A World Bank Policy Note for Tanzania - Mainland.** <https://doi.org/10.1596/40468>

The implementation of the fee-free basic education policy (FBEP) in Tanzania since 2015 has led to consistent growth in the education sector. However, the rapidly increasing school-age population has been creating demands for additional resources and capacity that are often not met. Persistent challenges related to institutional governance and insufficient education spending toward core teaching and learning matters further hinder service delivery and result in inadequate learning outcomes. This note draws evidence from existing studies and available data, taking a holistic approach to assess the performance of the basic education system in Mainland Tanzania in the last decade. It describes the basic service delivery indicators but also goes beyond to analyze the underlying challenges in institutional governance and basic education financing. Recognizing that basic education can deliver fundamental literacy, numeracy, as well as socioemotional skills which are crucial building blocks for continued education and training, employment, and lifelong fulfillment for all Tanzanian citizens, the policy note highlights the following areas that require attention: equitable access; learning outcomes; quantity, quality, and management of teachers; school learning environment; the curriculum and language of instruction; national examinations and learning assessments; and governance and finance.

Barbosa, A., & Vale, I. (2023). **Vers un apprentissage des mathématiques plus autonome et flexible au Portugal** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 133-142. <https://doi.org/10.4000/ries.14284>

Cet article aborde différents aspects de l'enseignement et de l'apprentissage des mathématiques au Portugal, en se concentrant sur les vingt dernières années de réformes éducatives. Afin d'éclairer la nature et le fondement des réformes curriculaires survenues dans le pays, notamment celles qui ont concerné l'enseignement des

mathématiques, ainsi que leurs effets sur les résultats des élèves, il montre comment les changements survenus aux niveaux politique et social ont eu un impact non seulement sur le curriculum, sur la dynamique au sein des établissements, mais également sur les pratiques des enseignants. Une réforme curriculaire est actuellement en cours dans l'enseignement de base et l'enseignement secondaire, dans l'objectif d'améliorer l'enseignement des mathématiques dans le pays.

Barnes, L. P. (2023a). **Religion in schools: learning lessons from Wales.** *British Journal of Educational Studies*, 71(6), 738-739. <https://doi.org/10.1080/00071005.2023.2243747>

Barnes, L. P. (2023b). **The science of children's religious and spiritual development.** *British Journal of Educational Studies*, 71(6), 735-738. <https://doi.org/10.1080/00071005.2023.2236464>

Barrachina-Palanca, M., Gonzalez-Sanchez, M. B., & Gutiérrez-López, C. (2023). **Effects of performance management systems–strategy alignment on lecturers' engagement with knowledge transfer: A perspective from Spain.** *Higher Education Quarterly*, 77(4), 874-889. <https://doi.org/10.1111/hequ.12437>

Abstract Growing competition among higher education institutions (HEIs) explains their increasing interest in reinforcing strategies by incorporating knowledge transfer (KT) objectives into their strategic plans. However, this strategic formulation must be aligned with the implementation of performance management systems (PMSs) to properly achieve KT objectives. Thus, the aim of this paper is to examine whether aligning PMSs with KT strategic objectives improves KT performance while misalignment worsens it. To that end, PMSs are measured with respect to planning; cybernetic control; policies and procedures and reward and compensation elements. KT is specified as R&D contracts, extended patents, patents and licences. With a sample of 3812 Spanish university lecturers, we test the theoretical positive and negative effects of PMS–KT strategy alignment and misalignment on KT performance respectively. The results show not only that this alignment is effective for KT strategy implementation but also that misalignment has unintended effects on the achievement of long-term KT objectives. Therefore, lecturers' behaviour is influenced by how closely KT strategy and PMSs are aligned. The findings are useful for managers and academics to develop PMSs that effectively contribute to the achievement of universities' strategic goals.

Barringer, S. N., Riffe, K. A., & Collier, K. (2023). **University presidents as agents of connection: an exploratory study of elite presidential ties in the United States, 2005–2020.** *Higher Education*, 86(5), 1129-1150. <https://doi.org/10.1007/s10734-022-00965-y>

The boundaries of higher education organizations (HEOs) are becoming increasingly porous both in the USA and globally. Research has shown that individuals within universities (e.g., trustees and faculty) can serve as boundary spanners who connect universities to their external environments. However, our knowledge of how individuals span HEO boundaries is limited, especially for university leaders. University presidents are leaders that bridge the boundaries of universities via the internal and external aspects of their role. We evaluate the connections presidents establish between universities and external organizations and how they change over time to expand our knowledge of boundary spanners. Drawing on literature on academic capitalism and the interdependencies between organizations, individuals, and environments, we conceptualize how presidents connect their institutions to external organizations and

how these connections may differ across institutions over time. Using social networks and latent profile analyses, we examine the connections between elite US universities and external organizations via presidents between 2005 and 2020. Results show growth in connections over time as well as three distinct patterns of connections across institutions. This suggests that presidential connectivity differs across institutions and has changed over time in ways that have implications for university governance, decision making, policies (e.g., conflict of interest), and organizational inequality.

Barron, G. R. S. (2023). **How university rankings are made through globally coordinated action: a transnational institutional ethnography in the sociology of quantification.** *Higher Education*, 86(4), 809-826. <https://doi.org/10.1007/s10734-022-00903-y>

The sociologies of quantification, university rankings, and infrastructure are a loosely connected set of scholarly endeavors. Research in these areas typically examines production of certain types of quantification, their effects, and institutionalization. Despite these commonalities, scholars have noted a lack of conceptual coherence, debates on how to study quantification, a need to examine their socio-epistemological prerequisites, and research that crosses organization and national boundaries. In this paper, I argue that institutional ethnography—an alternative sociology for people—provides a unifying ontology for the sociology of quantification and studies of rankings and metrics in higher education. Institutional ethnography examines socio-epistemological prerequisites of quantification and facilitates a collaborative transnational project due to its focus on the extra local coordination of action. I also share results of the first transnational institutional ethnography of university rankings and related metrics, demonstrating coordinated action across several junctures of what has been called a global university ranking surveillance assemblage.

Barrow, L., Komisarow, S., & Sartain, L. (2023). **Are Friends of Schools the Enemies of Equity? The Interplay of Public School Funding Policies and Private External Fundraising** (Working Paper Series N° WP 2023-31). Consulté à l'adresse Federal Reserve Bank of Chicago website: <https://econpapers.repec.org/paper/fipfedhwp/96671.htm>

School districts across the U.S. have adopted funding policies designed to distribute resources more equitably across schools. However, schools are also increasing external fundraising efforts to supplement district budget allocations. We document the interaction between funding policies and fundraising efforts in Chicago Public Schools (CPS). We find that adoption of a weighted-student funding policy successfully reallocated more dollars to schools with high shares of students eligible for free/reduced-price (FRL) lunch, creating a policy-induced per-pupil expenditure gap. Further, almost all schools raised external funds over the study period with most dollars raised concentrated in schools serving relatively affluent populations. We estimate that external fundraising offset the policy-induced per-pupil expenditure gap between schools enrolling the lowest and highest shares of FRL-eligible students by 26-39 percent. Other districts have attempted to reallocate fundraised dollars to all schools; such a policy in CPS would have little impact on most schools' budgets.

Bas, J., Galli, C., Gayraud, L., & Segon, M. (2023). **Vers un accompagnement «inclusif» des adultes handicapés dans la formation professionnelle ?** *Bref du Céreq*, (45), 1-4. Consulté à l'adresse <https://www.cereq.fr/accompagnement-adultes-handicap-formation>

Bastian, K. C., & Fuller, S. C. (2023). **Educator Attrition and Mobility During the COVID-19 Pandemic.** *Educational Researcher*, 52(8), 516-520.
<https://doi.org/10.3102/0013189X231187890>

Using 7 years of administrative data from North Carolina public schools (NCPS), we track changes in teacher and principal attrition and mobility during the COVID-19 pandemic and assess how attrition is related to characteristics of educators and schools. We find that educator attrition and mobility increased sharply between Fall 2020 and Fall 2022. Data from the pandemic period indicate that educators of color and more effective educators have experienced larger increases in attrition than their White and less effective peers. Gaps in teacher attrition have narrowed between schools educating many versus few historically marginalized students.

Batiste, H., Benson, W. L., & Garcia, C. (2023). **I am not worthy: How interpersonal experiences influence perceived value and worth of full- and part-time faculty.** *Management in Education*, 37(4), 169-177. <https://doi.org/10.1177/08920206211027633>

Positive interpersonal relationships between college administration and faculty are necessary as they contribute to organizational climate measures, such as a sense of belonging and perceived organizational worth. Furthermore, such relationships may combat against faculty cynicism. Interpersonal experiences are particularly relevant in a post-coronavirus disease 2019 workplace in which interactions with colleagues are infrequent. Little is known about the effects of interpersonal experiences on part-time faculty specifically, as compared with full-time faculty. This study investigates teamwork experiences and interpersonal constraints as predictors of the attitudes and perceptions of full- and part-time faculty at a four-year public teaching college in the southwestern United States. After controlling for years working at the college, teamwork was a consistent predictor of higher sense of belonging, perceived organizational worth, and lower cynicism among full- and part-time faculty. Furthermore, the presence of negative coworker relationships was a significant predictor of lower sense of belonging and perceived organizational worth among full-time faculty. Inadequate help or lack of contact with co-workers was not a significant predictor of faculty attitudes and perceptions. The results of this study suggest the need for fostering teamwork and positive relationships among full- and part-time faculty in a meaningful and systemic manner within institutions of higher education. Additionally, this study provides support for institutionalizing a team-based approach to working among all faculty to foster perceived belonging and worth, while limiting cynicism.

Baudry, M. (2023). **Prévisions des effectifs dans l'enseignement supérieur – Rentrées 2023 et 2024.** *Note Flash du SIES*, (23). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-10/nf-sies-2023-23-29529.pdf>

Au total, 2,92 millions d'étudiants seraient inscrits à la rentrée 2023 dans l'enseignement supérieur, effectif en repli de 0,5 % par rapport à l'année précédente. Au total, 2,92 millions d'étudiants, y compris BTS en apprentissage, devraient être inscrits à la rentrée 2023 dans l'enseignement supérieur, effectif en baisse de 0,5 % par rapport à l'année précédente, soit 13 500 étudiants en moins. Cette diminution serait plus modérée que celle constatée entre les rentrées 2021 et 2022. Selon le type de formation, les évolutions seraient contrastées, les baisses d'effectifs universitaires étant en partie compensées par des hausses dans les établissements privés. À la rentrée 2024, en suivant des hypothèses tendanciennes, 2,93 millions d'étudiants pourraient être comptabilisés, soit une quasi-stagnation (+0,2 %).

Baumgartner, M., Jeisy, E., & Berthold, C. (2023). **From knowledge to performance in physical teacher education: A Delphi study and a pretest for the content validation of the test instruments.** *Swiss Journal of Educational Research*, 45(2), 151-163. <https://doi.org/10.24452/sjer.45.2.6>

The basis for evaluating the effectiveness of interventions in the education and continuing professional development of physical education (PE) teachers involves valid, reliable, and objective instruments, which are largely lacking. Content validity is a necessary basis for the development of such instruments. Accordingly, this study presents the content validation of a test for the assessment of (classroom management-related) professional knowledge and the perception, interpretation, and decision-making (PID) of prospective PE teachers. The result is a content-validated knowledge test (110 test items) as well as a video-based test for the assessment of PID (ten vignettes, 217 items). In a next step, the instruments are empirically validated.

Bearden, A. G., van Oostrom, S., & Brown, S. B. R. E. (2023). **The effects of HeartMath Heart Lock-In on elementary students' HRV and self-reported emotion regulation skills.** *Psychology in the Schools*, 60(12), 5245-5263. <https://doi.org/10.1002/pits.23025>

It is important to address social and emotional concerns early on, as they can adversely affect learning at all levels. The classroom is an ideal context for fostering healthy social and emotional development. For example, emotion regulation can be reinforced through simple daily practices within schools. The current applied research project was in collaboration with multiple community partners and assessed the effectiveness of a classroom-based HeartMath practice (Heart Lock-In) on resting heart rate variability (HRV) and self-reported emotional benefits in elementary students. This repeated-measures study was conducted in central Alberta, Canada, in 2020 and involved obtaining pre-post HRV measurements from N = 24 grade five students who participated in a teacher-led 5-min Heart Lock-In (like loving-kindness—radiating love to oneself and others) daily for 4 weeks. We hypothesized that the practice would increase resting HRV compared to a 4-week relaxation control. Qualitative questions were included to capture perceptions of the utility and impact of the practice. Univariate analysis of variance revealed that the HeartMath intervention significantly increased HRV compared to the relaxation control. Students reported enhanced emotional stability, feeling more positive about themselves, and improved interpersonal relationships. They expressed that the practice gives them better focus, which helps us to improve their performance (e.g., in academics and athletics). These findings provide evidence that a simple and short HeartMath ER practice can be practical for school educators, administrators, and counselors to implement in the classroom.

Benger, A. (2023). **Social realism and school history: the role of the historical discipline in substantive knowledge selection.** *Journal of Curriculum Studies*, 55(6), 646-660. <https://doi.org/10.1080/00220272.2023.2253551>

This paper addresses the question of what role the historical discipline might play in informing the selection of substantive knowledge for school history curricula. In the process, it seeks to clarify the usefulness and limitations of Young's social realist theory of powerful knowledge in the case of school history. The paper proposes that assessing the potential of the historical discipline for informing substantive knowledge selection in school history requires a more thorough account of the historical discipline's horizontal knowledge structure. Having attempted such an account, it is argued that while the

historical discipline offers no consensus on exactly what substantive knowledge to teach, it does offer resources for tackling political and ethical questions inherent in substantive knowledge selection in school history. This is exemplified through the case of environmental history. The paper concludes that realizing the potential of the historical discipline to contribute to questions of substantive knowledge selection in school history requires that history educators move beyond theorizing the distinction between vertical and horizontal discourses, central to Young's theory of powerful knowledge, and, drawing on Bernstein, consider the historical discipline's particular horizontal knowledge structure and its dialogic, often critical, entanglement with horizontal discourses.

Bennett, K. M., & Hays, S. P. (2023). **Engaging youth for positive change: A quantitative analysis of participant outcomes.** *Education, Citizenship and Social Justice*, 18(3), 297-313. <https://doi.org/10.1177/17461979221103779>

Engaging Youth for Positive Change is a local civic engagement program focused on youth and young adults in the U.S. state of Illinois, and guides them through the process of adopting a local ordinance by working with their local city councils or other governing bodies. Researchers collected two waves of data from EYPC participants to quantitatively assess associations between program participation and changes in a variety of key factors relating to civic engagement. Initial findings indicate participants reported significant increases in variables associated with civic participation, including teamwork, leadership, and internal political efficacy. Furthermore, participants at more rigorous implementation sites reported significantly higher levels of critical civic engagement indicators compared to their peers at less rigorous implementation sites. This paper discusses EYPC in detail, findings from analyses and program evaluation, and concludes with a discussion on next steps regarding how EYPC and similar programs may enhance civic engagement among youth and young adult populations.

Benoit, A., Knobé, S., & Pichot, L. (2021). **Du gestionnaire à l'entrepreneur : rôles et figures différenciés du responsable de diplôme dans l'enseignement supérieur.** *Recherche & formation*, 98(3), 33-46. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-33.htm>

À partir des points de vue des responsables de diplôme, cet article s'intéresse aux processus de sélection à l'entrée en formation à travers notamment les catégories de jugement et d'appréciation mobilisées. L'article étudie aussi le rôle d'intermédiation des responsables de diplôme dans le lien entre formation et emploi. Deux figures principales émergent, le gestionnaire et l'entrepreneur, traduisant la variabilité des manières de s'approprier ce rôle et de s'engager pour favoriser l'insertion professionnelle des diplômés.

Bernard, F. (2023, novembre 7). **La lecture, un loisir qui fait du bien aux enfants.** Consulté 8 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/la-lecture-un-loisir-qui-fait-du-bien-aux-enfants-214405>

Les bienfaits de la lecture sur le développement des enfants ont été établis ces dernières décennies. Une nouvelle étude nous aide à mieux en comprendre les effets cognitifs.

Berquin, S., & Murillo, A. (2023). **Pratiques des enseignants et bien-être des élèves en classe : regards croisés d'élèves et d'enseignants.** *Phronesis*, 12(2-3), 241-256. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-241.htm>

En quoi les pratiques des enseignants participent-elles au bien-être des lycéens en classe ? Le regard des enseignants sur le bien-être des élèves rejoint-il celui des élèves ? Nous cherchons à appréhender le bien-être subjectif des élèves en classe et à le mettre en lien avec le regard des enseignants sur ce bien-être. Nous montrons que les pratiques des enseignants favorisant le bien-être des élèves sont principalement liées aux dimensions suivantes : permettre aux élèves de participer pendant la classe, expliciter son cours et développer une relation positive avec les élèves. Les situations de réussite des élèves et la faible pression à travailler sont également évoquées.

Bertermann, A., Kamhöfer, D. A., & Schildberg-Hörisch, H. (2023). **More Education Does Make You Happier – Unless You Are Unemployed** (IZA Discussion Paper N° 16454). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16454.htm>

This paper investigates the causal effect of education on life satisfaction, exploring effect heterogeneity along employment status. We use exogenous variation in compulsory schooling requirements and the build-up of new, academically more demanding schools, shifting educational attainment along the entire distribution of schooling. Leveraging plant closures and longitudinal information, we also address the endogeneity of employment status. We find a positive effect of education on life satisfaction for employed individuals, but a negative one for those without a job. We propose an aspiration-augmented utility function as a unifying explanation for the asymmetric effect of education on life satisfaction.

Bhargava, R. (2023). **Teaching Data That Matters: History and Practice**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 267-292). https://doi.org/10.1007/978-3-031-24193-2_11

The massive growth in data learning offerings in higher education is mainly focused on technical skill and tool training. There is a growing movement to educate with “data that matters,” introducing students to the social structure and processes that have produced data, and in which it can have the most impact. This chapter introduces case studies of some of these efforts and summarizes four guiding principles to support them. These examples encourage creating playgrounds in which to learn, connecting students to real data and communities, balancing learning goals with student interests, and letting learners take risks. We close with a “call to arms,” supporting data educators in challenging the historical structures of power embedded in data, diving into the ethical complexities of the real work, and teaching how to use data for the overall social good.

Bhatia, A., Rana, S., & Gregor, M. (2023). **The Relationship Between Parental Attachment and Career Aspirations in Indian Female Undergraduate Students**. *Journal of Career Assessment*, 31(4), 631-647. <https://doi.org/10.1177/10690727221129615>

The purpose of the present study was to examine the career aspirations of Indian female undergraduate students, by utilizing a theoretical framework integrating Attachment Theory and Social Cognitive Career Theory (SCCT). Data were collected from 157 female Indian undergraduate students at a Liberal Studies college in India to study the contribution of self-reported maternal and paternal attachment security in predicting career aspirations. In particular, the mediating effects of student-reported self-esteem and career decision self-efficacy were examined in the relationship between their perceptions of maternal and paternal attachment security and career aspirations. Secure attachment to mothers, but not fathers, was found to relate to self-esteem and

career decision self-efficacy, which in turn predicted career aspirations. Findings from the study contribute to the literature on career aspirations of women in India and lend support for the integration of attachment theory and SCCT. Future research and practical implications of these findings are discussed.

Biesta, G. (2023). **The Integrity of Education and the Future of Educational Studies**. *British Journal of Educational Studies*, 71(5), 493-515. <https://doi.org/10.1080/00071005.2023.2242452>

In this paper, based on an invited keynote given at the 2022 Colloquium of the Society for Educational Studies, I explore the question of the integrity of educational studies. I ask is whether educational studies in their current configuration are able to offer resistance to the instrumentalisation of education and the push towards empirical research that is only interested in finding out what works, but is unable to engage with this question in a properly educational way. Through a reconstruction of the history of educational studies in the English-speaking world, I show how educational studies are predominantly configured as an 'applied field'. The problem with this configuration is that educational studies lack the resources for generating educational questions about and an educational perspective on education. I show why this is a problem, also in relation to ongoing misunderstandings and misrepresentations of education. In the final part of the paper I outline two approaches, one focusing on educational concepts and one highlighting the unique and distinctive form of education, that may help to build a stronger identity for educational studies. I see this as a major challenge for the future of educational studies in the English-speaking world.

Black, N. L., Bouchard, C., Potvin, C., Michelot, F., & Levesque, M. (2023). **Perspectives expérientielles postpandémiques de réinvestissement technopédagogique chez le personnel enseignant universitaire**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 241-259. <https://doi.org/10.18162/ritpu-2023-v20n2-17>

Blandin, B. (2023). **Les mondes sociaux de la formation**. *Éducation Permanente*, 236(3), 47-58. <https://doi.org/10.3917/edpe.236.0047>

Cet article propose l'esquisse d'une approche sociologique des systèmes éducatifs qui prend en compte leur spécificité, c'est-à-dire la dimension pédagogique qui est partie intégrante de la « relation éducative ». Pour cela, l'auteur propose une analyse qui montre que les systèmes éducatifs sont composés de « mondes sociaux » différents. Le développement des « nouveaux dispositifs de formation », amènent à rapprocher plusieurs mondes sociaux, ce qui explique d'un point de vue sociologique les difficultés généralement rencontrées dans le cours de ces changements.

Bleakley, H., & Gupta, B. (2023). **Mind the Gap: Schooling, Informality, and Fiscal Externalities in Nepal**. *The World Bank Economic Review*, 37(4), 659-674. <https://doi.org/10.1093/wber/lhad013>

While increasing years of schooling has been a long-standing development priority, the associated fiscal costs and benefits have been less studied, because of a lack of appropriate data. Recently, an UNESCO-funded project measured subsidies, by levels of schooling, from all levels of government, in eight developing countries including Nepal. The household-level Nepal Living Standards Measurement Survey provides information to estimate the degree of formality, tax payments, and benefit receipts as a function of schooling years. Using a simple Mincer-like model, this study estimates the fiscal

externality of an additional year of school. It finds that within primary school, fiscal benefits and costs, on the margin, are quite balanced, with subsidies close to the present value of future taxes minus benefits. At higher levels of schooling, however, marginal fiscal benefits exceed costs by 5 percent of per capita consumption. This contrasts with previous literature on social returns and assumptions underlying multilateral development goals.

Blimpo, M. P., & Pugatch, T. (2023). **Unintended Consequences of Youth Entrepreneurship Programs: Experimental Evidence from Rwanda** (GLO Discussion Paper Series N° 1332). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1332.htm>

The persistently high employment share of the informal sector makes entrepreneurship a necessity for youth in many developing countries. We exploit exogenous variation in the implementation of Rwanda's entrepreneurship education reform in secondary schools to evaluate its effect on student economic outcomes up to three years after graduation. Using a randomized controlled trial, we evaluated a three-year intensive training for entrepreneurship teachers, finding pedagogical changes as intended and increased entrepreneurial activity among students. In this paper, we tracked students following graduation and found that increased entrepreneurship persisted one year later, in 2019. Students from treated schools were six percentage points more likely to be entrepreneurs, an increase of 19 percent over the control mean. However, gains in entrepreneurship faded after three years, in 2021. Employment was six percentage points lower in the treatment group. By some measures, income and profits were lower in the treatment group, with no robust differences in these outcomes overall. Lower incomes and profits were concentrated among marginal students induced into entrepreneurship by the program. Youth entrepreneurship programs may therefore steer some participants away from their comparative advantage. Nonetheless, the program increased university enrollment, suggesting the potential for higher long run returns.

Boboc, A., & Metzger, J.-L. (2023a). **Entretien de Lionel Valet. Distances et médiations des savoirs. Distance and Mediation of Knowledge**, (43). <https://doi.org/10.4000/dms.9540>
Maître de conférences en Informatique à l'université Savoie Mont-Blanc, Lionel Valet s'est intéressé dès 2012 à l'appui du numérique dans les pratiques pédagogiques, en tant que chargé de mission pour son établissement. À cette époque, l'arrivée du numérique dans l'enseignement supérieur était présentée sous le terme de « TICE » (Technologie de l'Information et de la Communication pour l'Enseignement). Depuis plusieurs années, ce sont les approches par compétence (APC), l'hybridation des ense...

Boboc, A., & Metzger, J.-L. (2023b). **La formation professionnelle entre injonction à la numérisation et impératif de sobriété. Distances et médiations des savoirs. Distance and Mediation of Knowledge**, (43). <https://doi.org/10.4000/dms.9219>

L'incitation à pratiquer la sobriété numérique s'est ajoutée aux processus de rationalisation gestionnaire auxquels les acteurs de la formation sont soumis. Or, la sobriété ne consiste pas seulement à réduire les empreintes environnementales et énergétiques, mais aussi sociales. Ces trois types d'empreintes, interdépendantes et en tension, sont inégalement distribuées selon les catégories socioprofessionnelles, le genre, l'âge, le lieu, etc. Aussi, les mesures envisagées pour réduire ces empreintes, faute d'être adaptées aux différentes configurations, peuvent aggraver des inégalités ou en créer de nouvelles, ce qui pèse sur leur acceptabilité et leur efficacité. Ce risque de rejet est

accru par la complexité des régulations à différents niveaux, aussi bien nationaux qu'internationaux. Pratiquer la sobriété dépend alors des capacités d'initiatives des formateurs, de leurs marges d'action, donc des facteurs collectifs et organisationnels propres à chaque contexte local. Mais les solutions « clés-en-main » n'existent pas. Tout est à construire, à commencer par les indicateurs ad hoc permettant d'évaluer localement l'importance de ces empreintes et de mesurer, ultérieurement, l'efficacité des mesures expérimentées. En remettant au centre le travail des formateurs, cet article propose un cadre de réflexions exploratoire et prospectif, et pose la question d'une désindustrialisation de la formation.

Bock, C. (2021). **La formation d'animateur socioculturel : de l'Union européenne au marché local.** *Recherche & formation*, 98(3), 75-87. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-75.htm>

Dans cet article, nous nous demandons dans quelle mesure l'éducation populaire s'inscrit dans le marché des nouvelles formations d'animateur. À ce titre, trois niveaux d'analyse sont proposés : tout d'abord, l'influence des directives européennes dans les formations, en particulier le processus de Bologne, afin d'appréhender l'influence de l'Union européenne sur les formations ; ensuite, les stratégies des pouvoirs publics en termes de plan de formation à l'échelle nationale dans le but de saisir les orientations nationales des formations ; enfin, l'interprétation des acteurs à un niveau local vise à mettre en lumière la place accordée à l'éducation populaire dans trois marchés locaux (Paris, Grenoble et Toulouse). L'intérêt est donc d'analyser l'influence des directives initiées par l'Union européenne sur les formations d'animateurs socioculturels. Par déclinaison, la place de l'éducation populaire est interrogée à la fois à travers les diplômes et les acteurs qui les proposent.

Boden, K., Kuo, E., Nokes-Malach, T. J., Wallace, T., & Menekse, M. (2023). **Investigating the predictive relations between self-efficacy and achievement goals on procedural and conceptual science learning.** *The Journal of Educational Research*, 116(5), 241-253. <https://doi.org/10.1080/00220671.2023.2251415>

Self-efficacy and achievement goals represent two extensively researched motivational factors in education and have been related to numerous academic outcomes. However, little is known about how they relate to different types of problem-solving. Furthermore, while prior work has found these motivational factors are related, less work has examined them over time, during learning, and controlling for prior knowledge. The current study investigated the relations between these motivational constructs and procedural and conceptual problem-solving in middle school science. Sixth-grade science students' self-efficacy and achievement goals were surveyed along with procedural and conceptual problem-solving before and after instruction. Results revealed students' self-efficacy was positively correlated with both procedural and conceptual posttest performance. However, controlling for prior knowledge, self-efficacy only predicted conceptual performance. No relations were found between achievement goals and procedural or conceptual problem-solving. Additionally, results found that changes in mastery-approach goals were positively related to changes in self-efficacy beliefs.

Boehme, L., Russ-Eft, D., Rovens, J., & Rovens, A. (2023). **HR managers stereotyping frontline managers.** *International Journal of Training and Development*, 27(3-4), 360-380. <https://doi.org/10.1111/ijtd.12304>

This study explored how human resource (HR) leaders' biased perceptions of frontline manager (FLM) effectiveness influence HR ratings of FLM competencies, resulting in insufficient training and job preparation for these critical employees. The literature review examined FLM research, ratings of supervisory competencies and the underlying theoretical frameworks of implicit leadership theory and leadership categorization theory, and their relationship to informal learning. The research used mixed methods, with a qualitative critical incident study to identify competencies, followed by a quantitative survey to compare ratings, followed by qualitative in-person interviews to confirm survey findings. Results revealed a significant difference between HR and other raters of FLMS, including the FLMS themselves, with regard to FLM effectiveness, and these differences are informed by HR stereotypes of FLMS. Recommendations and implications suggest HR's role in providing unbiased assessment could lead to essential FLM training and development.

Bojica, A. M., Olmos-Peñuela, J., & Alegre, J. (2023). **A cross-country configurational approach to international academic mobility: exploring mobility effects on academics' career progression in EU countries.** *Higher Education*, 86(5), 1081-1105.
<https://doi.org/10.1007/s10734-022-00963-0>

This study takes a novel perspective on mobility as career script compliance to explore the factors that might influence how mobile academics in a country perceive the impact of international mobility on their overall academic career progression and job options. We conduct a country-level qualitative comparative analysis on a sample of 24 European Union (EU) countries, based on data from European Commission's MORE3 indicator tool. We find that these perceptions about the impact are shaped by the dominant patterns of mobility in that country, and the general perception of academics in that particular country that international mobility is rewarded in the institutional promotion schemes. This study introduces new explanatory factors for the career script for international mobility. In so doing, we provide a richer understanding of how countries might influence academics' mobility, which sheds light on previous inconclusive empirical evidence linking international mobility and academics' careers. Our findings have implications for the policy design of international mobility and open up new lines of inquiry for cross-country comparisons.

Bolhaar, J., Kuijpers, S., Webbink, D., & Zumbuehl, M. (2023). **Does replacing grants by income-contingent loans harm enrolment? New evidence from a reform in Dutch higher education** (CPB Discussion Paper N° 451). Consulté à l'adresse CPB Netherlands Bureau for Economic Policy Analysis website:
<https://econpapers.repec.org/paper/cpbdiscus/451.htm>

This paper evaluates the impact of a reform which replaced universal basic grants by income-contingent loans on enrolment in Dutch higher education using administrative data of ten complete student cohorts. Estimates of differences between cohorts show no negative effect of the policy on enrolment. Moreover, difference-in-differences estimates exploiting variation in eligibility for supplementary grants show no negative effect on enrolment. These findings suggest that a system of income-contingent loans can facilitate an increase of private contributions without harming access to higher education.

Bollecker, M. (2023, octobre 24). **Les universités françaises dans la tourmente budgétaire.** Consulté 25 octobre 2023, à l'adresse The Conversation website:

<http://theconversation.com/les-universites-francaises-dans-la-tourmente-budgetaire-216247>

Les évolutions réglementaires de ces 20 dernières années en termes de financement ont plongé les établissements d'enseignement supérieur et de recherche dans la difficulté.

Bolli, T., & Pusterla, F. (2023). **Complementarities among types of education in affecting firms' productivity**. *LABOUR*, 37(4), 554-591. <https://doi.org/10.1111/labr.12256>

This article uses Swiss firm-level panel data to show that complementarities among workers with different types of education affect firms' productivity. We consider workers with four different types of education: no post-secondary education, upper secondary vocational education and training (VET), tertiary professional education, and tertiary academic education. To account for possible endogeneity, we exploit within-firm variation and employ a structural estimation technique that uses intermediate inputs as a proxy for unobserved productivity shocks. Our results suggest that workers with an upper secondary VET education are complementary to workers with a tertiary academic education, while workers with no post-secondary education are complementary to workers with a tertiary professional education. Altogether, our findings highlight the importance of vertical and horizontal education diversity within firms.

Bonal, X., & Bellei, C. (2023). **School Segregation in Times of Globalization: Research and Policy Challenges**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 57-80). https://doi.org/10.1007/978-3-031-36147-0_4

In this chapter we situate school segregation as an increasingly relevant field of study within educational policy. In the introduction we map the origins of the study of segregation and its unbalanced development in the USA, Europe and Latin America, showing how the trends of change in contemporary society have repositioned the importance and interest in school segregation. In the second section we synthesize the social mechanisms that generate school segregation, considering both external and internal factors within the educational field. Next, we describe and discuss the evidence on public policies that have sought to prevent, contain or reduce segregation, distinguishing those implemented in traditional educational contexts from those applied in educational systems oriented by market dynamics. Finally, we reflect on the reasons why school desegregation policies have been given low priority, despite the enormous amount of evidence on their adverse effects. We identify significant political, cultural and institutional limits that hinder desegregation policies, particularly their potential for social and political conflict, which tends to dissuade public authorities from giving them the priority that this policy deserves.

Borbely, D., Gehrsitz, M., McIntyre, S., & Rossi, G. (2023). **Permanent School Closures and Crime: Evidence from Scotland** (IZA Discussion Paper N° 16523). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16523.htm>

In this article we study the effects of permanent school closures on crime. We leverage the closure of over 300 schools in Scotland between the school years 2006/07 and 2018/19, and employ a staggered difference-in-differences design on a matched sample. We find that neighbourhoods affected by school closures experience a reduction in crime of about 9% of a standard deviation, relative to areas where schools remained open. This effect is mainly driven by a reduction in violent and property crimes.

We provide evidence on several mechanisms explaining the negative crime effect, such as changes in neighbourhood composition and reductions in school-level segregation.

Bordry, G., Engel, O., Girardin, A., Kervadec, D., & Raimbault, P. (2023). **Le réseau Cnous-Crous: points forts, points faibles et évolution possible du modèle**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3843> [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-07/rapport-igesr-22-23-002b-28831.pdf>

Le rapport analyse la structuration et le fonctionnement de l'un des opérateurs essentiels de

Borgen, J. S., & Hallås, B. O. (2023). **Conceptualisations of Extra-Curricular Cross-Sector Partnerships in the Context of The Cultural Schoolbag and Physical Activity Health Initiatives in Norwegian Schools**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 195-225). https://doi.org/10.1007/978-3-031-36970-4_11

Over the past decades, cross-sector partnership and collaborations in schools have been embraced and developed in many countries as a form of joint work that requires mutual engagement across boundaries within the education policy and practice nexus. However, the addition of extra-curricular content into the school by external partners can be challenging, as it requires the restructuring of the kind of content and knowledge that should be ground in school. How those involved in the cross-sector partnerships negotiate the knowledge ground for certain extra-curricular content and practices is influenced by the context-dependent relationships within the research-policy-practice nexus. Building on previous empirical research conducted by the authors and a document analysis, this article investigates the conceptualisations and key events of two empirical examples of such extra-curricular cross-sector partnerships in the context of compulsory education in Norway. The chapter contributes new knowledge about the research-policy-practice nexus in these partnerships.

BORGONOV, F., CALVINO, F., CRISCUOLO, C., SAMEK, L., SEITZ, H., NANIA, J., ... O'KANE, L. (2023). **Emerging trends in AI skill demand across 14 OECD countries**. Consulté à l'adresse <https://doi.org/10.1787/7c691b9a-en>

En analysant les informations sur les offres d'emploi en ligne entre 2019 et 2022 dans 14 pays de l'OCDE, ce document explore les tendances récentes de la demande de compétences pour développer ou travailler avec des systèmes d'intelligence artificielle (IA). Si la part des offres d'emploi en ligne liées à l'IA a considérablement augmenté, elle représentait moins de 1% de l'ensemble des offres d'emploi. Les compétences liées à l'apprentissage automatique (« Machine Learning ») sont les plus recherchées. La partie de l'étude consacrée aux États-Unis révèle une demande constante de compétences socio-émotionnelles, fondamentales et techniques de la part de tous les employeurs du secteur de l'IA.

Borodiyenko, O., Melnyk, O., & Nychkalo, N. (2023). **The role of international cooperation in the development of vocational education in Ukraine**. *European Journal of Education*, 58(4), 665-680. <https://doi.org/10.1111/ejed.12586>

Since gaining independence, Ukraine has recognised the need to reform its vocational education and training (VET) system to better align with new economic realities. This

necessity was largely driven by the country's increasing openness to the world and its desire to integrate with the European Union, which became especially pronounced after the Euromaidan protests in 2014. As a result, the government has pursued policies that are more closely aligned with the European Union. This led to greater international cooperation in the sphere of VET in Ukraine. The study on which this article reports analyses the impact of international organisations and cooperation programmes, as well as actions, initiatives and projects, on the changes and reforms in the Ukrainian VET system from 2013 to 2022 on normative and institutional levels. We adopt a theoretical framework that explains the areas and instruments of influence on policymaking in education used by international organisations. The method applied in the study is interviews with experts from international projects and initiatives currently active in Ukraine. Our findings indicate that international cooperation programmes have had a significant impact on the development of vocational education in Ukraine, particularly in areas such as the governance of the VET system, public-private partnerships, quality assurance, qualifications frameworks, and digitalisation.

Bortolotti, R. M. (2023). **Des disputes amicales aux tribunaux numériques : la régulation des conflits par les adolescents via les réseaux sociaux numériques.** *Agora débats/jeunesses*, (95), 25-38. <https://doi.org/10.3917/agora.095.0025>

En mobilisant la sociologie du conflit, l'article propose de montrer à travers la vision des adolescents, comment ces derniers investissent les réseaux sociaux numériques comme des lieux de socialisation amicaux mais aussi de conflictualité. L'autrice s'appuie sur des entretiens réalisés avec une quarantaines de jeunes de quartiers populaires dans le cadre d'une recherche doctorale visant à analyser leurs pratiques numériques. Elle étudie comment leurs conflits se développent et se transposent dans les réseaux sociaux numériques tout en distinguant ce qui relève de situations de cyberviolence et de formes contemporaines de régulation des divergences.

Bouclaous, C., Daher, R., Osseily, W., Rosário, R., & Hamam, H. (2023). **Association Between Health and Levels of Health Literacy in 13- to 16-Year-Old Adolescents During the COVID-19 Pandemic: The Case of Lebanon.** *Canadian Journal of School Psychology*, 38(4), 302-316. <https://doi.org/10.1177/08295735231197344>

The study assessed health literacy (HL) in Lebanese adolescents and its associations with health during the COVID-19 pandemic. A sample of 228 adolescents (63.1% female), 15.5 ± 1.5 years, took the survey. Data was collected between May and September 2020. The questionnaire consisted of the Health Literacy for School-Aged Children (HLSAC) scale, the Generalized Anxiety Disorder (GAD-7) assessment, sociodemographic characteristics, and health-related variables. Around 84.6% had low to moderate HL. Adolescents with moderate HL were more likely to spend more than 2 hours on sedentary behavior (OR = 0.3, 95% CI [0.1, 0.9]) and smoke (OR = 0.3, 95% CI [0.1, 0.8]). Adolescents with high HL had lower odds of having moderate to severe anxiety (OR = 0.2, 95% CI [0.1, 0.8]) and excess body weight (OR = 0.1, 95% CI [0.4, 0.5]). Adolescents with high HL had higher odds of having good to excellent health (OR = 1.2, 95% CI [0.4, 3.7]). Interventions to strengthen HL must be implemented with a focus on at-risk adolescents.

Boulet, P. (2023). **Parcoursup 2023 : les propositions d'admission dans l'enseignement supérieur.** *Note Flash du SIES*, (24), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-10/nf-sies-2023-24-29745.pdf>

La campagne Parcoursup 2023 s'est caractérisée par une phase principale plus courte, des propositions aux élèves plus rapides et 95 % des néo-bacheliers qui ont reçu au moins une proposition d'admission.

Boullier, D., Chessel-Lazzarotto, F., Liégeois, G., Mondada, F., Badoux, D., & Agrebi, S. (2023). **Un modèle pluraliste d'éducation numérique, l'expérience du canton de Vaud en Suisse**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9344>

Le canton de Vaud en Suisse a lancé depuis 2019 un nouveau format d'éducation numérique pour tous les niveaux, de la maternelle au gymnase, qui associe étroitement informatique et sciences sociales. Dans ce compte-rendu d'expérience, nous présentons à la fois le modèle qui l'a inspiré, les références conceptuelles auxquelles il se rattache, des exemples de sa mise en œuvre ainsi que les conditions de sa réalisation. Le modèle est pluraliste car il combine plusieurs visées pédagogiques : comprendre l'algorithmie comme principe de modularité dans le traitement des problèmes, comprendre les environnements socio-techniques historiques et contemporains dans lesquels il sont déployés, s'engager dans des décisions de délégation aux machines à divers niveaux, s'engager dans une autorégulation éthique dans ces choix. Dans ce cadre, une variante du modèle centrée sur les enjeux écologiques est présentée.

Bourgeois, É. (2023). **Apprentissage, motivation et engagement en formation**. *Éducation Permanente*, 236(3), 37-46. <https://doi.org/10.3917/edpe.236.0037>

Qu'est-ce qui peut pousser l'adulte à s'engager en formation ? D'un certain nombre de travaux de recherche sur la motivation scolaire ou l'engagement en formation, il ressort que la signification (ou « valeur ») attribuée au sujet à son engagement en formation et aux apprentissages qu'il y réalise constitue une des composantes essentielles du processus de motivation. Parmi les travaux qui se sont penchés sur la question, certains mettent en relation la signification attribuée à la formation par le sujet et la dynamique identitaire qui accompagne sa trajectoire de vie. Plusieurs hypothèses de travail s'inscrivant dans cette perspective sont présentées dans la dernière partie de l'exposé.

Bowers, A. J., & Choi, Y. (2023). **Building School Data Equity, Infrastructure, and Capacity Through FAIR Data Standards: Findable, Accessible, Interoperable, and Reusable**. *Educational Researcher*, 52(7), 450-458. <https://doi.org/10.3102/0013189X231181103>

Despite increasing calls to build equitable data infrastructures, the education field has yet to have a shared guideline around equitable education data management and stewardship. To address this gap, we propose one framework from the data governance literature: the FAIR (Findable, Accessible, Interoperable, Reusable) data management principles complemented by the CARE (Collective benefits, Authority to control, Responsibility, Ethics) principles. We argue that making education data Findable, Accessible, Interoperable, and Reusable (FAIR) is a matter of equity and central to equity-focused data reuse. We illustrate the importance of FAIR education data by synthesizing our research experience and literature at the intersection of data governance and equity-focused data use.

Brankovic, J., Hamann, J., & Ringel, L. (2023). **The institutionalization of rankings in higher education: continuities, interdependencies, engagement**. *Higher Education*, 86(4), 719-731. <https://doi.org/10.1007/s10734-023-01018-8>

In this article, we introduce the special issue of Higher Education that centers on the question of the institutionalization of rankings in higher education. The article has three parts. In the first part, we argue that the grand narratives such as globalization and neoliberalism are unsatisfactory as standalone explanations of why and how college and university rankings become institutionalized. As a remedy, we invite scholars to pay closer attention to the dynamics specific to higher education that contribute to the proliferation, persistence, and embeddedness of rankings. In the second part, we weave the articles included in the issue into three sub-themes—continuities, interdependencies, and engagement—which we link to the overarching theme of institutionalization. Each contribution approaches the subject of rankings from a different angle and casts a different light on continuities, interdependencies, and engagement, thus suggesting that the overall story is much more intricate than often assumed. In the third and final part, we restate the main takeaways of the issue and note that systematic comparative research holds great promise for furthering our knowledge on the subject. We conclude the article with a hope that the special issue would stimulate further questioning of rankings—in higher education and higher education research.

Bressoud, N. (2023). **Le bonheur d'enseigner est-il enseignable ? Réflexions et propositions issues de la formation à l'enseignement en Suisse Romande.** *Phronesis*, 12(2-3), 114-129.

Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-114.htm>

La formation des enseignants peut se donner les moyens d'accueillir une sensibilisation au bonheur d'enseigner. L'enjeu est de taille, en un contexte d'éducation inclusive qui demande aux professionnels une implication entière dans la prise en compte de la diversité des élèves dont ils ont la charge. À travers le modèle PERMA développé au sein du champ de la psychologie positive par Martin Seligman (2011), une formation des enseignants au bonheur paraît possible. Si le modèle PERMA (acronyme se référant aux émotions positives, à l'engagement, aux relations positives, au sens et à l'accomplissement) permet d'identifier des déterminants à prendre en compte dans cet apprentissage, il permet également de mettre en lumière le rôle fondamental de la relation entre l'enseignant et l'élève. C'est à travers les relations qui caractérisent le climat de classe que l'enseignant peut ancrer et cultiver, pour lui et pour ses élèves, le bonheur d'être ensemble, de vivre un projet scolaire partagé, de progresser vers un but commun. Ainsi, la formation des enseignants peut se donner les moyens de favoriser l'émergence de compétences socio-émotionnelles propices au bonheur d'enseigner. Elle pourra offrir aux futurs professionnels des occasions de vivre des programmes d'intervention de psychologie positive tout en soutenant des réflexions sur le développement de leur identité professionnelle (pratique réflexive). Les pratiques de gratitude, les activités sur la régulation émotionnelle ou encore les méthodes de reconnaissance et d'utilisation des forces personnelles sont des leviers en ce sens qui touchent à la relation à soi et à l'autre.

Breton, H. (2023). **Les certifications professionnelles face aux mobilités européennes : ingénieries de formation et de certification.** *Formation emploi*, 163(3), 95-113. <https://doi.org/10.4000/formationemploi.11924>

Cet article présente une monographie d'une expérimentation ECVET (European Credit system for Vocational Education and Training). Elle mobilise une recherche-action conduite entre 2016 et 2018 auprès de responsables de formation ayant intégré, dans leurs ingénieries de formation, des périodes de mobilités certifiantes au sein de centres de formation d'apprentis (CFA). Il s'agit ici de rendre compte des ingénieries

développées par ces acteurs pour structurer des dispositifs qui permettent la validation et la certification au cours de la mobilité. Cette recherche met également au jour le principe de codépendance entre ingénieries de formation et ingénieries de la certification, les situations de mobilité permettant de souligner à la fois les limites des référentiels et le caractère problématique, à ce stade, du processus ECVET.

Brezicha, K. F., & Leroux, A. J. (2023). **Examining the association between feeling excluded at school and political trust in four Nordic countries.** *Education, Citizenship and Social Justice*, 18(3), 364-381. <https://doi.org/10.1177/17461979221097362>

Students' positive experiences in schools positively predicts students' political trust. However, little research has examined how individual students' feelings of exclusion at their schools may relate to students' political trust. Moreover, how does an overall sense of exclusion from the school relate to political trust apart from individual students' feelings of exclusion? Lastly, do immigrant students have a different level of political trust, on average, than non-immigrant students? Using data from the 2009 International Civic and Citizenship Education Study, this study employed multilevel modeling to investigate these questions in Denmark, Finland, Norway, and Sweden. The results revealed that students feeling like an outsider at school was a statistically significant predictor of lower feelings of political trust in the four Nordic countries. In three countries the school's overall sense of exclusion was also a statistically significant predictor. The discussion explores the implication of the findings for students' political trust.

Bridoux, S., Grenier-Boley, N., & Leininger-Frezal, C. (2023). **Research in University Pedagogy: Towards a Discipline-based Approach?** (1er édition). Consulté à l'adresse <https://www.iste.co.uk/book.php?id=2022>

This book offers an overview of the research carried out in didactics on the teaching and learning of science at university from the perspective of university pedagogy. The first part sheds light on the links between university pedagogy and didactics, by studying the nature and place of disciplinary pedagogical knowledge at university and the training of academics through the prism of professionalization. The second part questions the teaching practices of academics from a disciplinary approach, from the point of view of the impact of the research discipline on the declared practices, or that of the links between the resources mobilized in research and teaching activities. The third part proposes a sociological look at these practices, in terms of the analysis of the discourses of institutional actors or of practices in situ. The book concludes with a synthesis that develops the main issues, challenges and difficulties that remain at the end of this book.

Bridwell-Mitchell, E. N., Jack, J., & Childs, J. (2023). **The Social Structure of School Resource Disparities: How Social Capital and Interorganizational Relationships Matter for Educational Equity.** *Sociology of Education*, 96(4), 275-300. <https://doi.org/10.1177/00380407231176541>

One potentially underestimated aspect of resource inequity in U.S. public schools is access to social capital in external organizational environments. This research examines partnerships among 211 New York City high schools and 918 partner organizations from 2001 to 2005 as sources of external school social capital providing resources that can strengthen organizational capacity to improve educational opportunities and outcomes. The findings, based on an innovative analysis combining content analysis, social network analysis, and multilevel modeling, demonstrate that four partnership characteristics are important in this context: (1) how long partnerships last versus how

many there are, (2) partners concentrating resources in a particular area versus across diverse complementary areas, (3) partners being densely connected to other schools and partners rather than being central in the overall school-partner network, and (4) partners conveying instructional resources versus other kinds of resources. Hence, educational research and policy should more broadly conceptualize how schools' external organizational environments matter for educational equity and the role particular kinds of partnerships can play.

Brière, F. (2023). **The professional development of physical education student trainees at the articulation of didactic and meta-didactic systems.** *Swiss Journal of Educational Research*, 45(2), 178-189. <https://doi.org/10.24452/sjer.45.2.8>

Our research focuses on the processes of professional knowledge elaboration by physical education student trainees in an initial training system in France. This system combines classroom teaching situations and practice analysis situations, characterizing respectively the didactic and meta-didactic systems. The results reveal that, in their analyses, the student trainees jointly mobilize knowledge to be taught and for teaching, some of which are subject to a real co-elaboration supported by an evolution of their reflexive modalities. The discussion returns to the didactic and developmental stakes of the training situations at the articulation of the didactic and meta-didactic systems.

Broitman, C., & Novembre, A. (2023). **Mathématiques scolaires, recherche didactique et formation des enseignants en Argentine : acquis et tensions** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 99-109. <https://doi.org/10.4000/ries.14240>

Cet article présente quelques caractéristiques de la situation de l'enseignement des mathématiques en Argentine au niveau primaire (de 6 à 11 ou 12 ans) et au niveau secondaire (de 12 ou 13 ans à 17 ans). Après un aperçu du système éducatif et des programmes actuels, il expose la tradition de didactique des mathématiques dans ce pays, ainsi que les modalités de formation initiale des enseignants du primaire et du secondaire, avant d'analyser, pour finir, les résultats des évaluations internationales et nationales.

Brooks, R. (2023). **Higher Education Studies Today and for the Future: A UK Perspective.** *British Journal of Educational Studies*, 71(5), 517-535. <https://doi.org/10.1080/00071005.2023.2199828>

This article explores the state of higher education studies today, suggesting that in many ways it can be considered a vibrant field. In the UK, this is evidenced by the relatively large number of REF2021 submissions that had a higher education focus, and the emphasis higher education institutions are increasingly placing on conducting their own pedagogical research (in some respects, driven by market imperatives). In addition, the field has become more strongly international in its orientation, with more collaborative work, and a greater number of scholars engaging with issues beyond their own nation-state. However, the article also argues that there are various 'threats' bound up with this greater internationalisation – not least, the limited definition of the 'international' that is often implicit in our scholarship.

Brown, M., Sowl, S., & Steigleder, K. M. (2023). **"May I Contribute Some Data to the Discussion?": Negotiating Data Politics Through General Education Reform.** *The Journal of Higher Education*, 94(7), 851-895. <https://doi.org/10.1080/00221546.2023.2203629>

We present a historical case study of “data-driven” general education policy reform at the City University of New York, where within-system transfer issues prompted the need for curricular reform that was debated and eventually implemented from 2011 to 2017. Through an empirical examination of artifacts such as meeting minutes, internal memoranda, institutional reports, speeches, testimonies and position statements, and recordings of public meetings, we trace the emergence of a policy problem, contests over its framing, and the development of a policy solution for a curricular crisis across competing strands of collaborative governance and conflict over curriculum-making. We illustrate how administrators and their allies engage informatic power to unify the means and ends of curriculum reform- producing curricular policy and new language practices for discussing curriculum that facilitate increased managerialism and the rise of audit culture. When curricular conversation primarily focuses on the use of data, normative questions about the purpose and organization of undergraduate curricula are elided. In this case, policy proponents and opponents focused on a narrow definition of what kind of data “counts” for policy making. We argue that governance actors need to allow for and incorporate an array of data resources into their curricular conversation.

Brugar, K. A., Allen, A., Roberts, K. L., Ratcliff, K., & Capps, C. (2023). **Preparing the Expert Novice: Preservice Teacher Thinking and Efficacy in Inquiry Design.** *Journal of Teacher Education*, 74(5), 495-507. <https://doi.org/10.1177/00224871231202956>

In this study, we share the understandings and the reflections of preservice teachers as they engage in focus group interviews about inquiry in social studies, generally, and their reactions to publicly available Inquiry Design Model blueprints. These preservice teachers first discussed their understanding of inquiry, which was rooted in their university coursework. They then described their self-efficacy for implementing inquiry, generally, and the IDM blueprint, specifically, in their current field placements and future classrooms. This envisioned implementation often involved adaptations of the blueprints. Our goal in this research was to reconsider how preservice teachers experience and learn about social studies inquiry and, as a result of these experiences, whether and how they see themselves implementing social studies inquiry with students. This study can inform teacher educators to proactively address common barriers and better support preservice teachers.

Bruneault, F., & Mondoux, A. (2023). **Vers des environnements propices à la formation de citoyennes et citoyens numériques responsables en enseignement supérieur.** Consulté à l'adresse Fonds de recherche Société et culture website: https://frq.gouv.qc.ca/app/uploads/2023/10/frederick-bruneault_rapport-recherche-1.pdf

Parmi les multiples activités effectuées par les étudiantes et les étudiants de cégep sur leurs téléphones mobiles, un élément se détache - une incroyable

Brunel, M., & Foliot, C. (2021). **Le reverse mentoring au service de la formation à l'enseignement de la littérature pour le cours de français : faire de la formation initiale un outil de formation des enseignants tuteurs ?** *Recherche & formation*, 98(3), 59-74. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-59.htm>

Les recherches en didactique peinent à irriguer les pratiques d'enseignement. Cette enquête interroge la professionnalisation des tuteurs en charge de la formation initiale sur le terrain d'apprentissage. Convoquant deux domaines de recherche, didactique de

la littérature et sciences de l'éducation et de la formation, l'étude mobilise une méthodologie centrée sur le suivi de binômes tuteurs-tutorés en établissement scolaire. Le but est d'identifier comment la préoccupation de la formation de la personne-élève fait l'objet de transactions dans le cadre du dispositif de formation tuteur-tutoré.

Brust, C. M., & Taylor, R. M. (2023). **Resisting Epistemic Injustice: The Responsibilities of College Educators at Historically and Predominantly White Institutions.** *Educational Theory*, 73(4), 551-571. <https://doi.org/10.1111/edth.12593>

In this paper, Caitlin Murphy Brust and Rebecca Taylor examine the responsibilities of college educators to resist conditions of epistemic injustice within their institutions. Pedagogy alone cannot bring about epistemic justice in higher education, for no individual epistemic agent can single-handedly transform their epistemic environment. The roots of such injustices are structural and thus require structural interventions. However, college educators do retain some agency to engage in epistemic resistance. Brust and Taylor argue that they can and should take steps to foster just relations within the epistemic communities of their classrooms — calling for pedagogy that both recognizes the unjust features of the broader epistemic environment and responds to the unique forms of epistemic injustice that manifest in the classroom, with particular attention to seminar-style courses.

Büchel, S., Kruse, F., & Brühwiler, C. (2023). **Zur Bedeutung von inhaltsbezogenem Interesse und professionellem Weiterentwicklungsverhalten für das Professionswissen von Sportlehrpersonen.** *Swiss Journal of Educational Research*, 45(2), 138-150. <https://doi.org/10.24452/sjer.45.2.5>

Whereas in other subjects it has already been possible to generate a wide range of findings on the relationships and effects between professional knowledge and other aspects of teacher competence, these are still largely lacking for the subject of physical education. The present study is based on a sample of $n = 329$ (future) physical education teachers and aims to test a theory-based mediator model describing the relationships of content-related interest with continuing professional development behavior and professional knowledge of physical education teachers. The results confirm the theoretically hypothesized mediator model, according to which the effect of content-related interest on professional knowledge is mediated by continuing professional development behavior.

Budex, C. (2023). **La discussion à visée philosophique : un nouveau paradigme d'autorité éducative et d'éthique relationnelle.** *Phronesis*, 12(2-3), 8-26. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-8.htm>

La formation des enseignants à la conduite de Discussion à Visée Philosophique avec les enfants les initie à un nouveau paradigme d'autorité éducative qui modifie et bonifie leur posture, tant sur le plan éthique qu'épistémique. Cette pratique contribue au bonheur d'enseigner et d'apprendre pour trois raisons principales : elle redonne du sens aux apprentissages en cultivant un rapport au savoir heuristique et collaboratif ; elle forge une éthique relationnelle qui tisse des relations plus confiantes entre enseignants et élèves ; elle initie les enseignants à des gestes professionnels transférables dans d'autres situations éducatives qui contribuent à l'amélioration du climat scolaire.

Bueno, C., & Bonal, X. (2023). **Fragmented spaces in the urban landscape: A socio-spatial analysis of educational supply in the city of Madrid**. *British Educational Research Journal*, 49(5), 1108-1132. <https://doi.org/10.1002/berj.3889>

The geography of school choice critically shapes families' educational opportunities. Residential segregation, social inequalities and the educational marketplace interact in complex ways and produce spatialised educational opportunities for families. This paper analyses the link between these dimensions and how they structure families' educational opportunities in the city of Madrid. Based on several administrative datasets that capture students' residential location, their socio-economic position, the schools they attend and the characteristics of school supply, our analysis reveals the uneven spatial distribution of the different school modalities in Madrid, where advantaged families and neighbourhoods have more diversified and socio-economically homogenous nearby schooling options. The results also depict the way the city is spatially divided along a continuum of 'privileged' residential and educational assets. The paper reflects on how reforms expanding school choice and diversification of the educational market undertaken by the regional government may have increased the link between residential and school segregation.

Buisson-Fenet, H. (2021). **Piloter ou conduire ? Ce que fait l'instrumentation néo-gestionnaire à l'encadrement scolaire « de proximité » : leçons d'enquêtes en lycée dans l'académie de Lyon**. *Les dossiers des sciences de l'éducation*, (45), 99-115. <https://doi.org/10.4000/dse.5362>

Si l'analyse des instruments d'action publique a montré son caractère heuristique dans la lecture des recompositions administratives sous l'effet du New Public Management, les rares enquêtes sur les politiques éducatives qui mettent ce cadre théorique à l'épreuve montrent le relatif découplage du niveau intermédiaire (les académies) avec le niveau local (les lycées) dans la mise en œuvre du changement. Il n'en va pas de même lorsqu'on observe les cadres scolaires au travail : l'instrumentation donne alors à voir que piloter n'est pas conduire, et que les outils partagés pourraient redessiner des frontières juridictionnelles qu'on croyait gravées dans les statuts.

Burdin, C. (2023). **Simuler des entretiens pour former des conseillers principaux d'éducation (CPE) : quel dispositif collectif pour quels effets sur la professionnalisation des étudiant.e.s ?** *Les métiers de la formation à l'épreuve du travail*. Présenté à TOURS, France. Consulté à l'adresse <https://hal.science/hal-04264130>

Simuler des entretiens pour former des conseillers principaux d'éducation (CPE) : quel dispositif collectif pour quels effets sur la professionnalisation des étudiant.e.s ? Résumé : Cette contribution s'intéresse à un dispositif de simulation d'entretien avec des parents proposé à des étudiant.e.s de première année du master Encadrement Educatif à l'INSPE de Nantes. Ce master est dédié à la formation des futur.e.s CPE (Conseiller Principal d'Education) dont une des missions, dans les établissements secondaires français, consiste à suivre les élèves pour accompagner leur parcours scolaire. Cette mission implique de savoir mener un entretien individuel, notamment avec un parent. Une analyse de l'activité d'entretien parents-CPE a été menée en didactique professionnelle (Burdin, 2020) et a permis de mettre en évidence certaines spécificités de cette activité ainsi que les schèmes mobilisés par les CPE dans une classe de situations où ils.elles interagissent à propos d'un problème de comportement de l'enfant. En formation, ces résultats sont partagés avec les étudiant.e.s ; ils sont aussi initiés à l'analyse de ces situations de travail. Mais afin de les préparer à y faire face, ils sont invité.e.s à

produire en groupe un scénario d'entretien avec un parent qui sera ensuite joué par un autre groupe de pairs. L'analyse du dispositif de simulation proposé dans cette contribution s'appuie sur des questionnaires adressés aux étudiant.e.s et des enregistrements de l'activité de conception des scénarii et du débriefing. Elle met en évidence les inquiétudes des sujets dans ce type d'activité, la manière dont ils.elles construisent les scénarii et les problèmes professionnels et pistes qui émergent lors du débriefing.

Bush, T. (2023). **System leadership in England: Changing the landscape, for better or worse?** *Educational Management Administration & Leadership*, 51(6), 1241-1243. <https://doi.org/10.1177/17411432231201718>

Butzbach, M. (2023a, octobre 10). **Au lycée, la filière STMG victime de son succès.** Consulté 24 octobre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/lycee-filiere-stmg-victime-de-succes/00108240>
Dans l'ombre du lycée général et professionnel, la voie technologique peine à exister mais continue d'attirer, en particulier la série STMG (Sciences et technologies du management et de la gestion), au point que l'offre ne suit pas.

Butzbach, M. (2023b, novembre 7). **La gestion du harcèlement révèle les failles de l'Éducation nationale.** Consulté 8 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/gestion-harcelement-revele-failles-de-leducation-nationale/00108561>

La lutte contre le harcèlement demande de la coopération, de la transversalité, des moyens humains et du temps. Ce que le système scolaire a les plus grandes difficultés à proposer aux équipes sur le terrain.

Caillaud, P. (2023). **Ambivalences juridiques de la certification : la formation aspirée par le droit de la consommation ?** *Formation emploi*, 163(3), 15-38. <https://doi.org/10.4000/ormationemploi.11793>

À l'occasion des dernières réformes de la formation professionnelle de 2014 et 2018, la certification semble être devenue l'un des maîtres-mots du système français de formation. Ainsi, elle vise soit les compétences et connaissances du travailleur (certification professionnelle), soit la capacité d'un prestataire de formation à dispenser une formation de qualité (certification qualité). Au-delà de l'emploi d'un même mot pour cibler des sujets différents – les travailleurs ou l'action de formation –, ce recours à une notion initialement au cœur des pratiques du droit commercial renvoie à des caractéristiques juridiques communes destinées à attester que les personnes comme les formations « certifiées » possèdent certaines qualités, dans lesquelles on peut légitimement avoir confiance. Mises en lien avec la réforme des dispositifs d'accès à la formation, notamment le Compte personnel de formation (CPF) dont sont aujourd'hui titulaires 40 millions de personnes, ces évolutions de la certification ne participent-elles pas à la construction d'un marché de la formation devenue objet de consommation ?

Callahan, P. C., & Brantlinger, A. (2023). **Altruism, Jobs, and Alternative Certification: Mathematics Teachers' Reasons for Entry and Their Retention.** *Education and Urban Society*, 55(9), 1089-1119. <https://doi.org/10.1177/00131245221110559>

This study examines the relationship between alternatively certified mathematics teachers' stated reasons for entry and their odds of retention at the school level and at

the district level. Study participants were members of the 2006 and 2007 cohorts of New York City Teaching Fellows who completed three surveys over a 9-year period. Administrative data sets from the New York City Department of Education (NYCDOE) provided employment history of cohort members as well as demographic information about the teachers and sites of employment in New York City (NYC) public schools. Drawing on retention and survey data, we found that, of the four reasons for entry factors, two were predictive of NYCTF mathematics teacher retention (i.e., job benefits and alternative certification) and two were not (i.e., altruism and meaningful job). Given the cost associated with recruiting and training alternatively certified teachers, information to improve the initial selection process and increase the rate of retention makes financial sense for districts that employ alternatively certified teachers.

Calsamiglia, C., & Miralles, A. (2023). **Catchment Areas, Stratification, and Access to Better Schools.** *International Economic Review*, 64(4), 1469-1492. <https://doi.org/10.1111/iere.12641>

School Choice provides students with the opportunity to attend better schools than those in their neighborhood. This is crucial for students from disadvantaged areas where schools may be of lower quality. Our theoretical model and numerical simulations show that the widely used Deferred Acceptance (DA) algorithm has limitations in providing access to better schools (ABS). When schools have varying levels of quality and when there are priorities linked to neighborhood schools, the DA algorithm experiences significant limitations in providing ABS. Top Trading Cycles, when compared to DA, offers greater ABS, particularly for disadvantaged students.

Campillo Ferrer, J. M., & Miralles Martínez, P. (2023). **Impact of the flipped classroom model on democratic education of student teachers in Spain.** *Education, Citizenship and Social Justice*, 18(3), 280-296. <https://doi.org/10.1177/17461979221084111>

This study aimed to analyze the impact of the use of a flipped classroom model on student learning of democratic principles in a higher education setting. This study also aimed to examine the extent to which students enrolled in a primary teacher education programme made use of different techniques and strategies to support learning in flipped classroom during one school term. A convenience sampling method was used to select 179 students who represented four different groups. Pre- and post-tests were administered to evaluate student opinions within the framework of this digital approach. Overall, the results revealed that students had a positive perception of this teaching method during the period under consideration. We identified several statistically significant differences among the students with respect to the learning of key democratic principles. Higher scores were provided by students in the subgroup that had previous experience with this classroom teaching model. Our results also revealed that students with higher levels of digital competence rated collaborative learning significantly higher compared to students with lower levels of digital competence. Finally, some improvements for future studies are proposed.

Canaan, S., Fischer, S., Mouganie, P., & Schnorr, G. C. (2023). **Keep Me In, Coach: The short- and long-term effects of targeted academic coaching** (CLEF Working Paper Series N° 60). Consulté à l'adresse Canadian Labour Economics Forum (CLEF), University of Waterloo website: <https://econpapers.repec.org/paper/zbwclefwp/60.htm>

To boost college graduation rates, policymakers often advocate for academic supports such as coaching or mentoring. Proactive and intensive coaching interventions are

effective, but are costly and difficult to scale. We evaluate a relatively lower-cost group coaching program targeted at first-year college students placed on academic probation. Participants attend a workshop where coaches aim to normalize failure and improve self-confidence. Coaches also facilitate a process whereby participants reflect on their academic difficulties, devise solutions to address their challenges, and create an action plan. Participants then hold a one-time follow-up meeting with their coach or visit a campus resource. Using a difference-in-discontinuity design, we show that the program raises students' first-year GPA by 14.6% of a standard deviation, and decreases the probability of first-year dropout by 8.5 percentage points. Effects are concentrated among lower-income students who also experience a significant increase in the probability of graduating. Finally, using administrative data we provide the first evidence that coaching/mentoring may have substantial long-run effects as we document significant gains in lower-income students' earnings 7-9 years following entry to the university. Our findings indicate that targeted, group coaching can be an effective way to improve marginal students' academic and early career outcomes.

Cangiano, C. (2023). **La jeunesse populaire face à l'enseignement supérieur. Manières de s'orienter en Italie et en France.** *Agora débats/jeunesses*, (95), 39-52. <https://doi.org/10.3917/agora.095.0039>

La jeunesse populaire, longtemps exclue de l'enseignement supérieur, représente désormais une composante de plus en plus importante de la population étudiante dans la plupart des pays occidentaux. L'ouverture sociale de la formation postsecondaire est allée de pair avec un processus de convergence européenne sur les questions éducatives, qui a conduit à la définition de stratégies communes pour renforcer le lien entre le monde de l'éducation et le monde du travail. En s'appuyant sur une enquête de terrain qualitative menée auprès de 50 étudiant·e·s, cet article vise à comparer les parcours d'orientation des jeunes issus des classes populaires vers les études supérieures en Italie et en France.

Capriotti, P., Martínez-Gras, R., & Zeler, I. (2023). **Does universities' posting strategy influence their social media engagement? An analysis of the top-ranked higher education institutions in different countries.** *Higher Education Quarterly*, 77(4), 911-931. <https://doi.org/10.1111/hequ.12439>

Abstract To ensure the widespread dissemination of information and to foster interaction and dialogue with users, higher education institutions need to develop an active profile on the social networks. This paper analyses the influence of universities' posting strategy on their followers' engagement (reaction, virality and conversation) by measuring the level of activity and type of presence on their social networks. A content analysis was conducted to analyse 90,000 posts by 70 universities from Europe, the United States and Latin America on their institutional profiles on Twitter, Facebook and LinkedIn. The universities' posting activity on their social media is moderate (with an overall mean of 7.04 posts per day), but the interaction rate is very low (0.237), far below the recommended levels of engagement. Notably, increased activity by universities on social networks does not lead to greater engagement but points to an inverse relationship between the two. Our findings also indicate that university-created content (UCC) achieves a higher level of engagement ($\bar{x} = 169.41$) than university-shared content (USC) ($\bar{x} = 126.18$). This study explores the effect of universities' posting strategy dimensions on their follower's interaction.

Carrasco, A., & Díaz, M. E. (2023). **The construction of a leadership identity based on empathy, care, and participation: María Eliana's history.** *Educational Management Administration & Leadership*, 51(6), 1322-1339. <https://doi.org/10.1177/17411432211038012>

Recent academic research highlights the role of leadership identity when thinking about the improvement of the educational field. Based on this research, this article aims to identify and analyze the elements that affect the development of leadership identity in female school principals within the Chilean context. This is achieved by working from a biographical-narrative approach, specifically from the life history technique. This analysis emerges from a considerate reflection on the teachings, and personal and professional milestones highlighted in the biogram. Both personally and professionally, a multiplicity of elements is observed in the life history of María Eliana, influencing the development of her leadership identity, particularly highlighting her self-recognition as a woman. This identity is oriented towards social justice, based on socio-emotional tools such as care, empathy, and participation; and understands and values the role these elements must take in Chilean education. The case study presents tensions for the Chilean educational system, which must be able to address the complexities that women experience while holding leadership positions, especially when challenged with the perspective that school is an inclusive space of social justice.

Carter, P. L. (2023). **16th Annual AERA Brown Lecture in Education Research "A Shade Less Offensive": School Integration as Radical Inclusion in the Pursuit of Educational Equity.** *Educational Researcher*, 52(7), 405-412. <https://doi.org/10.3102/0013189X231187319>

The historical record reveals that in the final opinion of the landmark school segregation case *Cooper v. Aaron*, the U.S. Supreme Court justices intentionally used the term "desegregation" rather than "integration" to soften the ire of those opposed to the *Brown v. Board of Education* decision. The justices believed that Southern resisters to integrations would find the former term "a shade less offensive" than the latter. In this lecture, education scholar and sociologist Prudence Carter reverses that logic and discusses why educational practices of "radical inclusion" are "a shade less offensive" today than mere desegregation in light of persistent educational disparities by race, ethnicity, and class. Carter draws on her original research and other social science evidence to show why societies marred by social and economic divides continue to struggle with the realization of integration in schools and communities. In her commentary on multiple dimensions of educational inequality, she highlights policies and evidence-based practices that have the potential to bring us closer to equity in schools and society.

Chalifoux, A., & Myre-Bisaillon, J. (2021). **Développement professionnel et réflexion sur le travail d'éducatrices en services de garde en milieu scolaire : enjeux professionnels et enjeux de recherche.** *Les dossiers des sciences de l'éducation*, (45), 141-160. <https://doi.org/10.4000/dse.5478>

L'objectif de cet article consiste, d'une part, à rendre compte d'un dispositif de formation visant à favoriser le développement professionnel d'éducatrices en service de garde en milieu scolaire et, d'autre part, à présenter l'amorce d'une démarche de réflexion plus large sur le travail de celles-ci. Les données ici publiées sont de nature qualitative et ont été recueillies dans le cadre d'une démarche collaborative de recherche. Les principaux résultats présentés sont de deux ordres. D'abord, ils portent sur la perception des éducatrices à propos des effets de la formation et de l'accompagnement autour d'activités d'éveil à la lecture et à l'écriture. Puis, ils

soulèvent des éléments du cheminement de la perception des acteurs par rapport à leur travail auprès des enfants. La conclusion soulève des enjeux de la recherche en éducation dont l'objet porte sur le développement professionnel.

Chan, H.-Y., & Hu, X. (2023). **Parental Involvement and College Enrollment: Differences Between Parents with Some and No College Experience.** *Research in Higher Education*, 64(8), 1217-1249. <https://doi.org/10.1007/s11162-023-09744-9>

Parental involvement in a child's education is one of the central mechanisms that prepares the child for postsecondary education. Since parental involvement demands considerable resources and experience, it remains unclear whether parents who have some college experience but no postsecondary degree are effective in supporting their child's college pathway. In the current study, we use propensity score weighted path analysis to examine the relationship between the educational involvement of parents who do not have postsecondary credentials and the college enrollment of their high school-aged child. By analyzing a nationally representative panel dataset, we found that parents' college experience is indirectly related to their child's college enrollment. College socialization parental involvement when a child is in the 11th grade plays a pivotal role in mediating the effect of school- and home-based parental involvement in the ninth grade on the child's college enrollment. The findings highlight the importance of parental involvement for a high school-aged child's postsecondary enrollment even when the parents do not have postsecondary credentials and suggest viable ways to empower parents to effectively support their child's postsecondary enrollment.

Chang, B., Krepper, R., & Giraldo-Garcia, R. (2023). **Designing a mock training workshop on poverty —Transformative learning as framework.** *Psychology in the Schools*, 60(12), 4793-4809. <https://doi.org/10.1002/pits.23005>

Transformative learning has been widely discussed in the literature for challenging and reshaping learners' assumptions and beliefs. However, there is a gap in the practical demonstration of how transformative learning can be effectively designed and implemented in real-world contexts. This design-based study fills this gap by designing a mock training workshop for transforming learners' assumptions about poverty. Drawing on theoretical concepts of transformative learning, this study translates abstract theoretical points into practical activities. The study incorporates a comprehensive review of existing literature to identify the main components and phases of transformative learning and to gather practical strategies for designing learning activities. The resulting framework may guide scholars and practitioners interested in turning transformative learning theory into actionable interventions. The mock training workshop designed in this study centers around four main components: engaging in the experience, critical reflection, critical discourse analysis, and action taken. These components are strategically woven together to create a transformative learning journey for participants. By actively engaging participants in experiential activities, promoting critical reflection on their assumptions, analyzing the underlying discourses, and encouraging action-oriented outcomes, the workshop seeks to challenge and reshape deeply held beliefs about poverty and other societal issues. The insights and strategies in this study can inform those interested in promoting social change and challenging long-held assumptions through transformative learning interventions. Such insights and strategies can also be extended to other social issues, such as drug addiction, alcoholism, or tobacco use, offering practitioners a versatile framework for facilitating transformative learning in various contexts.

Chang, W.-C. (2023). **Validation of the teaching equity enactment scenario scale in Singapore: a mixed-methods convergent study.** *Quality & Quantity*, 57(6), 5257-5282. <https://doi.org/10.1007/s11135-022-01578-4>

Given the persistent and endemic educational inequalities and increasingly diverse and yet politically divisive societies, teaching that is inclusive for all students with a commitment to recognizing and seeking ways to challenge systemic inequity is one approach to addressing persistent disparities. To support teachers' professional growth and provide evidence for research/evaluation on teacher learning, this study validates the Teaching Equity Enactment Scenario (TEES) Scale, an existing instrument first conceptualized and developed in mostly Western contexts, among Singapore teachers. A mixed-method design, integrating a survey of 78 teachers and a follow-up interview using the think-aloud technique to illicit pedagogical practices of five survey participants, is used. The quantitative results indicate that the TEES Scale measures a unidimensional construct of enacting equity-centered teaching practice from the lower to the higher level as hypothesized and can provide reliable and meaningful interpretations of participants' scores. The qualitative results provide contextualized information about participants' survey experiences and the patterns of practice among higher- and lower-scoring teachers. Specifically, despite the common boundaries, structure, and parameters that condition Singapore teachers' work, higher- and lower-scoring teachers diverge in their views of learners, knowledge and knowledge construction, perceived professional roles and identities, and instructional practices in important manners. Findings of the two components confirm each other and offer a fuller picture of the degree to which the TEES Scale can provide reliable and meaningful information about Singapore teachers' practice for equity for the intended uses. Limitations and future studies are discussed.

Chansaengsee, S. (2023). **Boredom in online activity during COVID-19 outbreak causing dysfunctional behaviors of adolescent students: phenomenological study to the creation of virtual reality classroom.** *European Journal of Psychology of Education*, 38(4), 1749-1770. <https://doi.org/10.1007/s10212-022-00673-2>

Boredom is the phenomenon most adolescent students have been struggling with, especially during the pandemic; they were regularly mandated to stay in a new normal way. This research aimed to study the life experience of boredom towards online activities leading to dysfunctional behaviours of teens, to survey the preference for online learning methods of Thai adolescent students, and to create a virtual reality classroom for English writing classes. The first study, transcendental phenomenology, included ten teens between 13 and 18 years old selected by purposive sampling. In study, 285 Thai teens were recruited to answer the questionnaire, and the last phase included five experts to discuss the strategies for creating a VR classroom. The research findings indicated that most adolescent students experiencing boredom with online activities defined "boredom" in two ways: blackout and refuelling. The experiences of boredom during COVID-19 led to dysfunctional behaviours such as cheating, aggression, and procrastination. The essence appeared to be two conterminous elements: boredom towards "contents" and "forms". The survey research findings indicated that almost 50% of the respondents preferred online learning in the form of virtual reality. The researcher, hence, created a four-station-learning VR classroom for English writing class, considering four elements: contents and learning activities, environmental design, multimedia invention, and online platform. All discoveries can be applied to many fields, such as

behavioural science, psychology, education, and science and technology, to ignite the idea and enhance online learning to become more motivating and reduce adolescent students' boredom.

Charalampopoulou, C., Valente, G., Tali, F., & Céci, J.-F. (2023). **Le(s) changements(s) dans l'ESR et la place du numérique dans les pratiques enseignantes post-pandémie. Fin d'un monde, nouveau monde ? Penser les changements des systèmes d'enseignement supérieur et de recherche.** Présenté à Grenoble, France. Consulté à l'adresse <https://hal.science/hal-04251857>

Cette proposition de communication vise à présenter les premiers résultats de la recherche EVARIATION dont l'objectif est de porter un éclairage sur les changements des pratiques d'enseignement-apprentissage que la pandémie de Covid-19 aurait suscités dans l'enseignement supérieur. Nous faisons l'hypothèse que la crise pandémique avec l'injonction à la « continuité pédagogique » aurait accéléré les changements relevant de l'usage du numérique dans l'enseignement chez les enseignants-chercheurs, tout en participant à une augmentation de leur sentiment d'efficacité personnelle (SEP) à enseigner avec le numérique.

Charazas, C. (2023). **Les « diagnostics scolaires » : symptôme d'un changement de paradigme éducatif ? : variété des jeux de langage, idéologies noosphériennes et enjeux des politiques éducatives** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04267881>

Depuis les années 2000, nous assistons au plein essor de catégories médicalisées, désignant les élèves en difficulté voire en échec scolaires (troubles dys, trouble déficit de l'attention avec ou sans hyperactivité, phobie scolaire, etc.). La préoccupation sociale se manifeste par des mesures prises par les pouvoirs publics, visant l'inclusion scolaire de ces élèves ainsi qu'un repérage précoce des troubles afin d'aménager la scolarité en conséquence. Ces mesures et dispositifs contribuent-ils à plus d'égalité ou, au contraire, à accroître les inégalités (Roiné, 2009) ? Cette recherche propose d'interroger ces nouvelles catégories de marges scolaires, en révélant l'hétérogénéité des représentations qu'elles recouvrent chez les acteurs, mais aussi les enjeux politiques qui leur sont sous-jacents. Nos analyses invitent à avancer l'idée d'un changement de paradigme éducatif, qui marquerait le passage du principe républicain d'une égalité de moyens fournis par l'État à un principe libéral centré sur les individus, associé à une individualisation grandissante des parcours scolaires.

Chen, Y., Zhan, S., Zhao, X., Chen, S., & Yin, H. (2023). **Emotional neglect and posttraumatic growth among Chinese adolescents: A moderated mediation model of psychological suzhi and school engagement.** *Psychology in the Schools*, 60(12), 4988-5003. <https://doi.org/10.1002/pits.23027>

Emotional neglect is an under-recognized but relatively common type of childhood maltreatment. Although it has been reported that adolescents will facilitate positive growth after experiencing childhood maltreatment, such as sexual abuse, it is unknown whether adolescents could also get a promotion after experiencing emotional neglect. Thus, we aimed to examine the association between emotional neglect and posttraumatic growth (PTG) and further explored the potential influence factors underlying such association. Six hundred and thirty-five adolescents (55.2% female, Mage = 14.12 years old, SD = 1.47) were asked to complete self-report questionnaires regarding emotional neglect, school engagement, psychological suzhi, and PTG. Results showed

that emotional neglect was negatively associated with PTG, and school engagement mediated such association. Further, psychological suzhi moderated the direct pathway from emotional neglect to PTG in which the deleterious effect of emotional neglect on PTG was weaker for adolescents who reported higher psychological suzhi. Meanwhile, psychological suzhi moderated the indirect pathway from emotional neglect to school engagement in the mediated model in which the deleterious effect of emotional neglect on school engagement was weaker for adolescents who reported higher psychological suzhi. Overall, the current study advances our understanding of the relationship between emotional neglect and PTG, and further tests the potential roles of school engagement and psychological suzhi in this relationship.

Cherrier, S., Wattelez, G., Ferrière, S., & Borst, G. (2023). **NeuroStratE: An educational neuroscience intervention to reduce procrastination behavior and improve executive planning function in higher students.** *Frontiers in Education*, 8, 1149817. <https://doi.org/10.3389/feduc.2023.1149817>

This study aimed to evaluate the impact of an educational cognitive neuroscience intervention (NeuroStratE) focusing on teaching the functioning of the brain and practical tools to address the procrastination behavior of 199 students enrolled at university from 2019 to 2021. The evolution of procrastination behavior is measured by specific scales and the planning ability through the Tower of Hanoi test. We compared the change in procrastination behaviors and planning ability between the pre and post-test to those of a control group. Procrastination behavior reduction and planning ability improved more in the students who followed the intervention (N = 179) than those in the control group (N = 20). Using mixed methods, these results were qualitatively refined with student feedback on the value of the intervention program, along with individual student interviews. This study highlights that it is particularly courses of procrastination and associated practical tools which contributed to reduced procrastination behavior and improved the planning ability.

Chesné, J.-F., & Yebbou, J. (2023). **L'enseignement des mathématiques : des enjeux aux apprentissages des élèves.** *Revue internationale d'éducation de Sèvres*, (93), 57-67. <https://doi.org/10.4000/ries.14158>

L'enseignement des mathématiques figure parmi les préoccupations importantes de tous les systèmes éducatifs. À travers dix études de cas, réparties sur quatre continents et réunies dans une perspective comparatiste, ce numéro se propose de cerner quelles mathématiques sont enseignées dans le monde, et dans quels buts. Les articles présentent et analysent les enjeux, les contenus, la mise en œuvre, le rôle des enseignants et l'évaluation de l'enseignement des mathématiques dans une approche historique, mettant en avant la nécessité de mobiliser tous les acteurs et toutes les ressources pour faire face à la complexité des défis éducatifs actuels.

Chiappa, R. (2023). **Unpacking (un)conscious social class bias in faculty hiring processes in Chile: PhD prestige granting university and network.** *Higher Education Quarterly*, 77(4), 756-773. <https://doi.org/10.1111/hequ.12421>

Abstract Social class of origin is apparently an imperceptible attribute among doctorate holders seeking academic jobs. Yet, recent studies in different countries reveal that social class of origin may still be influencing the chances of PhD holders from low social class being hired at prestigious universities. Drawing from the theory of social and cultural reproduction, normative 'fair' academic hirings frameworks, and qualitative evidence

collected in Chile, this research identifies the mechanisms that trigger (un)conscious social class bias in the stages of recruitment and selection of candidates in seven academic departments in economics and industrial engineering (46 interviews). Findings did not prove explicit classism manifestations, but practices of inclusion/exclusion of candidates based on the prestige of PhD-granting universities, and networks. These reproduce the relationship between social class and unequal chances of being connected to prestigious universities. Recommendations to address (un)conscious social class bias in academic hiring are discussed.

Chimène, L. (2023). **Les effets « établissements » dans l'éducation au développement durable : une analyse secondaire de l'enquête PISA 2018.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12109>

Depuis l'avènement de l'éducation au développement durable, l'École est chargée d'une nouvelle mission, celle de développer des acquis « développement durable » chez les apprenants. Fruit de prescriptions internationales, tous les systèmes éducatifs sont invités à se saisir de cet enjeu majeur du XXI^e siècle faisant ainsi de l'établissement scolaire un acteur clé dans l'acquisition de valeurs et compétences « développement durable ». Si les établissements, notamment à travers leur organisation, composition ou encore choix pédagogique, peuvent avoir un effet sur les compétences cognitives des élèves, la question se pose quant à leur impact sur le développement d'acquis « développement durable » chez les jeunes. À partir des données issues de l'enquête PISA 2018, nos résultats montrent un effet positif, mais limité des établissements dans l'acquisition de ces compétences et valeurs.

Chirikov, I. (2023). **Does conflict of interest distort global university rankings?** *Higher Education*, 86(4), 791-808. <https://doi.org/10.1007/s10734-022-00942-5>

Global university rankings influence students' choices and higher education policies throughout the world. When rankers not only evaluate universities but also provide them with consulting, analytics, or advertising services, rankers are vulnerable to conflicts of interest that may potentially distort their rankings. The paper assesses the impact of contracting with rankers on university ranking outcomes using a difference-in-difference research design. The study matches data on the positions of 28 Russian universities in QS World University Rankings between 2016 and 2021 with information on contracts these universities had for services from QS—the company that produces these rankings. The study compares the fluctuations in QS rankings with data obtained from the Times Higher Education rankings and data recorded by national statistics. The results suggest that the universities with frequent QS-related contracts had an increase of 0.75 standard deviations (~140 positions) in QS World University Rankings and an increase of 0.9 standard deviations in reported QS faculty-student ratio scores over 5 years, regardless of changes in the institutional characteristics. The observed distortions could be explained by university rankers' self-serving bias that benefits both rankers and prestige-seeking universities and reinforces the persistence of rankings in higher education.

Chirol, A. (2023, octobre 12). **Ces étudiants d'école de commerce qui fuient les « early start-up » : « On ne veut plus être pris pour des pigeons ».** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/12/ces-etudiants-d-ecole-de-commerce-qui-fuient-les-jeunes-start-up-on-ne-veut-plus-etre-pris-pour-des-pigeons_6193872_4401467.html

Charge de travail trop lourde, absence d'avantages sociaux, manque d'encadrement... Beaucoup de jeunes diplômés préfèrent rejoindre des plus grosses entreprises.

Chiot, P., Raffin, C., & Ghedir, S. (2023). **Représentations du métier d'enseignant du secondaire avant et après expérience : de la transmission de savoirs à la prise en compte d'un relationnel de confiance.** *Phronesis*, 12(2-3), 166-183. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-166.htm>

Les enseignants se représentent couramment leur activité comme la possibilité de transmettre des savoirs. Une enquête récente menée auprès d'enseignants du secondaire, touchant à leurs représentations, avant d'entrer dans le métier et après expérience, montre une évolution marquée par le surgissement d'une préoccupation de préserver un relationnel enseignant-élèves satisfaisant et caractérisé par un ressenti partagé de confiance. En appui, les méthodes pédagogiques connaissent une mutation dans laquelle l'outil numérique joue un rôle majeur. Cette étude pose donc la question de la possibilité de mesurer la satisfaction d'enseigner aujourd'hui, dans la perspective du développement professionnel de l'enseignant qui se trouve face à des enjeux socio-éducatifs impensés à son entrée dans le métier. Ainsi, le sens donné à l'activité enseignante, à travers le postulat de son utilité, confère, aujourd'hui, tout son relief à l'identité métier subjectivée et serait un facteur qui, interprété comme tel, pourrait s'associer au sentiment de bonheur.

Chiu, M.-S. (2023). **Gender differences in mathematical achievement development: a family psychobiosocial model.** *European Journal of Psychology of Education*, 38(4), 1481-1504. <https://doi.org/10.1007/s10212-022-00674-1>

This study proposes a family psychobiosocial model on gender differences in cognitive development. Specifically, the aim is to investigate how family biological, socioeconomic, and psychological factors predict child mathematics achievement (MAch) development. The data were obtained from the Millennium Cohort Study. Children's pattern construction scores collected at ages 5 and 7 years worked as MAch ($n = 18,497$). The predictors were family data collected when the children were 9 months. The results of path analyses for all students indicate that all three factors in the family psychobiosocial model play some roles in children's MAch development. Analyses for the female and male students separately reveal that girls' positive MAch development was significantly predicted by four psychobiosocial factors (fewer mother in-pregnancy alcohol intakes, more family income, higher mother education levels, and more mother cognitive stimulation); boys' MAch development is predicted by only one factor (higher mother education levels). The results support the psychobiosocial model as a whole. Family psychobiosocial factors, especially social factors, impact children's cognitive development more for females than for males.

Chong, K. L. (2023). **Sinophobia + Sinocentrism—An AsianCrit Analysis of the US Military's Wartime Curricular [Re]racialization of Chinese [Americans].** *Journal of Curriculum Studies*, 55(6), 682-699. <https://doi.org/10.1080/00220272.2023.2267100>

In this paper, the author uses an AsianCrit analysis of US Department of War Educational Manual No. 42, Our Chinese Ally (EM42), a document of military curriculum from WWII. Their argues that EM42 demonstrates both a state-sanctioned [re]racialization of Chinese and Chinese Americans through simultaneous technologies of Sinophobia and Sinocentrism. Their analysis of EM42 has implications for the construction of Asian

Americans as a 'model minority' in the United States, and highlights EM42's contemporary reverberations on the construction of Asian American identity, as well as how nation-states challenged stereotypes of Chinese people without decentring whiteness.

Chowdhuri, M. N. (2023). **L'exclusion des communautés marginalisées dans l'enseignement des mathématiques en Inde** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 81-90. <https://doi.org/10.4000/ries.14208>

L'enseignement des mathématiques en Inde s'inscrit dans un paysage complexe, où le principal problème est l'exclusion des communautés marginalisées de l'enseignement général des mathématiques à l'école. À travers l'examen des cadres curriculaires nationaux qui se sont succédé au fil des ans, cet article entend mettre au jour les trois principaux discours sur les inégalités qui dominent le champ de l'enseignement des mathématiques en Inde : celui en faveur d'une perspective de justice sociale, celui du nationalisme hindou et enfin celui sur les résultats qui prévaut à l'échelle internationale. Si l'influence de ces discours est perceptible dans les différents curriculums nationaux, il est nécessaire de s'intéresser aux processus pédagogiques quotidiens, si l'on souhaite véritablement remédier aux inégalités structurelles dans l'enseignement des mathématiques en Inde.

Chun, H., & Sauder, M. (2023). **The power in managing numbers: changing interdependencies and the rise of ranking expertise**. *Higher Education*, 86(4), 771-790. <https://doi.org/10.1007/s10734-022-00823-x>

As rankings have become increasingly institutionalized in higher education, so too have the strategic responses adopted by universities to address them. A key component of these responses is the development of new expertise, embodied in personnel and organizational units, dedicated to managing quantitative assessments. We draw on a qualitative study of rankings management departments in South Korea to investigate the effects of these new actors in the field of higher education. We find that the rise of new expertise in rankings has reshaped key interdependencies both within universities and between universities and external constituents. This transformation has helped rankings management departments effectively challenge existing work routines and introduce new organizational practices. More generally, this work builds on theories of micro-level institutional change, identifying new mechanisms through which local actors effect lasting alterations in the organizational environment.

Chung, B. W., & Zou, J. (2023). **Teacher Licensing, Teacher Supply, and Student Achievement: Nationwide Implementation of edTPA** (Working Paper N° 2023-04). Consulté à l'adresse University of South Florida, Department of Economics website: <https://econpapers.repec.org/paper/usfwpaper/2023-04.htm>

The recent controversial roll-out of the educative Teacher Performance Assessment (edTPA) - a performance-based exam - raises the bar of initial teacher licensure and makes teacher recruitment difficult. We leverage the quasi-experimental setting of different adoption timing by states and analyze multiple data sources containing a national sample of prospective teachers and students of new teachers in the US. With extensive controls of concurrent policies, we find that the edTPA reduced prospective teachers in undergraduate programs, less-selective and minority-concentrated universities. Contrary to the policy intention, we do not find evidence that edTPA increased student test scores.

Chusseau, E., Crosse, M., & Lameul, G. (2023). **Living Lab, au cœur d'une dynamique capacitante propice au développement professionnel des enseignants ?** *Questions de Pédagogies Dans l'Enseignement Supérieur 2023, Apprendre de La Nature ? Enjeux Pour La Pédagogie Dans l'enseignement Supérieur*. Présenté à Lausanne, Switzerland. Consulté à l'adresse <https://hal.science/hal-04238598>

Considering the increase of pedagogical transformations projects, one of the key issues for higher education institutions is to support enabling dynamics conducive to the professional development of teachers. Thus, it is interesting to understand how tensions felt by those who take part in the pedagogical projects can contribute to the emergence of an enabling environment of a developmental kind. Guided by this analysis, we question how cooperative research, implemented in a Living Lab, can contribute to the development of an enabling environment, by working on the regulation of tensions and on their passing, through the method of the Change Laboratory (Engeström et al., 1996).

Cirkony, C. (2023). **Flexible, creative, constructive, and collaborative: the makings of an authentic science inquiry task.** *International Journal of Science Education*, 45(17), 1440-1462. <https://doi.org/10.1080/09500693.2023.2213384>

To promote scientific literacy in school science, students need to learn key concepts in science, along with the nature of scientific knowledge and how it is generated. Ideally, this learning mirrors authentic scientific inquiry through student engagement in three key epistemic practices: flexibility and creativity, knowledge construction, and collaboration. This paper draws on findings from a larger research study investigating the implementation of a guided-inquiry multimodal approach to teaching science. It reports on a case study of three Australian Year 9 science students investigating sustainable design strategies for houses, as a summative task. Through a post-hoc analysis, this paper explores how, and to what extent, the task supported the epistemic practices of authentic scientific inquiry. To address these questions, the author developed and applied an Authentic Inquiry Framework (AIF) to analyse the students' dialogue and interactions during this task. The findings reveal that the students applied a flexible and creative approach to addressing their inquiry questions, through their own experimental design and engagement in provisional and collaborative knowledge construction. To support their investigation, the students were also able to productively integrate disciplinary-specific tools and technologies.

Coke, Hite, & Harper. (2023). **Perceived Barriers to Transfer that Rural Community College Students Experience when Transitioning to a Regional University.** *Community College Journal of Research and Practice*, 47(11), 709-714. <https://doi.org/10.1080/10668926.2023.2238653>

This exploratory, phenomenological study explored how rural community college students perceived barriers from the transfer process and the support services they had needed for their successful transfers to 4-year universities in rural Texas. Transfer shock and transfer student capital were the two frameworks employed to model sampled students' transfer experiences and the barriers to transfer. Data sourced from questionnaires and one-on-one interviews with 15 representative transfer students illuminated major barriers in academic advising and financial aid, which mirror the experiences of urban transfer students. Results also indicate that sampled students wanted more remote options and infrastructure (e.g., internet) for learning in rural areas. Most striking among the study's findings was the nature of personal barriers experienced among the nonwhite students

sampled, their unique challenges suggested there may be demographic differences among minoritized sub-groups in rural areas as they held different types of transfer capital and experienced transfer shock differently.

Colay, É. (2021). **Effets d'une recherche collaborative basée sur un « dispositif d'écriture de type monographique »**. *Recherche & formation*, 98(3), 21-32. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-21.htm>

Pendant une « recherche avec » centrée sur la relation pédagogique en cours d'espagnol, basée sur un dispositif inspiré des groupes d'écriture monographique et ancrée dans l'approche clinique d'orientation psychanalytique, une sorte d'homologie entre l'expérience au sein du groupe et les pratiques avec les groupes-classes a pu être repérée. Un travail sur l'accueil des singularités dans les classes semble s'être effectué tandis que s'élaborait l'émergence des singularités dans le groupe, grâce à une énonciation subjectivée réassurant les participants dans leur posture enseignante pour s'ouvrir à l'imprévu.

Coleman, A. (2023). **A systematic review of research into executive headship, 2001–2021**. *Educational Management Administration & Leadership*, 51(6), 1244-1259. <https://doi.org/10.1177/17411432211042880>

While extensive understanding of headship has emerged over the last half-century, the notion of executive headship remains under-explored. This article summarizes a systematic review of evidence relating to executive headship published since 2001. This review found the overwhelming majority of peer-reviewed articles into executive headship are small-scale or largely theoretical in nature. Meanwhile, the few larger-scale studies completed have generally been published directly by their commissioning body. Consequently, much is known about the policy and philosophical drivers behind the emergence of this role in English schools, but markedly less on its operationalization in practice. Furthermore, while few attempts have been made to assess the prevalence of this role, there is nevertheless some evidence (albeit limited) that executive headship can positively impact on organizational effectiveness and pupil outcomes. This article recommends that further research be undertaken into understanding how the role is performed in practice, its strengths and limitations, implications for governance, the characteristics it demands of leaders in practice and the support they require. Furthermore, parallels between this and similar roles in other countries (such as superintendents in the US) should also be examined to identify further lessons on how executive headship can best be utilized both strategically and operationally.

Coleman, S., & Lowery, K. (2023). **“You Asked, I Answered, Now What?”: A White Principal's Struggle to Confront Race(ism) and Address Black Teacher Retention**. *Journal of Cases in Educational Leadership*, 26(4), 128-141. <https://doi.org/10.1177/15554589231173879>

After viewing a video about Black teachers' experiences, Vince Matthews, a White male middle school principal, invited Black teachers to a listening session to learn about their school experiences. He was certain that it would be a short, pleasant meeting because he believed he did not have a racist bone in his body. Instead, four teachers shared stories that revealed patterns of racism within the school. Furthermore, they said they considered leaving the school. Principal Matthews was challenged by how to shift from color evasiveness to centering race in decision-making, move beyond listening to

implementing racial equity through policy and practice, and facilitate uncomfortable conversations with White faculty.

Colinet, S., Durpaire, F., Hunyadi, M.-E., & Mabilon-Bonfils, B. (2023). **Le bonheur, une idée neuve dans la formation des acteurs de l'éducation : le savoir-relation au service d'une « formation transformationnelle »**. *Phronesis*, 12(2-3), 283-302. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-283.htm>

L'objectif de l'article consiste à comprendre en quoi un dispositif d'ingénierie du bonheur centré sur le savoir-relation permet une « formation transformationnelle ». La méthodologie repose sur une enquête par entretiens semi-directifs et sur une analyse de contenu thématique des mémoires. Elle a été menée auprès de stagiaires CPE et de stagiaires professeurs. Les résultats analysent les types de savoirs-relations dans la réalisation du dispositif expérimental par les stagiaires et les dimensions formatives associées aux apprentissages dans une telle ingénierie.

Collectif. (2023). **Que sait-on du travail ?** Consulté à l'adresse <https://www.pressesdesciencespo.fr/fr/book/?GCOI=27246100782310>

Conditions de travail, qualité des emplois, choix managériaux et d'organisation, santé et sens du travail : un état de la situation française.

Colognesi, S. (2023). **Listening comprehension is not innate to elementary school students: they need to be taught listening strategies**. *Education 3-13*, 51(2), 262-275. <https://doi.org/10.1080/03004279.2021.1963802>

This study investigates what early elementary students do during a new listening task and the effects of teaching listening strategies. An instructional programme was implemented in four classes of 6- to 7- year-olds in low socioeconomic index schools in French-speaking Belgium. In three classes, there was explicit teaching of listening strategies, but not in the fourth class. Twelve students (three students with different learning profiles in each class) were observed and interviewed while performing two text/image association listening tasks. A qualitative analysis was conducted on the videos of students at work and the metacognitive interviews with them. All students had broadly the same type of difficulties with the task the first time. When the task was repeated, the students with average and high-performance profiles used the instructed listening strategies and were successful. Struggling students and those with an average profile who did not receive listening strategies instruction acted similarly, and were unsuccessful both times. The study shows a need to teach listening strategies to students, regardless of their learning profile. It also invites further research on listening strategies, their teaching and use by students.

Colognesi, S., Coppe, T., & Lucchini, S. (2023). **Improving the oral language skills of elementary school students through video-recorded performances**. *Teaching and Teacher Education*, 128, 104141. <https://doi.org/10.1016/j.tate.2023.104141>

This study is situated in the context of teaching first language (L1) oral communication in elementary school in Fr-Belgium. According to the literature, the quality of oral performances can be improved through revision. Using video recording could offer this possibility. However, research on this topic addresses neither elementary students, nor L1 instruction. We compared two conditions in which students either did live performances or created video performances with twelve school classes following a 3-week instructional program. Oral communication skills improved under both conditions.

However, students in the video condition showed greater improvement in verbal and non-verbal communication for televisual genres.

Comment l'austérité paralyse l'université. (2023, octobre 31). Consulté 6 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/lausterite-paralyse-luniversite/00108494>

[Rentrée sous tension à la fac] Pour dénoncer leur manque de reconnaissance, des enseignants démissionnent de leurs tâches administratives, alors que le projet de loi de finances 2024 risque d'aggraver les difficultés financières de l'université.

Commission européenne. Direction générale éducation, jeunesse, SCHMIDT, N. Š., MATIJEVIC, A. S., ANIĆ, Z., & Commission européenne. Direction générale éducation, jeunesse, sport et culture. (s. d.). **Linking quality assurance and the social dimension of higher education : literature review and mapping national practices : analytical report.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/33a6037a-6687-11ee-9220-01aa75ed71a1/language-fr>

CONTO, C. A., DEVIGNES, F., GUILBERT, N., & ALBAN CONTO, C. (2023). **Le rôle des directrices d'école dans l'amélioration des apprentissages en Afrique francophone.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000386898/PDF/386898fre.pdf.multi>

Corbett, S. (2023). **Developing contextualised literature-informed competency frameworks for middle managers in education.** *Educational Management Administration & Leadership*, 51(6), 1401-1421. <https://doi.org/10.1177/17411432211043873>

The role of a manager within any organisation is often complex and multifaceted. Overtime management theory has developed in an effort to appreciate these complexities and suggest frameworks from which managers should operate. However, should management and the role of a manager be considered generic? Or, instead should we appreciate the distinctions dependant on the context in which a manager is operating in? This paper focuses on education middle managers working in vocational education and training using the Further Education sector in England as a case study to investigate the role. Utilising systematic review the paper will discuss literature on management theory, competency theory and further education management. It considers a range of management theories such as scientific, human relations and open systems theory discussing how these have informed the development of competency theory and frameworks, highlighting the strengths and limitations of prior studies. Building from these studies, this paper creates a new way to develop management competency frameworks. This is illustrated by proposing a contextualised literature-informed competency framework for further education middle managers. Challenging the generic approach to management competency frameworks and providing a platform for empirical studies that develop frameworks contextualised to the external operating environment of the manager.

Corriveau, C. (2023). **L'évolution des programmes de mathématiques au Québec : le souci de la continuité.** *Revue internationale d'éducation de Sèvres*, (93), 165-176. <https://doi.org/10.4000/ries.14320>

Dans un contexte de réforme de l'éducation au Québec, cet article étudie les performances des jeunes Québécois aux évaluations internationales (Timss et Pisa) en

mathématiques. Les résultats enviables et leur constance suscitent une réflexion pour mieux comprendre la culture des mathématiques en contexte scolaire au Québec. L'observation de l'évolution des programmes de mathématiques depuis les années 1950 permet de dégager des éléments constants et inhérents à la discipline, qui traversent les décennies et les différents courants en éducation.

Corvalán, J., Córdoba, C., Rojas, K., & Margarit, D. (2023). **Migrant Students in Chilean Schools**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 227-243). https://doi.org/10.1007/978-3-031-36147-0_12

This chapter analyzes the situation of the migrant school population in Chile in recent years due to the massive arrival of population from other Latin American countries. Based on global data, it is established that this population is found in a significant way in a small group of schools, generally of a public type. It is also observed that migrant students are mostly located in schools that in the official Chilean classification are not among the most deprived in the country. Given that up to now the reasons for the concentration of these students in a few schools are unknown, the chapter explores the dynamics of access and permanence in certain establishments of the Haitian population, one of the most recent arrivals in the country.

Couppié, T., & Sawadogo, A. F. (2023). **Débuter un bac pro : pour quels diplômes et quelle insertion ?** Consulté à l'adresse <https://www.cereq.fr/bac-professionel-insertion>

Cowan, J., Goldhaber, D., Jin, Z., & Theobald, R. (2023). **Assessing Licensure Test Performance and Predictive Validity for Different Teacher Subgroups**. *American Educational Research Journal*, 60(6), 1095-1138. <https://doi.org/10.3102/00028312231192365>

We investigate the predictive validity of teacher licensure tests using data from the Massachusetts Tests for Educator Licensure (MTEL). MTEL scores predict teachers' in-service performance ratings and contributions to student test scores (i.e., value added). We then explore whether these relationships vary for teacher candidates of color. Although candidates of color have lower first-time pass rates and are less likely to retake licensure tests, we do not find consistent evidence that MTEL scores are less predictive of student achievement gains. Finally, we find that some evidence that MTEL scores are more predictive of teacher performance ratings for teachers of color than for White teachers.

Craig, C. J., Flores, M. A., & Orland-Barak, L. (2023). **A "life of optimism" in curriculum, teaching, and teacher education: the legacy of Miriam Ben-Peretz**. *Journal of Curriculum Studies*, 55(6), 734-745. <https://doi.org/10.1080/00220272.2023.2257259>

In 2020, Miriam Ben-Peretz, the Israel Scholar of 2006 and a member of the U.S. National Academy (in addition to being a recipient of Israel's EMET Prize for Research in Education and an American Educational Research Association Fellow) passed away. Ben-Peretz, whose life patterned Israel's contested history (including its wars), was equally well known worldwide and at home. This intellectual biography captures her career trajectory, her abridged academic family tree, her research interests, and how her scholarship spread at home and abroad. Her knowledge creations: curriculum making, curriculum potential and curriculum encounters, are spotlighted. Her longstanding relationship with, and support of MOFET (Institute for Research and Curriculum Development in Teacher

Education), which was founded Israel's Ministry of Education, formed a seedbed for her knowledge utilization, knowledge mediation, and knowledge dissemination. Ben-Peretz's career illuminates how she, as a pioneering female and founding citizen of Israel, made headway so that others, could follow in her footsteps. How to live optimistically, despite encountering barriers that would break others, is the legacy that Miriam Ben-Peretz left.

Cramer, C., Brown, C., & Aldridge, D. (2023). **Meta-Reflexivity and Teacher Professionalism: Facilitating Multiparadigmatic Teacher Education to Achieve a Future-Proof Profession.** *Journal of Teacher Education*, 74(5), 467-480.
<https://doi.org/10.1177/00224871231162295>

The present work discusses the relevance of meta-reflexivity, both for the professionalization of the teaching profession and for teacher education. Meta-reflexivity is based on the multiparadigmatic system of teacher education, which finds itself grounded in diverse scientific disciplines. The approach takes uncertainty as an essential element characterizing the act of teaching. Inherent rationales of specific theories and empirical findings are made explicit, thus creating a referential framework for situation-specific interpretations and professional action. Based on a theoretical reconstruction, we propose meta-reflexivity as an essential element of pedagogic practice and, consequently, teacher professionalism. Such professionalism is characterized by teachers being able to undertake exemplary-typifying interpretations of situations, based on a deep understanding of multiple approaches. While assessing specific situations in school, a teacher can refer to these interpretations. Possible principles of a meta-reflexive teacher education are proposed that can potentially enrich the practice of teacher education for a future-proof profession.

Crans, S., Froehlich, D., Segers, M., & Beausaert, S. (2023). **Measuring learning from others: The development and validation of the Proactive Social Informal Learning Questionnaire.** *International Journal of Training and Development*, 27(3-4), 461-479.
<https://doi.org/10.1111/ijtd.12310>

The present study aims to develop, validate, and cross-validate an instrument measuring three proactive social informal learning activities, namely feedback seeking, help seeking and information seeking. Prior research mainly focused on detecting or measuring the frequency of these seeking behaviours and did not consider whether the information, help or feedback that has been sought was also used. Furthermore, although these seeking behaviours were studied extensively in different research fields, the current study takes a learning perspective and interprets feedback, help and information seeking as learning activities. The questionnaire was completed by a convenient sample of 650 professionals working in higher education, consultancy, retail and food production. We performed an exploratory factor analysis (N = 230 educators) to explore the structure of the questionnaire. This was followed by a confirmatory factor analysis (N = 230 educators) to confirm the structure. Finally, we cross-validated the questionnaire in a sample of business professionals (N = 190) by testing for measurement invariance. The final questionnaire resulted in a five-factor structure measuring the (1) Use of Feedback Seeking, (2) Frequency of Help and Information Seeking, (3) Use of Help seeking, (4) Use of Information Seeking and (5) Frequency of Feedback Seeking. The current study presents a preliminary, yet promising instrument that taps into proactive social informal learning.

Crawford, L., & Alam, A. (2022). **Contracting Out Schools at Scale: Evidence from Pakistan** (Working Paper N° 622). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/622.htm>

Can governments contract out school management at scale? In 2016 the Government of Punjab transferred management of over 4,000 failing primary schools to private operators. Schools remained free to students. Private operators received a government subsidy per enrolled student of less than half per-student spending in government schools. This paper evaluates the effects on performance of converted schools. Comparing early converters to later converters, we estimate that enrolment in treated schools increased by over 60 percent, and test scores declined sharply.

Crawford, L., Evans, D., Hares, S., & Sandefur, J. (2023). **Live Tutoring Calls Did Not Improve Learning during the COVID-19 Pandemic in Sierra Leone** (Working Paper N° 591). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/591.htm>

Education systems regularly face unexpected school closures, whether due to disease outbreaks, natural disasters, or other adverse shocks. In low-income countries where internet access is scarce, distance learning—the most common educational solution—is often passive, via TV or radio, with little opportunity for teacher-student interaction. In this paper we evaluate the effectiveness of live tutoring calls from teachers, designed to supplement radio instruction during the 2020 school closures prompted by the COVID-19 pandemic. We do this with a randomised controlled trial with 4,399 primary school students in Sierra Leone. Tutoring calls led to some limited increase in educational activity, but had no effect on mathematics or language test scores, whether for girls or boys, and whether provided by public or private school teachers. Even having received tutoring calls, one in three children reported not listening to educational radio at all, so limited take-up may partly explain our results.

Cristia, J. P., Bastos, P., Beomsoo, K., & Malamud, O. (2022). **Good Schools or Good Students?: Evidence on School Effects from Universal Random Assignment of Students to High Schools** (IDB Publications (Working Papers) N° 12394). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/12394.htm>

How much do schools differ in their effectiveness? Recent studies that seek to answer this question account for student sorting using random assignment generated by central allocation mechanisms or oversubscribed schools. However, the resulting estimates, while causal, may also reflect peer effects due to differences in peer quality of non-randomized students. We exploit universal random assignment of students to high schools in certain areas of South Korea to provide estimates of school effects that may better reflect the effects of school practices. We find significant effects of schools on scores in high-stakes college entrance exams: a 1 standard deviation increase in school quality leads to 0.06-0.08 standard deviations higher average academic achievement in Korean and English languages. Analogous estimates from areas of South Korea that do not use random assignment, and therefore include the effects of student sorting and peer effects, are substantially higher.

Cristol, D. (2023). **Peut-on créer des communautés d'apprentissage ?** *Éducation Permanente*, 236(3), 59-67. <https://doi.org/10.3917/edpe.236.0059>

L'article pose la question de la création des « communautés d'apprentissage ». Il s'efforce de définir le sens du rapprochement entre ces deux termes, et donne des indications sur les motifs de renouveau des formes d'apprentissages collectives qu'il décrit. Il s'intéresse à la compréhension des processus et des dynamiques au mouvement de création des communautés, soit à partir de problèmes expérimentés par des acteurs, soit à partir de décisions de création par des institutions.

Croll, P. (2023). **The Nature of Contemporary Studies of Education: An Analysis of Articles Published in Leading Journals.** *British Journal of Educational Studies*, 71(5), 537-547. <https://doi.org/10.1080/00071005.2023.2231523>

The article is based on a Keynote Lecture at the 2022 Colloquium of the Society for Educational Studies. It analyses the articles published in four leading journals in 2021 and compares these with the same journals 20 years earlier. Key findings include a considerable increase in authorship and multiple authorship and a very strong international dimension to authorship in current UK-based journals. Two-thirds of the papers were empirical, and by far the most common type of research design was qualitative interview studies, often of a very small-scale nature. Aspects of the teaching profession were the most common form of content, and there was also a focus on social class and multi-cultural issues.

Culpepper, D., White-Lewis, D., O'Meara, K., Templeton, L., & Anderson, J. (2023). **Do Rubrics Live up to Their Promise? Examining How Rubrics Mitigate Bias in Faculty Hiring.** *The Journal of Higher Education*, 94(7), 823-850. <https://doi.org/10.1080/00221546.2023.2168411>

Many colleges and universities now require faculty search committees to use rubrics when evaluating faculty job candidates, as proponents believe these "decision-support tools" can reduce the impact of bias in candidate evaluation. That is, rubrics are intended to ensure that candidates are evaluated more fairly, which is then thought to contribute to the enhanced hiring of candidates from minoritized groups. However, there is scant — and even contradictory — evidence to support this claim. This study used a multiple case study methodology to explore how five faculty search committees used rubrics in candidate evaluation, and the extent to which using a rubric seemed to perpetuate or mitigate bias in committee decision-making. Results showed that the use of rubrics can improve searches by clarifying criteria, encouraging criteria use in evaluation, calibrating the application of criteria to evidence, and in some cases, bringing diversity, equity, and inclusion work (DEI) into consideration. However, search committees also created and implemented rubrics in ways that seem to perpetuate bias, undermine effectiveness, and potentially contribute to the hiring of fewer minoritized candidates. We conclude by providing stakeholders with practical recommendations on using rubrics and actualizing DEI in faculty hiring.

Dabet, G., Épiphanie, D., & Personnaz, E. (2023). **Parcours scolaires et insertion professionnelle : l'implacable effet de l'origine sociale.** Consulté à l'adresse <https://www.cereq.fr/parcours-scolaires-insertion-origine-sociale>

da Costa, M. (2023). **Les Propositions subordonnées relatives finales dans les discours des enseignants du supérieur en France : usages et implications dans la compréhension des étudiants** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse <https://theses.hal.science/tel-04273467>

L'objectif de cette thèse est d'examiner les caractéristiques des cours magistraux, plus particulièrement les spécificités syntaxico-discursives de ces discours oraux, ainsi que les implications de ces structures dans la compréhension orale chez les étudiants internationaux et primo-entrants dans les universités françaises. Dans notre étude, nous nous sommes interrogée sur les difficultés de compréhension des cours magistraux chez les étudiants, notamment sur la question de la capacité à sélectionner les informations importantes dans les discours oraux universitaires. Cette réflexion s'est organisée autour de l'analyse d'un phénomène qui participe de cette opacité des discours d'enseignants : les propositions subordonnées relatives finales. Nous avons montré que ces propositions subordonnées étaient présentes dans de nombreux échanges grâce aux corpus collectés (journalistiques, radiophoniques et universitaires). Ainsi, ces structures syntaxiques ne sont pas l'apanage de discours spécialisés ni spécifiquement oraux. Or, à l'oral, ces structures syntaxiques engendrent des confusions de compréhension aux personnes ne maîtrisant pas la langue française ni le domaine de spécialité. La reconnaissance des propositions subordonnées relatives n'est pas une difficulté pour les étudiants de première et deuxième années universitaires. En revanche, leur interprétation peut s'avérer erronée. Par ailleurs, nous avons observé un écart entre l'enseignement des propositions subordonnées relatives selon une description traditionnelle et leurs réalisations en discours, peu enseignées. Par conséquent, les étudiants sont peu entraînés à les comprendre. Ainsi, nous avons avancé quelques pistes didactiques qui pourraient contribuer à aider aussi bien les enseignants que les étudiants à mieux réussir dans ce contexte académique.

Dagorn, E., & Moulin, L. (2023, novembre 12). **Avec la pandémie, les abandons d'études ont-ils augmenté à l'université ?** Consulté 13 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/avec-la-pandemie-les-abandons-detudes-ont-ils-augmente-a-luniversite-217230>

La pandémie de Covid-19 a perturbé la pédagogie et l'organisation des études supérieures, avec des conséquences à long terme sur les choix d'orientation des jeunes.

D'Agostino, A., Longobardi, S., Migali, G., & Russo, F. (2023). **Measuring teachers' readiness to use ICT before the COVID-19 pandemic in Italy.** *Quality & Quantity*, 57(6), 5007-5033. <https://doi.org/10.1007/s11135-022-01586-4>

This study seeks to measure teachers' readiness to use ICT in Italy by exploiting the data collected by the National Institute for the evaluation of education and training system (INVALSI) in 2018–2019. We propose a fuzzy set approach to provide a multidimensional picture of how much teachers were ready to integrate ICTs into educational practice. In addition, we use empirical bootstrap intervals to test whether significant differences exist in teacher readiness over several personal and socioeconomic characteristics. The study reveals that teachers' readiness for ICT is composed of three dimensions and varies by teachers' characteristics and regions. These results are a useful tool for understanding the relationship between teachers and ICTs so as to develop more appropriate educational policies.

Daguet, H. (2023). **L'accompagnement à distance : perceptions et usages postpandémiques des tutorats formels et informels pour des étudiants et étudiantes en licence 3 Sciences de l'éducation à distance.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 86-99. <https://doi.org/10.18162/ritpu-2023-v20n2-08>

Damon-Tao, L., Virat, M., Hagège, H., & Shankland, R. (2023). **Effets du développement des compétences émotionnelles des enseignants sur la relation enseignant-élève : une revue systématique de la littérature anglophone**. *Phronesis*, 12(2-3), 97-113. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-97.htm>

Une relation enseignant-élève (REE) de proximité favorise l'engagement des élèves et le ressenti d'émotions positives chez les professeurs. La présente revue systématique interroge ce que rapporte la littérature anglophone quant à l'effet de formations dédiées au développement des compétences émotionnelles (CE) des enseignants sur ces compétences et sur la qualité de la REE. Les 17 études recensées mettent en évidence la capacité de formations courtes à développer de façon durable les CE des enseignants. Le faible nombre d'articles ayant également mesuré la qualité de la REE ne permet pas de conclure quant aux effets de ces formations sur cette variable.

Dancey, C. (2023). **Statistiques sans maths pour psychologues** (3e édition). Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807335790-statistiques-sans-maths-pour-psychologues>

Dang, C. N. B., Nguyen, D. T., Le, T. T., Nguyen, V. H., & Nguyen, L. T. (2023). **Factors influencing student citizenship behavior (SCB) and long-term student relationship orientation (LRO) in Vietnamese education sector** [EconStor Conference Paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://econpapers.repec.org/paper/zbwesconf/278069.htm>

Student citizenship behavior (SCB) is regarded as one of the most significant variables influencing student orientation and the development of long-term relationships between students and higher educational institutions (LRO). The literature confirms that the issue of SCB in the higher education sector is a challenge that must be addressed. Hence, this study aims to examine the antecedents and outcome of SCB by applying linear and non-linear relationships based on the partial least squares structural equation modeling approach (PLS-SEM) and the artificial neural network model (ANN) through building constructs on the stimulus-organization-response framework (SOR). In addition, data was gathered from 185 students from Ho Chi Minh City's universities and colleges. The study's findings indicate that students' stimuli, such as student satisfaction, trust, and loyalty, have a favorable impact on the expression of their citizenship behaviors, such as advocacy, offering feedback, and helping others. In addition, helping others through SCB has a beneficial influence on LRO for higher educational institutions. Finally, through the ANN model, student trust is the most prominent driver of feedback and advocacy. The results of this research provide important insight into the factors that shape the focus and growth of organizations in Vietnam's education sector through long-term collaborations. In addition, this research sheds new light on the impact that students' actions have on SCB, allowing for the development of concrete recommendations for school administrators concerned with fostering the formation of lasting relationships among their students.

Daniel, B.-J. M. (2023). **Racial oases as spaces of positive racial identity socialization among African Canadian post-secondary students**. *International Journal of Qualitative Studies in Education*, 36(10), 2177-2195. <https://doi.org/10.1080/09518398.2021.1982047>

This article focuses on the need identified by African Canadian students for a "racial oasis" – a physical space designed to increase their exposure to positive racial identities - which can support them in developing a community of support among peers who understand the effects of anti-Black racism, and to identify strategies for coping with

racism. Research participants were drawn from a program developed to support African Canadian students navigate post-secondary schooling in Ontario, Canada. Participants indicated that safe spaces were central to developing a positive racial identity, and that these spaces provided opportunities for them to critically reframe their racialized identity. Participants also suggested that the development of a positive racial identity supports degree perseverance and educational pursuits. This research indicates that institutions must be intentional in providing the resources necessary to foster positive racial identity socialization amongst Black students and underscores the benefits of providing "racial oases" in schools, community organizations, and workplaces.

Daoudi, A. (2023, août). **Relations entre les émotions expérimentées par les apprenants lors de la communication orale en L2 et leur utilisation de stratégies de communication** [Mémoire accepté]. Consulté 13 novembre 2023, à l'adresse <https://archipel.uqam.ca/17015/>

L'apprentissage d'une langue seconde (L2) est complexe et se traduit souvent par une surcharge cognitive, de fréquentes disfluences et des ruptures de communication orale (Segalowitz, 2010). Pour surmonter les difficultés associées à la communication orale en L2, les apprenants peuvent se tourner vers des stratégies de communication (SC), soit des plans et des techniques déployés par les élèves pour exploiter les ressources linguistiques nécessaires afin d'atteindre leur objectif communicatif (Faucette, 2001). Récemment, la recherche sur les stratégies a examiné comment l'expérience émotionnelle des apprenants interagit avec leur utilisation des SC. Une étude examinant l'effet de l'anxiété langagière sur l'utilisation des SC (Liu, 2018) a trouvé que les apprenants anxieux utilisaient moins souvent des stratégies axées sur l'aisance et la négociation de sens et davantage des stratégies d'abandon du message. À notre connaissance, aucune recherche n'a examiné la relation entre les émotions positives et l'utilisation des SC. En fait, les émotions positives interagissent avec l'utilisation de stratégies et elles impactent l'apprentissage et la performance orale en L2 (Bielak, 2022). Alors, notre étude actuelle vise à combler cette lacune. Précisément, nous nous posons la question suivante : quelle est la relation entre les émotions (anxiété langagière/plaisir langagier) expérimentées par les locuteurs lors de la communication orale et les SC qu'ils emploient ? Pour répondre à notre questionnement, nous avons élaboré un questionnaire composé de trois sections : (1) informations sociodémographiques, (2) autoévaluation des émotions éprouvées en situation de communication orale en anglais langue seconde et (3) autoévaluation des SC de compréhension et de production employées dans ces situations. Le questionnaire a été distribué à des personnes étudiantes, locutrices d'anglais L2 dans une université montréalaise francophone. Par la suite, nous avons effectué des analyses corrélationnelles entre les émotions rapportées (positives et négatives) et la fréquence d'utilisation de diverses SC de compréhension et de production orale. Les résultats démontrent que les émotions positives et négatives interagissent de façon significative avec l'emploi des stratégies de communication. La présente recherche suggère que dans la classe de L2, les enseignants devraient sensibiliser les élèves au rôle crucial des émotions négatives et positives dans l'utilisation des stratégies de communication et leurs influences sur le développement des compétences langagières orales en L2.

Darolia, R., & Sullivan, A. (2023). **The Dynamics and Measurement of High School Homelessness and Achievement.** *Educational Researcher*, 52(7), 413-421. <https://doi.org/10.3102/0013189X231175142>

How school districts measure homelessness among their students has implications for accountability and funding, as well as for supporting student success. Yet, measuring homelessness among high school students is challenging because students move in and out of experiencing it. Using administrative student-level data from a mid-sized public school district in the southern United States, we show that different commonly used procedures to measure which students are considered homeless can yield markedly different estimates of high school graduation rates for these students. This is largely because of differences in how districts classify students who experience homelessness but later become housed. To address the potentially negative effects of housing insecurity on academic achievement, it is important to first identify a common way to diagnose the problem.

Datu, J. A. D., Fong, R. W. T., Buenconsejo, J. U., & Shek, C. Y. C. (2023). **Psychometric validity of the triarchic model of grit scale among high school students in Hong Kong.** *Psychology in the Schools*, 60(12), 5115-5123. <https://doi.org/10.1002/pits.23022>

Research has shown that the triarchic model of grit scale (TMGS)—a measure that assesses tendency to show perseverance, passion, and adaptability for long-term goals—has been valid in different contexts such as the Philippines, Japan, Poland, mainland China, and the United States. However, there is limited research on the validity of this scale in Hong Kong. Against this backdrop, this research examined the structural, convergent, and criterion-related of the TMGS among secondary school students in Hong Kong. A total of 298 secondary school students in Hong Kong participated in this study. Confirmatory factor analysis (CFA) was used to evaluate the structural validity of the three-factor model of grit. Correlational analysis was conducted between grit's dimensions and school satisfaction to assess the criterion-related validity of this scale. CFA showed that the scores from the three-factor model of grit underpinned by perseverance of effort, consistency of interests, and adaptability to situations were valid and reliable. There was mixed evidence on the convergent validity of the scale based on the subscales' composite reliability (CR) estimates. Whereas perseverance of effort and adaptability to situations were positively correlated to school satisfaction, consistency of interests was negatively linked to the said criterion variable. This research demonstrates the potential applicability of the TMGS in Hong Kong.

David, V. (2023). **Les enseignants en seconde carrière : un vivier de recrutement aux motivations spécifiques ?** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12054>

Les difficultés croissantes pour attirer les candidats traditionnels des concours de l'enseignement, couplées à l'augmentation des flux de candidats précédemment actifs dans ces mêmes concours, amènent à s'interroger sur les raisons différenciées qui poussent ces individus à rejoindre le métier d'enseignant. Des analyses issues d'une méthodologie quantitative indiquent que les enseignants titulaires en reconversion dans le secondaire général français ont un score de motivation extrinsèque inférieur à leurs homologues en première carrière. Des facteurs différenciés influencent en outre les motivations de ces deux populations. Enfin, les enseignants en reconversion apparaissent comme une population hétérogène en matière de motivations : les analyses suggèrent que certaines caractéristiques de l'activité précédente influencent la manière dont est perçu l'enseignement comme carrière potentielle. Ces résultats soulignent la nécessité d'une prise en compte plus large de la socialisation professionnelle précédente comme facteur explicatif du choix d'une carrière enseignante.

Davoine, T. (2023). **Flexicurity, education and optimal labour market policies**. *LABOUR*, 37(4), 592-625. <https://doi.org/10.1111/labr.12255>

The paper provides a theoretical rationale for flexicurity policies, consisting of low employment protection, generous unemployment insurance and active labour market programmes. Education efforts give access to high productivity firms, more likely to survive and thus exposing less their workers to unemployment risk. Activation programmes support reallocation from risky and unproductive to safer and more productive firms, reducing unemployment. Low employment protection can provide incentives for self-insurance against unemployment risk through education, mitigating the moral hazard cost of unemployment insurance and activation programmes. The paper identifies conditions for flexicurity to be optimal and confronts theoretical predictions to the data.

De Keersmaeker, K., Van Hoof, J., & Van Dooren, W. (2023). **The relationship between primary school children's inhibition and the processing of rational numbers**. *European Journal of Psychology of Education*, 38(4), 1527-1549. <https://doi.org/10.1007/s10212-022-00669-y>

Processing rational numbers is difficult for many children. The natural number bias is one possible explanation for why children struggle with rational numbers. It refers to the tendency to overgeneralize the properties of natural numbers. In this study, it is argued that in order to be successful in rational number tasks, individuals need to inhibit or suppress their unwanted impulses (in this case the tendency to apply natural number properties). It was investigated whether inhibition plays a role in the occurrence of the natural number bias among primary school children by administering two rational number tasks, two Stroop tasks and a questionnaire measuring inhibitory skills. The results indicated that primary school children were hampered by the natural number bias both in terms of accuracy rates and response times. Additionally, the results did not yield strong evidence for a relationship between inhibition and the occurrence of the natural number bias.

de Bisschop, H., & Métral, J.-F. (2023). **L'activité de l'encadrant : savoir adopter la perspective de l'activité d'autrui**. *Activités*, 20(2), 1. <https://doi.org/10.4000/activites.8648>

Comme activité « d'intervention sur l'activité d'autrui » (Barbier, 2011, p. 62), celle de l'encadrant, lorsqu'elle est conçue comme l'expérience qui émerge du couplage dynamique entre un acteur et son environnement en situation d'animation d'un collectif de travail, reste largement cachée pour un observateur extérieur. En conséquence, sa compréhension exige des méthodes de dévoilement de la manière avec laquelle l'encadrant se construit un point de vue sur l'activité de celles et ceux qu'il dirige. Dans une visée compréhensive, la présente recherche se propose de documenter les variables de la situation relatives à l'activité des encadrés, à leurs états et à leurs évolutions au gré des transformations de la situation, qui sont prises en compte par l'encadrant pour savoir, faire et contrôler ce qui est à faire (Tourmen, 2014). À cette fin, elle s'intéresse à l'expérience vécue par les élèves-officiers de l'armée de terre au cours d'un stage d'aguerrissement. Les résultats montrent comment, pour déployer son activité, l'encadrant combine deux perspectives simultanées sur la situation : la sienne ; celle qu'il attribue à autrui et qu'il infère des combinaisons de prises d'informations sur le groupe et ses membres, l'environnement, la réalisation de la tâche et sa propre activité (ce qu'il pense, fait et ressent). Cette recherche propose un éclairage complémentaire à ce que l'approche par l'activité peut apporter à l'intelligibilité d'une activité complexe

comme celle de l'encadrant, en particulier en la documentant non plus seulement à partir de la description de ce qu'il fait (Mintzberg, 1984), mais de ce qu'il vit et expérimente en lui et avec autrui. Elle débouche sur quelques propositions de perspectives pour la formation des futurs encadrants.

Décamp, N., & Orange Ravachol, D. (2023). **L'évaluation et l'enseignement des sciences et des technologies.** *RDST - Recherches en didactique des sciences et des technologies*, (27), 15-22. <https://doi.org/10.4000/rdst.4589>

Denfeld, A.-P., Canrinus, E. T., & Daleheffe, I. M. (2023). **Teacher identity in work with students' psychosocial environment: A systematic review of quantitative research.** *Psychology in the Schools*, 60(12), 5041-5061. <https://doi.org/10.1002/pits.23001>

This article is a contribution to understanding teacher identity related to working with students' psychosocial environment (PSE). A systematic review of quantitative studies (n = 10) analyzing the relations between components of teacher identity and teachers' work with the PSE is presented. Findings indicate significant relations between the identity components task-related self-efficacy and job satisfaction along with likelihood or frequency of intervention in bullying situations. However, results regarding relations between general teaching efficacy or task perception and teachers' approach to bullying were inconclusive. Findings suggest that teachers' self-efficacy and job satisfaction as identity domains play an important role in students' PSE. This information has implications for teacher education, professional development, and policymakers.

Denney, F. (2023). **A glass classroom? The experiences and identities of third space women leading educational change in research-intensive universities in the UK.** *Educational Management Administration & Leadership*, 51(6), 1440-1460. <https://doi.org/10.1177/17411432211042882>

In today's universities, women are still underrepresented in senior leadership positions. The research-focused systems and structures that support the progression of men often work against women who are drawn to alternative career paths within the academy for a variety of reasons. UK universities have seen an increase in teaching-focused career paths as well as 'Third Space' roles, which navigate an increasing space between purely professional and purely academic jobs. Since 2018, four research-intensive universities in the UK have appointed women to the position of PVC Education who have come from Third Space, academic development backgrounds. This paper explores their career paths and experiences and identifies that they have had to constantly navigate between professional and academic contracts in order to negotiate their own progression, thus creating their own space in which they are able to advance. The paper considers whether women in the Third Space end up trapped in a 'glass classroom' or whether a more fundamental political and transformational act in gender and Third Space career progression is emerging.

Denoyel, N. (2023). **Manifeste pour des alternants réflexifs, délibératifs et interrogatifs. Humanité des règles d'expérience du métier et travail libre dans les collectifs.** *Éducation Permanente*, 236(3), 127-140. <https://doi.org/10.3917/edpe.236.0127>

La raison articulative de l'alternance met en dialogue trois pratiques : une pratique réflexive en centre de formation ; une pratique délibérative en entreprise ; une pratique interrogative, transversale, si l'on espère une parité d'estime de savoirs. Essentielle, la compétence interrogative est au cœur des métiers. La dispute de métier lui est

corrélative. Il semble exister une compétence interrogative inhérente aux formations par alternance du fait d'un métier partagé avec un professionnel. Mettre en scène le métier-institution en formation par alternance stimule la réflexivité esthétique, la délibération éthique et l'interrogativité logique des alternants encourageant l'assertivité. La qualité du travail et de la formation ne serait-elle pas un reflet du plaisir à l'effectuer, à l'« opérer », à l'œuvrer, en coopération ?

Dépléchin, M. (s. d.). **La domination du livret scolaire au Japon - L'Asie en 1000 mots**. Consulté 8 novembre 2023, à l'adresse <https://asie1000mots-cetase.org/La-domination-du-livret-scolaire-au-Japon>

DEPP. (2023). **L'état de l'École 2023** (p. 105). Consulté à l'adresse Ministère de l'Éducation nationale et de la jeunesse website: <https://education.gouv.fr/media/158436/download> Véritable panorama du système éducatif français, L'état de l'École rassemble les indicateurs statistiques les plus pertinents pour analyser les évolutions et les tendances dans l'éducation.

Derrington, M. L., Jackson, T., & Campbell, J. W. (2023). **Do principals really know what their teachers believe about evaluation? Exploring principals' reactions to teachers' beliefs in the United States**. *Educational Management Administration & Leadership*, 51(6), 1340-1361. <https://doi.org/10.1177/17411432211051915>

This study explored principals' reactions to findings from a survey regarding their teachers' evaluation beliefs. As participants in a longitudinal study, these principals were invited to focus group meetings to discuss the teacher survey data, which were sent to them for review prior to the meetings. They were asked to consider data that were puzzling, surprising, inconsistent, or consistent with their perceptions of conducting teacher evaluation. The focus group data were analyzed using the Johari Window, consisting of four domains of awareness. Based on the Johari Window analysis, principals shared teachers' awareness of a checklist approach to observations but maintained different beliefs about a checklist's intentions and efficiencies. Principals were unaware of or disagreed with the following teacher beliefs: (a) principal feedback is marginally effective for teachers' instructional improvement, (b) the evaluation ratings are applied unfairly, and (c) too much of principals' time is allotted to the evaluation process. This study illustrates that principals and teachers have contradictory beliefs regarding the practice and value of teacher evaluation. The researchers suggest that principals should consider applying the Johari Window construct to reveal and explore teacher perceptions that could hinder an effective supervision and evaluation process.

Déry, M., Temcheff, C. E., Poirier, M., Boutin, S., Lapalme, M., & Lemieux, A. (2023). **Developmental Trajectory of Conduct Problems Among Boys and Girls Receiving Psychoeducational Services at Elementary Schools**. *Canadian Journal of School Psychology*, 38(4), 287-301. <https://doi.org/10.1177/08295735231198747>

Elementary public schools remain the most common venues for addressing children's severe conduct problems. Nevertheless, very few longitudinal studies have examined association between receiving psychoeducational services for conduct problems in school and subsequent conduct problem severity. This study explored if psychoeducational service reception contributed to reduce conduct problems in a sample of 434 elementary school-aged boys and girls presenting a high level of conduct problems. The study used a repeated measures design at 12-month intervals, for 4 years.

Information regarding the severity of children's conduct problems and services was provided by parents and teachers. Latent Growth Modeling was used to identify a mean trajectory of conduct problems. Results revealed that psychoeducational services were associated with a decrease in conduct problems over time, but this association was only observed in boys. There was no association between service reception at study inception and the trajectory of conduct problems among girls. These results suggests that psychoeducational services are well suited to the difficulties of boys with conduct problems; however, they may call for a review of the services offered to girls in schools, both in terms of the detection of conduct problems in young girls, and in terms of their treatment options.

Descamps, D., & Siloret, M. (2023, novembre 14). **Lycées : le clivage public/privé, au cœur de la ségrégation scolaire**. Consulté 20 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/lycees-le-clivage-public-privé-au-coeur-de-la-segregation-scolaire-215638>

En quoi la concurrence entre lycées publics et privés favorise-t-elle les inégalités sociales entre établissements ?

Descamps, S., Boumazguida, K., Temperman, G., & De Lièvre, B. (2023). **Sobriété numérique et acteurs de l'éducation : analyse croisée de leur sentiment de compétence et de leurs usages déclarés**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9259>

Selon l'Ademe, l'empreinte numérique contribue au changement climatique. L'éducation joue un rôle essentiel dans la promotion de la sobriété numérique. En 2022, une enquête a été menée afin de recueillir les perceptions de compétence ainsi que les usages auto-déclarés des enseignants en ce qui concerne leur maturité numérique. Les résultats révèlent leur manque d'expérience dans ce domaine, même s'ils reconnaissent généralement l'impact environnemental des technologies. Ils ne se sentent pas capables d'adopter des pratiques réflexives, comme l'utilisation de l'analyse du cycle de vie ou l'application de mécanismes écoresponsables lors des achats d'équipements. De plus, ils estiment ne pas être aptes à exercer des compétences numériques écoresponsables comme la collaboration en ligne ou la création de contenu numérique écoconçu. Bien que les participants aient des comportements écoresponsables en matière de consommation, d'autres domaines tels que la gestion de l'environnement, la navigation et la communication en ligne présentent des résultats plus mitigés. Ces lacunes peuvent être attribuées à un faible sentiment de compétence et à un manque de connaissances techniques. Ces constatations soulignent l'importance de la formation des professionnels de l'éducation. C'est pourquoi, sur la base de nos résultats, nous proposons des recommandations, notamment concernant la sensibilisation à la sobriété numérique et l'acquisition de compétences écoresponsables.

Descocudres, M. (2023). **L'activité des stagiaires en éducation physique et sportive à travers des situations émotionnellement marquantes vécues en stage**. *Swiss Journal of Educational Research*, 45(2), 190-201. <https://doi.org/10.24452/sjer.45.2.9>

This study aims to understand the development of PE trainee teachers based on emotionally significant situations. The first part aims to draw a topography of emotionally significant situations from 139 PE trainee teachers. The second part, clinical, with five trainee teachers, aims to understand how emotionally significant situations hinder or enhance their activity's development. The results show that PE trainee teachers

experience emotionally significant situations which promote a development through the control of new operations. These results open up possibilities for current dual education systems, particularly by taking into account the subjective dimension of the profession.

Devauchelle, B. (2023). **La fabrique de la présence.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9530>

La rubrique débat proposée par D. Peraya et D. Paquelin nous invite à approfondir le concept de présence, en particulier dans le cadre des dispositifs d'enseignement et de formation hybrides ou à distance. La circulation des termes est significative de la manière dont les acteurs s'approprient les situations auxquelles ils sont confrontés (Ardoino, 2000). C'est pourquoi nous proposons d'aborder la présence en partant d'une part de ce qu'elle est au quotidien dans les salles de classe des écol...

Dietze, T., Wolf, L. M., Moser, V., & Kuhl, J. (2023). **Fragmentation Management from Policy to Practice. Special Educational Needs Teachers (SEN Teachers) in Mainstream Schools in Germany.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 175-194). https://doi.org/10.1007/978-3-031-36970-4_10

Inclusive education is one of the most far-reaching reform projects in school policy since decades in Germany. In the perspective of educational governance the chapter examines how and by which stakeholders the job profile and role clarification of special educational needs teachers (SEN teachers) in primary schools in Germany is steered. The analysis is based on data from the project FOLIS, which used a mixed-methods design to interview school administration experts, school principals, and SEN teachers from 4 out of 16 federal states. The results show a "fragmentary form" of steering, which is in essence limited to measures of input control and largely excludes elements of output control. Within the single schools, several ways of negotiation on tasks and task distributions of the SEN teachers were found. The responsibility for daily inclusive education is shifted to the responsibility of each individual school, and within the individual school largely to the SEN teachers themselves. Written agreements to clarify the SEN teachers' areas of responsibility are rarely used and SEN-teachers are pushed into the role of a "fragmentation-manager". The results of the study show that inclusive education is a very fruitful field of research in the policy-practice nexus.

Dinh, N. B. K., Zhu, C., Qi, Z., & Kondakci, Y. (2023). **Developing a comprehensive leadership development model in higher education context: A co-design approach.** *Higher Education Quarterly*, 77(4), 792-816. <https://doi.org/10.1111/hequ.12433>

Higher education (HE) in the changing context requires leadership training and development as a vital element for university governance and innovation. While there are several theoretical frameworks on leadership development, most of them are outcome evaluation-oriented. Consequently, there is a lack of a leadership development model which emphasises both design process and expected outcomes. In addition to this, HE leadership development has been gradually transformed toward complexity and flexibility due to the volatile external environment of the 21st century. Thus, instead of having a development programme that simply focuses on individual skill enhancement, a comprehensive leadership development programme that equally fosters leaders' competencies (leader development) and develops collective leadership (leadership development) is increasingly utilised. Unfortunately, previous theoretical frameworks fail to take into consideration these new features. The main aim of this study

was to develop a comprehensive theoretical model for academic leadership development (ALD) that promotes both leader development and leadership development. In the present study, 24 academic leaders, lecturers and researchers from five European and six Chinese HE institutions co-designed the ALD model. The constructed model consists of four main dimensions: theoretical core, types of training and providers, training format and ultimate goals. The results contribute to developing, promoting and enhancing leadership development in academic settings.

Disterheft, A. (2023). **Student well-being and learning for sustainability**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3849> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3849>

Well-being (WB) and Learning for Sustainability (LfS) are two concepts and areas of concern for further action that are receiving increasing attention from policy makers, scholars, educators and many others, due to their relevance in developing of societies fit for the future. In the time of writing of this ad hoc paper, two important reports have recently been published: The World Happiness Report 2023 (Helliwell et al., 2023b), with its focus on the state of people's happiness and well-being around the globe, and the IPCC's Synthesis Report for the Sixth Assessment Report on Climate Change (IPCC, 2023), underlining the urgency for societal transformations in order to achieve the Paris agreement and limit global warming to a maximum temperature rise of 1.5°C. Both reports indirectly imply the importance of looking at interlinkages and synergies between well-being and LfS in maintaining Planet Earth as a liveable planet for human and non-human species. First, human well-being depends on the vitality of the planet's ecosystems. Second, both reports are based on the view that anthropogenic environmental changes can be reversed by increasing awareness and enhancing human capacities for positive change towards a more sustainable future. Third, both reports also share the idea of empowerment and agency – i.e. becoming aware of what is, and being empowered to change it for the better. While the World Happiness Report demonstrates the current state of well-being around the globe, the IPCC Assessment Report provides us with current and future scenarios for human-made climate change, underlining the urgency and responsibility to take strong action to mitigate the consequences of global warming. The first section of this ad hoc paper introduces the conceptualisation and agendas for well-being and LfS in order to provide the essentials of their theoretical (and political) contexts. The second section maps out four synergies between the two concepts, beginning by explaining how these synergies were identified and going on to elaborate each of them, namely: (i) Synergy I – Becoming aware of the mind-body connection. (ii) Synergy II – Strengthening nature-connectedness. (iii) Synergy III – Facing and dealing with (difficult) emotions. (iv) Synergy IV – Fostering happiness and resilience. The third section of the paper provides selected inspiring examples of schools, projects and learning environments in which (some of) these synergies have been put into place. The ad hoc paper concludes by pointing to future avenues for research, and listing some of the shortcomings and necessary cautions to consider when advancing policies in these fields. In this ad hoc paper, LfS is used as an umbrella term for sustainability-related education, and is used interchangeably with Education for Sustainable Development (ESD) and Education for Sustainability (EfS). The term refers to all educational levels, from early childhood to lifelong learning; however, in this report the focus is placed on formal education – in particular, primary and secondary education.

Dominicé, P. (2023). **Expérience et apprentissage : faire de nécessité vertu.** *Éducation Permanente*, 236(3), 81-89. <https://doi.org/10.3917/edpe.236.0081>

Bien que l'apprentissage et l'expérience semblent liés par un lien de nécessité, dans la tradition francophone, l'expérience est reléguée au rang de médiation entre élaboration théorique et application pratique. La perspective d'apprentissage expérientiel, en proposant une équivalence et une complémentarité entre apprentissage et expérience, donne à l'expérience un statut de connaissance. Cette conception nouvelle de la place de l'expérience dans l'apprentissage modifie l'orientation de l'apport pédagogique, qui passe d'une technique d'enseignement à un appui réflexif accompagnant la dynamique du processus d'apprentissage.

Doz, D. (2023). **Factors influencing teachers' grading standards in mathematics.** *Oxford Review of Education*, 49(6), 819-837. <https://doi.org/10.1080/03054985.2023.2185217>

National assessments can be used to explore the strictness of teachers in grading students by comparing student grades to their scores on standardised tests. Several factors influence teacher-given grades, including student gender, school type, geographical regions, and socioeconomic status. In this paper, we used data from the Italian institute INVALSI, responsible for the organisation of national mathematics assessments, to investigate how these factors influence teachers' grading standards. We considered a sample of 36,589 Grade 13 Italian students from 2,062 classes at 990 high schools. The relationships between the variables were analysed using hierarchical linear modelling. The findings reveal that teacher-given grades are related to student-level variables (e.g. gender, socioeconomic status, and score on the INVALSI test) and school-level variables (e.g. school type and location). When the difference between teacher-assigned grades and scores on the INVALSI test was considered, only student gender, school type, and location accounted for the gap in student achievements. Therefore, student socioeconomic status has a lower influence on their performance on the INVALSI test, suggesting that using standardised assessments might improve equity in assessment.

Draelants, H. (2023). **Understanding School Markets in Order to Transform Them?** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 35-55). https://doi.org/10.1007/978-3-031-36147-0_3

Since the 1980s, the overwhelming majority of countries has gradually adopted school choice policies. School markets are thus a reality in full development. In order to gain a better understanding of this object, this chapter will draw on the contributions of the sociology of markets (François, P. (2008). *Sociologie des marchés*. Armand Colin.), on the economy of singularities (Karpik, L. (2007). *L'économie des singularités*. Gallimard.) and on the sociology of market arrangements (Callon, M. (2017). *L'emprise des marchés: Comprendre leur fonctionnement pour pouvoir les changer*. La découverte). For those authors, it is theoretically possible to design a market that actually produces the intended and defined objectives; it is all a question of market engineering. But knowledge of the concrete functioning of school markets is lacking in this literature. We will therefore also draw on the sociology of education to enrich the discussion about market regulation and pay particular attention to questions of inequality. In doing so, we will also insist on the need to (re)politicize the market.

Dryden-Peterson, S., & Horst, C. (2023). **Education for Refugees: Building Durable Futures?** *Journal of Refugee Studies*, fead063. <https://doi.org/10.1093/jrs/fead063>

Education is one of the key tools of nation-building, as it aims to create future citizens. Yet what happens in seemingly 'futureless' contexts where refugees cannot access even social membership, let alone legal citizenship? In this introduction to our special issue on education for refugees, we explore the aspirations and conceptions of possible futures that students, teachers, governments, international non-governmental organizations (INGOs), and funders have when they promote and pursue education as the solution to the liminal position that refugees in protracted refugee situations find themselves in. Based on insights from the articles, we analyse disconnects between aspirations for education and realities of access to quality education and to opportunities after completing education. We argue that to address these disconnects requires us to move beyond temporal and spatial binaries—present vs. future, here vs. there—that are so common in refugee education discourse and policy. Our suggestion is to draw on and support stakeholders' work, powerfully exemplified in this special issue, to contribute to improved conditions through pedagogies, practices, and policies that address these binaries.

Dubet, F. (2023, octobre 28). **Et si l'enseignement était un métier ?** Consulté 30 octobre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/francois-dubet/lenseignement-etait-un-metier/00108232>

La crise de recrutement des enseignants n'est pas seulement un phénomène français.

Dufort, D. (2023). **Sarah Descamps, Gaëtan Temperman, et Bruno De Lièvre, Vers une éducation à la sobriété numérique.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9509>

Face à l'urgence climatique, les acteurs de l'enseignement, au niveau national comme international, se sont saisis de la question de la transition écologique. En France, l'éducation à l'environnement est évoquée dès la fin des années 70 dans une circulaire. Il faut cependant attendre 2004 pour que ces thématiques commencent à être intégrées dans les programmes scolaires, intégration qui sera renforcée successivement en 2007, 2011 et 2015, 2019 et 2020 (Dussaux, 2010 ; ministère de l'Éducation...

Dugas, E. (2023, octobre 17). **Les cours d'empathie peuvent-ils être bénéfiques ?** Consulté 18 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/les-cours-dempathie-peuvent-ils-etre-benefiques-215275>

Des cours d'empathie devraient être proposés à l'école à partir de 2024. Quels critères devront être remplis pour qu'ils soient opérants ? Comment développer et maintenir un capital empathique ?

Duggal, K. (2023). **The Relationship between Child Marriage and Female Educational Attainment in India** [Warwick-Monash Economics Student Paper]. Consulté à l'adresse Warwick Monash Economics Student Papers website: <https://econpapers.repec.org/paper/wrkwrkesp/57.htm>

Child marriage remains a prevalent practice in many countries around the world and can detrimentally affect various life outcomes for young women and girls. Using data from the India Human Development Survey (IHDS-II), this paper explores the relationship between early marriage and the educational attainment of Indian women. The study uses age of menarche as an instrumental variable to isolate the causal effect of marriage

timing, with results indicating that each additional year that marriage is delayed is associated with 0.32 additional years of schooling and a 1.9 percentage-point increase in literacy. The findings highlight the lack of regulation of current marriage laws and the need for stringent enforcement, rather than the Indian government's current aims to increase the legal age of marriage for women further. In addition, this study also conducts heterogeneity analysis to determine the possible benefit of this policy recommendation across different residence types, as well as estimates the effect of marriage timing on secondary outcomes.

Duguet, A., Morlaix, S., & Corbin, L. (2023). **Les étudiantes et étudiants face à l'emploi de plateformes d'enseignement en ligne : représentations et engagement cognitif.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 173-191. <https://doi.org/10.18162/ritpu-2023-v20n2-13>

Dunn, A. H. (2023). **Teacher Self-Care Mandates as Institutional Gaslighting in a Neoliberal System.** *Educational Researcher*, 52(8), 491-499. <https://doi.org/10.3102/0013189X231174804>

In this manuscript, I argue that narratives of self-care for educators in the midst of pandemic teaching are a form of gaslighting, supported and exacerbated by a neoliberal school system that reinforces individualist, White-normed conceptions of teaching and learning. To make this argument, I use several excerpts from practicing teachers' writing to illustrate the deep sense of frustration and betrayal that teachers felt when inundated with self-care messages without regard for more systemic support and change.

Dupriez, V., Périsset, D., & Tardif, M. (2023). **Les pénuries dans l'enseignement: Marchés du travail, attractivité et expériences.** Consulté à l'adresse <https://www.pulaval.com/livres/les-penuries-dans-l-enseignement-marches-du-travail-attractivite-et-experiences>

Alors que de nombreux pays connaissent des pénuries de personnel enseignant, cet ouvrage collectif propose une analyse scientifique rigoureuse de cette thématique. Il le fait en assumant un point de vue précis. Certes, les pénuries de personnel enseignant s'expliquent par l'évolution du métier, la multiplication des attentes envers l'école et les nouveaux modes de gouvernance. Mais il faut éviter de se contenter d'explications génériques. En s'appuyant sur des recherches menées en France, au Québec, en Suisse, en Belgique, en Angleterre et au Brésil, cet ouvrage propose une double entrée. D'une part, des analyses approfondies des marchés du travail enseignant révèlent une diversité de réalités professionnelles permettant de comprendre des situations singulières de pénuries ; d'autre part, l'analyse des expériences professionnelles d'enseignantes et d'enseignants, novices ou avec de l'expérience, permet de saisir la manière dont le métier est perçu et soumis à de nouveaux défis pouvant conduire à des réorientations professionnelles.

Dupriez, V., Tay, D., Jadot, E., Draelants, H., & Verhoeven, M. (2023). **Socialisation Objectives and Practices in Schools: Towards a Fragmentation of the Field of Education?** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 277-293). https://doi.org/10.1007/978-3-031-36147-0_15

In this chapter, the issue of segregation is addressed through the lens of socialization objectives and practices developed within schools. Based on an empirical survey of teachers and pupils conducted in more than 40 secondary schools in French-speaking Belgium, the authors show the persistence of a common reference in terms of aim: the modern project of training a critical subject emancipated by knowledge. It is worth noting, however, that among teachers, it is the construction of subjects that prevails, whereas pupils focus primarily on more instrumental aims (learning useful things, preparing for higher education). The results also highlight a diversity of educational practices and relationships to norms that vary according to the socio-economic characteristics of the pupils and the schools' educational project.

Dupriez, V., Valenzuela, J. P., Verhoeven, M., & Corvalán, J. (Éd.). (2023). **Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile**. <https://doi.org/10.1007/978-3-031-36147-0>

Dupriez, V., & Verhoeven, M. (2023). **School Desegregation Policies in Belgium**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 151-166). https://doi.org/10.1007/978-3-031-36147-0_8

In this chapter, recent policies to regulate school enrolment in French-speaking Belgium are presented, emphasizing the reformist character of these initiatives, which avoid questioning the historical principle of free choice of school by families. After the presentation of such political initiatives, this chapter reports on various studies that have attempted to assess the effects of these policies on the state of segregation in the education system. Data show that these decrees failed to result in any significant reduction in the level of social segregation between schools. This text also gives space to the debates and arguments that have accompanied the emergence of these policies, showing, in a sort of adaptation to what public opinion is willing to hear, a shift from fighting segregation to promoting non-discrimination in the use of parental freedom to choose a school.

Dupriez, V., Verhoeven, M., Valenzuela, J. P., & Corvalán, J. (2023). **Conclusion: What Can We Learn from Belgium and Chile for a Less Segregated Education?** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 295-311). https://doi.org/10.1007/978-3-031-36147-0_16

This conclusion begins with a reminder of some of the findings of the international literature review, before turning to the two education systems that are at the heart of this book. It highlights the similarities in the institutional configurations of these two education systems, as well as in the policies implemented in pursuit of increasing social diversity in schools. After presenting some key figures on (de)segregation, the analyses focus on three points: the legitimacy of the policies enacted, the purpose of the policies aimed at affecting segregation (redistribution vs. recognition), and lastly, a questioning of the role played by the public authorities in dealing with this type of problem. One of the main contributions made by this conclusion is to highlight the limitations of desegregation policies such as these, which while exposed to intractable tensions in a market environment tend to focus too closely on the redistribution of opportunities – and not enough on issues of recognition, moral and intellectual autonomy, and democratic integration.

Duran, A., Okello, W. K., & Pérez II, D. (2023). **Thinking with theory in college student success research: investigating the influence of theoretical leanings in analyzing data.** *International Journal of Qualitative Studies in Education*, 36(10), 2036-2052. <https://doi.org/10.1080/09518398.2021.1962561>

Using Jackson and Mazzei's thinking with theory, this paper centers the stories of three researchers who practiced critical self-reflection while engaging in secondary analysis of data from The Pedagogy of Student Success Project, a study intended to learn about graduate students' evolving conceptualizations of student success. In particular, the researchers were interested in how their individual theoretical leanings influenced how they interacted with the data and how their collaborations in turn shaped their thinking. To explore this phenomena, the authors analyzed qualitative data from two participants, wrote reflective memorandums, and held conversations about their theoretical leanings. The three researchers addressed how the Anti-Deficit Achievement Framework, Black Feminisms, and Intersectionality shaped their analysis of qualitative data. Findings reveal how scholars' theoretical leanings inform how they analyze and interpret student success research, in addition to showing how research collaborations play a role in thinking with theory.

Durrive, B. (2023). **Au risque des valeurs : accompagner le devenir du sujet éthique en classe.** *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 63-76. <https://doi.org/10.7202/1106126ar>

Que change concrètement, dans la manière de mener le cours de philosophie sur l'éthique, la volonté de traiter les élèves comme des sujets éthiques en devenir? Si l'on assume la dimension éducative d'un tel cours, c'est-à-dire si l'on s'y donne comme objectif pédagogique de transmettre des valeurs (et non pas seulement de les exposer), quelle place y faire à l'éthique des élèves, c'est-à-dire aux jugements de valeurs qui les traversent individuellement et qu'ils ou elles expriment? Pour travailler cette double question, le présent article propose de partir d'une modélisation de l'activité des élèves empruntée à l'univers de l'analyse des pratiques et, plus précisément, à la démarche ergologique (Schwartz, 2000). Ainsi modélisée comme débat de normes, l'activité des élèves se révèle comme traversée de jugements de valeurs qui ont vocation à prendre une portée éthicopolitique et qui font déjà débat, bien qu'implicitement, dans la pratique de chacune d'elles et de chacun d'eux. L'article cherche à montrer l'intérêt qu'il y a, dans le cadre et dans la visée du cours, à conscientiser les élèves à l'existence et aux implications de ces débats.

Duryea, S., Ribas, R. P., Sampaio, B., Sampaio, G. R., & Trevisan, G. (2023). **Who Benefits from Tuition-Free, Top-Quality Universities?: Evidence from Brazil** (IDB Publications (Working Papers) N° 12934). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/12934.htm>

This paper investigates the long-term impact on earnings of attending a tuition-free, top-quality university in Brazil. We identify the causal effect through a sharp discontinuity in an admission process based on test scores. If admitted, low-income students are found to increase their earnings by 26% ten years later. However, admission has a small and insignificant effect on high-income students. The difference between income groups is not explained by educational attainment, program choice, or selection into better-paying jobs. The evidence suggests that most low-income applicants, if not admitted, still graduate from college but with much lower returns to education. High-income

applicants who just miss the cutoff, however, can find other opportunities such that earnings trajectories are unchanged. Our results underscore the role of affordable higher education in promoting social mobility.

Dutey, C., de Formel, C., Liogier, V., & Rousseau, S. (2023). **180 milliards d'euros consacrés à l'éducation en 2022, soit 6,8 % du PIB.** *Note d'information*, (23.43), 1-4. <https://doi.org/10.48464/ni-23-43>

En 2022, la France a consacré 180,1 milliards d'euros à son système éducatif, soit une hausse de 8,3 milliards d'euros par rapport à 2021 (+ 4,9 %).

Eaude, T. (2023). **Reflections on How Young Children Develop a Sense of Beauty and Should Be Guided in Doing so.** *British Journal of Educational Studies*, 71(6), 663-678. <https://doi.org/10.1080/00071005.2023.2241889>

This article explores tentatively how young children develop a sense of beauty and should be guided in doing so. Beauty is partly a matter of personal preference, but it implies a more profound and considered idea than what is pleasing or attractive. Beauty contributes to well-being and a flourishing life. Since ideas of beauty vary over time and are transmitted through culture and socialization, these are affected by socio-cultural factors such as gender, ethnicity, class and age. Children's perceptions of beauty often differ from those of adults. A sense of what is beautiful or otherwise is based mainly in emotional and sensory responses but also involves cognitive processes and judgements. Unconscious learning by immersion in beautiful environments helps children sense what is beautiful. They benefit from a wide range of opportunities and experiences and time to dwell on these and to re-present them kinaesthetically, visually and using language. While the arts and nature provide particularly fertile opportunities, aesthetic development can occur in most contexts. The role of adults should be more that of facilitator, providing opportunities, encouragement and example, than instructor. Implications for the education of the whole child are considered.

Ebby, C. B., Remillard, J. T., & Goldsmith-Markey, L. T. (2023). **Learning to Teach Responsively Through Asynchronous Collaborative Discourse Around Video Records of Practice.** *Journal of Teacher Education*, 74(5), 451-466. <https://doi.org/10.1177/00224871231153108>

Teaching practices that are responsive to student thinking are complex and challenging to learn, particularly for novice teachers. Skilled responsive teaching involves adaptive expertise, or the ability to deliberate about and respond to students' emergent ideas. This study explored the learning of early-career teachers through participation in a video-feedback inquiry group around the enactment of a number talk routine introduced in preservice teacher education. Conceptualizing teacher learning as socially situated within a discourse community, we consider how participation in the asynchronous inquiry group supported both collective interpretations and individual growth in implementing responsive instructional practices. Findings suggest that giving and receiving asynchronous feedback provided novice teachers with opportunities to engage in dialogic conversations that involved several types of deliberation related to responsive teaching and the development of adaptive expertise. This study provides evidence of the potential of asynchronous teacher inquiry groups and the importance of giving, as well as receiving, feedback on practice.

Ecalles, J., Dujardin, E., Gomes, C., Cros, L., & Magnan, A. (2023). **Effects of a two-year literacy intervention from Kindergarten to Grade 1: a differential approach.** *Australian Journal of Learning Difficulties*, 0(0), 1-20. <https://doi.org/10.1080/19404158.2023.2271914>
Two groups were formed in a randomized, controlled trial: an Experimental group (n = 346), which benefited from specific interventions by trained teachers for a period of two years, and a Control group (n = 1354) with business as usual. For Experimental group in Kindergarten, the interventions were conducted in small groups and focused on code-related and language skills (mainly in comprehension), whereas in Grade 1, only code-related skills were addressed and the children received an amount of exposure that was a function of their performance level. Globally, Experimental group significantly outperformed Control group in code-related scores (Code) as well as on two reading scores (fluency and comprehension) at the end of Grade 1. Results were subdivided into quintiles for analysis as a function of initial performance. The main results showed that in Code Experimental group in the lowest quintiles obtained better performance at the end of Grade 1.

Edeburn, E. K., Bagwell, J., & Howell, T. (2023). **Countering the Conspiracy of Silence: Leveraging Race Talk and Data Dialogues as Equity Leaders Challenge Whiteness in Schools.** *Journal of Cases in Educational Leadership*, 26(4), 102-115. <https://doi.org/10.1177/15554589231173365>

While facilitating a data dialogue concerning racial opportunity gaps in an elementary school, Evelyn Nguyen, a preservice principal candidate, overheard a disturbing and racialized dialogue among third-grade teachers. Evelyn had to decide whether to move an uncomfortable and emotional discussion forward or segue to the next item on the agenda to manage her discomfort. The value and importance for school leaders to model anti-racist leadership by utilizing race talk while addressing whiteness, power, and positionality are key to the academic and social opportunities of racially minoritized students of color. This case explores equity-centered leadership and racial equity.

El Bahi, A., Bourjila, M., & Charef, F. (2023). **Le E-learning comme une stratégie de résilience de l'enseignement supérieur marocain durant la crise de Covid-19.** *International Journal of Accounting, Finance, Auditing, Management and Economics*, 4(5-2 (2023)), 608-621. Consulté à l'adresse <https://hal.science/hal-04256662>

E-learning is part of information and communication technologies for education (ICTE) and allows teaching without the presence of the teacher or learner. This 'non-presential' character has clearly shown the place of this form of teaching in situations where we cannot be physically present, such as during the Covid-19 crisis. In such a situation, distance education has become the only way to providing education and training for all levels and types of institutions, while ensuring the protection of health. The examination of the choice of this mode of teaching will therefore arise as a necessity in order to show the degree of its success as a strategy of resilience to adopt in the face of potential crises. From these considerations, the importance of this work derives its legitimacy. the purpose of this paper is to determine first, to what extent we can consider E-learning as a resilience strategy according to the perception of the actors of the Moroccan university, and second, to identify the factors that influence this perception. The data used in this article were collected through 127 answers to a questionnaire consisting of several questions, where each question reveals to an explanatory variable taken from the literature review or deemed to have a logical link with the variable explained, distributed electronically to actors of Moroccan higher education. The response database is treated by SPSS under

the logistic regression model. The choice of the Moroccan context demonstrates the originality of the work and, at the same time, it constitutes the main limitation of this work, by limiting the generalizability of the results to other contexts or cultures. The results show that distance learning can be a resilience strategy that needs to evolve.

Elacqua, G., & Rosa, L. (2023). **Teacher transfers and the disruption of Teacher Staffing in the City of Sao Paulo** (IDB Publications (Working Papers) N° 12702). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/12702.htm>

This paper analyzes preferences for certain school attributes among in-service teachers. We explore a centralized matching process in the city of Sao Paulo that teachers must use when transferring schools. Because teachers have to list and rank their preferences for schools, we can estimate the desirability of school attributes using a rank-ordered logit model. We show that the schools distance from the teachers home, school average test scores, and teacher composition play a central role in teacher preferences. Furthermore, we show that preferences vary according to teacher characteristics, such as gender, race, age, and academic subject.

Elalouf, M.-L., & Péret, C. (2023). **Littératie (litéracie, littéracie) – alphabétisation – illettrisme**. *Dictionnaire des termes utilisés en formation*. Consulté à l'adresse <https://hal.science/hal-04252847>

This article seeks to define the meaning given in the humanities to the term literacy in order to describe the specificities of the world of writing and the appropriation of its functions, by distinguishing the notion from a more restricted one. The history of the term in different French-speaking countries as well as that of terms that can be associated with it, semantically close or opposed, reveals a French sensitivity to the linguistic and orthographic norm. The article focuses on the diffusion of the term in international institutions and its particular use in education in France, but also in research and training.

ElAtia, S., Essiomle, K., Rousseau, P., Corsi, E., & Mechkouri, K. (2022). **Les besoins et les défis de l'évaluation des compétences linguistiques des enseignants et des enseignantes d'immersion française et de français langue seconde en Alberta**. *Mesure et évaluation en éducation*, 45(3), 135-161. <https://doi.org/10.7202/1107236ar>

Les enseignants et les enseignantes d'immersion française (IF) et de français langue seconde (FLS) doivent être des modèles langagiers pour les élèves. Les directions d'école et les cadres des conseils scolaires ont l'obligation de s'assurer, à travers un processus d'évaluation, que le personnel enseignant embauché dispose de compétences linguistiques suffisantes pour fournir un cadre d'apprentissage bilingue aux élèves et qu'il s'engage à les améliorer constamment. À travers une enquête administrée auprès de 48 professionnels et professionnelles d'IF et de FLS, suivie de quatre entrevues semi-dirigées menées auprès des membres des équipes de direction d'école, nous avons analysé les perspectives d'éducateurs et d'éducatrices de l'Alberta sur les besoins et les défis liés à l'évaluation du français. Les résultats indiquent qu'il n'existe pas de processus d'évaluation linguistique uniforme durant l'embauche du personnel enseignant et que la planification des activités de perfectionnement linguistique dépend souvent de la taille du conseil scolaire, de l'emplacement de l'école, des ressources disponibles et de l'insécurité linguistique du personnel enseignant.

Elbashir, B. (2023). **Writing Skills Problems: Causes and Solutions.** *British Journal of Education*, 11(12). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/writing-skills-problems-causes-and-solutions/>

The purpose of this research was to discover the problems of writing skills that General Foundation Programme (GFP) students have and to come up with effective solutions. In Feb 2023, the study was carried out at A'Sharqiyah University, Oman. A descriptive study approach (content analysis) was adopted by the researcher. 36 GFP students were chosen at random and instructed to compose a paragraph of 100–120 words on a certain topic. Six GFP instructors had marked the essays of the students twice; to identify errors made by students. The study found that students struggle with the selection of words, punctuation marks, spelling, capitalization, verb tenses and the structure of sentences, when writing. Following those conclusions, various recommendations were made. For example, students should read a lot because it improves their vocabulary, grammatical skills, and general understanding. Additionally, the writing instructor should place more emphasis on the good aspects of students' work rather than their shortcomings.

Elipe, P., Sutil, D. T., Vera, L., & Mora-Merchán, J. A. (2023). **'Bullying is bullying, if they want to say it's because of being LGBT that's another story': Perceptions of educators on LGBTQ+ bullying.** *Teaching and Teacher Education*, 136, 104381. <https://doi.org/10.1016/j.tate.2023.104381>

The identification and response of teachers and other educational agents to LGBTQ + bullying is essential to prevent and eradicate it. The present study explored the perception of these agents regarding LGBTQ + bullying in their schools. A qualitative approach based on 15 semi-structured interviews was used. The answers were analyzed using a thematic analysis. The results show an advance in the sensitization regarding sexual and gender diversity in schools. However, they also show an under-identification of LGBTQ + violence, an individualization of this problem -focusing it on the characteristics of the victim-, and a predominance of punitive responses over more inclusive strategies.

Elkin, O., Marushchenko, O., Masalitina, O., Rasskazova, O., Drozhzhyna, T., & Zhurba, K. (2023). **Civil society organisations transforming teacher professional development: Social, Emotional, and Ethical Learning in wartime Ukraine.** *European Journal of Education*, 58(4), 595-610. <https://doi.org/10.1111/ejed.12596>

A unique model of government and civil society cooperation has emerged in Ukraine since the Revolution of Dignity in 2014 and grew even more important amid the full-scale invasion of Russia. Recent reforms and teacher professional development in Ukraine build on this model that promotes addressing national-level challenges in equitable partnerships between government and civil society organisations (CSOs). This paper considers examples and results of their cooperation and draws on: (1) experiences in teacher education—specifically, from the EdWay national platform and the SEE Learning programme, both implemented by EdCamp Ukraine NGO (EdCamp); (2) national sociological studies—specifically, the 2018 study Teach and Learn, and the 2021 Feasibility Study on Opportunities for Social and Emotional Learning in Ukraine; (3) and data from the 2022 case study SEE Learning in Ukraine Through Teachers' Eyes: Before, During, and After the War. Experiences and study data demonstrate the need to support Ukrainian teachers in developing social and emotional skills both for self-help and for students. These findings align with the requirements of the current New Ukrainian School reform. The authors discuss the potential education CSOs possess in addressing teacher

needs for developing emotional and ethical competence and corresponding soft skills. It may be predicted that government and civil sector collaboration will continue to play an important role in the development of education in Ukraine. These expectations are supported by Ukraine's involvement in the 2023 OECD Survey on Social and Emotional Skills where EdCamp is the designated national research centre in Ukraine.

Elsenberger, F., & Kendzia, M. J. (2023). **Educational Reforms and Their Positive Externalities on the Labor Market** (IZA Discussion Paper N° 16435). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16435.htm>

Educational reforms aim to improve education quality and accessibility, creating positive externalities like individual growth and societal benefits. Although the global educational attainment has progressed, disparities still exist. This study applies the four-cell matrix developed by Münich and Psacharopoulos (2018) as analytical framework to classify the benefits of schooling into four different quadrants. It distinguishes between private and social benefits on the x-axis and market and non-market benefits on the y-axis. The survey finds that educational reforms and policies significantly impact society's development and progress, improving economic growth, social mobility, and health outcomes. By and large, the investigated reforms vary by country and education level, with some focusing on primary education and access to education while others focus more on tertiary education. The findings reveal that large differences exist in how far certain reforms were already implemented. Developing nations mainly experience non-market benefits like improved health and disease reduction, while developed countries show positive externalities in market and non-market areas. Reforms targeting tertiary education often translate into more positive externalities in the two private quadrants.

Emehi, A., & Nwosu, B. O. (2023). **Influence of the Use of E-Learning Technologies on the Learning of Business Education Courses as Perceived by Business Education Students in South-South, Nigeria**. *British Journal of Education*, 11(12). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/influence-of-the-use-of-e-learning-technologies-on-the-learning-of-business-education-courses-as-perceived-by-business-education-students-in-south-south-nigeria/>

The study was carried out to determine perceived influence of the use of e-learning technologies on the learning of Business Education courses in Public Universities in South-South, Nigeria. The study was guided by two research questions and two null hypotheses. The study adopted descriptive survey research design. The population of the study is eight hundred and seventy-nine final year students in public universities in South-South, Nigeria. The sample of size of 275 Business Education students, through Yaro Yamane formula was studied. Structured questionnaire containing 25 item entitled "Perceived influence of the use of e-learning technologies on the learning of Business Education courses" were used for data collection. The instrument was validated by three (3) experts. The Cronbach Alpha Reliability coefficient was 0.97 and 0.91. 275 copies of instrument were distributed; 250 copies were successfully retrieved from students. Mean (X) and Standard Deviation (SD) were used in analyzing the research questions. The null hypotheses were tested at 0.05 level of significance using t-test statistical tool. The findings showed that the use of digital library, video conference and Google search engine have positive influence on the learning of Business Education in Public Universities in South-South, Nigeria. The hypotheses tested showed there is no significant difference between the opinion of students in Federal and State Universities perceived influence of digital

library in learning of Business Education courses, there is no significant difference in the mean ratings of male and female Business Education students on the perceived influence of the use of video conferencing in learning of Business Education courses, Nigeria and there is no significant difference in the mean ratings of Business Education Students in Federal and State Universities on the perceived influence of the use of Google Search Engine in learning of business education courses in public universities based on school ownership. Based on the findings of the study, it was concluded that, the use of digital camera, digital library, video conferencing and Google search engine are believed to have influence on the learning of Business Education courses in public universities in South-South, Nigeria. The study recommended among others that management of public universities in South-South zone of Nigeria should endeavour to adequately provide e-learning technologies identified in order to sustain e-learning in learning of business education courses. The educational implication is that the e-learning technologies for teaching and learning of Business Education courses influence teaching and learning of Business Education courses. Training and re-training of lecturers in the utilization of e-learning technologies should be adopted, because it will improve lecturers' skills in business education courses and also help students to learn better and faster in the classroom.

Engeström, Y., Rantavuori, P., Ruutu, P., & Tapola-Haapala, M. (2023). **Finding life beyond the classroom walls: a Change Laboratory supporting expansive de-encapsulation of school.** *Éducation et Didactique*, 17(17-2), 125-141.
<https://doi.org/10.4000/educationdidactique.11773>

In an encapsulated classroom, the school text – the knowledge conveyed by teachers and textbooks and reproduced in tests and exams – tends to become the object of the activity instead of being an instrument for understanding the world. In order to understand and promote sustainable de-encapsulation, we need to identify, document, analyze, and foster a wide variety of actions and practices. Our article contributes to this need by presenting a practical, methodological, and conceptual framework for de-encapsulation in schools. In this study, 8th graders from one comprehensive school in Finland worked on projects chosen by themselves, with the support of researchers during the school year. The projects were carried out in Change Laboratory intervention, a method of participatory analysis and design based on the theory of expansive learning. We built an analytical framework to examine how students took actions to break out of the encapsulated classroom and school while working on the projects significant for them. The expansive de-encapsulation actions were analyzed using three dimensions: 1) the individual or collective nature of the de-encapsulation efforts; 2) the direction of the movement, and 3) the composition of the movement. The findings show significant variation of de-encapsulation actions in the four projects. None of the four project groups was unable or unwilling to engage in de-encapsulation. This indicates that there is a broad spectrum of possible student-led projects that can, in a variety of ways, involve and nourish actions of expansive de-encapsulation. Allowing students to create and lead their own projects has strong potential for the opening up of the school and creating partnerships with progressive actors outside the school.

Engzell, P., & Raabe, I. J. (2023). **Within-School Achievement Sorting in Comprehensive and Tracked Systems.** *Sociology of Education*, 96(4), 324-343.
<https://doi.org/10.1177/00380407231183952>

Why do inequalities in schooling persist, even in relatively egalitarian school systems? This article examines within school sorting as an explanation. We use classroom data on friendship networks in 480 European secondary schools and contrast comprehensive (England, Sweden) and tracked systems (Germany, Netherlands). Our question is to what extent comprehensive systems reduce achievement sorting at the level of (a) schools, (b) classrooms, and (c) friendships. Between-school variance in achievement is lower in comprehensive systems. However, this is counterbalanced by greater sorting within schools, between classrooms, and, especially, in friendship networks. Still, comprehensive schools create more equal environments for two reasons. First, the difference in between school sorting is larger than the difference in within school sorting. Second, within school sorting is less strongly related to social background characteristics. These findings help explain both why comprehensive schools produce more equal outcomes and how substantial inequality can nevertheless persist.

Escorcica, D. (2023). **Métacognition, autorégulation et production d'écrits**. Consulté à l'adresse <https://www.istegroup.com/fr/produit/metacognition-autoregulation-et-production-decrits/>

Les difficultés des étudiants à rédiger des textes conformes aux exigences de l'écriture académique sont une préoccupation récurrente des équipes pédagogiques et des responsables des formations universitaires. Des initiatives diverses se déploient, principalement en licence, pour aider les étudiants à améliorer la qualité de leurs écrits. Les recherches sur les processus métacognitifs et d'autorégulation de l'apprentissage peuvent servir d'appui à la conception de ces dispositifs de soutien à l'écriture, notamment en permettant une meilleure compréhension des difficultés des étudiants. Cet ouvrage fait le point sur les concepts de métacognition et d'autorégulation en lien avec les processus d'écriture. Il analyse les composantes métacognitives en jeu dans la production de textes, leurs liens avec la réussite en écriture et leurs déterminants individuels et contextuels. Il complète cette analyse en mobilisant des travaux sur les pratiques d'enseignement et d'évaluation de l'écriture dans le supérieur. L'ensemble de ces éléments est articulé autour d'une modélisation multifactorielle de l'apprentissage-enseignement de l'écriture académique.

Eshaghnia, S., & Heckman, J. J. (2023). **Intergenerational Transmission of Inequality: Maternal Endowments, Investments, and Birth Outcomes** (NBER Working Paper N° 31761). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31761.htm>

Newborn health is an important component in the chain of intergenerational transmission of disadvantage. This paper contributes to the literature on the determinants of health at birth in two ways. First, we analyze the role of maternal endowments and investments (education and smoking in pregnancy) on the probability of having a baby who is small for gestational age (SGA). We estimate both the total impact of maternal endowments on birth outcomes, and we also decompose it into a direct, "biological" effect and a "choice" effect, mediated by maternal behaviors. Second, we estimate the causal effects of maternal education and smoking in pregnancy, and investigate whether women endowed with different traits have different returns. We find that maternal cognition affects birth outcomes primarily through maternal education, that personality traits mainly operate by changing maternal smoking, and that the physical fitness of the mother has a direct, "biological" effect on SGA. We find significant heterogeneity in the effects of education and smoking along the distribution of maternal physical traits,

suggesting that women with less healthy physical constitutions should be the primary target of prenatal interventions.

Espinosa, G., Rousseau, N., & St-Vincent, L.-A. (2023). **La relation enseignant-élève dans le bien-être à l'école et les bonheurs d'apprendre et d'enseigner : la rencontre des perspectives d'élèves et d'enseignants.** *Phronesis*, 12(2-3), 222-240. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-222.htm>

Situant d'abord les concepts de bien-être et de bonheur à l'école, nous explorons ensuite le bien-être à l'école sous l'angle de la relation enseignant-élève, tant du point de vue des élèves que de celui des enseignants. Pour ce faire, les principaux résultats de deux recherches menées en 2019 et 2020, surtout au Québec, sont évoqués. Enfin, les deux perspectives, celle des élèves et celles des enseignants, sont mises en relation. Les fruits de notre analyse mettent en évidence l'importance de la relation enseignant-élève tant dans l'expérience scolaire de l'élève que dans la pratique professionnelle de l'enseignant. Le caractère affectif de la relation semble occuper une place centrale. Des pistes et des recommandations pour optimiser la qualité de la relation enseignant-élève, pour le bonheur d'apprendre ou d'enseigner, sont proposées.

Europe, E. : réseau d'information sur l'éducation en & Eurydice : réseau d'information sur l'éducation en Europe. (2023). **Teachers' and school heads' salaries and allowances in Europe 2021/2022.** Consulté à l'adresse https://eurydice.eacea.ec.europa.eu/sites/default/files/2023-10/Teachers_school_heads_salaries_2021_2022_0.pdf

European Commission (EC). (2023). **Leading learning for sustainability.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3847> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/e9e5ffb6-6c97-11ee-9220-01aa75ed71a1>

This input paper presents a number of key issues and findings from recent literature on school leadership on sustainability and aims to open discussion on possible policy action in this area. For the purposes of this paper, school leaders are defined as holding a formal position of responsibility for the management of the school. School leaders are also teachers, as they are also still involved in learner development, both in and out of the classroom. 'School head' is the most senior school leadership position – the person with overall responsibility for the pedagogical and administrative management of the school or cluster of schools. This role might also be referred to as 'head teacher', 'school principal' or 'school director'. They can also be included in the broad definition of 'school leader'. 1. Introduction 2. The Nature of School Leadership and Sustainability, its challenges and opportunities 2.1 Green Leadership: a Fijian reading 2.2 Green Leadership: a Namibian reading 2.3 Green Leadership: a restoration/ecology centred reading 3. Some questions for reflection 4. References

European Commission & Eurydice. (2023). **Promoting diversity and inclusion in schools in Europe.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3848> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/d886cc50-6719-11ee-9220-01aa75ed71a1>

The diversity of the educational landscape is increasing; however, learners from disadvantaged backgrounds and those who experience discrimination or unequal treatment disproportionately underachieve in schools. Equality, equity and inclusion are fundamental principles of the European Union. They have also become key topics of the educational science discourse and a policy priority across Europe. This report investigates national/top-level policies and measures in 39 European education systems, which address discrimination and promote diversity and inclusion in schools. It focuses in particular on targeted initiatives to support those learners who are most likely to experience disadvantage and discrimination, including girls/boys, students from different migrant, ethnic and religious backgrounds, LGBTIQ+ students and students with special educational needs or disabilities. The findings show that relevant policies and measures in the investigated areas – monitoring, strategies, access, curricula, learning and social-emotional support, and teacher education and training – are widely present. However, they do not target all student groups equally. The report also highlights areas where policies and measures can be further developed.

European Education and Culture Executive Agency (European Commission). (2023). **The impact of eTwinning on initial teacher education: placing teacher educators and student teachers in the spotlight: full monitoring report**. Consulté à l'adresse <https://data.europa.eu/doi/10.2797/908466>

The 2023 monitoring report focuses on initial teacher education and specifically on the initiative 'eTwinning for future teachers', with the aim of exploring the impact of eTwinning on student teachers, teacher educators and initial teacher education institutions. The data were obtained through focus groups and interviews conducted with student teachers and teacher educators from seven institutions nominated for the 'eTwinning for future teachers' European award for initial teacher education in 2022.

European University. (2023). **A Green Deal roadmap for universities** (p. 17). Consulté à l'adresse [European University Association website: https://eua.eu/downloads/publications/eua%20green%20deal%20roadmap.pdf](https://eua.eu/downloads/publications/eua%20green%20deal%20roadmap.pdf)

European University Association (EUA). (2023). **University Autonomy in Europe IV: Country Profiles**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3850> [Report]. Consulté à l'adresse [European University Association \(Transnational\) website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3850](https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3850)

The 2023 edition of the European University Association's Autonomy Scorecard, the most comprehensive yet, provides a full comparative analysis of the state of play of university autonomy in 35 higher education systems in Europe. The Scorecard country profiles delve into in-depth system analyses, offering insights into recent developments and presenting the sector's perspective on various aspects. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles will be released in three batches. This first batch comprises the following systems: Austria, Denmark, Finland, Germany (Brandenburg, Hesse, North-Rhine Westphalia), Iceland, Ireland, Norway, Poland, Sweden, and Switzerland. By generating information on the current state of university autonomy and governance reforms, the Scorecard enables a more successful benchmarking of national policies with regard to university autonomy and facilitates the exchange of good practices. With more than 30

indicators, the Scorecard methodology offers evidence of institutional autonomy across four key dimensions: Organisational autonomy (covering academic and administrative structures, leadership, and governance); Financial autonomy (covering the ability to raise funds, own buildings, borrow money, and set tuition fees); Staffing autonomy (including the ability to recruit independently, promote, and develop academic and non-academic staff); Academic autonomy (including study fields, student numbers, student selection as well as the structure and content of degrees).

Falaye, F. V., & Onakoya, S. O. (2023). **Towards Enhancement of the Functionality of School Based Management Committee and Community Leaders Involvement in Ensuring Sustainability of Educational Interventions: The Case of Esspin in Lagos.** *British Journal of Education*, 91(102). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/towards-enhancement-of-the-functionality-of-school-based-management-committee-and-community-leaders-involvement-in-ensuring-sustainability-of-educational-interventions-the-case-of-esspin-in-lagos/>

The business of educating the younger generation is no more the exclusive right of the government. Many stakeholders are now involved. The parents, the teachers and the pupils have been substantially-evidentially proven to be factors. More focus is shifting to the community involvement and the influence of school based management committees. This study examines the functionality level of school based management committees and the contribution of community leaders towards ensuring the sustainability of educational interventions like Education Sector Support Program in Nigeria which has Lagos state as one of the six states in Nigeria where the program was implemented. Mixed method research design approach was adopted. Proportionate to Simple size sampling technique was used to select 100 primary schools in Lagos state. Two (2) instruments: an Interview Schedule and SBMC Checklist with high reliability values were used for the study. Data gathered were analyzed using descriptive statistics and qualitative thematic analysis. The result among others shows that the involvement of community leaders and members of SBMC in the implementation of educational interventions has viable effect on the sustainability of such programs as the community are made to become the custodians and in-house monitoring tool for resources deployed by such interventions. It is thus recommended that educational support agencies should work towards ensuring that adequate community involvement are built into program log-frames to ensure long term sustainability

Falcon, S., Alonso, J. B., & Leon, J. (2023). **Teachers' engaging messages, students' motivation to learn and academic performance: The moderating role of emotional intensity in speech.** *Teaching and Teacher Education*, 136, 104375. <https://doi.org/10.1016/j.tate.2023.104375>

This study examined how emotional intensity of speech affects the relationship between teachers' engaging messages, and students' motivation to learn and academic performance. To achieve our goal, we recorded and transcribed teachers' lessons. Results revealed that messages appealing to external stimuli had lower emotional intensity than those appealing to internal stimuli. Our results also suggest that emotional intensity moderates the relationship between engaging messages and academic performance, with the effect decreasing as emotional intensity increases. This study offers insights into the role of acoustic features in teachers' influence on students' motivation and academic performance and suggests avenues for further research.

Fayette, N. (2023). **À l'école des classes dominantes brésiliennes - Marché scolaire, pédagogie et rapports de classes sociales à São Paulo** (Phdthesis, Paris 3 - La Sorbonne Nouvelle). Consulté à l'adresse <https://shs.hal.science/tel-03992208>

Cette thèse est une enquête sociologique sur la scolarisation des classes dominantes brésiliennes à partir du cas de São Paulo. Notre recherche analyse un système éducatif où la sélection sociale et scolaire des classes dominantes est historiquement confiée à des écoles privées d'élite. Notre hypothèse de travail repose sur l'idée que le marché scolaire organise les modalités économiques, les finalités éducatives et les fonctions sociales de la compétition scolaire à laquelle se livrent les classes dominantes de São Paulo. Nous montrons comment ces écoles privées se sont constituées en marché par les actions conjuguées de l'État brésilien, des familles et des écoles. Ce marché scolaire a pour originalité de fondamentalement organiser l'appariement de l'offre et de la demande de scolarisation à partir du prix des écoles. L'écolage, associé aux modalités de recrutement des écoles, classe et hiérarchise les clientèles. Selon leur position sur le marché, les écoles adoptent des stratégies de sélection, de captation ou de rétention de leur clientèle. Les familles, quant à elles, espèrent approcher l'idéal qu'elles se font de la meilleure école selon leurs ressources socio-économiques et leur histoire éducative propre. En façonnant les modalités de rencontre des familles et la socialisation des élèves, le marché scolaire isole les classes dominantes, contribue à la formation de leur culture commune et régule les conflits entre ses différentes fractions. Le style pédagogique des écoles joue à ce titre un rôle clé dans l'expression des différences sociopolitiques entre les familles. Fondée sur un matériau empirique riche (questionnaires, entretiens, observations, littérature grise, statistiques, rapports publics), cette enquête caractérise la morphologie des marchés scolaires des classes dominantes et son rôle dans la reproduction des inégalités sociales et scolaires brésiliennes.

Feraco, T., Casali, N., & Meneghetti, C. (2023). **Adaptability favors positive academic responses and posttraumatic growth under COVID-19: a longitudinal study with adolescents**. *European Journal of Psychology of Education*, 38(4), 1771-1789. <https://doi.org/10.1007/s10212-022-00667-0>

The COVID-19 pandemic prompted an abrupt adoption of online learning worldwide challenging students' scholastic engagement and their ability to self-regulate their learning. Under these unexpected conditions, adaptability (one's capacity to adjust thoughts, behaviors, and emotions in new and uncertain situations) might have sustained students to maintain high engagement and find new learning solutions. Students with high adaptability might also interpret COVID-19-related novelty as an opportunity and show higher posttraumatic growth levels. A longitudinal path analysis showed that in a sample of 435 Italian students (11–18 years old), adaptability at Time 1 positively related to engagement, self-regulated learning, and posttraumatic growth at the end of the school year, indirectly favoring academic achievement, through the mediation of engagement and self-regulated learning. These findings highlight the unique role that adaptability could play in supporting students in unexpected and stressful situations. Fostering students' adaptability could therefore have beneficial effects on their personal growth and academic success.

Ferreira, J. R., & Martins, P. (2023). **Can Vocational Education Improve Schooling and Labour Outcomes? Evidence from a Large Expansion** (IZA Discussion Paper N° 16474). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16474.htm>

We evaluate the education and labour impact of vocational education and training (VET). Identification draws on different IVs from the large-scale, staggered introduction of VET courses in public schools in Portugal from 2005. We also exploit the large gender differences in VET, with many courses selected almost only by either boys or girls. Drawing on rich student-school matched panel data, we find that VET increased upper-secondary graduation rates dramatically: our LATE estimates typically exceed 50 percentage points. These effects are even stronger for low-achieving students and welfare recipients. Moreover, we find evidence of regional youth employment growth following VET expansions. VET graduates also benefit from higher wages and other positive outcomes over several years, compared to both academic-track and lower-secondary graduates.

Ferrière, S., & Ailincăi, R. (2022). **Representations and uses of digital technology in primary school teaching: A comparative study between two French overseas collectives in the South Pacific**. *The International Education Journal: Comparative Perspectives*, 21(1), 61. Consulté à l'adresse <https://hal.univ-reunion.fr/hal-04282760>

The aim of this descriptive, qualitative study was to collect the representations and feelings concerning the use of digital technology in the education of teachers and educational consultants in two French overseas territories, French Polynesia and New Caledonia. As this is an exploratory study, we did not formulate hypotheses, but rather sought information regarding expectations regarding differences and trends in perceptions and practices according to (1) the territory, (2) the status and (3) the gender of the individuals interviewed. The results indicated that (1) social representations associated with digital technology are almost identical in the two territories, a similarity most likely linked to the influence of French educational directives on local policies regarding digital technology in schools; (2) the duties carried out by the interviewees seem to influence the representations and discourses: the teachers are concerned by the use of digital technology in the classroom, versus the educational consultants by training issues; (3) the discourse appears to be gendered: the men's discourse is centred on digital tools, the women's discourse is centred on the pupil and the contribution of digital technology (difficulties and advantages).

Figlio, D. N., Hart, C. M. D., & Karbownik, K. (2023). **Effects of Maturing Private School Choice Programs on Public School Students**. *American Economic Journal: Economic Policy*, 15(4), 255-294. <https://doi.org/10.1257/pol.20210710>

Effects of Maturing Private School Choice Programs on Public School Students by David N. Figlio, Cassandra M. D. Hart and Krzysztof Karbownik. Published in volume 15, issue 4, pages 255-94 of *American Economic Journal: Economic Policy*, November 2023, Abstract: Using a rich dataset that merges studen...

Filliettaz, L. (2023). **L'apprentissage en formation des adultes : une quête outillée entre action, intersubjectivité et signification**. *Éducation Permanente*, 236(3), 17-26. <https://doi.org/10.3917/edpe.236.0017>

L'article vise à mettre en relief ce que les quatre textes disent de cet objet énigmatique et structurant qu'est l'apprentissage, et aussi ce qui se tisse dans les interstices de ce qu'ils ne disent pas, mais dont se font l'écho d'autres travaux dont ils sont contemporains et avec lesquels ils entrent en dialogue, parfois explicitement, et parfois de façon plus implicite. Qu'apprenons-nous sur l'apprentissage en formation des adultes à la lecture de ces quatre textes ? En quoi font-ils débat et sont-ils eux-mêmes imbriqués dans la

production d'un champ de connaissance en cours de développement ? En quoi ont-ils été amenés à constituer des repères structurants, « emblématiques », dans le champ de l'éducation permanente et de la formation professionnelle ?

Finefetter-Rosenbluh, I., Berry, A., & Ryan, T. (2023). **Acting Upon Student Voice-Based Teaching Assessment Initiatives: An Account of Participatory Action Research for Teacher Professional Learning.** *Journal of Teacher Education*, 74(5), 508-521. <https://doi.org/10.1177/00224871231200278>

Numerous nations implement Student Perception Surveys (SPS) in their schools to assess teaching for student learning improvement. However, research suggests no significant change in teachers' practices following such student voice-based assessment initiatives, noting their struggle to act upon it. Utilizing the pyramid of student voice as a key framework, we investigate how a Participatory Action Research (PAR)-based professional development (PD) shapes a group of Australian secondary teachers' interaction with SPS and professional learning. Analyses of the teachers' interviews, research projects, and reflective notes about their use of SPS illustrate how the PAR-based PD informed their practice, specifically: (i) transforming 'survey fatigue' to increased student voice; (ii) contemplating personal, professional, and political entanglements; and (iii) (re)building teacher agency—employing SPS as collective learning tools of professional empowerment rather than accountability measures of teaching. Implications include pathways to strengthen teachers' agency—honoring their professionalism—in assessment spaces increasingly shaped by student voices.

Finger, C., & Solga, H. (2023). **Test Participation or Test Performance: Why Do Men Benefit from Test-Based Admission to Higher Education?** *Sociology of Education*, 96(4), 344-366. <https://doi.org/10.1177/00380407231182682>

This study illuminates the male advantage in test-based admissions to higher education. In contrast to many other countries, admission tests in Germany are optional, and test-free programs are available. This context offers a unique opportunity to investigate whether the male advantage in test-based admissions is caused by gender differences in test performance or in test participation. We use novel register data for the whole population of 300,000 applicants to highly selective and prestigious medical programs in Germany. We find that men perform better in tests and that female applicants are more likely to withdraw from admission tests. Both differences, however, depend on high school grade point average (GPA): The male advantage in test performance emerges only among test-takers with a lower GPA, and female applicants' stronger test avoidance appears only among women with a medium GPA. Ultimately, both mechanisms contribute to a male advantage in test-based admissions (*ceteris paribus* of GPA), with better test performance being the major source for male applicants' higher admission chances. As a consequence, we find the female advantage in school performance and the male advantage in test-based admissions almost neutralize each other.

Fitch, E. F., Hulgín, K. M., & Coomer, M. N. (2023). **How “special needs” vouchers deceive the public and silence the right to inclusive education.** *International Journal of Qualitative Studies in Education*, 36(10), 2015-2035. <https://doi.org/10.1080/09518398.2021.1957174>

The rapid growth of special needs vouchers has been accompanied by the loss of historic civil rights and protections under the Individuals with Disabilities in Education Act (IDEA) and the Americans with Disabilities Act (ADA). We examine three of the largest special needs voucher programs in the United States: those in Florida, Georgia and Ohio. We find

that these programs and the largest private special education schools within these states are silent on the right to education in the LRE. This study focuses on how silencing the right to be educated in the least restrictive environment (LRE), thus inclusive education, is taking place. Using Huckin's framework of textual silence and critical discourse analysis, we identify this silence as manipulative, drawing connections between historical segregation, neoliberal ideology and the rhetoric of market choice in the United States. We discuss implications regarding segregation, equity, and education policy.

Fluckiger, C., & Vandeveld, I. (2023, octobre 18). **Ce que les enfants comprennent du monde numérique**. Consulté 24 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/ce-que-les-enfants-comprennent-du-monde-numerique-214295>

De quelle culture numérique les enfants disposent-ils quand ils arrivent en classe ? En quoi l'enseignement de l'informatique reste-t-il important ?

Fooladi, E. C., Tuomisto, M., & Haapaniemi, J. (2023). **Food in science, science in food – Interdisciplinarity in science/chemistry and home economics lower secondary curricula across three countries**. *International Journal of Science Education*, 45(17), 1485-1505. <https://doi.org/10.1080/09500693.2023.2213801>

Food, cooking, and eating are commonly used as contexts or legitimations to teach and communicate science. However, for teaching to have contextual credibility, the relationship between subject and context is a relevant area of study. The present contribution describes an analysis of curricula from three Nordic countries shedding light on conditions for interdisciplinarity and/or curricular integration between the subjects science/chemistry on the one side, and home economics on the other. A two-phase documentary analysis was conducted on curricula from Finland, Norway, and Sweden from 2006 to 2020, revealing substantial potential for interdisciplinary collaboration and/or curricular integration. This is seen both in common declarative knowledge content ('declarative knowledge overlap') and, more interestingly, meeting points between subject-dependent practices and ways of thinking ('transfer of practices and ways of thinking'). The second inductive phase produced 11 themes common to the subjects. Possibilities and challenges are discussed in relation to the subjects' epistemologies and ontologies, as well as practitioners' competencies, attitudes, and creativity for subject boundary-crossing. Consequently, we conceptualise teachers' roles as lying in the span between 'teacher as polymath' and 'teacher as collaborator'. The present work also provides a instrument for exploring curricular conditions for interdisciplinarity between subjects on a more general basis.

Foran, A., Young, D., & Jackson, J. (2023). **Another Tragedy in Outdoor Education**. *International Journal of Education Policy and Leadership*, 19(2), 19 pp-19 pp. <https://doi.org/10.22230/ijepl.2023v19n2a1227>

The legalities around incidents in outdoor education (OE) are undeniable, and ignorance is not a defence. Using case study analysis specific to legal literacy, we extend this analysis to include the "7 Rights" framework and add two additional rights for consideration, referred to as the 9 Rights. This discussion organizes what is publicly available on the Toronto District School Board (TDSB) outing, and death of Jeremiah Perry, and draw insights from the decision of the Ontario Superior Court of Justice in the subsequent criminal negligence trial. We present our analysis and recommendations, based on the 9 Rights. By exploring pertinent legal terminology, relevant to this case, the

9 Rights guides risk analysis for trip planning, in-field risk assessment, and risk management. The unfortunate crux of this discussion, and many OE incidents in Canada, is that the law enters the learning equation only after something goes wrong.

Foster, C. (2023). **Problem solving in the mathematics curriculum: From domain-general strategies to domain-specific tactics.** *The Curriculum Journal*, 34(4), 594-612. <https://doi.org/10.1002/curj.213>

Problem solving is widely regarded as a fundamental feature within the school mathematics curriculum. However, there is considerable disagreement over what exactly problem solving is, and if and how it can be taught. In this article, I define problems as non-routine tasks and propose the explicit teaching of domain-specific problem-solving tactics that are applicable over narrow ranges of mathematical content. This is in contrast to the widespread practice of attempting to teach domain-general strategies that are supposedly applicable across diverse content areas. The proposed approach here systematically introduces students to a well-defined set of high-leverage content-specific tactics, presented in a purposeful order and taught explicitly through the use of carefully chosen problems which those tactics dramatically unlock. I argue that this sequenced approach to teaching problem-solving addresses concerns widely reported about the apparent unteachability of domain-general problem-solving strategies and has the potential to enable all students to benefit from a powerful problem-solving mathematics curriculum.

Foster-Collins, H., Mattick, K., & Baumfield, V. (2023). **Workplace support for newly qualified doctors and secondary school teachers: A comparative analysis.** *British Educational Research Journal*, 49(5), 1005-1043. <https://doi.org/10.1002/berj.3879>

Doctors and teachers in their first year of practice face steep learning curves and increased stress, which can induce poor mental health, burnout and attrition. Informal workplace support from colleagues can help smooth transitions and aid professional development. A three-phase comparative research design was used to explore who provides informal workplace support to early-career professionals, types of support and influencing factors. Phase 1 was a systematic secondary analysis of interviews and audio diaries from 52 UK doctors in their first year of foundation training (F1s). Phase 2 involved new narrative interviews with 11 newly qualified teachers (NQTs) from English secondary schools. Phase 3 was a comparative analysis to produce a model of workplace support. Given barriers to accessing senior doctors, F1 doctors drew upon nurses, pharmacists, microbiologists, peers/near-peers and allied healthcare professionals for support. NQTs gained support from allocated mentors and seniors within subject departments, as well as teaching assistants, allied support staff and wider professional networks. Support types for both professions included information and advice on practice, orientation to local settings, collaborative development activities, observation and feedback, and socioemotional support. Influencing factors included variable departmental cultures, limited opportunities for informal contact, sometimes negative inter-group perceptions and the agentic responses of novices. The resulting workplace model of support could underpin future research and evaluations of support in similar 'hot-action' environments. In medicine and teaching, greater utilisation of near-peers and allied staff, improved role understanding and communication, increased informal contact and sharing successful strategies across professions could enhance supportive relationships.

Fotsing, J., Njingang Mbadjoin, T., & Talla Tankam, N. (2023). **Tuteur intelligent d'aide à l'apprentissage mobile pour la continuité pédagogique en période de post-COVID-19 : cas de l'apprentissage de la langue anglaise.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 154-172. <https://doi.org/10.18162/ritpu-2023-v20n2-12>

Fox, R., Rodriguez, J., Joseph, R., & Anderson, A. (2023). **Career Building Among Formerly Incarcerated College Graduates.** *Journal of Career Development*, 50(6), 1189-1205. <https://doi.org/10.1177/08948453231170211>

The California State University (CSU) Project Rebound is a re-entry program that provides educational, social, financial, and case management to formerly incarcerated college students with the goal of helping them become successful post-incarceration and post-graduation. This exploratory study examines successful career-building strategies reported by formerly incarcerated college graduates (FICG) who participated in a CSU-sponsored re-entry program. In this qualitative study, semi-structured interviews were conducted with 13 alumni of a specific Project Rebound program (N = 13). Results from thematic analysis revealed five major themes depicting the post-graduation employment trajectory of FICG, the challenges that are unique to FICG, and strategies for improving career success among this population. Implications of the findings for theory, research, practice, and policy are discussed.

France Stratégie. (2023). **Synthèse du rapport « Les politiques publiques en faveur de la mobilité sociale des jeunes »** (p. 9-23). Consulté à l'adresse France stratégie website: https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2023-rapport-mobilite_sociale_des_jeunes-synthese-octobre_0.pdf

Franiatte, N., Boissin, E., Delmas, A., & De Neys, W. (2024). **Boosting debiasing: Impact of repeated training on reasoning.** *Learning and Instruction*, 89, 101845. <https://doi.org/10.1016/j.learninstruc.2023.101845>

Background: Recent debiasing studies have shown that a short explanation about the correct solution to a reasoning problem can often improve performance of initially biased reasoners. Yet, with only one single training session, there is still a non-neglectable group of reasoners who remained biased. Aims: We explored whether repeated training on a battery of three reasoning tasks (i.e., bat-and-ball, base-rate neglect, and conjunction fallacy) can further boost reasoning performance. Sample: We recruited 120 adults, native English speakers, through Prolific Academic. Methods: We ran two studies with a battery of three classic reasoning tasks (see above). We used a two-response paradigm in which participants first gave an initial intuitive response, under time pressure and cognitive load, and then gave a final response after deliberation. In Study 1, we ran two repeated training sessions within one week. In Study 2, we ran a third training session two months after the initial study. Results: Study 1 showed that after the first training session, most of the participants solved the problems correctly, as early as the initial intuitive stage. This training effect was further boosted by additional training, which helped almost the full sample to benefit. Study 2 indicated that these effects were robust and persisted after two months. Conclusions: The repetition of the training can further boost performance compared to the effect of one single training. These results are consistent with the wider literature on repeated testing and can serve as a proof-of-principle for a repeated debias training approach.

Fridkin, L., Fonts, N. B., Quy, K., & Zwiener-Collins, N. (2023). **Understanding effects of COVID-19 on undergraduate academic stress, motivation and coping over time.** *Higher Education Quarterly*, 77(4), 623-637. <https://doi.org/10.1111/hequ.12425>

AbstractThe rapid and unprecedented shift from face-to-face instruction to remote online learning as a consequence of the COVID-19 pandemic had a substantial impact on teaching and learning in Higher Education: students had to adapt to a new way of learning, away from typical campus settings and their peers, and to new forms of assessments. This study examined academic stress, learning strategies, motivation and ways of coping from a sample of 177 unique students from a large London university, collecting primary data via survey at three time points during the academic year 2020/21 when teaching was remote and online only. Our findings show how patterns in academic stress, learning strategies, motivation and coping vary over the course of the academic year giving novel insight into how student learning and adaptation to the situation changed over time. We also report on differences in these patterns according to year group and for those students who are the first-in-family to attend university and those who are not. Based on these findings we identify priority areas where higher education institutions should support undergraduate students and provide evidence that some groups of students may need more and targeted support to secure their ongoing learning and well-being.

Frisk, S., Apelgren, B.-M., & Sandoff, M. (2023). **Leadership for teaching and learning: Exploring a department-level educational leadership role at a Swedish comprehensive university.** *Educational Management Administration & Leadership*, 51(6), 1461-1477. <https://doi.org/10.1177/17411432211051882>

As excellence in teaching and learning, in combination with a focus on student performance rates, are guiding the demands placed on higher education institutions, modern universities are attributing strategic importance to leadership of teaching and learning. Previous studies on educational leadership have, nevertheless, identified significant challenges to such leadership due to lack of clear role descriptions, lack of recognition, and lack of access to professional development and support. Using empirical data from a Swedish comprehensive university, we explore the experiences of an appointed leadership role for teaching and learning, that is, the Education Leader, at the department level. Our findings show that a university-wide policy establishing the role and a support structure around it has resulted in a clearly visible and valued role across the university. Furthermore, Education Leaders experience being positioned at the heart of the department's educational activities, performing hub-like work in relation to those they lead. However, some challenges related to the complexity of the department contexts are also identified.

Gagnon, M.-C. (2023). **La pratique du mindfulness comme modalité de développement de la présence attentive, de la présence thérapeutique des stagiaires en sciences de l'orientation et des conseillers, conseillères d'orientation novices** (Université de Sherbrooke). Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/21184>

Dans le cadre du doctorat professionnel en éducation, je me suis intéressée à la présence attentive et la présence thérapeutique en counseling individuel. Le projet l'a été l'occasion d'interviewer sept stagiaires ayant réalisé leur stage dans le cadre de la maîtrise en sciences de l'orientation à l'Université Laval et de mieux comprendre les modalités d'adaptation utilisées lorsqu'elles étaient confrontées à des émotions désagréables et à des situations inattendues lors de consultations individuelles. Les

résultats m'ont incité à mettre en place une démarche offerte en petit groupe à des stagiaires de la Clinique et à des conseillères, conseillers d'orientation (c.o.) novices. Les objectifs du projet II étaient : o D'accompagner les participantes et les participants dans l'expérimentation d'exercices associés à la pratique du mindfulness avec leurs collègues dans un espace empreint de respect et de bienveillance; o De favoriser le développement d'une posture réflexive permettant de mieux saisir et d'appréhender l'inattendu et les doutes inhérents à l'exercice du counseling pour des débutants et des c.o. novices; o Dégager individuellement et collectivement les effets observés sur la présence attentive et sur la présence thérapeutique dans sa pratique professionnelle actuelle à la suite de l'expérimentation d'exercices de mindfulness. o Générer une démarche organisationnelle de développement personnel et professionnel spécifique à la pratique du mindfulness auprès de stagiaires et des c.o. novices. Cette présentation met l'accent sur l'accompagnement proposé à ces professionnelles et professionnels en devenir (stagiaires et c.o. novices), ainsi que sur les retombées et les bénéfices observés par les cochercheuses et les cochercheurs qui s'initiaient à la pratique de counseling individuel. La COVID s'est donc imposée dans la vie professionnelle et personnelle des stagiaires et des c.o. exigeant davantage d'adaptation et de souplesse dans leurs pratiques professionnelles émergentes.

Gao, F. (2023). **Does desegregation matter? A comparative study of school-based social capital for university-bound minority students in segregated and desegregated school contexts of Hong Kong.** *British Educational Research Journal*, 49(5), 968-986. <https://doi.org/10.1002/berj.3877>

Despite national policies, de facto school segregation for racial/ethnic minority students in the West and East has continued to deepen. In Hong Kong, the segregated school system was abolished in 2013, while from 2004 reformed School Places Allocation Systems encouraged minority students to choose mainstream primary and secondary schools. However, de facto ethnicity-based school segregation continues to prevail. Most minority students in the mainstream system are stuck in low-status schools where they face discrimination and institutional exclusion. This has led many of them to retreat to a limited number of schools that have traditionally catered for minority communities. Such segregation calls forth scholarly attention to the paradoxical correlation between the physical mixing of diverse students and equality of educational opportunity, especially equal access to post-secondary education (PSE)—a key for minority youth to function in the competitive labour market. This study employed the theory of school-based social capital (SBSC) and compared the ways in which PSE-relevant institutional resources and support were rationalised and enacted by staff in de facto segregated and desegregated school contexts. Case studies of two secondary schools lead us to argue that desegregation is only effective when institutional structure, culture and agents empower minority students through access to instrumental resources and support for the pursuit of PSE. The findings confound the desegregation policy and call for structural/institutional interventions to ensure instrumental SBSC is accessible to PSE-bound minority students in all schools, and thus increase the effectiveness of school desegregation.

García-Feijoo, M., Alcaniz, L., & Eizaguirre, A. (2023). **Shared strategic reflection process by a higher education institution: A case study.** *Management in Education*, 37(4), 190-198. <https://doi.org/10.1177/08920206211030984>

Business schools face social, economic, cultural, and technological changes that require constant rethinking not only of teaching and learning, but also of leadership and management. In contrast to traditional strategic planning models, this article proposes a new participatory approach for the university community, arriving at a common story and visualizing an exciting future for the school. Applying case study methodology, the paper describes a process of shared strategic reflection at a century-old European business school by following Otto Scharmer's Theory U. The process enabled achievement of shared definitions of vision, values, lines of progress, and strategic projects, and the study itself improved the participants' perception of the process and its impact on a shared vision's generation. After process implementation, and as a general conclusion, Theory U contributed to promoting shared strategic reflection, with results that are very valuable in the highly uncertain, challenging environment in which business schools are immersed.

Gardner, S., Alremaih, L. A., & Walton, M. (2023). **Encouraging, Increasing, and Inviting Fathers From Different Cultural and Religious Practices in Early Childhood Education.** *Journal of Cases in Educational Leadership*, 26(4), 142-149. <https://doi.org/10.1177/15554589231200780>

Salim is the father of a young girl who attends Small Fortune Preschool located in the suburb of Detroit. Although he would like to regularly participate in his child's school events, his beliefs restrain him from helping in the classrooms headed by female teachers, unless his wife is present. This case demonstrates some of the challenges that fathers from different cultural and religious backgrounds may experience in being an involved father in a preschool setting. The purpose of this case is to inform teachers about cultural barriers to family, specifically father involvement from minoritized culture and religious practices.

Gatley, J. (2023). **Why Concepts Matter, What Conceptual Analysis Is for, and the Case of Knowledge in Education.** *British Journal of Educational Studies*, 71(5), 549-565. <https://doi.org/10.1080/00071005.2023.2234453>

The concept of 'knowledge' is central to education, particularly when it comes to the school curriculum. This paper makes the case for engaging in conceptual analysis, and in particular conceptual engineering, in educational studies. Conceptual engineering emphasises analysing concepts with their purposes in mind. To illustrate the importance of this sort of conceptual analysis in education, I track the educational impact of three concepts of knowledge: (1) the traditional philosophical concept of knowledge as justified, true belief; (2) Michael Young's concept of 'knowledge of the powerful'; and (3) Young's concept of 'powerful knowledge'. I argue that knowledge as justified, true belief is too abstracted from educational purposes to provide much guidance for curriculum planning. Young's 'knowledge of the powerful' prioritises the social role that knowledge can play over its value to individual students. Finally, 'powerful knowledge' is too unclear to provide appropriate guidance to policy makers and practitioners. By examining the interactions between these concepts of knowledge and historical policy and practice in education, I conclude that the focus of conceptual engineering on clarity about the purposes of education is central to good conceptual analysis.

Gaus, N., Larada, N., Jamaluddin, S., Paramma, M. A., & Karim, A. (2023). **Understanding the emergence of females as leaders in academia: The intersections of gender stereotypes, status and emotion.** *Higher Education Quarterly*, 77(4), 693-708. <https://doi.org/10.1111/hequ.12426>

Abstract Drawing on the expectation state theory, this paper seeks to analyse the social cognitive process of the impacts of gender stereotypes along with their culturally derived schemas of status belief, status characteristics and emotion at the early stage of women's endeavour to emerge as leaders in academia. Employing a convenience sampling and interviews held with five women academic participants from three public and private universities in the western region of Indonesia, this research reveals that two social cognitive practices affect women's endeavour to emerge as leaders; (1) the incongruities of cultural and cognitive expected status belief and status characteristics about females with the expected performance of leadership. The pervasive effect of these can be mitigated when women adopt a strategy of neglection, coupled with a strategy of networking both via their own networks and their husband's networks; (2) the incongruities of cultural and cognitive expected ways of emotional expression on women with the expected performance of leadership. This impacts the status conferral that shapes the worthiness of females to emerge as leaders, leading female leaders in our study to build a protective shield of emotion display to keep them perceived as worthy individuals for leadership roles.

Gauthier, C., Bissonnette, S., & Van der Maren, J.-M. (2023). **La pertinence de l'utilisation des données probantes en éducation à la lumière des rapports théorie-pratique.** Consulté à l'adresse https://drive.google.com/file/u/0/d/1NOSV_7RNL8YXfLYM46Q6UXrjaG3MZde1/view?usp=sharing&pli=1&usp=embed_facebook

Geay, A. (2023). **L'alternance comme processus de professionnalisation : implications didactiques.** *Éducation Permanente*, 236(3), 153-164. <https://doi.org/10.3917/edpe.236.0153>

Un des effets majeurs de l'alternance concerne ce qu'on appelle aujourd'hui la professionnalisation des acteurs et des formations. Pourquoi l'alternance peut-elle être cette voie privilégiée de professionnalisation ? A quelles conditions ? C'est ce que propose d'explorer cet article en s'appuyant sur l'histoire et l'analyse des fondements anthropologiques de la formation des compétences professionnelles, afin d'en tirer les conséquences didactiques pour un système de formation en alternance : penser l'expérience autrement et considérer la réflexivité comme la clé de toute professionnalisation.

Geiger, B. (2023). **Resilient self-efficacy and transformative growth of poor single mothers and their children: Higher education.** *Family Relations*, 72(5), 2410-2428. <https://doi.org/10.1111/fare.12872>

Background Poor single mothers in Israel are stigmatized in public discourse as lazy and relying on the taxpayers' money yet are seldom given the opportunity to access higher education to achieve economic independence. Objectives This work sought to find (a) the sources of empowerment and resilient self-efficacy motivating poor single mothers to pursue a degree and (b) examine the transformative growth of mothers and children in the process of acquiring knowledge. Participants and settings Twelve poor single mothers enrolled in the Katzir antipoverty program who were about to graduate. Methods In-depth private interviews and content analysis examined the similarities among these women's experiences. Results Motivations to pursue a bachelor's degree included mothers' desire to prove to themselves that they could complete a degree and secure a better future for their children. Although initially overwhelmed, they developed resilient

self-efficacy as they passed their exams and surmounted financial and other crises related to their children's health and lack of childcare. Relationships with their children had improved, and by sharing their progress and achievements with their children, they had become a proud team, motivating each other to achieve. Conclusion Given the centrality of children well-being in mothers' motivation to study and complete a degree, children's needs for subsidized daycare and after-school programs cannot be ignored. Implications Two-generation programs that assist mothers to pursue a degree while providing daycare and after-school programs for children must be implemented to offer fair opportunities for poor single mothers in Israel to complete a bachelor's degree.

Geiger, V., Beswick, K., Fraser, S., & Holland-Twining, B. (2023). **A model for principals' STEM leadership capability.** *British Educational Research Journal*, 49(5), 900-924. <https://doi.org/10.1002/berj.3873>

In this paper we develop a model for the capabilities required by principals for effective Science, Technology, Engineering and Mathematics (STEM) leadership. The model underpinned a large national cross-sectional research and development project across Australian states in both primary and secondary schools. This model is developed via synthesis of research literature across leadership and STEM education. The model consists of five dimensions of principals' STEM capability: (1) STEM discipline-specific and integrated knowledge and practices; (2) contexts; (3) dispositions; (4) tools; and (5) critical orientation. These dimensions represent distinct, but interrelated, capacities required by principals to establish and maintain positive STEM learning cultures within schools. Elaborations have been provided, in the form of capabilities, for each of these dimensions. The model has the potential for shaping principals' STEM leadership development trajectories and structuring targeted professional learning programmes for principals, teachers and other members of the school community.

Gendron, B. (2023). **La 'Bienvivance' à l'école dans l'ère du savoir-relation.** *Phronesis*, 12(2-3), 60-81. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-60.htm>

La montée du mal-être gagne l'école et préoccupe le politique. Il interroge nos modèles éducatifs au-delà de l'apprentissage traditionnel, sur le bien-être et le bonheur à l'école ; particulièrement, les approches pédagogiques et la formation du corps enseignant. Quel « enseignant heureux » pour « faire un élève heureux » ? Issue d'une recherche sur les composantes du bien-être des étudiants et leur résilience, et d'études de cas d'approches pédagogiques « ré-enchantant l'école », cet article souligne l'importance du capital émotionnel et du leadership capacitant de l'enseignant et la nécessité d'une approche du bien-être centrée sur les potentiels et la vitalité analysée dans une perspective positive et eudémonique du bien-être via le paradigme de la bienvivance.

Geng, G., Zhu, Y., & Disney, L. P. (2023). **Reconceptualise a dynamic framework of the learning constructs in higher education.** *Higher Education Quarterly*, 77(4), 655-675. <https://doi.org/10.1111/hequ.12427>

This paper reconceptualised the interrelated learning constructs in higher education based on the Dynamic Systems Theory (DST). The university students' learning experience before, during and post the Emergency Online Learning (EOL) was investigated to explore the dynamic changes among the learning constructs in higher education. A case study of a Chinese university was conducted, and one hundred and ninety-three university students participated in the questionnaire. The data collected from this

empirical research identify different hierarchical constructs of the conceptualised learning environment and reconceptualise the period of system reformation influenced by the EOL. The key findings include the identifications of the attractors and repellers framed by the DST and the impact on the changes in the learning constructs. The results of this paper contribute to further understanding of the university constructs' changes to better plan and support students' active learning in higher education.

Geng, Y., Ying, B., Wang, X., Lin, J., Zhang, M., & Liu, Y. (2023). **The relationship between parent–child communication and English academic engagement among middle school students: a moderated mediation model.** *European Journal of Psychology of Education*, 38(4), 1443-1460. <https://doi.org/10.1007/s10212-023-00676-7>

This study constructed a moderated mediation model to explore the impact of parent–child communication on English academic engagement. We conducted a questionnaire survey among 21,270 middle school students using various measurements: English Academic Engagement Scale, Adolescent Parent–Child Communication Scale, learning adaptability questionnaire, and English Learning Self-Efficacy Scale. The results showed that learning adaptability played a mediating role between parent–child communication and English academic engagement. Moreover, the relationships between parent–child communication and English academic engagement as well as between parent–child communication and learning adaptability were all moderated by English learning self-efficacy. These findings revealed the importance of parent–child communication in middle school students' foreign language learning and suggested that more attention should be paid to improving middle school students' English learning self-efficacy and learning adaptability and, therefore, English academic engagement.

George, S., & Thornby, J. (2023). **The impact of 'bursary tourism' or the desire for a 'fulfilling, challenging, and emotionally rewarding career'? Career entry motivations and perceptions of preservice teachers from England.** *British Educational Research Journal*, 49(5), 1065-1087. <https://doi.org/10.1002/berj.3887>

Why teachers choose their career has been a popular topic of research in many contexts since the introduction of the FIT-Choice framework by Watt and Richardson in 2007 to study teacher motivations. Although altruistic motivations have been identified as the common driving factor behind preservice teachers' (PSTs') decision to enter the field, there are other motivational factors—such as teaching being a career that fits well with family commitments, or choosing teacher education as a 'fallback' option—that are widely reported in different contexts. The introduction of incentives for student teachers in certain subjects has been subject to media criticism in England as promoting 'bursary tourism'. This study investigates the career entry motivations and teaching perceptions of PSTs from a university that is one of the key teacher education providers in the country, using the FIT-Choice framework. The paper discusses the findings (N = 115), including validation of the FIT-Choice scale, collecting data on 12 motivations and six perceptions, along with preliminary findings. It was identified that intrinsic career values were the highest rated motivation, followed by altruistic values such as the desire to make a social contribution and being a part of shaping the future of children and adolescents. Perceived abilities were also rated higher, while personal utility values and task returns—including monetary rewards—were rated very low. While the participants agreed that the job is professionally and emotionally demanding, it was promising to note that they were highly satisfied with their career choice, implicitly indicating their intention to continue in the teaching profession. Gender differences, along with field of study and

training pathway differences in motivations and teaching perceptions are also discussed, with practical implications.

Georges, S. (2023). **Les coulisses de la fabrication d'un test de langue : l'exemple du Test de connaissance du français (TCF)**. *Revue internationale d'éducation de Sèvres*, (93), 32-37. <https://doi.org/10.4000/ries.14060>

France Éducation International (FEI) a la charge de la conception et de la gestion de certifications en français langue étrangère. Ces certifications permettent aux candidats qui s'y présentent de valider leur niveau de compétences en français et de les utiliser comme pièces justificatives dans des démarches officielles qui exigent un niveau minimal (par exemple, pour des études en France, pour obtenir la nationalité française, etc.). Elles se présentent soit sous la forme d'un diplôme, comme...

Ghirardi, G., Baier, T., Kleinert, C., & Triventi, M. (2023). **Is early formal childcare an equalizer? How attending childcare and education centres affects children's cognitive and socio-emotional skills in Germany**. *European Sociological Review*, 39(5), 692-707. <https://doi.org/10.1093/esr/jcac048>

This study examines the role of formal childcare under the age of three in tackling the early social inequality in children's cognitive and socio-emotional competencies in Germany, by drawing on the new-born sample of the National Educational Panel Study. To this end, we study first whether the access to formal early childhood education and care (ECEC) differs by parents' socio-economic status (SES), by means of logistic regressions. Second, we analyse the main effect of attending ECEC institutions. Third, we ask whether the effect of attending ECEC on children's competencies differs by SES. We perform OLS regression with inverse probability weighting to address confounding bias possibly arising from selection into care arrangements. Moreover, we developed a counterfactual analysis to compare the observed SES gradient in children's competencies with two alternative extreme scenarios, one characterized by the absence of ECEC, and the other by universalistic access to ECEC. Our findings show that ECEC attendance is socially stratified and suggest an equalizing impact of ECEC institutions. We conclude that ECEC can play a compensatory function on social stratification, by making the expansion of formal early childcare expenditures a fruitful investment for more equal opportunities.

Giani, M. S., Krawietz, C. E., & Whittaker, T. A. (2023). **The Role of Student Beliefs in Dual-Enrollment Courses**. *Research in Higher Education*, 64(8), 1113-1142. <https://doi.org/10.1007/s11162-023-09740-z>

Access to dual-enrollment courses, which allow high school students to earn college credit, is stratified by race/ethnicity, class, and geography. States and colleges have begun using multiple measures of readiness, including non-cognitive measures of student preparedness, in lieu of strict reliance on test scores in an attempt to expand and equalize access. This practice was accelerated by COVID-19 due to disruptions in standardized testing. However, limited research has examined how non-cognitive beliefs shape students' experiences and outcomes in dual-enrollment courses. We study a large dual-enrollment program created by a university in the Southwest to examine these patterns. We find that mathematics self-efficacy and educational expectations predict performance in dual-enrollment courses, even when controlling for students' academic preparedness, while factors such as high school belonging, college belonging, and self-efficacy in other academic domains are unrelated to academic performance. However,

we find that students of color and first-generation students have lower self-efficacy and educational expectations before enrolling in dual-enrollment courses, in addition to having lower levels of academic preparation. These findings suggest that using non-cognitive measures to determine student eligibility for dual-enrollment courses could exacerbate, rather than ameliorate, inequitable patterns of participation. Students from historically marginalized populations may benefit from social-psychological as well as academic supports in order to receive maximum benefits from early postsecondary opportunities such as dual-enrollment. Our findings have implications for how states and dual-enrollment programs determine eligibility for dual-enrollment as well as how dual-enrollment programs should be designed and delivered in order to promote equity in college preparedness.

Giguère, M.-H., Lussier, C., Godmaire, C., & Posso, S. (2023). **Une CAP en littérature : récit d'une expérience prometteuse.** *Revue hybride de l'éducation*, 7(3), 1-15.
<https://doi.org/10.1522/rhe.v7i3.1615>

Une communauté d'apprentissage professionnelle (CAP) sur la littérature a vu le jour dans une école secondaire afin de favoriser la réussite des élèves ayant un plan d'intervention. Cet article décrit l'année d'expérimentation, de l'émergence de l'idée à son évaluation, en passant par sa mise en œuvre. Il ressort de cette expérience que la collaboration, l'organisation des rencontres par la direction, la diversité des expertises de l'équipe et la bienveillance manifestée à l'égard de chaque personne ont permis de formuler des besoins de formation et se sont traduites par des essais prometteurs en classe.

Gilbertson, M., Pyun, Y., Laffoon, R., Jeong, R., Ogg, J., Demaray, M., & Malecki, C. (2023). **Did prepandemic perceptions of school climate protect students' internalizing symptoms during COVID-19 school closures?** *Psychology in the Schools*, 60(12), 5189-5208.
<https://doi.org/10.1002/pits.23038>

The global COVID-19 pandemic significantly disrupted educational environments for all students when the majority of schools in the United States abruptly switched to remote learning. School climate, including support and structure, has been recognized as an important construct that influences student functioning. The current study explored student perceptions of school climate before school disruptions as a potential protective factor against negative outcomes during the pandemic. Middle school students (N = 225) completed assessments of their perceptions of school climate in Fall 2019 and self-reported internalizing symptoms in Spring 2020. Structural equation modeling was used to test both the association and directionality between school climate and internalizing symptoms. Positive perception of school climate before the pandemic was significantly associated with less internalizing symptoms during initial school closures, particularly for girls. The results highlight the importance of school climate in students' mental health, especially during periods of stress. Limitations and future directions are discussed.

Gilmore, D., & Nguyen, C. (2023). **Unbundling the approach to teaching in online Australian higher education.** *Management in Education*, 37(4), 161-168.
<https://doi.org/10.1177/08920206211066269>

This paper illustrates how unbundling has progressed from university-controlled approaches to incorporating partnership organisations into the delivery of university functions, specifically teaching. In this paper, we limit the scope of unbundling to the management of online teachers using three Australian case studies. In the first section, we review the literature for reasons that support unbundling the teaching approach, the

effectiveness of this approach, and criticisms posed. Then we use aspects of the literature to present an unbundled teaching hierarchy. We use three examples from the hierarchy in the context of three Australian case studies that are illustrative of how online teachers are managed in Australian higher education. As discussed in this paper, the opportunities and challenges associated with unbundling university teaching have implications for the quality of the student experience, teacher experience, and cost effectiveness for institutions.

Giraldo-García, R. J., & Chang, B. (2023). **"Lifelong and life-wide learning in various contexts: From theory to practice" special issue.** *Psychology in the Schools*, 60(12), 4789-4792. <https://doi.org/10.1002/pits.23097>

The special issue, "Lifelong and Life-wide Learning in Various Contexts: From Theory to Practice," includes diverse manuscripts exploring learning environments and practices that shape the educational experience of people across contexts and at different stages of their life. It gathers pieces that include theoretical conceptualizations, critical analyses, and reflective counter-narratives, effectively capturing our theme in captivating ways. For school psychologists and administrators to have a fully informed perspective on the nature of learning and factors contributing to students' overall development, understanding, and embracing lifelong and lifewide learning is essential.

Giraldo-García, R. J., Fogarty, L., Sanders, S., & Voight, A. (2023). **Urban secondary students' explanations for the school climate-achievement association.** *Psychology in the Schools*, 60(12), 4810-4825. <https://doi.org/10.1002/pits.22872>

This phenomenological qualitative study describes students' experiences and counter-stories of school climate and how school climate matters for their academic achievement in an urban school district. The study uses a critical race perspective to help understand contextual influences on school climate. Data were collected through eight focus group interviews comprised of students conducted in middle and high schools in a large Midwest urban school district. Themes emerged within each school climate domain: teacher support, teacher expectations, safety, and peer social and emotional competence. The study results describe how students experience and understand school climate—perception of safety in schools with a mix of safe and unsafe home-community climate—and demonstrate how students acknowledge the relationship between school climate and academic achievement. Urban secondary students are observant of the social-emotional learning of their peers and maintain awareness of group differences as expressed in their counter-stories. The findings advanced our understanding of school climate in urban contexts where social-contextual-struggles experienced by people of color affect their school experiences. The discussion includes practical implications for educators and administrators and directions for future research.

Giraud, B., & Signoretto, C. (2023, octobre 12). **La conférence sociale sur les bas salaires acte les difficultés à négocier des hausses collectives dans les entreprises.** Consulté 18 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/la-conference-sociale-sur-les-bas-salaires-acte-les-difficultes-a-negocier-des-hausses-collectives-dans-les-entreprises-215548>

La rencontre entre le gouvernement et les partenaires sociaux du 16 octobre intervient dans un contexte de recul des syndicats et de flexibilisation dans la fixation des revenus.

Girel, M. (2023). **L'expérience comme verbe ?** *Éducation Permanente*, 236(3), 115-126. <https://doi.org/10.3917/edpe.236.0115>

L'anglais philosophique dispose d'une ressource qui n'existe pas en français : la capacité à faire de l'expérience un verbe. To experience, fréquent chez Dewey, permet de décrire ce qui est un processus plus qu'un objet, tout en conservant au cœur de cette construction grammaticale le concept cardinal de l'empirisme, là où le français, s'il ne recourt pas à un néologisme, doit se contenter d'« éprouver », de « ressentir » ou d'« expérimenter ». La solution la plus satisfaisante est sans doute « faire l'expérience de », mais elle perd la simplicité de la construction verbale anglaise... Sans trancher sur la question, l'auteur présuppose que l'on peut s'autoriser à utiliser en français le verbe « expérimenter », pour voir ce que cet usage permettrait d'ouvrir, mais aussi quels contresens il permettrait d'éviter. Cela conduit l'auteur à entrer dans le détail de deux sophismes que Dewey veut déraciner : la réduction de l'expérience à la connaissance de cette expérience, et la réduction de l'expérience aux éléments simples introduits pour l'analyser.

Gleason, B., & Manca, S. (2023). **“We Used to Have Fun But Then Data Came into Play...”: Social Media at the Crossroads Between Big Data and Digital Literacy Issues.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead* (p. 123-142). https://doi.org/10.1007/978-3-031-24193-2_5

With the significant growth of social media use for formal and informal learning, research scholarship has also progressively focused on the threats that the manipulation of user behavior via algorithms and the misinformation pushed in disparate ways are causing to democratic participation and online civic engagement. In this chapter, we address the main potential and pitfalls of social media use in higher education and how the increased challenges posed by big data and the growing datafication demand new literacy practices. Whether it is to analyze the teaching and learning practices in the university lecture halls or academic staff's professional learning, it has become imperative to be aware of the inner mechanisms that may hinder the deployment of social media both for educational aims and for social media research. In this light, we adopt a learning ecologies perspective to explore issues of data literacy applied to social media and provide indications for professional development and problems of use of social media data.

Gómez Franco, L. E., & Vasilyeva, M. (2023). **Vocabulary skills of bilingual children: The evidence for context-dependent performance.** *Psychology in the Schools*, 60(12), 4857-4870. <https://doi.org/10.1002/pits.22958>

Most bilingual children often display greater proficiency and preference for one of their two languages. Researchers refer to this asymmetry as language dominance. However, despite being possible to determine the overall language dominance in bilinguals, there may be substantial flexibility in their language use. In particular, the relative ease of using each language may depend on the sociolinguistic context and the language of the interlocutor which may affect the ease of accessing words in a given language. In the present work, we investigate whether and how the sociolinguistic context in an International English medium school influences bilingual children's vocabulary production. Specifically, we examine whether bilingual first-grade children's expressive vocabulary skills vary as a function of the linguistic context (Home/School) and the language (English/Spanish) of their conversational partner. Results showed that contextual factors interacted with child's language performance. The participants'

ability to name objects in Spanish was affected by the conversational partner's language, and their ability to name Home-context words varied by language. The findings of this investigation highlight the importance of considering sociolinguistic factors when evaluating bilingual children's language skills.

Gondra, J. (2023). **Creuser la terre sombre: forme et défis de l'historiographie de l'éducation au Brésil et en Argentine (1997-2019)**. *Paedagogica Historica*, 59(5), 941-957. <https://doi.org/10.1080/00309230.2021.1982998>

Cet article fait un diagnostic partiel de l'histoire de l'éducation en Amérique Latine, à partir des études publiées dans la Revue Brésilienne d'Histoire de l'Éducation (RBHE) et dans l'Annuaire de l'histoire de l'éducation (AHE), de l'Argentine, afin de réfléchir sur les défis auxquels les chercheurs de l'histoire de l'éducation dans les pays d'Amérique latine sont confrontés. La question centrale se réfère à la communauté de dialogue, aux politiques des savoirs et aux jeux de légitimité mis en place parmi les chercheurs latino-américains qui ont publié dans la RBHE et AHE. Quelle est la provenance des auteurs? Quelles références adoptent-ils et comment les utilisent-ils? Quels effets le système de référence employé favorise-t-il? En travaillant avec la production diffusée dans la RBHE et AHE, il est important de reconnaître qu'il s'agit d'un observatoire d'une fraction qualifiée et réduite de ce qui a été diffusé dans des périodiques spécialisés dans le domaine de l'histoire de l'éducation. Néanmoins, il est possible de travailler avec l'hypothèse que la série des 361 articles et 19 dossiers thématiques publiés tout au long du cycle de vie de la revue brésilienne, et dans les 167 articles et neuf dossiers de son équivalent argentin, constitue une plateforme que fournisse des indications importantes sur le type et l'orientation de la recherche dans l'histoire de l'éducation au Brésil et en Argentine.

González San Martín, I., Aravena Vásquez, M. J., & Pérez Wilson, C. (2023). **Le regard de chercheurs sur l'enseignement actuel et futur des mathématiques au Chili**. *Revue internationale d'éducation de Sèvres*, (93), 91-97. <https://doi.org/10.4000/ries.14215>

Cet article présente le contexte et les fondements conceptuels de l'enseignement des mathématiques au Chili, ainsi que des expériences menées dans le système éducatif. Ces aspects permettent d'étayer une réflexion qui porte sur l'état actuel et futur de l'enseignement des mathématiques ainsi que sur la perception de cette discipline dans la société chilienne. À la lumière des changements observés dans le système scolaire au cours des dernières décennies, ces observations visent à susciter une réflexion sur la réalité des cours de mathématiques en classe.

Goyette, N. (2023). **Améliorer l'insertion professionnelle d'enseignantes novices par le développement d'une identité professionnelle positive prenant appui sur la psychopédagogie du bien-être**. *Phronesis*, 12(2-3), 130-149. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-130.htm>

Cet article présente les résultats préliminaires d'une recherche¹ qui vise à documenter le parcours d'enseignantes novices du préscolaire et du primaire, pour comprendre l'évolution de leur développement identitaire et établir leur profil qui tient en compte du bien-être afin de favoriser leur persévérance et une meilleure insertion professionnelle. En s'appuyant sur les principes d'un nouveau champ en sciences de l'éducation, la psychopédagogie du bien-être, l'étude des éléments du bien-être et des forces de caractère chez les novices permettront d'explorer en quoi une approche axée sur le développement de leur plein potentiel lors de rencontres d'accompagnement, peut les

aider au développement d'une identité professionnelle positive, afin de faire face aux multiples défis de la profession.

Grasperge, A. (2023). **Pratiques et logiques de parents face à l'impératif d'investissement scolaire : l'exemple d'une association d'éducation populaire parisienne.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12044>

La recherche dont il est question dans cet article est issue d'un travail de thèse en cours s'inscrivant dans la thématique de la coéducation. Dans un contexte socioéducatif toujours plus territorialisé, au sein duquel l'ensemble des acteurs est invité à agir de concert en vue de la réussite éducative et sociale des enfants et des jeunes, ce travail participe d'une meilleure compréhension des actions et logiques de parents issus de milieux populaires dans l'accompagnement et le suivi scolaire, face à la demande croissante d'investissement parental. L'enquête se déroule en immersion dans une association d'éducation populaire du 20^e arrondissement de Paris, partie prenante d'un contrat local d'accompagnement à la scolarité (CLAS). Cet article propose une analyse d'une quarantaine d'entretiens compréhensifs réalisés auprès de parents sollicitant la structure dans le cadre du dispositif « d'accompagnement à la scolarité », complétés par des matériaux issus d'observations participantes menées sur le terrain de l'association.

Graveleau, S. (2023, octobre 25). **Ces jeunes cadres atteints du syndrome de l'imposteur.** Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/25/ces-jeunes-cadres-atteints-du-syndrome-de-l-imposteur-on-passe-au-mieux-pour-une-fausse-modeste-au-pire-pour-une-personne-insupportable_6196303_4401467.html

Jeunes étudiants ou cadres brillants éprouvent le sentiment de ne pas mériter leur place, de ne pas avoir les compétences requises, avec la peur qu'un jour leur « imposture » soit démasquée.

Greaves, E., Wilson, D., & Nairn, A. (2023). **Marketing and School Choice: A Systematic Literature Review.** *Review of Educational Research*, 93(6), 825-861. <https://doi.org/10.3102/00346543221141658>

School-choice programs may increase schools' incentives for marketing rather than improving their educational offering. This article systematically reviews the literature on the marketing activities of primary and secondary schools worldwide. The 81 articles reviewed show that schools' marketing has yet to be tackled by marketing academics or other social scientists outside the education field. Market-oriented U.S. charter schools and their international equivalents have stimulated recent research, but geographical gaps remain, particularly in countries with long-established school-choice policies and in rural areas. Schools deploy a range of marketing techniques with the intensity of activity directly correlated to the level of local competition and their position in the local hierarchy. Studies have analyzed schools' use of market scanning, specific words and images in brochures, branding, segmentation, and targeting. These marketing activities are rarely accompanied by substantive curricular change, however, and may even contribute to social division through targeting or deceptive marketing activity.

Green, T. L., Castro, A., Germain, E., Horne, J., Sikes, C., & Sanchez, J. (2023). **"They Don't Feel Like This Is Their Place Anymore:" School Leaders' Understanding of the Impacts of**

Gentrification on Schools. *American Educational Research Journal*, 60(6), 1059-1094.
<https://doi.org/10.3102/00028312231191704>

A number of urban U.S. cities that were traditionally Black and underinvested are now becoming enclaves to whites and upper-middle-class people. Consequently, a growing body of research on schools and gentrification is emerging. While most of this research has focused on the shifts that neighborhoods and schools undergo due to gentrification, we know less about how school leaders make meaning of these impacts. This study draws on interviews with 26 principals in two gentrifying cities to examine the impacts of gentrification on schools. We find that school leaders understand gentrification's impacts on schools materially, epistemically, and affectively, and at the same time, these shifts complicate the work of school leaders. This study concludes with implications for future research.

Greenberg, K. H., Sohn, B. K., & Moret, L. (2023). **Life in an Ungraded Course.** *College Teaching*, 71(4), 290-298. <https://doi.org/10.1080/87567555.2022.2046998>

Recent discussions of ungrading highlight its importance in the educational research community. This study focuses on 12 students in an Educational Psychology, Master's level, synchronous online course taught using an ungraded, phenomenological approach. Transcripts of participant reflections were coded in vivo and developed into themes. Findings included a context of "difference" in which students experienced a "mental transformation"; being "untethered from traditional structure"; learning with "wonderful classmates"; and the need for more college teaching that goes "far beyond" a test or quiz. Results indicated that ungrading and aspects of the phenomenological approach stood out to students as they reflected on an ungraded course.

Greenberg & Kurlander. (2023). **"A Strong Feeling of Togetherness": A Group of Low-income Single Mothers Bargain for Their Place in Academia.** *Community College Journal of Research and Practice*, 47(11), 678-695.
<https://doi.org/10.1080/10668926.2022.2056774>

This study examined the characteristics of class activism in a community college as demonstrated by single mothers, first-generation students from peripheral regions. Building on theories of class and intersectionality, we wished to understand the ways in which single mothers conceptualize their experience in academia, as individuals and as a group, and which coping mechanisms they, as a marginal group, employ. The study utilized a qualitative methodology of semi-structured interviews to examine the coping strategies and class-group creation process by the single mothers in a special academic program designed for underprivileged populations. The findings suggest that the single-mother students in the program managed to find their own voice in a space initially foreign to them. They managed to create a class-based group and consciousness, develop critical thinking patterns through their studies, form connections with senior officials and utilize their unique position to better serve their own interests. This paper offers a new perspective in examining the processes of class awareness construction in groups that have been traditionally excluded from the academic sphere. The findings in our research contribute to the discourse on class definition, particularly of the lower classes and their introduction into spaces that have been undergoing change in the neo-liberal age.

Greer, K., King, H., & Glackin, M. (2023). **'Standing back' or 'stepping up'? Exploring climate change education policy influence in England.** *British Educational Research Journal*, 49(5), 1088-1107. <https://doi.org/10.1002/berj.3888>

This paper explores the nature of climate change education-related policy influence in England at a time when public consciousness about the need to accelerate climate change action was heightened, and as the 2018 climate strikes gathered momentum around the world. Informed by Foucault's concept of 'governmentalities', and using data generated through 24 exploratory interviews and reflexive thematic analysis, we examine the extent to which influential individuals were advocating for policy change. We discuss the nature of policy influence with particular reference to the 'stances' that individuals adopted relative to climate change education policy influence and noting a common tendency exhibited amongst participants which was a tendency towards 'deference'. Coupling our insights with theorisations of dissent, we consider how 'infra-political dissent' could support key individuals to 'step up' and influence for more effective policy relative to climate change education, and to other areas of education or environment policy.

Grek, S. (2021). **Constructing known un-knowns: International Organisations and the strategic making of non-knowledge.** *Les Dossiers Des Sciences de l'éducation*, (45), 117-139. <https://doi.org/10.4000/dse.5418>

Although scholarship has devoted a lot of attention to statistical knowledge production by organisations like the Organisation for Economic Co-operation and Development, the World Bank, the United Nations Educational, Scientific and Cultural Organization and many others, we know far less about parallel processes of construction of 'non-knowledge'. This article's focus is on the enactment of 'non-knowledge' in the governance of education and well-being; or, in other words, the strategic prioritization of certain knowledge versus other. Specifically, through a focus on two empirical examples, the paper examines the construction of non-knowledge as an essential part of the measurement process: rather than the opposite of knowledge however, or its reading as a binary, the paper views the construction of both knowledge and non-knowledge as a symbiotic relationship, necessary for balancing out and achieving equilibrium of the metrological field.

Gruslin, É., Roy, N., & Poellhuber, B. (2023). **Satisfaction des besoins fondamentaux lors d'un processus de développement professionnel lié au changement de pratique : le cas de deux personnes enseignant au collégial.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 5-21. <https://doi.org/10.18162/ritpu-2023-v20n2-02>

Gruwé, E. (2023). **Dispositif d'accompagnement hybride dans un cours de physique de première année à l'université en Belgique.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12094>

Notre étude s'articule autour de la mise en œuvre et l'analyse de la première version d'un dispositif d'accompagnement hybride de type « classe inversée », dans le cadre d'une recherche-action au sein d'un cours de physique en première année à l'université. Guidés par les apports de plusieurs champs de la littérature, nous avons conçu le dispositif de manière à améliorer les interactions entre pairs et avec l'enseignant, et à atténuer la tendance à la passivité des étudiants durant les séances d'exercices en grand groupe. Nos analyses se sont tout d'abord penchées sur les perceptions du dispositif par les étudiants, recueillies dans un questionnaire à questions ouvertes et

fermées. Afin d'identifier les profils d'étudiants à risque dans le cours, nous avons également construit des modèles statistiques destinés à explorer les liens entre les caractéristiques sociodémographiques et le passé scolaire des étudiants primo-inscrits, leur participation au dispositif et la note obtenue à l'examen. Sur la base des résultats, nous discutons des pistes à explorer lors de nos analyses futures et des adaptations à apporter à la deuxième version du dispositif.

Guinoun, L. (2023). **Prévenir les inégalités et la violence chez l'enfant : L'ordonnance culturelle avant 3 ans.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782336407081&utm_source=phplist&utm_campaign=message_particuliers_harmattan_dernieres_nouveautes_du_23_au_28_octobre_2023_36529&utm_medium=email&utm_content=lienTitre

Après les multiples mesures mises en place mais trop souvent couronnées d'échecs, comment réduire les inégalités, en particulier scolaires, et comment diminuer la violence, de plus en plus précoce chez certains enfants ? La pédiatre Leïla Guinoun fait le choix de proposer « l'ordonnance culturelle » pour les moins de trois ans. À cet âge où tout commence et quelle que soit l'origine des parents, la culture commune du pays de résidence peut naturellement s'insérer et s'harmoniser avec celle de la famille. Avec l'apport des neurosciences, les connaissances actuelles nous indiquent combien il est urgent de mettre en place l'information et la formation de l'ensemble des intervenants auprès des tout-petits. La plupart du temps, les parents sont ignorants de ces progrès, comme nombre de personnes en charge des nourrissons, notamment médecins et personnels de la petite enfance. Sans langue de bois, l'auteure renouvelle le débat sur la culture pour tous en traçant un lien puissant avec la violence qui se manifeste trop fort et trop tôt dans notre société.

Guitert, M., Romeu, T., & Romero, M. (2023). **How to Integrate Data Culture in HE: A Teaching Experience in a Digital Competence Course.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead* (p. 245-265). https://doi.org/10.1007/978-3-031-24193-2_10

In 2006, the European Commission defined digital competence as a key competence for the citizens of the twenty-first century. Over the years, the concept of digital competence has evolved into a less tool-orientated vision. As a consequence, elements such as attitude when using digital technologies (digital attitude) and data literacy are considered in the actual frameworks such as DigComp 2.1.

Gutiérrez, G. (2023). **Privatisation, School Markets and Socioeconomic Segregation: An International Overview.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 103-126). https://doi.org/10.1007/978-3-031-36147-0_6

Several educational systems have introduced market-oriented reforms in the last two decades. Recent research has suggested that these schemes may increase the socioeconomic segregation of the school systems, especially when designed to boost between-school competition (Verger A, Fontdevila C, Zancajo A, The privatization of education: a political economy of global education reform. International perspectives on education reform. Teachers College Press, 2016). From an international comparative perspective, this chapter explores how between-school socioeconomic segregation has changed in 33 school systems in the last two decades and its association with features of

the educational markets. Drawing on the Programme for International Student Assessment (PISA) records from 2000 and 2018, the analysis provides segregation (dissimilarity) measures for countries with heterogeneous levels of private provision, academic selectivity, and school fees. The findings stress that the segregation of socioeconomically disadvantaged students remains a significant challenge for most educational systems. However, the estimations suggest no clear relationship between the evolution of school market features under analysis and changes in socioeconomic segregation. The complexities of reducing the system segmentation and its relation to school reform are discussed in the conclusions.

Guyon, R., & Hurtig-Delattre, C. (Éd.). (2023). **Les cultures à l'école (Dossier)**. *Les Cahiers pédagogiques*, (588). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-588-les-cultures-a-lecole/>

L'école accueille et transmet une grande diversité de cultures. Comment les reconnaît-elle ? Comment se passe la rencontre avec l'autre, entre inclusion et tensions ? Notre dossier invite à faire place à l'autre, pour faire société

Guyottot, O. (2023, novembre 8). **Enseignement supérieur : l'alternance est-elle en train de s'imposer comme le mode de formation dominant ?** Consulté 9 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/enseignement-superieur-lalternance-est-elle-en-train-de-simposer-comme-le-mode-de-formation-dominant-217143>

Au-delà des intérêts économiques, la possibilité de concilier études et vie professionnelle est désormais perçue comme le moyen le plus adapté pour s'insérer dans le monde de travail.

Haag, P., & Martin, M. (2023). **Bonheur d'enseigner et bonheur d'apprendre : quels liens ?** *Phronesis*, 12(2-3), 150-165. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-150.htm>

Satisfaction, bien-être, plaisir ou bonheur sont quelques-uns des termes utilisés par les chercheurs qui s'attachent à caractériser les émotions et le vécu positifs des enseignants dans leur exercice professionnel. Sans trancher entre ces différents cadres conceptuels, le présent article vise à identifier les déterminants de ce "bonheur", notamment en fonction des attentes à l'entrée dans la profession. Il souligne l'importance des facteurs liés aux élèves, en particulier la qualité relationnelle que les enseignants entretiennent avec eux et celle des apprentissages réalisés, et leur influence réciproque. Les formations visant à renforcer les compétences des enseignants dans ces deux domaines sont alors envisagées comme un moyen d'accroître le bonheur d'apprendre et d'enseigner. L'article insiste finalement sur l'importance de l'évaluation des formations, en présentant un dispositif en cours de conception pour évaluer une action de formation visant à renforcer les compétences psychosociales d'élèves de Cours Préparatoire, menée dans une académie de la région parisienne. Ce dispositif utilise notamment l'outil CLASS (Classroom Assessment Scoring System), encore peu connu en France.

Habicht, I. M. (2023). **Do mothers get lost at the postdoc stage? Event history analysis of psychologists at German universities (1980–2019)**. *Higher Education*, 86(4), 913-932. <https://doi.org/10.1007/s10734-022-00949-y>

Women in academia are typically outnumbered by men, a phenomenon metaphorically known as "the leaky pipeline." This study contributes by showing a

motherhood penalty in the career pipeline at the postdoctoral stage in Germany—that is, during habilitation. Based on CV information and an email survey, the paper examines which factors are associated with being awarded a habilitation and whether these factors differ between women and men as well as mothers and fathers. Using Cox regressions of retrospective career trajectories of almost all psychologists at German universities in 2019 (2527 scientists with 37,423 publications), the study shows that SSCI/SCIE articles and having a PhD from abroad increase the habilitation risk more strongly for women and mothers than for men and fathers. Net of career factors observed by CVs, however, mothers have a 42% significantly lower habilitation risk.

Hadji, C. (2023a, octobre 19). **L'école de la République : un pilier dans la tourmente ?** Consulté 24 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/lecole-de-la-republique-un-pilier-dans-la-tourmente-215950>

Si les enseignants sont devenus une cible, c'est qu'ils sont aussi un rempart. Un rempart contre l'obscurantisme qui caractérise et anime leurs agresseurs, et menace toute la société.

Hadji, C. (2023b, octobre 25). **Débat : l'éducation peut-elle déjouer le déterminisme social ?** Consulté 30 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/debat-leducation-peut-elle-dejouer-le-determinisme-social-215822>

« La pédagogie peut renverser la sociologie », a déclaré le ministre de l'Éducation Gabriel Attal dans une interview au Monde début octobre. Qu'en penser ?

Hadley, E. B., Liu, S., Kim, E., & McKenna, M. (2023). **State-Funded Pre-K and Children's Language and Literacy Development: The Case of COVID-19**. *Educational Researcher*, 52(7), 434-443. <https://doi.org/10.3102/0013189X231179111>

Research on how COVID-19 school closures impacted the learning of young children is still sparse, and the broader implications of these findings have yet to be fully explored. In this study, we examine the impacts of COVID-19 school closures on language and literacy development in a state-funded pre-K program in a Florida school district. Using COVID closures as a natural experiment, we additionally explore the implications of these findings for the literature on the efficacy and dosage of state-funded pre-K programs. We used propensity score matching to compare children from the COVID cohort (n = 1,211) to children from a pre-COVID cohort (n = 1,167). Results revealed no significant difference on the Florida Kindergarten Readiness Screener (FLKRS) assessment between the two cohorts at kindergarten entry. The COVID cohort had significantly higher scores on each of the individual subdomains of the FLKRS than the pre-COVID cohort, with especially large positive effect sizes for constrained literacy skills. Results indicate that COVID-19 closures did not have significant negative impacts on pre-K children's language and literacy skills at kindergarten entry. Findings further suggest that state-funded pre-K programs with comparatively less funding and lower quality ratings may not provide adequate support for children's language and literacy outcomes.

Hall, K. R., Gong, B., & Andrade, M. S. (2023). **Meaningful Work Linking High-Quality Relationships and Commitment: A Conditional Process Study with Career Orientation**. *Journal of Career Development*, 50(6), 1247-1262. <https://doi.org/10.1177/08948453231182101>

This study aimed to examine the relations between high-quality relationships, meaningful work, and affective commitment, and evaluate whether protean career orientation moderates the relationship between meaningful work and affective commitment. We collected survey data from a sample of working adults to test the research hypotheses. The findings provide support for the proposed model. Consistent with the tenets of the work-as-meaning model, high-quality relationships were positively related to meaningful work, which, in turn, predicted affective commitment. Furthermore, the relationship between meaningful work and affective commitment was stronger for those high in protean career orientation. This study extends the literature on meaningful work and relational coordination. It offers practical insight for managers and others who can help foster high-quality relationships and meaningful work.

Hall, M. A., Kidd, B., & Vertinsky, P. (2023). **Educating the Body**. Consulté à l'adresse <https://staging-torontopress.kinsta.cloud/9781487525941/educating-the-body>
Educating the Body presents a history of physical education in Canada, shedding light on its major advocates, innovators, and institutions. The book traces t...

Halliday, S., Taylor, A., Turnbull, D., & Gregory, T. (2023). **The relationship between early adolescent cyberbullying victimization and later emotional wellbeing and academic achievement.** *Psychology in the Schools*, 60(12), 5281-5301.
<https://doi.org/10.1002/pits.23032>

This study addresses a knowledge gap in the literature about early adolescent cyberbullying victimization and the related positive and negative emotional wellbeing and academic achievement outcomes experienced over time. The study examines 9139 South Australian students (aged 10–13 years) who reported on cyberbullying status in Grade 6, and explores the relationship with emotional wellbeing and academic achievement outcomes measured in Grade 7 and Grade 9, while accounting for range of child, peer, school, and community covariates. Using mixed effects modeling, the results show that cyberbullying victimization is associated with significantly lower levels of happiness, life satisfaction, and higher levels of sadness, and worries over the shorter term (Grade 7), and significantly lower levels of reading and numeracy sustained across the longer term (Grades 7 and 9), compared to non-victimization. The results indicate that early adolescent cyberbullying may be associated with poor emotional wellbeing and academic achievement as one progresses through formal school and highlights the importance of considering the outcomes of bullying victimization beyond the immediate instance.

Hamann, J., & Ringel, L. (2023). **The discursive resilience of university rankings.** *Higher Education*, 86(4), 845-863. <https://doi.org/10.1007/s10734-022-00990-x>

If there is one thing all university rankings have in common, it is that they are the target of widespread criticism. This article takes the many challenges university rankings are facing as its point of departure and asks how they navigate their hostile environment. The analysis proceeds in three steps. First, we unveil two modes of ranking critique, one drawing attention to negative effects, the other to methodological shortcomings. Second, we explore how rankers respond to these challenges, showing that they either deflect criticism with a variety of defensive responses or that they respond confidently by drawing attention to the strengths of university rankings. In the last step, we examine mutual engagements between rankers and critics that are based on the entwinement of methodological critique and confident responses. While the way rankers respond to

criticism generally explains how rankings continue to flourish, it is precisely the ongoing conversation with critics that facilitates what we coin the discursive resilience of university rankings. The prevalence of university rankings is, in other words, a product of the mutual discursive work of their proponents and opponents.

Hamouda, L. B. (2023a, novembre 9). **Eva Debray : Harcèlement, la sanction, une réponse adaptée ?** Consulté 9 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/09/harcèlement-la-sanction-une-reponse-adaptee/>

Eva Debray, Maîtresse de conférences à l'université de Bourgogne, revient sur les différentes réponses au harcèlement scolaire. Elle met en évidence les tensions existantes entre la Méthode de la Préoccupation partagée et la « tolérance zéro » brandie comme réponse efficace au problème de harcèlement. La chercheuse se défend de « pointer des insuffisances, de...

Hamouda, L. B. (2023b, novembre 9). **Harcèlement scolaire : « Un plan ne peut épuiser un système ».** Consulté 9 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/09/harcèlement-scolaire-un-plan-ne-peut-epuiser-un-systeme/>

Aujourd'hui, jeudi 9 novembre, c'est la journée nationale de lutte contre le harcèlement scolaire. C'est aussi le jour où quelques millions d'écoliers, collégiens et lycéens répondront à un questionnaire d'auto-évaluation sur le harcèlement en milieu scolaire. Le chercheur en sociologie de l'éducation Benjamin Moignard, spécialiste de la question qui pilote les principales enquêtes de victimation...

Hamouda, L. B. (2023c, novembre 13). **Daniel Bart : PISA et les points de vue critiques.** Consulté 13 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/13/daniel-bart-pisa-et-les-points-de-vue-critiques/>

Dans moins d'un mois, l'OCDE dévoilera les résultats de PISA 2022. Des résultats attendus et largement commentés par l'ensemble de la société qui feront sans aucun doute les gros titres de tous les médias. Dans ce texte Daniel Bart, chercheur spécialiste de la question de l'évaluation des systèmes scolaires, questionne les fondements scientifiques de cette...

Hamouda, L. B. (2023d, novembre 14). **Et si le talent n'était qu'un mythe ?** Consulté 14 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/14/et-si-le-talent-netait-quun-mythe/>

Samah Karaki est neuroscientifique. Son dernier livre, « le talent est une fiction » qu'elle a présenté lors d'une conférence à l'Université d'Automne de la FSU-SNUipp, vient bouleverser le mythe du mérite, du « quand on veut, on peut ». La chercheuse vient valider les approches sociologiques, fait assez rare pour une neuroscientifique. Si elle...

Han, M., & Hamilton, E. R. (2023). **Promoting Engagement and Learning: Using the Fishbowl Strategy in Online and Hybrid College Courses.** *College Teaching*, 71(4), 281-289. <https://doi.org/10.1080/87567555.2021.2024127>

Utilizing constructivist teaching approaches in higher education promotes students' engagement and learning. This article centers on an instructor's use and implementation of the fishbowl strategy in two separate undergraduate courses at two different

institutions. Originally conceived of as a teaching strategy for face-to-face classes, this instructor modified and employed the fishbowl strategy in a fully online course during Spring 2020 and later implemented in a hybrid class (Fall 2020). In both courses, the fishbowl strategy facilitated students' learning and understanding of course content. It also supported peer-to-peer dialogue and undergraduates' co-construction of knowledge. Supplemental data for this article is available online at <https://doi.org/10.1080/87567555.2021.2024127>.

Han, X., Zhou, Q., Li, M., & Wang, Y. (Éd.). (2024). **Handbook of Technical and Vocational Teacher Professional Development in the Digital Age**. <https://doi.org/10.1007/978-981-99-5937-2>

This is an open access book. Covering both theories and practices in Technical Vocational Education and Training (TVET) teacher development, this book provides up-to-date discussions and recommendations on issues relating to TVET teacher development in the digital age. It caters for the needs of in-service teachers and trainers, as well as TVET leaders who want to upscale their professional learning and development in terms of vision, knowledge, expertise, and industry skills needed in the transition to the digital era. What is particularly useful to TVET teachers/trainers are the proposed competency development framework, competency indicators, and the assessment instrument. Drawing on extensive research regarding TVET teachers' competency development and today's industry needs, the proposed framework and indicators can be readily used to inform the self-assessment of one's professional competency level, so as to plan one's career trajectory accordingly. Teachers and trainers may also find the exemplary cases of teachers' professional development from various countries inspiring and motivating. The book also serves as a useful reference for TVET leaders, administrators and teacher trainers. The book's competency framework, indicators, and strategies are an adaptable reference for planning professional development policies, evaluation mechanisms, and programs for teachers.

Handel, D. V., & Hanushek, E. A. (2023). **Contexts of Convenience: Generalizing from Published Evaluations of School Finance Policies** (CESifo Working Paper Series N° 10664). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cescswps/5f10664.htm>

Recent attention to the causal identification of spending impacts provides improved estimates of spending outcomes in a variety of circumstances, but the estimates are substantially different across studies. Half of the variation in estimated funding impact on test scores and over three-quarters of the variation of impacts on school attainment reflect differences in the true parameters across study contexts. Unfortunately, inability to describe the circumstances underlying effective school spending impedes any attempts to generalize from the extant results to new policy situations. The evidence indicates that how funds are used is crucial to the outcomes but such factors as targeting of funds or court interventions fail to explain the existing pattern of results.

Hanna, F., Andre, L., & Zee, M. (2023). **Student teachers' future time perspective and teacher identity: A longitudinal study about students who will become primary school teachers**. *Teaching and Teacher Education*, 136, 104382. <https://doi.org/10.1016/j.tate.2023.104382>

This three-wave study examined associations between a motivational construct future time perspective (FTP) and teachers' identity (TI) in a sample of Dutch student teachers

(N = 368). Additionally, gender and educational level were included as factors affecting FTP and TI. Random intercept cross-lagged panel models indicated that FTP and TI were moderately and positively correlated at the between-person level. At the within-person level, positive cross-lagged effects from wave 2 FTP on wave 3 TI were uncovered. Male student teachers and those that are academically educated reported weaker FTP and TI relations compared to their counterparts. Implications for practice are discussed.

Hanna, P., Erickson, M., & Walker, C. (2023). **UK Higher Education staff experiences of moral injury during the COVID-19 pandemic.** *Higher Education*, 86(5), 985-1002. <https://doi.org/10.1007/s10734-022-00956-z>

Jonathan Shay argued that social, relational, and institutional contexts were central to understanding moral injury and conceptualised moral injury as a normative response to the betrayal of an individual's understanding of what is right by a more senior/authoritative "other". Using the conceptual lens of moral injury, this paper investigates academic staff experiences of HE during the COVID-19 pandemic and explores the rapid transition back to face-to-face teaching that took place in autumn 2020. To collect data, we used an online survey that opened in January 2021 and ran until the end of March 2021. A total of 663 complete questionnaires were received across the survey period. The questionnaire was comprised of ten topic-related questions, each of which included follow-up sub-questions and also invited participants to write in additional information. The majority of participants felt that during the course of the COVID-19 pandemic, they had acted in ways that put their own health and wellbeing at risk. Of those who had acted in ways that put their health and wellbeing at risk, they believed that their senior management were the most responsible for them acting in such ways, followed by the UK government. Qualitative data showed a systemic absence of leadership in the sector during the time, a sense of betrayal of staff and students by senior management and the government, and feelings of compulsion to act in ways which put lives at risk. On the basis of these results, we argue that there could be synergies between the situation facing healthcare staff and academics during the pandemic. Many of the experiences of HE academic staff during the pandemic reported to us in this research are resonant with the concepts of betrayal and moral injury and resulted in affective responses which we understand here in relation to feelings of guilt, shame, and anger, leading ultimately to poor mental health and wellbeing. This paper discusses implications for the HE sector going forward.

Hanselman, P., & Buontempo, J. (2023). **Context Variation in U.S. High Schoolers' Mathematics Orientations.** *Educational Researcher*, 52(7), 459-462. <https://doi.org/10.3102/0013189X231177671>

Educators increasingly recognize the importance of students' learning orientations, but relatively little is known about how these mindsets vary across and potentially shape educational settings. We use nationally representative data to document contextual variation in mathematics orientations in U.S. high schools. We find systematic variation in orientations between differentiated course levels within school, suggesting orientations are more a feature of proximate instructional contexts than general school climate. Between-course variation in orientations is comparable to analogous sorting on demographic characteristics and not primarily explained by prior achievement. Measures of individual learning orientations at scale hold promise for understanding collective educational contexts.

Hanushek, E. A., Kinne, L., Pietro, S., & Woessmann, L. (2023). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (Rationality and Competition Discussion Paper Series N° 429). Consulté à l'adresse CRC TRR 190 Rationality and Competition website: <https://econpapers.repec.org/paper/rcodpaper/429.htm>

Decisions to invest in human capital depend on people's time preferences. We show that differences in patience are closely related to substantial subnational differences in educational achievement, leading to new perspectives on longstanding within-country disparities. We use social-media data – Facebook interests – to construct novel regional measures of patience within Italy and the United States. Patience is strongly positively associated with student achievement in both countries, accounting for two-thirds of the achievement variation across Italian regions and one-third across U.S. states. Results also hold for six other countries with more limited regional achievement data.

Hanushek, E. A., Kinne, L., Sancassani, P., & Woessmann, L. (2023a). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (CESifo Working Paper Series N° 10660). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f10660.htm>

Decisions to invest in human capital depend on people's time preferences. We show that differences in patience are closely related to substantial subnational differences in educational achievement, leading to new perspectives on longstanding within-country disparities. We use social-media data – Facebook interests – to construct novel regional measures of patience within Italy and the United States. Patience is strongly positively associated with student achievement in both countries, accounting for two-thirds of the achievement variation across Italian regions and one-third across U.S. states. Results also hold for six other countries with more limited regional achievement data.

Hanushek, E. A., Kinne, L., Sancassani, P., & Woessmann, L. (2023b). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (NBER Working Paper N° 31690). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31690.htm>

Decisions to invest in human capital depend on people's time preferences. We show that differences in patience are closely related to substantial subnational differences in educational achievement, leading to new perspectives on longstanding within-country disparities. We use social-media data – Facebook interests – to construct novel regional measures of patience within Italy and the United States. Patience is strongly positively associated with student achievement in both countries, accounting for two-thirds of the achievement variation across Italian regions and one-third across U.S. states. Results also hold for six other countries with more limited regional achievement data.

Hart, P., & Bracey, E. (2023). **Privacy, power, and relationship: ethics and the home-school partnership.** *Oxford Review of Education*, 49(6), 732-748. <https://doi.org/10.1080/03054985.2023.2166481>

Research on the ethics of the home-school partnerships in secondary education is scarce. This paper uses data from three case studies to argue: students have a right to privacy which home-school partnerships can circumvent, parents can be used as a resource to leverage compliance from students which undermines young people's privacy, and developing trusting relationships between parents and teachers is complex

when considering the power differentials within that relationship. This article concludes that specific areas around privacy that require greater consideration include: the use of parents to leverage behavioural change in students, the sharing of information students may legitimately believe is intimate without consent, and seeking a change in values within the home. We also consider the areas of resistance students have displayed towards an encroachment on their private spheres.

Hartendorp, J., Immler, N., & Alma, H. (2023). **Multi-perspectivity and the risk of perpetration minimisation in Dutch Holocaust and slavery education.** *Journal of Curriculum Studies*, 55(6), 700-719. <https://doi.org/10.1080/00220272.2023.2261998>

The Dutch perpetrated in both the Holocaust and chattel slavery. However, Dutch cultural memory does not significantly recognize Dutch perpetration in these sensitive histories. This article explores the interplay between cultural memory and history education as a potential explanation for this oversight, by specifically focusing on the implementation of multi-perspectivity. In Dutch history education, multi-perspectivity is valued, yet scholars have warned that it could contribute to minimization of perpetration. The deliberate choice of a qualitative research approach, as opposed to the more common textbook analysis, served to centre history teachers' perspectives and allowed for a comprehensive analysis of their descriptions of multi-perspectivity in Holocaust and slavery education. This exploration further substantiated the concern regarding the risk of perpetration minimization. It reveals that history teachers predominantly approach multi-perspectivity in Holocaust and slavery education through teaching respectively historical empathy and positionality. Stimulating historical empathy and emphasizing positionality with pupils affect the presentation of historical distance and perpetration. Through these approaches teachers risk providing pupils with the understanding that everyone, including perpetrators, can be seen as victims of their historical circumstances, making it challenging to assign moral responsibility. To address this risk of perpetration minimization, this article explores underlying causes and offers recommendations.

Harvey, S., Tardif, S., & Pouliot, E. (2023). **La mise à l'essai du programme «T'ES prêt!» au Cégep de Jonquière: ce qu'en pensent les enseignantes en éducation spécialisée.** *Revue hybride de l'éducation*, 7(3), 1-21. <https://doi.org/10.1522/rhe.v7i3.1302>

Pour mieux répondre aux besoins de leurs étudiants en situation de handicap, le département d'éducation spécialisée a participé à une recherche-action-formation permettant la conception et la mise à l'essai du programme «T'ES prêt!». Dans ce contexte, des entrevues qualitatives semi-dirigées ont été réalisées auprès des enseignantes (n=4) qui ont animé les activités du programme afin de connaître leur point de vue sur ce dernier. Les résultats montrent que les enseignantes avaient des appréhensions liées aux exigences que demande l'implantation d'un tel programme, mais soulèvent cinq éléments qui ont facilité son déploiement.

Hassan, H., Islam, A., Siddique, A., & Choon Wang, L. (2023). **Telementoring and Homeschooling during School Closures: A Randomized Experiment in Rural Bangladesh** (IZA Discussion Paper N° 16525). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16525.htm>

Using a randomized experiment in 200 Bangladeshi villages, we evaluate the impact of an over-the-phone learning support intervention (telementoring) among primary school children and their mothers during Covid-19 school closures. Post-intervention, treated children scored 35% higher on a standardized test, and the homeschooling involvement

of treated mothers increased by 22 minutes per day (26%). We also found that the intervention forestalled treated children's learning losses. When we returned to the participants one year later, after schools briefly reopened, we found that the treatment effects had persisted. Academically weaker children benefited the most from the intervention that only cost USD 20 per child.

Hayoz, C., Ferrari, I., & Baumgartner, M. (2023). **Education and continuing professional development of physical education teachers – structures, challenges and current research tendencies.** *Swiss Journal of Educational Research*, 45(2), 98-100. <https://doi.org/10.24452/sjer.45.2.1>

Hayward, C., & Ohlson, M. (2023). **Teachers' Perspectives on Teacher Self-Efficacy and Principal Leadership Characteristics.** *International Journal of Education Policy and Leadership*, 19(2), 26 pp-26 pp. <https://doi.org/10.22230/ijepl.2023v19n2a1291>

The purpose of this study was to investigate how elementary teachers rate their level of self-efficacy and to examine the characteristics of school leaders influencing teacher self-efficacy, including when teachers worked from home during the COVID-19 school shutdown. On the Teachers' Sense of Efficacy Scale (TSES), all 287 participating teachers rated their self-efficacy in the high or moderate range. On the Principal Rating and Ranking Scale (PRRS), teachers reported that Communication, Inspiring Group Purpose, Consideration, and Empowering Staff were the most important characteristics of leaders related to teacher self-efficacy. The teachers interviewed reported that Communication and Flexibility were their principals' most supportive leadership characteristics during the COVID-19 school shutdown, and that areas for improvement were more Communication, Situational Awareness, and Modelling Instructional Expectations. This work gives district leaders a clearer understanding of practices, strategies, and behaviours they can implement to improve teacher self-efficacy, teacher practice, and student achievement.

He, J., Liu, Y., Ran, T., & Zhang, D. (2023). **How students' perception of feedback influences self-regulated learning: the mediating role of self-efficacy and goal orientation.** *European Journal of Psychology of Education*, 38(4), 1551-1569. <https://doi.org/10.1007/s10212-022-00654-5>

Feedback plays an important role in self-regulated learning. However, little is known about how students' feedback perception affects their self-regulation process in learning. This study adopted the social cognitive perspective to investigate how students' feedback perception is related to their self-regulated learning, along with the mediating effects of self-efficacy and goal orientation. A total of 236 7th grade students participated in this study. Self-reported data regarding feedback perception, self-efficacy, achievement goals, performance goals, and self-regulated learning were collected. The results revealed that students' perception of teachers' feedback directly and positively predicted students' self-regulated learning. Self-efficacy and achievement goals mediated the effect of feedback perception on students' cognitive strategy use and self-regulation, while performance goals showed no significant influence. Such findings illustrated the importance of feedback in self-regulation and empirically supported some of the reciprocal interactions among environmental, personal, and behavioral factors in social cognitive theory.

HEDINGER, F. (2023). **Microcertifications: développements récents à l'échelle suisse et internationale : rapport de fond.** Consulté à l'adresse https://alice.ch/app/uploads/2023/02/Microcertifications_developpements_recents.pdf

Ce rapport vise à informer les actrices et les acteurs de la formation continue en Suisse sur les développements des micro-certifications aux échelles nationale et internationale, et mettre en lumière leurs possibilités d'utilisation dans le système de formation suisse. L'autrice se penche d'abord sur les différentes définitions avant d'aborder les exigences techniques et thématiques pour les micro-certifications. Elle présente divers exemples d'offres internationales et aborde les développements politiques de l'Union européenne. Le rapport se penche ensuite sur la situation en Suisse et retrace les débats actuels. Enfin, des initiatives relatives aux micro-certifications sont présentées.

Heinitz, B., & Nehring, A. (2023). **Instructional quality in science teacher education: comparing evaluations by chemistry pre-service teachers and their advisors.** *International Journal of Science Education*, 45(17), 1419-1439. <https://doi.org/10.1080/09500693.2023.2213382>

Evaluating and improving instructional quality is important in pre-service teacher education, given it is a crucial factor for students' learning gains. This process is complex and involves multiple classroom events with various interpretations. Criteria for instructional quality are rarely applied systematically in teacher education, leading to divergent evaluations and hindering comparable development. Comparability has rarely been researched in science pre-service teacher education. Therefore, we compared evaluations from 17 chemistry-specific advisors and 17 science pre-service teachers with regard to their choice of criteria, their respective rating and grading of a videotaped chemistry lesson, in Germany. Their evaluations were compared using the Science Education Perspectives (SEP) framework for instructional quality. Although advisors can be considered evaluation experts, our findings show differences in the choice of criteria, ratings, and how the lesson was graded within and between both groups. Pre-service teachers focused more on aspects of classroom and time management, and gave higher average ratings, whereas their advisors focused more on cognitive activation. Overall, 16 different criteria were used by the majority of participants. These criteria show a strong science-specific focus. Our findings have implications for science pre-service teacher education, showing a need for a common approach in evaluations, with extended observation periods.

Henderson, E. (2023). **Entangled phronesis and the four causes of emulation: Developmental insights into role modelling.** *Theory and Research in Education*, 21(3), 264-283. <https://doi.org/10.1177/14778785231203104>

A new theory of emulation – the method by which one learns from moral role models – is emerging through the combined efforts of philosophers, psychologists and educationists. Using a previous argument reconceptualising emulation as a moral virtue as a philosophical springboard, in this paper, I extend this theory by building a more robust case for how emulation qua role modelling works in practice through direct appeal to Aristotle's account of causation: the four causes. Historically revered for their explanatory power, I argue that reconstructing the four causes and synthesising them with emulation enables us to better comprehend it as a quadripartite causal process. Through doing so, I propose that emulation is driven by 'entangled phronesis' – a mechanism which enables immature moral learners to acquire virtue by sharing in the phronesis, that is, practical

wisdom, of a role model. Since the degree of entanglement depends upon a learner's phase of virtuous character development, I also divide emulation into two types: pre-phronetic 'habituated emulation' and phronetically-informed 'complete emulation'. Combined with my four-causal account of emulation, these concepts represent a novel contribution to neo-Aristotelian character developmental theory and help explain – step-by-step – the method by which one potentially acquires moral virtue and phronesis from moral role models.

Heppt, B., Henschel, S., Hardy, I., & Gabler, K. (2023). **Instructional support in inquiry-based elementary school science classes: how does it relate to students' science content knowledge and academic language proficiency?** *European Journal of Psychology of Education*, 38(4), 1377-1401. <https://doi.org/10.1007/s10212-022-00653-6>

Inquiry-based science instruction has been proposed as an optimal learning environment for language-integrated teaching. While its potential for developing both content knowledge and language skills has been shown for students with limited language proficiency, research focusing on mainstream classrooms has mainly considered domain-specific learning. Despite the effectiveness of inquiry-based science instruction for student outcomes, research on the role of specific aspects of instructional quality is limited. Addressing this research gap, the present study investigates the relationship between teachers' instructional support during inquiry-based science classes and elementary school students' learning gains in science content knowledge and academic language proficiency. Multilevel regression analyses are based on data from 459 German elementary school students from Grades 3 and 4 who participated in a longitudinal intervention study that took place over one school year. Our findings indicate a strong impact of students' prior knowledge on learning outcomes and compositional effects for the language-related measures. Relations between teachers' instructional support, as measured by the Classroom Assessment Scoring System (CLASS; Pianta et al., 2008), and students' learning outcomes did not emerge. In interpreting the results, the overall mediocre quality of teachers' instructional support needs to be considered.

Herbst, M., & Hrynevych, L. (2023). **Wartime and postwar education in Ukraine.** *European Journal of Education*, 58(4), 533-537. <https://doi.org/10.1111/ejed.12585>

Herbst, M., & Sitek, M. (2023). **Education in exile: Ukrainian refugee students in the schooling system in Poland following the Russian-Ukrainian war.** *European Journal of Education*, 58(4), 575-594. <https://doi.org/10.1111/ejed.12587>

Following the Russian war of aggression in Ukraine since February 2022, Poland adopted institutional solutions and policies to facilitate the inclusion of Ukrainian refugees in the schooling system. We analyse geographical patterns and local determinants of the participation of children and young people from Ukraine in education in Poland. Applying a computer-based geographic information system and statistical analysis to administrative data from schools and municipalities in Poland, we found that about 50% of the Ukrainian refugees at schools in Poland are of primary school age, while the rates for other age groups are significantly lower. Ukrainian refugees are more likely to attend public schools in affluent urban municipalities and places with more developed accommodation infrastructure. Clearly, the role of local resources was of key importance in the territorial distribution of refugee families in Poland during the first year of the war. Another factor that proved to be important in attracting refugees was the presence of

pre-war Ukrainian immigrants in schools. Observed patterns differ between spring and autumn 2022, which partly reflects the changes in migration to Poland and then back to Ukraine. We anticipate that much of the Ukrainian migration to Poland may outlast the current conflict. This situation creates further challenges for education in Poland—and even more so for Ukraine.

Hernandez, C. A. Z., Sabati, S., & Chang, E. (2023). **Toward Pedagogical Justice: Teaching Worlds that we can Collectively Build.** *Educational Theory*, 73(4), 572-592. <https://doi.org/10.1111/edth.12591>

How can educators create space for students to practice making the worlds we are trying to collectively build? Inspired by genealogies that are grounded in and emerge from social movements, this paper uplifts the possibilities, tensions, and new questions that emerge when we take seriously the role of our classroom pedagogies. The authors offer a reflexive, methodological approach that pushes against the theory/practice divide and that stays with the importance of inhabiting theory through practice. They reflect on the role their classroom pedagogies in enacting their commitments to justice, organizing their offerings around the following themes: (1) Enter, or how their learnings from previous teaching experiences shape praxis through the pauses, recalibrations, and persistent questions they provoke; (2) how they Open and create space in their classrooms through rituals and routines, and toward what ends; and finally, (3) how they aim to Build with their students within and beyond the bounds of the classroom. The authors share the guiding questions that prompted these reflections, as well as the echoes across their offerings, inviting readers to reflect on their own teaching practice in community.

Hernández-Johnson, M., Taylor, V., Singh, R., Marrun, N. A., Plachowski, T. J., & Clark, C. (2023). **"Like where are those teachers?": a critical race theory analysis of teachers of color who have "left" teaching.** *International Journal of Qualitative Studies in Education*, 36(10), 1924-1944. <https://doi.org/10.1080/09518398.2021.1956634>

In seeking to address teacher shortages in the United States, teacher preparation programs, and state education department leaders in particular, have largely focused on the recruitment of new teachers. To some extent, recruitment efforts have also included attention to racially diversifying the teacher ranks. Using a Critical Race Theory framework, this article challenges hegemonic narratives about Teacher of Color absence in, and departure from, teaching, calling attention to their enduring presence in the profession and their experiences as teachers. Findings reveal that despite the persistent and pervasive spiritual, psychological, physiological trauma Teachers of Color suffer, their pride in their identities and commitment to their work as Teachers of Color persist.

Hernández-Leo, D., Amarasinghe, I., Beardsley, M., Hakami, E., García, A. R., & Santos, P. (2023). **Responsible Educational Technology Research: From Open Science and Open Data to Ethics and Trustworthy Learning Analytics.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 179-200). https://doi.org/10.1007/978-3-031-24193-2_7

This chapter unfolds some elements of responsible research in the educational technology field and provides examples about how these elements have been considered in initiatives by the Interactive and Distributed Technologies for Education (TIDE) research group at Universitat Pompeu Fabra in Barcelona. First, it focuses on open science, an ongoing movement that promotes, on the one hand, transparent and

frequent open-access updates of the research progress and the collected data and, on the other hand, reproducible, accurate, and verifiable research, bringing benefits for the individual researchers, the research community, and the society. Second, the chapter discusses ethics perspectives in educational technology research, relevant when collecting and sharing data and also in the design and development of technologies, especially when they are based on data analytics or artificial intelligence techniques. The latter aspects relate to the capacity of educational software systems to support human agency and preserve human well-being.

Heron, M., & Palfreyman, D. M. (2023). **Exploring Higher-Order Thinking in Higher Education Seminar Talk.** *College Teaching*, 71(4), 252-259. <https://doi.org/10.1080/87567555.2021.2018397>

A key purpose of higher education seminars is to support higher-order thinking, yet empirical evidence of how this is evidenced and scaffolded in higher education remains scarce. Building on previous work on identifying rhetorical and linguistic devices for argumentation, we found that higher-order thinking can be evidenced through using metaphors, linking ideas to personal experiences and emotional connections. Findings also suggest that the types of tutor questioning can support (or not) how students evidence their claims and demonstrate higher-order thinking. We conclude with recommendations for practice including greater teacher and student metacognitive awareness of the features of quality seminar discourse.

Herrmann, C., Niederkofler, B., & Seelig, H. (2023). **Evaluation der Qualität des Lehrens und Lernens im Fach Sport – Validierung des QUALLIS-Instruments.** *Swiss Journal of Educational Research*, 45(2), 202-219. <https://doi.org/10.24452/sjer.45.2.10>

An important subfield of educational research is the description of teaching quality. This raises questions about quality characteristics in the subject of physical education and how the quality of teaching and learning in physical education (QUALLIS) can be systematically evaluated. The article elaborates twelve characteristics of good physical education and operationalizes the characteristics in a multi-perspective way. A validation study with 40 secondary school classes (634 students and their teachers) confirmed the expected twelve-factorial structure and the correlations with student motivation via confirmatory factor analyses. The QUALLIS instrument provides an empirical approach to teaching quality in physical education and thus offers added value for teacher education and training.

Heurdier, L. (2021). **Le pilotage de l'éducation prioritaire en France (1981-2017).** *Les dossiers des sciences de l'éducation*, (45), 57-75. <https://doi.org/10.4000/dse.5282>

Le pilotage de la politique d'éducation prioritaire a été discontinu de sa création en 1981 par Alain Savary à la refondation engagée en 2013. Lors des trois périodes fortes de volontarisme politique, les textes de cadrage nationaux explicitent les responsabilités dévolues aux échelons déconcentrés, rectorat et zone prioritaire ou réseau principalement. Les modalités choisies par chacun des ministres s'appuient de manière variable sur les rapports des inspections générales, les études des services statistiques, les travaux des chercheurs. La consultation des équipes engagées dans les territoires classés devient un levier incontournable au fil des décennies, leur implication essentielle.

Hice-Fromille, T., & London, R. A. (2023). **Making Space: Exploring the “Thirdspace” of Breaktime in Middle School.** *Youth & Society*, 55(8), 1520-1541. <https://doi.org/10.1177/0044118X221118949>

Although scholars are attuned to the particular transitional dilemmas faced by middle school students, inquiry into middle school breaktimes is largely limited to research on bullying and peer victimization. This study interrogates the geography of middle school breaktime to expand understanding of student safety and recognize the ways that the state's intervention in school spaces creates particular challenges for young learners. By investigating breaktimes at three middle schools and employing a critical geography lens in data coding and analysis, we demonstrate how the organization of space shapes student experiences. Findings suggest that scholars should consider breaktime as a “thirdspace” within the middle school day—one that offers vast potential for positive student development, but is marginalized due to its status as “non-academic” time. Findings reveal that school leaders and staff may better support students by addressing the ways that breaktimes are differently navigated by students along ethnic, socioeconomic, age, and gender lines.

Hirschi, A., & Pang, D. (2023). **Pursuing Money and Power, Prosocial Contributions, or Personal Growth: Measurement and Nomological Net of Different Career Strivings.** *Journal of Career Development*, 50(6), 1206-1228. <https://doi.org/10.1177/08948453231182928>

There is considerable agreement that individuals need an “inner compass” to manage their careers as self-directed and values-driven. However, how different career strivings (i.e., long-term, values-related career goals) affect career development remains largely unaddressed. To tackle this issue, we conducted a study to develop and validate new scales to assess self-enhancement, self-transcendence, and personal growth career strivings, representing key self-focused and other-focused extrinsic and intrinsic career goals. The validation of the scales among 389 U.S. and 490 German workers confirmed that career strivings are differentially related to existing measures of intrinsic and extrinsic career goals, work values, and motivational work strivings. Moreover, we confirmed with a time-lagged study among 354 German workers that career strivings (especially personal growth strivings) relate positively to career commitment, career satisfaction, and life meaningfulness. The studies support the utility of examining different career strivings as critical motivational factors in self-directed career management in future research.

Hokka, J. (2023). **Emotional distance, detachment, compassion and care: The affective milieu of academic management in the neoliberal university.** *The Sociological Review*, 71(6), 1322-1340. <https://doi.org/10.1177/00380261231189050>

Based on interviews with Finnish deans, this study examines the affective milieu of academia. The neoliberalisation process in universities has strengthened centralised leadership and increased the power of managers. Simultaneously, the market-driven competitive ethos has deepened the binary between ‘winners’ and ‘losers’ at all levels of academia, giving rise to an affectively tense atmosphere. Due to their increased power, managers play a key role in shaping the affective milieu of academia. By using an affective-discursive approach, I analyse what kind of emotions deans rely on while constructing their relation to employees. This study traces three management discourses: strong, paternalistic and collegial. Together, these discourses with their affective orientations construct a polarised affective milieu. On the one hand, the deans' affective relationships with employees embody gentleness, care and compassion; on the other

hand, affective relationships manifest the inducement of guilt, sternness, conventionality, distance and detachment of employees. I argue that current neoliberal academia leaves little space for deans to demonstrate compassionate collegial management.

Holleufer, S., & Ydesen, C. (2023). **Exploring Education Policy Transformations and Agency in a Postcolonial Context: The Case of Launching the Preparation Scheme in Greenland in 1961**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 109-127). https://doi.org/10.1007/978-3-031-36970-4_7

Using the prisms of post-colonial history together with the theoretical concepts of policy instruments and uploading and downloading, this chapter investigates how different actors in different arenas of the Danish-Greenlandic education system have emerged, interacted, and struggled to shape and develop policies and practices. The chapter focuses on a particular policy instrument called 'the Preparation Scheme' [præparandarrangementet] which was launched in 1961 and remained in operation until 1976. The purpose of the scheme was to identify promising Greenlandic children and send them on a one-year school stay in Denmark to boost their Danish language skills and prepare them as spearheads for the modernization of Greenland according to a Danish development trajectory. Analytically, the chapter explores the historical compositions of actors inhabiting the arenas in Copenhagen, Nuuk and the Greenlandic school districts in 1961 when the policy instrument was launched, and it investigates the emergence of policy-practice nexuses revolving around such a new policy instrument. The chapter finds that a conducive environment for the enactment of the preparation scheme ranging from the centre to the periphery eventually came into existence. This environment was conditioned on the alignment of cultural scripts between Copenhagen and Nuuk, positioning Greenland as an object of a modernization process. In this way, the chapter adds to our knowledge about how a policy instrument is recontextualized in a downloading and subsequent uploading process in a post-colonial context.

Holmes, S. E., & Nikiforidou, Z. (2023). **'They don't realise how hard it is'. Investigating the lived experiences of higher education students with parental responsibilities during the Covid-19 pandemic**. *Higher Education Quarterly*, 77(4), 638-654. <https://doi.org/10.1111/hequ.12423>

Anecdotal reports of student parents' challenges during the Covid-19 pandemic prompted this explorative study; investigating the lived experiences of UK student parents and the provision of Higher Education support. Data was derived from 91 online surveys, 20 follow-up interviews, and analysis of 100 university websites. This occurred during the pandemic lockdowns when the stresses, challenges and opportunities of balancing their simultaneous roles of parent and student were intensified due to school closures. The Double ABC-X model provided a framework for examining participant's lived experiences, and the role that Higher Education institutions could play in effecting positive coping and adaptation. Findings indicate that universities need to implement strategies to enhance support for this sector, including greater awareness of the vulnerabilities and challenges involved, more flexibility and adaptability in the university ethos, formal and informal policies and structures to provide more effective support and advice for juggling these simultaneous demands.

Holzer, V. (2023). **Liminaire. L'Université : une œuvre de l'esprit en quête de territoire et d'identité**. *Transversalités*, 167(4), 5-12. <https://doi.org/10.3917/trans.167.0005>

Hommel, É., & Lavielle, J. (2023). **Lire et devenir adulte. Évolution des usages et pratiques de lecture à l'entrée dans l'âge adulte.** *Agora débats/jeunesses*, (95), 53-68. <https://doi.org/10.3917/agora.095.0053>

À partir d'entretiens biographiques approfondis menés auprès de jeunes adultes, cet article étudie la place que joue la lecture dans une période où l'entrée dans la vie active et la décohabitation parentale bouleversent les conditions de vie. Il analyse, d'une part, la manière dont les pratiques de lecture se reconfigurent dans ce contexte incertain et, d'autre part, le rôle de la lecture dans l'accompagnement et la mise en sens des changements biographiques. L'enquête montre que la lecture joue un rôle important dans la construction des jeunes adultes, mais que son importance et ses modalités d'évolution varient fortement en fonction de leur situation socioprofessionnelle.

Hooley, T. J., Bennett, D., & Knight, E. B. (2023). **Rationalities that underpin employability provision in higher education across eight countries.** *Higher Education*, 86(5), 1003-1023. <https://doi.org/10.1007/s10734-022-00957-y>

This article explores the rationalities advanced by 18 higher education institutions, located across eight countries, for developing and delivering employability provision. The article uses Sultana's Habermasian-derived framework to categorise rationalities as either technocratic, humanistic or emancipatory. Based on a series of semi-structured dialogic interviews, the article explores how key strategic and operational personnel within higher education institutions articulate their rationality for engaging with employability. It finds that the rationalities advanced to support employability within different institutions vary through a conversation between institutional culture and priorities and the demands of different stakeholders who the institution seeks to engage. The technocratic and humanistic rationalities dominate, with the emancipatory rationality weakly represented in the data. However, in many cases, the different rationalities are woven together, often for tactical reasons, to create bespoke institutional rationalities.

Hopmann, S. (2023). **The Curriculum as a Standard of Public Education.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 93-108). https://doi.org/10.1007/978-3-031-36970-4_6

This contribution first searches for historical and empirical evidence for whether and how curricula act or acted as a measure of public education. The problem is explicated on account of a short history of curriculum work and distinguished in a analytical, a political, programmatic and practical discourse of curriculum work. Curriculum work always underlies premises of planning, learning and effects. Three models are finally developed and brought in touch with the different discourses. Curriculum work proves to be an attempt to make publicly acceptable the empirically impossible accountability of schools.

Hordern, J. (2023). **Educational Studies and Educational Practice: A Necessary Engagement.** *British Journal of Educational Studies*, 71(5), 567-583. <https://doi.org/10.1080/00071005.2023.2213310>

This paper assesses prospects for the relationship between educational studies and educational practice, with reference to the current institutional and policy context in England. Drawing on the sociology of educational knowledge and practice, it is argued that educational studies can be conceptualised in contrasting ways, by considering internal structures, external relations and how disciplinary problematics are defined, but also by how educational practice is portrayed. To develop the analysis, Bernstein's work

on knowledge structures and academic and professional discourses is articulated with philosophical work that distinguishes between different conceptualisations of practice prevalent in the humanities and social sciences. This enables critical reflection on three arrangements of educational studies (the foundation disciplines, the new science, and the deliberative traditions) each with their own internal dynamic, socio-epistemic assumptions, relationship to policy, and implications for the future production of knowledge. This process of reflection is illustrated with reference to some recent developments in England that illuminate the current position of educational studies in relation to educational policy and practice.

Hordern, J., & Brooks, C. (2023). **The core content framework and the 'new science' of educational research.** *Oxford Review of Education*, 49(6), 800-818. <https://doi.org/10.1080/03054985.2023.2182768>

This paper unpacks the assumptions underpinning England's new Core Content Framework (CCF) in respect of the educational research required for teacher expertise, with particular attention to the sources referenced in the final part of the CCF and claims that these constitute the 'best available educational research'. Drawing on sociological studies of educational knowledge, and assessments of the quality of educational research in England, in addition to the philosophy of expertise as related to teaching, it is argued that the CCF is currently orientated towards a scientism that (i) marginalises longstanding traditions of educational thought, and (ii) technicises and instrumentalises teaching practice. The predominance of a scientific model of educational knowledge is demonstrated through a profile of the sources identified in the CCF, with a focus on the journals in which referenced material is published and an overview of subject matter via an analysis of keywords and titles. With an overwhelming preference for this 'New Science' as opposed to other traditions of educational knowledge, the CCF encourages an image of teaching as a decontextualised series of interventions with narrow objectives, and thus implicitly marginalises wider educational goods and purposes and deprofessionalises teachers work.

Höstfält, G., & Johansson, B. (2023). **Regulatory Support Activities in the Swedish Policy and Practice Nexus: Inclusive Culture of Education Policy in Different Contexts.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 227-246). https://doi.org/10.1007/978-3-031-36970-4_12

The policy and practice nexus in this chapter aims to investigate how Swedish regulated support activities, inspired by an inclusive approach, are theoretically designed in governance, interpreted in policy documents and put into practice in the classroom. The inclusive culture of education policy face multiple demands which makes it necessary to elaborate with a deeper and more detailed explanation for understanding how inclusive support activities are formed and are presently functioning. Drawing from the characteristics of the culture of policy embodying culturally-bound beliefs, we explore regulatory support activities through three analytical lenses of: (i) the principles for educational governance that guide the agencies that produce national policy, (ii) regulated support activities as problems that have to be solved by policy intervention, and (iii) how teachers guided by subject matter and teaching activities in the classroom end up resisting national policy guidelines. The result indicates that the policy of support activities for students defined with special needs can have various meanings both within and between policy contexts. In the discussion we emphasize that the distance between inclusive policy and practice widens the closer we come to the classroom. It is also

concluded that inclusive support activities have to be understood in the context where they appear, which is where they create meaningful content for each actor in the policy and practice nexus of inclusion.

Hreinsdóttir, F., & Ólafsson, R. F. (2023). **L'autonomie des écoles islandaises pour l'enseignement des mathématiques : un équilibre à trouver** (T. Chevaillier, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 121-131. <https://doi.org/10.4000/ries.14270>
En Islande, les écoles et les enseignants ont une grande latitude quant à la manière d'enseigner les mathématiques et d'organiser leurs programmes et aucun examen de fin d'études secondaires standardisé n'est imposé. Cette latitude vient à la fois de ce que le système scolaire comprend un grand nombre de petites écoles, du fait de la faible densité de la population, et de ce que le curriculum des disciplines scolaires est peu détaillé et laisse aux enseignants la charge de le compléter. Pour les écoles, l'accent est mis sur l'inclusion et l'égalité des chances pour tous les élèves. Cette organisation a des avantages et des inconvénients. On observe des écarts importants entre les connaissances mathématiques des étudiants qui entrent à l'université et, dans les faits, les élèves n'ont pas les mêmes chances d'étudier les mathématiques.

Hrynevych, L., Linnik, O., & Herczyński, J. (2023). **The new Ukrainian school reform: Achievements, developments and challenges**. *European Journal of Education*, 58(4), 542-560. <https://doi.org/10.1111/ejed.12583>

This article describes the New Ukrainian School reform and its conceptual framework. The reform builds on advanced pedagogical experience, best education practices, European competency frameworks and the promotion of national values. The system-wide reform focuses on competency-based content for teacher professional development, safe learning environments, inclusion and the digitalisation of education. Also, it addresses the internal and external quality assessment of education. The reform is financed through central government grants and the budgets of local governments. To test the newly developed content, the reform was piloted at 143 schools one year ahead of the nationwide roll-out. The schools are a representative sample of schools in Ukraine. The pilot study involved monitoring student learning outcomes, teacher preparedness to implement the reform, and organisation of education environments. Methods used for the pilot study included a survey, test, pedagogical observations, and secondary analysis of statistics. The national implementation of the reform started in 2017 and is planned to be completed by 2030. Russia's full-scale invasion of Ukraine in 2022 has contributed to obstacles and risks such as learning losses, lacking school safety, absence of funding for the development of schools and for printing textbooks. We describe measures undertaken in Ukraine to promote the reform and good results. A range of challenges remain, such as rebuilding destroyed schools, optimising the school network in line with demographic changes and organising shelters at schools. Additional challenges include the promotion of digital technologies at schools, closing learning gaps and the provision of psychological support at school.

Huang, L., Huang, Y., & Zhou, S. (2023). **Examining principal leadership effects on teacher professional learning in China: A multilevel analysis**. *Educational Management Administration & Leadership*, 51(6), 1278-1300. <https://doi.org/10.1177/17411432211041626>

While principal leadership has been exercised in day-to-day practices to address the needs of teachers as professional learners, empirical studies regarding its effects on

teacher professional learning have not increased proportionally. Using a sample of 255 secondary school principals and 2756 teachers from four provinces of Beijing, Shanghai, Jiangsu, and Guangdong in China (B-S-J-G-China) who participated in the 2015 Program for International Student Assessment (PISA 2015), this study employed a two-level hierarchical linear modeling to examine principal leadership effects on teacher professional learning. Results showed that principal leadership practices explained a large proportion of between-school variance in teacher learning. Principals' developing people had positive effects on both personal and collaborative learning. Principals' instructional improvement had a positive effect on collaborative learning, while principals' facilitating teacher participation had a negative effect on collaborative learning. The implications for improving principals' role in promoting teacher learning are also discussed.

Huang, X., Bei, L., Yinyin, W., Xin, L., & Miao, C. (2023). **Effect of visual warmth of counseling room on primary school students' willingness to psychological help-seeking: The role of intimacy and cognitive style.** *Psychology in the Schools*, 60(12), 5004-5024. <https://doi.org/10.1002/pits.23040>

According to previous studies, few students who experienced psychiatric problems sought out professional help. Although counseling rooms are now frequently found in primary and secondary schools in China, there is still a need to find a solution to the issue of how to increase the utilization rate of counseling rooms. To better understand how the setting of the counseling room affects students' willingness to seek professional psychological help, this study looked at the components that influence that increase. In this study, 1173 primary school students were surveyed using visual warmth of counseling room picture materials, intimacy measurement questionnaires, and the embedded figures test to investigate the relationship between visual warmth of counseling room picture materials and students' willingness to seek psychological help, as well as the role of intimacy and cognitive style. The study found that the warmth of the school counseling room had a significant effect on students' willingness to seek professional psychological help and that students' feelings of closeness to the counseling room mediated this influence path. Also, cognitive style moderated the direct effect of the counseling room's visual warmth on willingness to seek help as well as the first half of the mediating effect of intimacy.

Hughes, M., Tuch, S. A., McCallum, D. M., Smith, G. P. A., Lo, C. C., McKnight, U., & Fording, R. C. (2023). **Racial Attitudes in the Deep South: Persistence and Change at the University of Alabama, 1963–2013.** *Sociological Inquiry*, 93(4), 723-755. <https://doi.org/10.1111/soin.12537>

Using data from a unique series of surveys collected between 1963 and 2013, this study examines racial attitudes among young white adults in the Deep South over a 50-year period. Repeated surveys of University of Alabama students in 1963, 1966, 1969, 1972, 1983, 1988, and 2013 measured racial stereotypes, support for racial segregation, and in the 2013 study, racial resentment and support for ameliorative racial policies. Analyses show that in the 1960s endorsement of racial stereotypes was a powerful predictor of support for racial segregation. By the early 1970s, racial integration became a reality in the Deep South and, paralleling broad trends in U.S. society, endorsement of racial stereotypes and support for racial segregation declined. Simultaneously, threats to whites' position in the form of ameliorative racial policies (including affirmative action) emerged along with racial resentment. By 2013, racial resentment, rather than racial

stereotyping, was the primary determinant of white students' opposition to racial change. Our findings support Herbert Blumer's (1958) argument that racial prejudice exists in a sense of group position, and that it functions to preserve the advantaged position of the dominant group regardless of changes in the form that prejudice takes.

Hughes, S. A., Sun, W., Garner, P. W., Legette, K. B., & Halberstadt, A. G. (2023). **Context Matters as Racialization Evolves: Exploring Bias in Preservice Teacher Responses to Children.** *American Educational Research Journal*, 60(6), 1258-1300. <https://doi.org/10.3102/00028312231200016>

This study explores preservice teacher attributions to children's behaviors portrayed in specific emotion-laden school scenarios. Participants included 178 preservice teachers from three universities. The preservice teachers viewed video vignettes of Black and White child actors in six different school scenarios. Our team constructed two themes from the preservice teachers' narratives about what they saw: (a) context matters (i.e., different scenarios activate different preservice teacher attributions), and (b) racialization evolves (i.e., preservice teachers make different attributions about Black and White boys engaged in the same behaviors). Findings underscore the importance of teacher education and professional development for novice teachers that address racial bias in attributions of student behaviors.

Hung, Y.-H. (2023). **Exploration of teachers' teaching of civic engagement in Taiwan.** *Education, Citizenship and Social Justice*, 18(3), 314-326. <https://doi.org/10.1177/17461979221097359>

This study utilizes the term "teacher as stranger–teacher as public citizen" from Greene's *Teacher as Stranger* to explore how teachers develop students' civic engagement in Taiwan. Using a case study design, this study documents how six social studies teachers make curricular decisions about whether to develop/advocate for students' civic engagement or not, and how teachers develop the curriculum and pedagogy for civic engagement. Findings illuminate that teachers' personal background and life experiences are influential factors in their teaching of civic engagement. In addition, the findings also indicate teachers who act as citizens involved in the public world develop students' civic engagement, critical awareness, and political talk.

Hunter, S. B. (2023). **The (In)Consistency of Teacher Survey Responses About Teacher Evaluation Implementation: Implications for Principal Professional Development.** *Educational Researcher*, 52(8), 512-515. <https://doi.org/10.3102/0013189X231189273>

Principals can affect several consequential schooling processes and outcomes. However, their effectiveness varies substantially and is distributed across schools inequitably, underscoring the importance of effective principal professional development (PPD), which begins by using needs assessments to inform PPD content. A researcher-practitioner partnership assessed principal needs via monthly teacher surveys about specific teacher evaluation skills. While internal consistencies were high, test-retest reliabilities were low, implying that reports regarding the quality of specific principal practices may fluctuate substantially over short periods, potentially hampering the design of effective PPD.

Huynh, H. V., Proeschold-Bell, R. J., Sohail, M. M., Nalianya, M., Wafula, S., Amany, C., ... Whetten, K. (2023). **What processes or key components do teachers attribute to their well-**

being? A cross-cultural qualitative study of teacher well-being in Cambodia, Kenya, and Qatar. *Psychology in the Schools*, 60(12), 4967-4987. <https://doi.org/10.1002/pits.23043>

The study of teacher well-being is critically important. However, teacher well-being studies are lacking in Africa, Asia, and the Middle East, and also generally in low-income countries. This exploratory case study sought to identify teachers' perceptions of work-related characteristics and personal practices associated with well-being and burnout in three underrepresented, diverse sites: Battambang, Cambodia; Bungoma, Kenya; and Doha, Qatar. Ninety teachers participated in in-depth interviews (Qatar N = 21, Cambodia N = 33, Kenya N = 36), as well as 16 principals and 11 policymakers. Qualitative analysis was conducted using data-driven, emergent codes. Findings revealed that teachers attributed remarkably similar processes and key components to their well-being (e.g., engagement school-wide or district-wide, schools attending to teachers' personal needs) and burnout (e.g., administrative burden, student misbehavior) across all three sites, with a few notable differences worthy of future follow-up. Few teachers could name any well-being programs at their school.

Iddy, H. (2023). **Changing perceptions of the value of girls' secondary education among the parents in rural Tanzania.** *International Journal of Qualitative Studies in Education*, 36(10), 2156-2176. <https://doi.org/10.1080/09518398.2021.1982048>

Parents are the key people in the family when it comes to determining the extent and type of education for their children. Within the theoretical frameworks of African feminisms, human capital theory, and the liminality theory, this paper examines the parental perceptions of the girls' secondary education in Tanzania's rural communities. Moreover, it determines the effects of those perceptions on the girls' secondary schooling in rural Tanzania. Using the ethnographic research design, this qualitative study found that, although some parents perceived girls' secondary education negatively, there were some glimmers of hope and changing attitudes among parents. The findings further indicate that there are tensions and conflicting perspectives, as some of the parents struggled to reconcile emerging beliefs about girls' education with the existing largely conservative cultural and familial practices. This changing perception on the girls' secondary education signals a favourable disposition towards the improvement of girls' secondary schooling, particularly in the largely conservative rural communities.

Ikeda, M. (2023). **New PISA results: strengthening education systems in the wake of the pandemic.** *PISA in Focus*, (123), 1-6. <https://doi.org/10.1787/62fc50a3-en>

As the global benchmark in educational assessments, PISA results are always hotly anticipated. The eighth round of PISA assessment was originally planned to take place in 2021 but the disruption caused by COVID-19 forced the assessment to be postponed by a year. The first results of PISA 2022 will be unveiled in two volumes on 5 December 2023. The focus of PISA 2022 is mathematics, with an emphasis on mathematics reasoning, to highlight its importance in tackling complex real-life challenges. The first volume examines how student performance in mathematics, reading and science as well as equity in education evolved before and after the pandemic. The second volume of PISA 2022 identifies "resilient education systems" that maintained or promoted student learning, equity, and well-being amid the pandemic.

Ilabaca, T., & Corvalán, J. (2023). **The School Segregation of the Chilean Elites and Its Consequences in the Socialization of Class Subjectivities.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends*

and Singular Experiences From Belgium and Chile (p. 211-225). https://doi.org/10.1007/978-3-031-36147-0_11

This chapter reviews how private schools of the social elite in Chile have isolated from the state policies that for decades tried to democratize education. In recent years, Chilean society has experienced a growing questioning about the segregation of its school system, for which educational policies have been generated. However, they only incorporated low and middle sectors leaving elite schools out and segregated from the Chilean education system. The chapter also looks at how students' experience at these schools develops in the context of an increasingly and intense debate about democratization and the diminishing of privileges in society.

Ingold, T. (2023). **Construire une université pour le bien commun**. *Transversalités*, 167(4), 55-67. <https://doi.org/10.3917/trans.167.0055>

Comment retrouver l'université et ses missions réelles dans un contexte néolibéral où l'enseignement supérieur et la recherche sont devenus « un secteur du marché » parmi d'autres ? La communauté universitaire d'Aberdeen a relevé ce défi en renouant avec son histoire et sa charte originelle, mentionnant que l'université est ouverte à tous et au service de tous dans sa recherche de la vérité. Ont ainsi été mis au jour quatre piliers fondateurs : la liberté, non comme propriété mais comme exigence ; la confiance, non comme confort mais comme responsabilité mutuelle ; l'éducation, non comme résultats chiffrés à obtenir, mais comme processus ouvert de croissance et de découverte ; et enfin la communauté, non comme groupe homogène et fermé mais comme rassemblement dans la différence et comme concentré de la vie sociale elle-même.

Ingram, S. (2023). **The financial impact of policy reform on the Australian university sector 1988–2019**. *Higher Education*, 86(5), 1233-1267. <https://doi.org/10.1007/s10734-022-00970-1>

The 1988 Dawkins reforms were designed, at least in part, to encourage public universities to organize themselves as if they were corporate enterprises, in order to create a more efficient and competitive sector that was less reliant on government funding. This paper assesses whether successive policy changes since the 1988 Dawkins reforms have achieved these efficiency, competition, and funding objectives. It does so by examining their financial performance over time, applying the techniques employed by investment analysts in the private sector to assess the performance of market participants. It demonstrates that the policy changes have reduced efficiency and competitiveness, and weakened the financial position of a number of universities. It provides empirical support for previous research highlighting the significant structural and regulatory constraints on the creation of a competitive market in higher education. Furthermore, it demonstrates that 35 years of policy change have merely reinforced pre-existing market positions and that, even before the impact of the COVID pandemic is considered, the financial position of the sector has been weakened as a result of the changes.

Inouye, K., Lee, S., & Oldac, Y. I. (2023). **A systematic review of student agency in international higher education**. *Higher Education*, 86(4), 891-911. <https://doi.org/10.1007/s10734-022-00952-3>

The agency of international students has long been neglected and undertheorised, though recent literature indicates that this has started to change. This paper systematically reviews 51 studies that address student agency in international higher education. Focusing on research published in the last two decades (2000–2020), the

review draws on studies that foreground student voices, or international students' perspectives, rather than the perspectives of teachers, administrators or policymakers. A detailed discussion of how international student agency is positioned in the literature found that agency appears as either: a research object, as part of a theoretical or conceptual framework, or an emergent finding. Furthermore, our analysis suggests that the term "agency" is often used as a buzzword rather than as a fleshed-out concept. Thus, drawing on this initial analysis, the review synthesises varying but overlapping conceptualisations of international student agency in the literature into an integrative framework. Implications for future research are drawn, based on our findings about the understudied populations and methodological limitations in the literature.

Jack, R., & Oster, E. (2023). **COVID-19, School Closures, and Outcomes.** *Journal of Economic Perspectives*, 37(4), 51-70. <https://doi.org/10.1257/jep.37.4.51>

This article discusses the question of data and our perspective on the importance of public, accessible, and contemporaneous data in the face of public crisis. Then, we present data on the extent of school closures during the COVID-19 pandemic, both globally and within the United States. We describe the available data on the degree of these closures, which will provide a set of resources for studying longer-term consequences as they emerge. We also highlight what we know about the demographic patterns of school closures. We then discuss the emerging estimates of the short-term impacts of school closures. A central finding throughout our discussion is that school closures during the pandemic tended to increase inequality, both within and across countries, but that fully understanding the long-run impact of COVID-related school closures on students will take time and will surely be influenced by events and policies in the next few years.

Jackson, D., & Dean, B. A. (2023). **Employability-related activities beyond the curriculum: how participation and impact vary across diverse student cohorts.** *Higher Education*, 86(5), 1151-1172. <https://doi.org/10.1007/s10734-022-00966-x>

Higher education is increasingly concerned with providing students with experiences that enhance employability. Sitting outside the curriculum, extra- or co-curricular activities that focus on career development, leadership, service or recognition can lead to positive employability and employment outcomes. The extent to which different student groups have access to and participate in these employability-related activities (ERAs) is underexplored, along with their relative gains in the labour market. This research surveyed 84,000 graduates in Australia on their participation in various activity types and the impact on their sense of preparedness for work and labour force outcomes. Findings demonstrate that over one-half of respondents participated in an ERA with groups tending to favour different activity types. Overall, the greatest differences in participation were observed by age, gender, disability, citizenship and socio-economic background. Activities impacted differently on employment outcomes with graduates from regional areas, of low socio-economic status and with disability garnering strong benefits. Club/society roles, leadership/award and mentoring programmes offered valuable development opportunities for most graduates, with less favourable outcomes reported for volunteering and micro-credentials. The study provides important information for designing ERAs that can be more easily accessed by increasingly diverse cohorts and that better support lifelong learning and transition to work for all students.

Jacquot, A. (2023). **Mises en œuvre et variations locales d'un dispositif de lutte contre le décrochage scolaire : les ateliers relais.** *Agora débats/jeunesses*, (95), 69-86. <https://doi.org/10.3917/agora.095.0069>

Cet article analyse le processus de mise en œuvre différenciée d'un dispositif de lutte contre le décrochage scolaire en collège (ateliers relais) et ses formes partenariales entre les mondes de l'éducation populaire et de l'éducation nationale. Grâce à la démarche ethnographique, il explique de quelles manières ce dispositif prend des configurations locales particulières alors qu'il possède un cadrage national fort. Ce dispositif interroge ainsi l'appropriation de règles et de recommandations par les acteurs opérationnels et organisationnels et les effets de cette appropriation sur la lutte contre le décrochage scolaire aux échelles nationale et locale.

Jaillet, A., & Jeannin, L. (2023). **Numérique et bien-être des enseignants du premier degré.** *Phronesis*, 12(2-3), 27-47. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-27.htm>

L'analyse de deux enquêtes en direction des enseignants au cours du programme TNE (Territoire Numérique Éducatif) de l'État français (2021) dans le cadre du plan de relance après les premiers confinements, permet d'étudier les liens entre le bien-être, le stress et les relations avec les élèves, du point de vue des conditions de leurs praxis numériques au regard du modèle proposé par Viac et Fraser (OCDE, 2020). Une double analyse statistique a été mise en œuvre. Le résultat saillant est que les conditions de l'environnement des pratiques professionnelles de l'enseignant du premier degré, chez lui et à l'école, et sa pratique numérique ancrée dans une praxis « ordinaire », sont des facteurs d'influence sur son bien-être et stress déclaré.

Jaillet, A., Jeannin, L., & Mabilon-Bonfils, B. (2023). **Du bien-être des professeurs au bonheur d'enseigner : peut-on former les enseignants au bonheur ?** *Phronesis*, 12(2-3), 1-7. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-1.htm>

James, D., Garner, S., & Husband, G. (2023). **Understanding practices of UK college governing: Rethinking strategy and accountability.** *Educational Management Administration & Leadership*, 51(6), 1422-1439. <https://doi.org/10.1177/17411432211053691>

College governing boards are widely held to be the keystone of institutional strategy and the prime locus of support, challenge and accountability in respect of the actions of the senior Executive. Whilst there are many normative prescriptions about the conditions and arrangements required for effective college governance, relatively little is known about how and to what extent the practices of boards reflect or realise these prescriptions. This paper draws upon a unique research study of eight further education colleges across the four nations of the UK. Following Chia and MacKay and Hendry et al., our 'strategy as practice' approach gives primacy to emergence and immanence through board practices. Video and observational data, supplemented by some interview and documentary data are used to develop an understanding of governing practices. Our analysis suggests that current normative prescriptions lack the conceptual sophistication required to support governing as it really happens. We offer a reconceptualisation of both strategy and accountability suggesting that the latter includes lateral, inward- and outward-facing functions that make conflicting demands on governors. We argue that these distinctions are vital in enabling further positive development of governing in the college sector.

Jeannin, L., Vicente, C., & Sellam, M. (2023). **Le bien-être à apprendre de l'apprenant au bien-être à faire apprendre de l'étudiant-professeur.** *Phronesis*, 12(2-3), 271-282. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-271.htm>

Le bien-être à apprendre et à faire apprendre est une question de fond qui peut se poser pour les professeurs des écoles. Qu'en est-il de ce questionnement du bien-être pour les enseignants. Nous analyserons les mémoires des étudiants de 2016 à 2021 afin de mettre en relief les spécificités d'appropriation de cette question du bien-être pour les futurs professeurs des écoles. Nous comparerons l'avant crise sanitaire aux recherches menées durant cette crise. Par la méthodologie de l'analyse texto-métrique des mémoires et par l'analyse des éléments contre-transférentiel de l'enseignant-chercheur, nous chercherons à préciser les points de blocages et les zones aveugles liés aux angoisses autour de cette notion du bien-être à apprendre et à faire apprendre.

Jean-Pierre, J., Hassan, S., & Sturge, A. (2023). **Enhancing the Learning and Teaching of Public Speaking Skills.** *College Teaching*, 71(4), 219-226. <https://doi.org/10.1080/87567555.2021.2011705>

Various pedagogical strategies promote the development of communication skills that enable graduates to leave their mark and make positive changes in society. This article focuses on instructional lessons learned from undergraduate student perspectives of the pedagogy of the lightning talk, a three-minute oral presentation delivered without the use of supporting materials and without audience engagement in a noncompetitive environment. Drawing from the data of a mixed-methods study conducted at a metropolitan university, this article highlights key pedagogical lessons. Students' responses indicate that instructors can implement instructional strategies that enhance students' preparatory work and accessibility. Students also shared that they developed valuable public speaking-related skills. Overall, the findings can inform how instructors can enhance learners' communication skills with inclusive teaching strategies.

Jerrim, J. (2023). **Who Responds to Phishing Emails? An International Investigation of 15-Year-Olds Using Pisa Data.** *British Journal of Educational Studies*, 71(6), 701-724. <https://doi.org/10.1080/00071005.2023.2234456>

Young people are facing an ever-increasing array of online dangers. One of the most common is receipt of a phishing email. This paper presents new evidence on the characteristics of young people most likely to respond to such emails. I find approximately one-in-seven 15-year-olds are at risk of responding to a phishing email, rising to one-in-five amongst those from disadvantaged socio-economic backgrounds. Such risks are particularly high amongst young people with low levels of cognitive skill. Unfortunately, students who are taught about the dangers posed by phishing emails at school are just as likely to take inappropriate actions following their receipt as their peers who have not. I thus conclude that greater emphasis and higher quality instruction needs to be provided to young people about the online risks they face, particularly to those from disadvantaged socio-economic backgrounds and low academic achievers.

Johnson, D. D., Roberts, L., Wong, L.-S., & Ebejer, M. (2023). **Consequential Issues of Censoring Curriculum: Who Has the Right to Ban What's Read?** *Journal of Cases in Educational Leadership*, 26(4), 62-74. <https://doi.org/10.1177/15554589231201845>

Ms. Sampson, a White eighth-grade teacher in a predominately White suburban school district in the southern United States, decided to include several books in her lesson plan.

Selected books were from the school's library and had been previously approved by stakeholders as instructional resources for the district. One parent, a school board member, became enraged when he heard about the readings during a Parent Teacher Organization (PTO) back-from-spring-break celebration and contacted the district superintendent. A book was subsequently removed from the library and Ms. Sampson was placed on administrative leave without pay. This case centers on the critical race debate in public schools and how school leaders and other stakeholders address a teacher's decision to diversify curriculum and instructional resources amid stakeholder pushback.

Jones, H. (2023). **Young people's schooling trajectories and transitions to social adulthood in the context of Brazil's Bolsa Família**. *Critical Social Policy*, 43(4), 718-738. <https://doi.org/10.1177/02610183221137818>

As cash transfers have become key tenets of social protection systems in the global South, much effort has gone into evaluating their outcomes. Less attention has been paid, however, to young beneficiaries' experiences of cash transfers and the contextualised and differentiated impacts on their lives at the micro-level. Based on a qualitative study of young recipients of Brazil's Bolsa Família programme, this article explores the factors that shape young people's schooling trajectories. The article demonstrates the complexity of young people's lives vis-à-vis the CCT policy model; particularly, how their trajectories do not conform to its linear logic, but rather reflect a more complex interaction of gender norms and social and economic inequalities. The tension between the linearity of the policy model and these differentiated and gendered trajectories in turn complicates how young people navigate the transition to social adulthood, by marking out 'problematic' vs 'successful' transitions and trajectories.

Joseph, O., Personnaz, E., Robert, A., & Sawadogo, A. F. (2023). **L'insertion des jeunes de la région Bretagne, enquête Génération 2017**. Consulté à l'adresse <https://www.cereq.fr/insertion-professionnelle-jeunes-Bretagne>

Jouet, E. (2023). **Récit de vie en santé mentale : enquête sur soi, en quête de soi**. *Savoirs*, (63), 89-106. <https://doi.org/10.3917/savo.063.0089>

Ce travail s'intéresse à des moments de construction de savoirs de « formateurs pairs » vivant avec des troubles psychiques, membres d'une communauté d'apprentissage où ils produisent leur récit de soi afin de pouvoir exercer dans des dispositifs de formation. La question est de voir en quoi une analyse lexicale peut aider à l'exploration de traces produites en éclairant les mécanismes à l'œuvre. Sont concernées (1) une analyse d'écritures à partir de la question « Qu'est-ce que vous avez appris de la maladie ? » ; (2) une analyse des verbatims produits par le groupe en vue de la réalisation d'un référentiel de compétences. Ce travail fait ressortir la complémentarité entre l'échange collectif, qui permet la thématisation et l'explication des savoirs, et l'écriture individuelle. Elle révèle des stratégies et des régimes narratifs différenciés, comme descriptifs, biographiques ou métaphoriques.

Julien-Saavedra, R. (2023). **Les badges numériques ou open badges : dossier**. Consulté à l'adresse https://wp.unil.ch/digitalskills/files/2023/07/P8_Future_University_Dossier_Open_Badges.pdf

Ce dossier propose un état de la question sur les Open Badges, un sujet qui touche à la micro-certification. La première partie est consacrée à une revue de la littérature afin de formaliser quelques définitions clés à propos des badges en question tout en décrivant le contexte de leur émergence. Elle se concentre également sur l'analyse des avantages et des limites de l'utilisation de badges, notamment au sein de l'enseignement supérieur. La deuxième partie est consacrée à la présentation d'expériences concrètes de mises en place de ces outils. À la lumière de ces expériences, la troisième partie s'attache à formuler un ensemble de recommandations et de perspectives utiles pour l'implémentation des badges numériques au sein de l'enseignement supérieur.

Kaganovich, M. (2023). **Trade-Offs in Choosing a College Major** (CESifo Working Paper Series N° 10650). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f10650.htm>

Recent empirical analyses reveal substantial differences in the choices of college majors between demographic and socio-economic groups that are further amplified upon students' adjustment of their educational choices in the course of studies. The best documented and salient are the differences between genders, whereby women tend to be significantly underrepresented in some quantitatively oriented academic fields such as STEM, Business, and Economics, which also happen to be associated with relatively more lucrative careers, and overrepresented in others, such as Humanities and Education. Among potential explanations for this gender imbalance, some scholars noted that those more lucrative fields tend to have a more competitive environment and assign, on average, lower grades and conjectured that female students exhibit stronger aversion to low grades, hence their relative aversion to low-grading disciplines. The empirical literature also brings up a competing reasoning that gender biases in the choices of disciplines are directly driven by differences in preferences toward fields and pecuniary as well as non-pecuniary aspects of careers associated with them. This paper develops a theoretical model, which proposes a foundation for the latter explanation as a predominant one and reconciling it with the empirical evidence of gender differences in responsiveness to grades mentioned above. The paper argues that a student's responsiveness to grades, in terms of the initial choice of and persistence in majors, is field-specific and is the stronger, the weaker is the student's preferential attachment to the field. A key implication is that categories of students who attach high importance to pecuniary benefits of post-college careers, will be more tolerant toward inferior grades they may receive in the disciplines which promise such lucrative careers. It further explains why such students also tend to exhibit higher dropout rates from college.

Kahn, P. (2023, septembre 13). **Signes religieux à l'école : une longue histoire déjà**. Consulté 25 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/signes-religieux-a-lecole-une-longue-histoire-deja-212646>

De l'affaire du foulard à Creil en 1989 à l'interdiction des abayas à l'école annoncée par le ministre de l'Éducation, retour sur les débats concernant les signes religieux dans l'espace scolaire.

Kalenda, J., Kočvarová, I., & Boeren, E. (2023). **Impact of COVID-19 on participation and barriers in nonformal adult education in the Czech Republic**. *European Journal of Education*, 58(4), 681-698. <https://doi.org/10.1111/ejed.12580>

The impact that the COVID-19 pandemic has had on nonformal adult education has become a frequently discussed issue in lifelong learning. Nonformal adult education is understood here as all organised adult learning outside formal education that usually does not result in official certification. Many scholars have considered the pandemic as the leading cause of both decreased participation in nonformal adult education and increased inequality among adults. Nevertheless, it has not yet been empirically established how profound this outcome has been for participation patterns, inequality and perceived barriers to involvement in nonformal adult education. Accordingly, this study explored how much the pandemic contributed to a decrease in overall participation, changes in participation patterns, as well as contributed to an increase in related inequalities in the Czech Republic. This article reports on results from a national representative survey in June 2020 (N = 1013) conducted between the first and second wave of the pandemic. Trends in participation in nonformal adult education along with barriers were mapped for the 12 months preceding the survey. To establish trends, we compared our results with data from the Adult Education Survey conducted in 2011 and 2016, respectively. Our analytical approach is primarily based on descriptive statistics and modelling factors influencing the involvement of adults in nonformal adult education. We found that overall participation in nonformal adult education decreased from June 2019 to June 2020 to its lowest recorded level. Furthermore, the results indicate that inequality based on educational attainment, as well as the perception of substantial institutional and situational barriers have significantly increased.

Kambara, H., & Lin, Y.-C. (2023). **Factors impacting reading motivation: Insights from the bioecological model of human development.** *The Journal of Educational Research*, 116(5), 309-321. <https://doi.org/10.1080/00220671.2023.2265881>

There is an absence of cross-cultural qualitative research exploring sociocultural factors affecting reading motivation. To address the gap, the present study adopted the Bronfenbrenner's bioecological model of human development to investigate factors impacting reading motivation across American and Japanese fourth grade students. Additionally, we aimed to identify ways to motivate both students to read. Semi-structured interviews for 12 students in each country were conducted. Our study identified a consistent pattern in which the reading motivation of both American and Japanese students was directly influenced by the microsystem. Our findings also suggest distinct patterns between American and Japanese students. While American students exhibited a direct impact from the microsystem, Japanese students' reading motivation was influenced by several systems, including the microsystem, exosystem, and macrosystem. We explained that the observed unique patterns between American and Japanese students could be due to cultural differences. We identified several effective ways to motivate students to read.

Kannisto, T. (2023). **Schools and the principle of non-intrusion into the private.** *Theory and Research in Education*, 21(3), 284-303. <https://doi.org/10.1177/14778785231208057>

In this article, I argue that parental privacy has often been given too much weight in theorising about justice at schools. Susan Okin famously stated that as the family serves as the children's 'first school of justice',¹ it should also be internally just. However, she agreed with John Rawls on that interfering directly within the family life, even in the name of equality and justice, would risk causing injustice to those who do not share these liberal ideals. I ask in what sense this principle of non-intrusion into the private should be extended over the school institution. If the principles of public justice and private morality

came into conflict in school education, which set of principles should be given priority? I pose Rawls' suggestion concerning children's schooling against his depiction of the family and claim that these two are normatively at odds with each other. Of the two, the latter seems paradoxically to allow for more extensive public regulation and therefore his view of the school must be modified accordingly. Moreover, I revisit one of Okin's main arguments that countering injustices requires active and explicated countermeasures where education plays a key role. Therefore, it is justified to prioritise principles of public morality, and teach related substantial values at schools, given that they accord with the demands of justice. Parental privacy applies to schools only in a limited sense.

Kapitsinis, N., & Gialis, S. (2023). **The spatial division of precarious labour across the European Union regions: A composite index analysis of the 2008/2009 global economic crisis effects and COVID-19 initial implications.** *European Urban and Regional Studies*, 30(4), 380-403. <https://doi.org/10.1177/09697764231191631>

The successive crises of the 21st century (2008/2009 global recession, COVID-19) have significantly affected the organisation of work and increased the flexibilisation and precarisation of labour, reflecting the changing needs of capital accumulation. Although employment reorganisation is unevenly distributed across space, the link between labour precarisation and cities or regions has not been studied in depth, with most research efforts focusing on the national scale. This article enriches the emerging literature for composite indices of labour market change by constructing an index of labour precarity at the regional scale. It estimates the very Flexible Contractual Arrangements Composite Index in the NUTS2 regions of the European Union from 2008 to 2020 to provide a comparative analysis of the impact of the global recession of 2008/2009 and the initial implications of COVID-19. The findings highlight a persistent division between peripheral and core regions. High precarity is a persistent feature of less developed regions, although it is also increasing significantly in urbanised, economically advanced regions. As found, the degree of labour precarity of a regional labour market is the complex result of national factors as well as regional characteristics such as specialisation, remoteness, path dependency, and local institutional practises and population dynamics.

Kaptan, O., Karabay, A., & Kocabaş, İ. (2023). **A panel data analysis of the effect of well-being on PISA maths skills from the perspective of equality.** *Quality & Quantity*, 57(6), 5577-5597. <https://doi.org/10.1007/s11135-023-01624-9>

Being one of the earliest focuses of debates in human history, equality remains to be a significant determiner of student achievement, and we believe that it is important to understand why and how inequalities influence student achievement. In this study, we analyzed well-being indicators in the "How's Life? Well-being" data set provided by the Organization for Economic Co-operation and Development (OECD) with a pooled effect model panel data analysis to comprehend the effect of well-being on the Program for International Student Assessment (PISA) maths skills of students. The dataset we worked on includes data from the years 2006, 2009, 2012, 2015, and 2018, when PISA tests were carried out and we analyzed data from 37 OECD countries. We found that PISA math skills scores have a negative correlation with economic factors of household income, employment rate, and youth neither in employment, education, or training, and have a positive correlation with the gender wage gap, and deprivation of adequate health condition indicators. We suggest further analysis with the methods of discriminant and

cluster analysis to comprehend common traits of countries that have high scores on the PISA tests.

Kashihara, S., & Fukaya, T. (2023). **Does a self-report questionnaire predict strategy use in mathematical problem solving among elementary school children? Importance of question format depending on the grade.** *European Journal of Psychology of Education*, 38(4), 1461-1479. <https://doi.org/10.1007/s10212-022-00668-z>

Predicting the actual performance of strategy use with self-report questionnaires is difficult, especially among elementary school children. Nevertheless, due to the simplicity of self-report questionnaires, it is desirable to identify one that can predict children's performance of actual strategy use. This study investigated whether a self-report questionnaire on the frequency of using a diagram strategy in mathematical problem-solving can predict children's actual diagram use by manipulating the question type (i.e., free description, multiple-choice, and Likert scale). We also examine the question types that can better predict the actual strategy use in elementary school children. Fourth- to sixth-grade children were asked to complete both a questionnaire, which asked about their daily use of a diagram strategy through three question types and a test consisting of math word problems. We found that when children were asked to self-report their strategy using a Likert scale, they were predicted to use diagrams during the test regardless of grades. Furthermore, the older the children became, the more effective it was to ask them to self-report in a free description type. These results suggest that appropriate question types can make it possible to measure actual strategy-use behaviors through self-report measures, even for elementary school children.

Kaukko, M. (2023). **Storycrafting refugee children's lives. Presenting Ali and the Long Journey to Australia.** *International Journal of Qualitative Studies in Education*, 36(10), 2252-2265. <https://doi.org/10.1080/09518398.2021.1986645>

Refugee students may come to schools with fragmented educational histories and other exile-related stressors, but many also settle fast, enjoy school and live rather ordinary childhoods. These more positive stories are not told because they get overridden by well-meaning but counterproductive stories of victimhood. This article presents a storycrafting project with 13 primary school aged refugee children in Australia, with an aim to problematise this deficit-discourse. The outcome was the group's "preferred narrative", that is, a story combining fact and fiction within the dialogical process between the teller and the audiences. The story was published as a fictional book and an animated film entitled Ali and the Long Journey Australia. This article discusses this process and its outcome; how a child-led project combining fact and fiction can inform qualitative research, and how stories are welcomed by audiences which are out of reach by regular research outputs.

Kawano, K. (2023). **Engaging a Kanaka 'Ōiwi Literature Review Methodology Through Research on Native Hawaiian Culture-Based Education.** *Review of Educational Research*, 93(6), 862-900. <https://doi.org/10.3102/00346543221149004>

Although research shows that critical outcomes occur for Native students when culture-based education (CBE) centers self-determination, sovereignty, and Indigeneity, Kanaka ʻŌiwi (Native Hawaiian) students rarely learn about these concepts. This review thus seeks to understand how scholars operationalize self-determination and Eā (sovereignty, life) in research on Native Hawaiian CBE and the extent to which this operationalization provides pathways for students to internalize the two concepts, self-

identify as Indigenous, and enact praxis. By foregrounding Kānaka ways of knowing and being, a Kanaka ʻŌiwi literature review methodology (KanakaʻŌiwiLRM) is conceptualized and engaged to analyze 20 literature sources. Findings indicate that self-determination and Ea are positioned as the foundations and outcomes of CBE, yet disregarded as a basis for Indigenous self-identification. This results in a call for a purposeful decolonial Native Hawaiian CBE approach that nourishes Indigenous unity and supports self-determination, Ea, and pathways toward praxis.

K/Bidy, J., & Escalié, G. (2023). **Accompagner le développement professionnel des entraîneurs pour optimiser la dynamique de leurs interactions avec les athlètes : les cas des entraîneurs de badminton.** *Staps*, 140(2), 11-30. <https://doi.org/10.3917/sta.140.0011>
Notre étude cherche à comprendre l'activité des entraîneurs eu égard à sa portée sur celle des athlètes. Elle s'inscrit dans un programme de recherche en anthropologie culturaliste permettant de conceptualiser les significations que deux acteurs associent aux expériences qu'ils vivent, mais également d'apprécier le niveau d'intersubjectivité entre eux. Les résultats d'une première étude ont montré que les interactions entraîneur-athlètes étaient régulièrement le lieu de désaccords pouvant mener à une collaboration improductive. Une étude à visée transformative a été menée pour permettre à l'entraîneur de tendre vers un plus haut niveau d'intersubjectivité avec son athlète. Méthodologiquement, après l'enregistrement audio-vidéo (EAV) d'une séance d'entraînement suivi d'un entretien d'autoconfrontation (EAC) mené avec l'entraîneur puis l'athlète, nous avons mené un second entretien dit « transformatif » avec l'entraîneur. Confronté à l'EAC de l'athlète, il devait interpréter les désaccords observés. L'EAV d'une seconde séance suivie des EAC de l'entraîneur et de l'athlète a été mis en place pour repérer un possible processus de développement chez l'entraîneur. Malgré certaines résistances qui accompagnent ce processus réflexif, les résultats montrent que l'accès au vécu de l'athlète et plus particulièrement le constat des désaccords de signification constituent une occasion pour l'entraîneur de s'engager dans une activité réflexive, source de développement professionnel.

Keane, K., Evans, R. R., Orihuela, C. A., & Mrug, S. (2023). **Teacher–student relationships, stress, and psychosocial functioning during early adolescence.** *Psychology in the Schools*, 60(12), 5124-5144. <https://doi.org/10.1002/pits.23020>
Early adolescence is a time of increased stress and risk for poorer psychosocial functioning, but few studies have explored the relationship between stress and psychosocial functioning in the context of teacher–student relationships during early adolescence. This study used a two-wave longitudinal design to investigate the unique and interactive effects of stress and teacher–student relationships on anxiety/depression, aggression, and rule-breaking behaviors. The sample included 288 sixth- and seventh-grade students (Mage = 12.01; 54% females; 47% Black, 36% White, 9% Hispanic) and their parents and teachers. Student-perceived stress and teacher-reported teacher–student conflict were related to more aggressive and rule breaking behaviors at Wave 1; perceived stress also predicted more anxiety/depression symptoms at Wave 1. Further, teacher-reported teacher–student closeness predicted less aggressive behaviors over time. The findings suggest that interventions that promote stress management and positive teacher–student relationships may reduce adjustment problems concurrently and over time among early adolescents.

Keller, T., Kim, J., & Elwert, F. (2023). **Peer effects on academic self-concept: a large randomized field experiment.** *European Sociological Review*, 39(5), 759-774. <https://doi.org/10.1093/esr/jcad001>

Social theories posit that peers affect students' academic self-concept (ASC). Most prominently, Big-Fish-Little-Pond, invidious comparison, and relative deprivation theories predict that exposure to academically stronger peers decreases students' ASC, and exposure to academically weaker peers increases students' ASC. These propositions have not yet been tested experimentally. We executed a large and pre-registered field experiment that randomized students to deskmates within 195 classrooms of 41 schools (N = 3,022). Our primary experimental analysis found no evidence of an effect of peer achievement on ASC in either direction. Exploratory analyses hinted at a subject-specific deskmate effect on ASC in verbal skills, and that sitting next to a lower-achieving boy increased girls' ASC (but not that sitting next to a higher-achieving boy decreased girls' ASC). Critically, however, none of these group-specific results held up to even modest corrections for multiple hypothesis testing. Contrary to theory, our randomized field experiment thus provides no evidence for an effect of peer achievement on students' ASC.

Kersting, M., Karlsen, S., Ødegaard, M., Olufsen, M., Kjøærnsli, M., & Suhr Lunde, M. L. (2023). **Studying the quality of inquiry-based teaching in science classrooms. A systematic video study of inquiry-based science teaching in primary and lower-secondary schools.** *International Journal of Science Education*, 45(17), 1463-1484. <https://doi.org/10.1080/09500693.2023.2213386>

A large body of research has studied the role and potential of inquiry to increase the quality of teaching in science education. While much of this existing research is based on international large-scale assessment studies, we still lack a clear understanding of the factors that influence the quality of inquiry-based science teaching in actual classroom practices. In this paper, we operationalise teaching quality through an observation manual, and we drew on this manual to systematically analyse video data of instructional practices in 20 Norwegian science classrooms at the primary and lower-secondary school level (73 observed lessons and about 450 students). We identified varying quality in the individual inquiry phases and differences between primary and lower-secondary schools. We observed that primary-school students collected and documented data more systematically than lower-secondary students and that consolidations were slightly more emphasised and of higher quality at the lower-secondary than at the primary level. Moreover, our findings indicate that inquiry-based teaching gave students more freedom to make their own choices and increased the quality of student participation in the classroom. Based on our findings, we discuss how teachers can improve the quality of inquiry-based instruction and empower students in the classroom.

Keuschnigg, M., van de Rijt, A., & Bol, T. (2023). **The plateauing of cognitive ability among top earners.** *European Sociological Review*, 39(5), 820-833. <https://doi.org/10.1093/esr/jcac076>

Are the best-paying jobs with the highest prestige done by individuals of great intelligence? Past studies find job success to increase with cognitive ability, but do not examine how, conversely, ability varies with job success. Stratification theories suggest that social background and cumulative advantage dominate cognitive ability as determinants of high occupational success. This leads us to hypothesize that among the relatively successful, average ability is concave in income and prestige. We draw on

Swedish register data containing measures of cognitive ability and labour-market success for 59,000 men who took a compulsory military conscription test. Strikingly, we find that the relationship between ability and wage is strong overall, yet above €60,000 per year ability plateaus at a modest level of +1 standard deviation. The top 1 per cent even score slightly worse on cognitive ability than those in the income strata right below them. We observe a similar but less pronounced plateauing of ability at high occupational prestige.

Kew, K. L., Matute-Chavarria, M., Gray, P., & Galaviz, M. (2023). **My Voice Matters: Native American Families Advocating for Children With Disabilities.** *Journal of Cases in Educational Leadership*, 26(4), 39-52. <https://doi.org/10.1177/15554589231201844>

Ms. Lewis, a Native American parent has a son named Ashkii who receives special education services in a rural elementary school located on a reservation. She has not received support from the individual education program team regarding Ashkii's academic progress due to COVID-19. The challenges in accessing special education services for Ms. Lewis and her child raise issues about equity for students with disabilities during the pandemic. This case unpacks the intersections of race, disability, and the cultural and community wealth of Native American families in rural areas with limited resources.

Killoren, S. E., Randall, A. K., Kline, G. C., Alfaro, E. C., & Campione-Barr, N. (2023). **Correlates of Latina college students' dyadic coping with sisters.** *Family Relations*, 72(5), 2429-2443. <https://doi.org/10.1111/fare.12814>

Objective This study examined Latina college students' perceptions of sisters' dyadic coping behaviors following stress disclosure, and how dyadic coping behaviors were associated with sibling relationship characteristics and familism values. **Background** Sibling relationships are protective when college students experience adversity. **Method** The sample included 195 Latina college students (Mage = 23.25 years, SD = 1.93) and path analysis was conducted to address the study goals. **Results** Latina college students perceived high levels of supportive, delegated, and common dyadic coping behaviors and moderate levels of negative dyadic coping behaviors from their sisters. Latina college students who lived with their sisters perceived more delegated dyadic coping behaviors than those who lived apart. Sibling intimacy was positively associated with perceptions of sisters' supportive, delegated, and common dyadic coping, but was not associated with negative dyadic coping behaviors. Sibling negativity was negatively associated with perceptions of sisters' supportive and common dyadic coping behaviors and positively associated with perceptions of sisters' negative dyadic coping behaviors. Further, Latina college students' stronger endorsement of familism values was associated with greater perceptions of sisters' supportive, delegated, and common dyadic coping behaviors. **Conclusion** Overall, our study showed that Latina college students perceived dyadic coping behaviors from their sisters, which were associated with aspects of their sibling relationship and their endorsement of familism values. **Implications** Continuing to examine dyadic coping in siblings is important as it may have implications for family-focused prevention and intervention programs.

Kim, S. (2023). **Vocational education and numeracy acquisition of young adults: A comparison of education systems in German and English speaking countries.** *European Journal of Education*, 58(4), 699-718. <https://doi.org/10.1111/ejed.12578>

This study explores a pathway from social origin at adolescence to numeracy acquisition in young adulthood. A variation associated with vocational track attendance and numeracy acquisition between two different traditions of education systems is identified; namely, between education systems of German (Austria and Germany) and English (UK and US) speaking countries. Key results demonstrate that tracking at the level of upper and post-secondary schooling is closely related to skills gaps that affect labour market outcomes. This implies that vocational programme graduates achieve comparatively weaker in numeracy tests in German-speaking countries. In contrast, this effect of disadvantage in numeracy skills is not observed among young adults attending vocational tracks in English speaking countries. Also, the results suggest that a more stratified system might reinforce social inequality by increasing a skill gap in the use of numeracy in daily life. Drawing on empirical findings, the discussion underscores that policy interventions are necessary for mitigating the reproduction of skills inequality among young adults.

Kingsley, T., & Grabner-Hagen, M. M. (2023). **It's a Winning Condition! Examining the Impact of Meaningful Gamification with Preservice Teachers.** *College Teaching*, 71(4), 260-272. <https://doi.org/10.1080/87567555.2021.2019665>

Meaningful gamification is the use of game elements and play to build engagement and help learners find personal connections in real-world settings. This study examined the impact of meaningful gamification design on preservice teachers' perceptions, performance, and motivation levels within a gamified lesson planning unit. Participants were enrolled in a language arts teacher preparation course at a regional campus over five semesters. Results show meaningful gamification incorporating mastery learning and leveled curriculum created a learning condition where preservice teachers surpassed expectations and felt intrinsically motivated. Challenges to gamification included waiting on feedback and learning within a new format.

Klaesson, J., & Wixe, S. (2023). **Place and immigrant labour market integration: A sequence analysis approach.** *European Urban and Regional Studies*, 30(4), 404-429. <https://doi.org/10.1177/09697764231166358>

Although the process of integrating immigrants into the labor market unfolds over many years, it is often modeled as outcomes (e.g. employment) at specific points in time. We contribute to the literature by providing empirical evidence of the sequence of events leading to active labor market participation of East African and EU15 immigrants to Sweden, whom we follow for up to 28 years. By combining the method of sequence analysis with binomial logit estimation, we can explain why individuals are sorted into different representative labor market sequences. A further contribution is that along the usual initial conditions (individual and geographic), we employ longitudinal micro data to find (1) representative sequences of movements between various types of neighborhoods and (2) an empirical estimate of individual ability, which turns out to be a strong predictor for immigrants entering an active labor market trajectory. Our results show that East Africans tend to reside in neighborhoods with a high degree of socioeconomic and ethnic segregation. Despite this, their labor market activity seems to be less influenced by neighborhood trajectories than EU15 immigrants. The labor market activity of EU15 immigrants and female East African immigrants is positively related to residing in less ethnically segregated and socioeconomically stronger neighborhoods. Our results are relevant to policy development since they point to the importance of the initial location of immigrants and their subsequent residential mobility.

Klein, D., & Neugebauer, M. (2023). **A downside to high aspirations: Immigrants' (non-)success in tertiary education.** *Acta Sociologica*, 66(4), 448-467. <https://doi.org/10.1177/00016993221148897>

While many studies document the ambitious educational choices of immigrants across Europe, researchers have only recently begun to investigate the consequences of these ambitious choices. Our article extends this emerging literature by focusing on immigrants' success throughout tertiary education in Germany. We argue that after the transition into tertiary education, immigrants lose their advantages over native students regarding higher aspirations while retaining or even increasing their disadvantages regarding academic achievements, which ultimately results in a higher risk of dropping out. Analyses based on data from the German National Educational Panel Study (NEPS) confirm our hypotheses. Net of socioeconomic background and prior academic achievements, immigrants enter tertiary education with similar aspirations as their native peers. At the same time, immigrants, especially those of Turkish origins, have lower grades and competency levels. Furthermore, immigrants continue to receive lower grades during tertiary education and have a considerably higher risk of dropping out. We conclude that immigrants' high aspirations enable them to enroll in tertiary education at comparably low levels of academic achievement but ultimately increase the risk of academic failure. We discuss possible policy measures to improve the situation of immigrants.

Klinka, T. (2023). **République tchèque : une décennie de réformes et de projets.** *Revue internationale d'éducation de Sèvres*, (93), 38-44. <https://doi.org/10.4000/ries.14079>

La République tchèque, pays d'Europe centrale avec 10 524 000 habitants (données de 2021), membre de l'Union européenne depuis 2004, a rendu l'instruction universelle obligatoire dès la fin du XVIII^e siècle. Depuis l'instauration de la démocratie en 1989, l'État a décidé de décentraliser l'administration publique, y compris le système éducatif. Le ministère de l'éducation, de la jeunesse et des sports (MŠMT) veille à l'organisation de l'enseignement dans le pays, laissant une autonomie assez ...

Kochmanski, N., & Cobb, P. (2023). **Identifying and Negotiating Productive Instructional Improvement Goals in One-on-One Mathematics Coaching.** *Journal of Teacher Education*, 74(5), 437-450. <https://doi.org/10.1177/00224871221143124>

A major affordance of one-on-one mathematics coaching is its potential to provide individualized, contextualized support for mathematics teachers' learning. Coaches can adjust their work to individual teachers by focusing on instructional improvement goals that take account of teachers' current knowledge, practice, and classroom contexts. It is, however, essential that coaches and teachers work to attain productive instructional improvement goals that are both feasible for teachers to attain and likely to result in immediate improvements in students' learning, if attained. In this article, we describe how coaches can identify productive goals for individual teachers and then, on that basis, negotiate goals successfully with teachers, thereby supporting teachers in seeing productive goals as worthwhile. By describing these two processes, we further clarify the forms of coaching-specific expertise central to effective one-on-one mathematics coaching.

Kolleck, N. (2023). **Trust in cross-sector alliances: Towards a theory of relational trust in multi-professional education networks.** *Educational Management Administration & Leadership*, 51(6), 1362-1382. <https://doi.org/10.1177/17411432211043876>

In recent years, partnerships between schools and non-system actors, that is, cross-sector alliances, have become increasingly important in education systems around the world, raising concerns and doubts regarding the influence of non-school actors in educational management and leadership. In these debates, trust is regarded as a key element for the success of cross-sector alliances. Although both trust and cross-sector alliances have been increasingly studied in education research in recent years, an investigation of the role of trust in such relationships is still missing. This article analyzes relational trust in cross-sector alliances in education in order to contribute to further theory building. To this end, it implements a qualitative design based on semi-standardized interviews with 21 individuals responsible for managing an illustrative cross-sector alliance. Interviews are analyzed with the help of an approach based on Grounded Theory. The analyses result in a five-dimensional theory of trust in cross-sector alliances, comprising (1) individual attitude, (2) time, (3) professional affiliation, (4) power, and (5) multiplexity. The theoretical approach developed in this article has practical implications for networked leadership and school principals' work and training as it provides information regarding the skills and knowledge needed for managing cross-sector alliances.

Kolly, B., & Legris, P. (Éd.). (2023). **Actrices et pratiques de l'accueil du jeune enfant (France, 1880-1960).** *Recherches & éducations*, (Hors-série 1). <https://doi.org/10.4000/rechercheseducations.14879>

Korkmaz, S., Cetin-Dindar, A., & Oner, F. K. (2023). **Impact of educational game development on students' achievement and attitudes toward science.** *The Journal of Educational Research*, 116(5), 268-279. <https://doi.org/10.1080/00220671.2023.2265852>

To develop positive attitudes toward science, students should have the opportunity to experience enjoyment and enthusiasm within a conducive learning environment. This can be achieved through engaging in hands-on activities and participating in collaborative, student-centered activities. This study aimed to investigate the impact of developing educational games on student attitudes toward science and their academic achievement. Seventeen seventh-grade students participated in a study to develop educational games on the topic of 'The Particulate Nature of Matter and Pure Substances'. The quantitative results indicated a significant positive effect of educational game development on students' attitudes and achievement. Furthermore, the qualitative findings corroborated the quantitative results, as students expressed enjoyment during the implementation of the games and reported an enhanced understanding of the topic. Educational games can be utilized both in and outside the classroom, particularly for students encountering difficulties in learning, as a valuable tool for reinforcing the subject matter.

Koshino, K. (2023). **Reimagining "American Culture": Japanese college students read the world of Chicanxs at the juncture of a paradigm shift.** *International Journal of Qualitative Studies in Education*, 36(10), 2106-2121. <https://doi.org/10.1080/09518398.2021.1982059>

This case study examines how preservice teachers make meaning of "American culture" while being cognizant of personal bonding between a Japanese ex-inmate and the community he connected with in prison—whom he refers to affectionately as his Chicano homies—in the college course "Culture and Languages of the United States."

The study explores a more transformative pedagogical approach and aims to raise awareness of the preservice teachers regarding: how a knowledge of self in a sociopolitical sense enables their teaching to be more accessible and relevant to their students, and using counternarratives to widen the teachers' worldviews to create more inclusive teaching practices and rebuild equity and justice in education. This study examines how preschool teacher candidates at a Japanese university discussed Chicana culture and how it was relevant to them reflecting and questioning the practice of equating the term with "American culture."

Kostikova, I., & Bozhko, Y. (2023). **Vivre, enseigner, apprendre à l'université en temps de guerre en Ukraine.** *Revue internationale d'éducation de Sèvres*, (93), 30-31.
<https://doi.org/10.4000/ries.14049>

La guerre entre la Russie et l'Ukraine a éclaté le 24 février 2022 à 5 heures du matin. Depuis plusieurs mois, de nombreuses discussions avaient lieu au sujet de l'entraînement des troupes russes le long de la frontière avec l'Ukraine, mais la plupart des gens ne croyaient pas à une invasion à grande échelle. L'université elle-même, les professeurs et les étudiants vivaient leur vie habituelle. L'Université pédagogique nationale H.S. Skovoroda, qui assure la formation initiale des enseignants...

Kot, V., & Yemini, M. (2023). **Precarity in Higher Education: Perspectives from the 1.5 Generation in Israel.** *British Journal of Educational Studies*, 71(6), 679-699.
<https://doi.org/10.1080/00071005.2023.2242909>

We examined perceptions of precarity in higher education by conducting interviews with a cohort of academics in Israel. The participants were 1.5 generation immigrants who were born in the former Soviet Union (FSU) and then moved to Israel as children or teenagers with their family, typically in the 1990s. Using a narrative research approach, we examined the personal perceptions of 43 academics employed at colleges and universities in Israel. Despite differences in their employment status and contract conditions, our findings made clear that all the academics in our cohort had experienced employment precarity. Using a Bourdieusian framework, we attribute Israeli academic precarity to a deficiency in the cultural and social capital necessary for establishing relevance. Although they had been relatively successful in integrating into Israeli society, and had decades of living within it, our interviewees from all types of academic institutions reported feelings and experiences of extreme precarity. This precarity was ascribed by interviewees to the structure of the Israeli higher education market, which is characterized by an unstable, hyper-competitive, and neoliberal environment, leaving minority groups employed within it particularly vulnerable.

Krakovich, V., Coates, D., & Shakina, E. (2023). **Research-teaching nexus: The new answer to the old question.** *Higher Education Quarterly*, 77(4), 831-852.
<https://doi.org/10.1111/hequ.12435>

AbstractThe study tests 3 research hypotheses on the teaching-research nexus using the administrative data of the HSE University in Russia for 7 years. We confirmed the hypothesis that a lower classroom teaching load is associated with higher research output. Undergraduate courses have a relatively higher negative effect, especially on the probability of producing research output at all. A higher concentration of teaching in some semesters or quarters looks rather ineffective as a way to stimulate higher research productivity. Only a moderate share of English-taught classes (about 20% of the teaching load) is associated with higher research output and only for publications in good

international journals. The empirical part of the study is based on zero-inflated Poisson and zero-inflated negative binomial models. This study comes to contribute to the development of literature discussing a mechanism and possible implications in teaching load composition as an essential part of the academic contract.

Kremen, V. (2023). **Education in Ukraine defies the war.** *European Journal of Education*, 58(4), 538-541. <https://doi.org/10.1111/ejed.12597>

Kucirkova, N., & Leaton Gray, S. (2023). **Beyond Personalization: Embracing Democratic Learning Within Artificially Intelligent Systems.** *Educational Theory*, 73(4), 469-489. <https://doi.org/10.1111/edth.12590>

This essay explains how, from the theoretical perspective of Basil Bernstein's three "conditions for democracy," the current pedagogy of artificially intelligent personalized learning seems inadequate. Building on Bernstein's comprehensive work and more recent research concerned with personalized education, Natalia Kucirkova and Sandra Leaton Gray suggest three principles for advancing personalized education and artificial intelligence (AI). They argue that if AI is to reach its full potential in terms of promoting children's identity as democratic citizens, its pedagogy must go beyond monitoring the technological progression of personalized provision of knowledge. It needs to pay more careful attention to the democratic impact of data-driven systems. Kucirkova and Leaton Gray propose a framework to distinguish the value of personalized learning in relation to pluralization and to guide educational researchers and practitioners in its application to socially just classrooms.

Kuhn, C. (2023). **Exploring Possible Worlds: Open and Participatory Tools for Critical Data Literacy and Fairer Data Culture.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 201-226). https://doi.org/10.1007/978-3-031-24193-2_8

This chapter is inspired by the webinar I was invited to give earlier in 2020 as part of the project Fair Data Cultures in HE. My doctoral research looks into the interplay between structure, culture and students' agency in the context of open educational practices in HE from a critical realist perspective. Thus, this chapter is being addressed from that standpoint. That is, looking into the deeper levels of social reality where young people are embedded, in particular, students' relationship with open and participatory tools in HE. I will explore how educators can offer pedagogical opportunities for open educational practices that enable students' explorative and critical mindset, so that they transcend the blind acceptance of the socio-political structures within which they are embedded. In so doing, they can question apparatuses and structures that perpetuate mechanisms of surveillance capitalism (Zuboff, S, *The age of surveillance capitalism: the fight for a human future at the new frontier of power*. Profile Books, 2019). Hopefully, students will be able to shape an alternative world in which they reflexively engage with alternative and more holistic digital practices.

Kundu, A., & Roy, D. D. (2023). **How do teachers innovate? Role of efficacy for innovation and school climate perception.** *Psychology in the Schools*, 60(12), 4885-4903. <https://doi.org/10.1002/pits.22987>

Studies on teachers' innovative work behavior (IWB) have identified the importance of self-efficacy beliefs and school climate. However, there is a lack of understanding of innovation-specific self-efficacy beliefs in earlier research. Further, the relative

importance of these variables for teachers' IWB is yet to be examined. Objectives of the present study were to (i) conceptualize and develop an instrument to assess innovative self-efficacy (ISE) of school teachers, and (ii) examine the dynamics of relationships among ISE, perceived school climate, and IWB of teachers. The research was classified into two studies. In both studies, data were collected randomly from secondary and higher secondary teachers of private, government, and government-aided schools in Kolkata (INDIA) and adjoining areas. Study 1 dealt with the first objective, that is, the construction of the ISE scale. Factor structure and psychometric properties of the scale were tested on 300 teachers. Exploratory factor analysis revealed two dimensions: teaching reflection and teaching design implementation. In Study 2, ISE scale, IWB Scale, and Revised School Level Environment Questionnaire were administered to 400 teachers. Confirmatory factor analysis was performed, and goodness of fit estimates was calculated for the ISE scale, indicating an acceptable fit. Further, hierarchical regression analyses noted that school climate factors (collaboration, school resources, decision-making, and instructional innovation) moderated the relationship between teaching reflection efficacy and IWB. In the current backdrop of different educational reforms, IWB is a thrust that needs to be promoted among school teachers. The present study implies that school administration can encourage teachers' innovativeness by increasing opportunities for innovation in school. Training and intervention programs aimed at enhancing teachers' ISE levels will also increase IWB in them.

Kuzmanic, D., & Valenzuela, J. P. (2023). **Does the Extreme Secondary School Segregation in Chile Extend to Its Higher Education?** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 261-275). https://doi.org/10.1007/978-3-031-36147-0_14

While there is extreme socio-economic segregation in Chilean schools, its higher education has been tensioned between two opposing forces in a process of increasing massification since 1990: a profound institutional diversification and stratification, on the one hand; and the accumulation of socially progressive policies toward access, on the other. This raises the question of whether the distribution of students in higher education reproduces unequal distributions present in earlier stages, or whether this system has allowed for greater integration among social groups. This chapter reviews recent research that has delved into the distribution of students in Chilean higher education. The results of this research show a considerable reduction in socio-economic segregation in the transition from secondary to higher education. However, the latter system is shown to consolidate the norm: it is the students of higher socio-economic status who maintain significantly higher levels of segregation throughout their educational trajectories. In this sense, some emerging private universities stand out as new pillars for segregation among higher socio-economic strata in higher education, which – though having expanded enrolment – have not altered the social homogeneity characterising them.

Lachance Demers, L.-P., Bergeron, L., & Fortier, M.-P. (2023). **Donner une voix à l'élève : propositions pour une vision plus inclusive du processus d'élaboration et de révision du plan d'intervention.** *Revue hybride de l'éducation*, 7(3), 1-16. <https://doi.org/10.1522/rhe.v7i3.1468>

Le droit qu'ont les enfants de s'exprimer sur les enjeux qui les concernent est défendu par la Convention relative aux droits de l'enfant des Nations Unies. Conséquemment, leur voix est censée être prise en compte dans le cadre du processus d'élaboration et

de révision du plan d'intervention. Considérant que de nombreux enfants se voient toutefois écartés de ce processus, le présent article en propose une révision. En nous appuyant sur un cadre conceptuel traitant des enjeux éthiques associés à la prise de parole de l'enfant, nous proposons un modèle dialogique où l'élève peut réellement faire entendre sa voix.

Lacôte-Coquereau, C. (2023). **Dispositif d'accompagnement en réalité virtuelle pour adultes autistes dyscommunicants.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12101>

Malgré les injonctions institutionnelles, les personnes handicapées demeurent peu engagées dans des processus inclusifs au cœur de la cité. Ainsi, comment faciliter l'évolution du contexte de vie de jeunes adultes autistes résidant en institution, vers un habitat inclusif partagé en milieu urbain ? Il s'agit d'un enjeu sociétal et éthique de pleine participation citoyenne. Nous présentons ici un dispositif spécifique d'accompagnement, en recherche collaborative, en appui sur des systèmes innovants de réalité virtuelle, visant le développement d'interactions, de l'autonomie et du pouvoir d'agir de personnes autistes dyscommunicantes. En effet, si la littérature montre que les outils numériques peuvent favoriser la disponibilité cognitive et stimuler l'engagement d'individus autistes, comment permettre leur participation effective et étayer leurs apprentissages via des capsules de réalité virtuelle ? Les résultats, en preuves anthropologiques, s'inscrivent dans le cadre de la théorie de l'activité.

Lakdawala, L. K., Nakasone, E., & Kho, K. (2023). **Dynamic Impacts of School-Based Internet Access on Student Learning: Evidence from Peruvian Public Primary Schools.** *American Economic Journal: Economic Policy*, 15(4), 222-254. <https://doi.org/10.1257/pol.20200719>

Dynamic Impacts of School-Based Internet Access on Student Learning: Evidence from Peruvian Public Primary Schools by Leah K. Lakdawala, Eduardo Nakasone and Kevin Kho. Published in volume 15, issue 4, pages 222-54 of American Economic Journal: Economic Policy, November 2023, Abstract: We investigat...

Lamarche, M.-A., & Durand, M.-J. (2022). **Description du processus d'élaboration d'une grille d'évaluation spécifique à une situation d'apprentissage et d'évaluation en contexte de modification des contenus d'apprentissage auprès d'élèves du secondaire présentant un trouble du spectre de l'autisme.** *Mesure et évaluation en éducation*, 45(3), 95-133. <https://doi.org/10.7202/1107235ar>

L'élaboration d'une grille d'évaluation est une tâche complexe qui exige une bonne connaissance de l'objet d'évaluation et du niveau d'apprentissage des apprenants pour lesquels elle est destinée. Parmi les différents types de grilles d'évaluation qui sont utilisées en milieu scolaire, la grille descriptive critériée ainsi que la grille descriptive analytique s'avèrent des choix particulièrement appropriés pour guider le jugement des évaluateurs. En suivant la méthodologie de la recherche-développement, les concepteurs se sont engagés dans un processus réflexif qui, après de nombreux aller-retour dans la formulation des critères, des échelons et des descripteurs, a mené à l'élaboration, à la validation et à la mise à l'essai de trois versions d'une grille descriptive analytique. Les résultats permettent d'identifier les éléments à considérer dans la construction de cet outil pour des élèves du premier cycle du secondaire présentant un trouble du spectre de l'autisme (TSA) et une grande diversité de profils cognitifs.

Landour, J. (2023). **Quand l'articulation des temps éclaire les positions sociales. Le cas des travailleur·se·s indépendant·e·s**. *Travail, genre et sociétés*, 50(2), 135-153. <https://doi.org/10.3917/tgs.050.0135>

Si l'étude des indépendant·e·s connaît un récent essor, les derniers travaux ne fournissent encore qu'une vue éparpillée des logiques de structuration d'un espace non-salarié qui connaît des transformations importantes à la croisée des mutations de l'emploi et de la famille. Cet article propose, à l'appui d'analyses géométriques des données conduites sur la vague 2016 de l'enquête « Conditions de travail et risques psycho-sociaux », de contribuer aux analyses visant à éclairer le positionnement social des indépendant·e·s à partir de leurs pratiques en matière d'articulation entre les temps dédiés à l'emploi et ceux dédiés aux activités hors-emploi.

Lantheaume, F., & Urbanski, S. (2023). **Laïcité, discriminations, racisme: Les professionnels de l'éducation à l'épreuve**. Consulté à l'adresse <https://presses.univ-lyon2.fr/product/show/9782729714154/laicite-discriminations-racisme>

Larsen, K. S. (2023). **Ready or not, here I come: the significance of information about educational success for educational decisions**. *European Sociological Review*, 39(5), 775-788. <https://doi.org/10.1093/esr/jcac075>

This study analyses the effect of the Educational Readiness Assessment (ERA)—a scheme that categorizes students in Denmark as either 'ready' or 'not ready' for upper secondary education—on educational decision-making. Because the ERA uses a grade-specific cut-off to determine readiness, it can be used in a fuzzy regression discontinuity design to estimate the causal effect of the ERA on educational decision-making. Inspired by the theory of Relative Risk Aversion (RRA), the study argues that non-service-class students respond to a negative signal by postponing the decision (not) to continue to upper secondary education, while service-class students proceed regardless of receiving a negative signal. Empirical results are mostly consistent with RRA. The policy implications of the results are that students do respond to information regarding the likelihood of educational success, but respond differently depending on their social class position.

Las Vergnas, O., Albaret, P., & Ricardou, R. (2021). **Conseil en matière d'évolution professionnelle : retour d'expérience de trois décennies de plateforme " Cité des métiers " à Paris-La Villette Été 2021, Rapport pour les Cités des métiers et leurs partenaires**. Consulté à l'adresse Réseau international des Cités des métiers ; Universcience - Paris website: <https://hal.science/hal-04268106>

Founded 28 years ago, the concept of the « Cité des métiers » (CdM) platform was developed in Paris-La Villette based on a mutualisation of partners in the service of guidance, integration and professional development at all ages. Built on a delicate balance between respect for the specific skills of the counsellors from various networks and the decompartmentalisation of counselling centres, CdMs have spread throughout France and to a dozen other countries. Their experience is of triple value for those interested in the institutionalisation of a career development counselling service. (1) Firstly, the CdMs are in themselves places of experimentation of a new type of relationship between people in demand and counsellors, outside the traditional patterns of institutional follow-up: more than half a million people have been received at La Villette for counselling since it opened. (2) Secondly, they constitute a laboratory of good practices in consultation, coordination and co-training within multi-partner teams. (3) Finally, through their involvement - in a marginal-sequential position - in various national

and international networks, they also offer an involved observation point on the intentions and contradictions of the public authorities in this area. Quoted as an example in France during the ephemeral policy of generalising “Maisons de l'Emploi” (just before the creation of Pôle Emploi, which rendered this policy obsolete in 2008) and then considered as a national reference during the implementation of the 2009 law instituting local conventions creating public guidance services, the CdM concept then appeared too heterogeneous to be supported at national level by the laws of 2014 and 2018, which enshrined a specialisation of the CEP by status. However, if there is one conclusion that emerges from 28 years of feedback from the CdMs, it is that it is the people who are torn between different statuses who have the greatest need for the CEP.

Lash, C. L. (2023). **Youth perceptions of national change in middle school: how critical reflection supports different models of nationalism.** *International Journal of Qualitative Studies in Education*, 36(10), 2086-2105. <https://doi.org/10.1080/09518398.2021.1970851>

While ample research has examined how youth in the United States define 'Americanness', little attention has been given to how youth imagine the nation of the future, particularly in light of ongoing immigration. This study investigates how middle school students envision necessary national reforms, and how these views reflect different models of nationalism. To explore how these perceptions are informed by experiences in school and the local community, I analyze ethnographic and student and staff interview data from two middle schools in California located in vastly different sociopolitical communities. I find that, (1) exposure to school curriculum that encourages critical reflection—including a critique of national inequality and hostility toward immigrants— influences whether students support individual or structural national reforms, and (2) students' degree of critical reflection shapes their endorsement of expansive vs. restrictive nationalism. I conclude with implications for educators to support student sociopolitical development and critical reflection.

Lavy, V. (2023). **The Effect of Multitasking on Educational Outcomes and Academic Dishonesty** (NBER Working Paper N° 31699). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31699.htm>

School authorities, universities, and employers often schedule multiple tests on the same day or week, causing overlapping exam preparation and a dense testing schedule. This multitask learning can be intense, under pressure, and challenge the student's mental and physical perseverance. As a result, it can compromise performance relative to a more 'relaxed' schedule. This paper examines the consequences of multitasking for test scores and cheating in exams and its implications for the ability and gender cognitive gap. The empirical context is high-stakes exit exams in Israel, done at the end of high school. I leverage the empirical setting on two natural experiments to estimate the causal effect of this multitasking learning. The first exploits random variation in the number of weekly tests—the second hinges on days with multiple exams versus days with a single exam. The results show several important regularities. First, the number of exams in a day or a week harms test performance. Second, these effects are evidenced for high and low-ability students, boys and girls. They are much more extensive for immigrants than natives. Third, the harm of such multitasking is larger in tests later in the schedule, daily or weekly. Fourth, these effects are larger in tests of STEM subjects. Fifth, dense exams schedule increase the likelihood of students behaving dishonestly in exams.

Le Chevallier. (2023, novembre 3). **Pauvreté étudiante : l'allocation universelle est-elle la solution ?** Consulté 6 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/pauvrete-etudiante-lallocation-universelle-solution/00108286>

Alors que la précarité étudiante s'accroît, des présidents d'université plaident pour une allocation étudiante universelle. Un tel dispositif existe au Danemark, mais l'exécutif français préfère le système des bourses.

Lebaudy, M. (2023). **En 2021-2022, 47 600 enseignants sont directeurs d'école.** *Note d'Information*, (23.44), 1-4. <https://doi.org/10.48464/ni-23-44>

Au global, les enseignants deviennent plus souvent directeurs que les enseignantes. Néanmoins la part des femmes directrices dans les petites écoles est proche de celle des femmes qui enseignent dans le premier degré. Dans les territoires ruraux où les petites écoles sont concentrées, les directeurs sont aussi plus jeunes. N'étant pas ou peu déchargés, ils assurent à la fois les missions d'enseignement et celles de direction. En milieu urbain et en éducation prioritaire, les écoles sont plus grandes et dirigées par des enseignants plus expérimentés. Leur activité se concentre alors sur les missions de direction. Enfin, comme tout enseignant, les directeurs peuvent participer à des formations continues. Ce sont principalement ceux qui accèdent à cette fonction pour la première année qui en bénéficient.

Lebreton Reinhard, M., & Attanasio, R. (2023). **Les effets d'une rupture de l'activité chez l'enseignant novice : approche sémio-didactique de l'écrit réflexif.** *Éducation Permanente*, 236(3), 201-212. <https://doi.org/10.3917/edpe.236.0201>

Ledent, A., Brotcorne, F., Delcourt, J., Poncin, P., & Hindryckx, M.-N. (2023). **Quand un dispositif d'apprentissage numérique ne peut se substituer à l'enseignement en présentiel : les travaux pratiques postpandémiques du supérieur en témoignent.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 100-124. <https://doi.org/10.18162/ritpu-2023-v20n2-09>

Lee, Y.-J. (2023). **Job, career and calling: A teacher's work orientation is/as discursive work during research interviewing.** *Oxford Review of Education*, 49(6), 749-763. <https://doi.org/10.1080/03054985.2023.2172389>

Three categories of work orientation – job, career and calling – have been widely used to characterise how people perceive and behave towards their work. While this typology has been generative, this paper adopts a different perspective (based on Discursive Psychology) by prioritising what and how teachers talk about their work on their own terms during research interviewing. Even though the sample of primary and secondary school teachers from Singapore drew on aspects of these work categories, these teachers were also flexibly managing moral accountability and identities for specific interactional purposes. Specifically, the three work orientations were discursively enlisted to validate, justify, censure and so forth during research interviews. We argue that social-science categories are not just 'ready-made' items to be transplanted from the world of research but are indubitably participants' categories as part of their available rhetorical toolkit. The findings warrant a greater examination than what is currently being done methodologically to understand the world of teachers' work through research interviews.

Lefeuve, G. (2021). **L'école peut-elle sauver la démocratie ?** *Les dossiers des sciences de l'éducation*, (45), 161-164. <https://doi.org/10.4000/dse.5508>

Les sociétés occidentales industrielles et modernes ont massifié leur système scolaire pendant la deuxième moitié du xxe siècle. En France, le nombre d'étudiants et de bacheliers a été multiplié par huit au cours des dix dernières décennies. François Dubet et Marie-Duru-Bellat introduisent leur ouvrage en pointant trois promesses, partagées par la plupart des acteurs politiques et promues par les organismes internationaux comme l'Organisation de coopération...

Legrand, J. (2023). **Pénurie d'enseignant.es qualifié.es au Québec et planification stratégique des ressources humaines en éducation**. Consulté à l'adresse <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32043>

La pénurie de personnel enseignant qualifié constatée dans les écoles québécoises depuis plus d'une décennie serait engendrée par de multiples facteurs dont un manque d'attraction de la profession enseignante, un grand nombre d'abandons de la formation initiale, le décrochage enseignant, l'augmentation des effectifs scolaires et des difficultés rencontrées par les Centres de services scolaires (CSS) pour combler des postes vacants en enseignement dans un contexte où la pénurie de main-d'œuvre bat son plein dans divers secteurs économiques au Québec. Des études menées antérieurement ont cherché à comprendre cette situation de pénurie du point de vue de l'enseignant et de celui des établissements scolaires. Cependant, peu de recherches québécoises, voire aucune, n'ont étudié le phénomène sous l'angle de la planification stratégique des ressources humaines au palier intermédiaire. Ainsi, dans la présente recherche, nous avons entrepris d'analyser un corpus de 13 documents stratégiques élaborés par trois CSS francophones entre 1998 et 2022 afin de répondre à la question suivante : quelles actions ont été planifiées dans ces documents pour assurer la disponibilité des ressources humaines en enseignement ou pour contrer la pénurie de main-d'œuvre en enseignement ? Nous avons également cherché à connaître, par entretien semi-dirigé, les points de vue des planificateurs ou gestionnaires des ressources humaines sur les liens qui pourraient exister entre les pratiques de planification des RH en enseignement et la pénurie des personnes enseignantes actuelle. L'analyse documentaire nous a permis de produire une compréhension de la pénurie de personnel enseignant au Québec, en mettant en évidence des facteurs potentiels du phénomène dans des pratiques de planification ainsi que des tendances résidant dans ces pratiques durant la période de référence susmentionnée. Ainsi, dans les documents stratégiques des trois CSS, nous avons identifié neuf activités d'attraction, 11 activités de rétention et quatre activités de développement professionnel. Considérées généralement comme des pratiques en raison de leur transversalité et leur fréquence d'apparition dans une période de référence, elles constituent un cadre d'analyse empiriquement construit de la planification des RH en enseignement dans les CSS. À la lumière des écrits scientifiques recensés, il est justifié d'avancer que l'absence ou la négligence de ces pratiques dans les processus de planification et de mise en œuvre des actions relatives à la gestion du personnel enseignant, pourrait, en quelque sorte, contribuer à créer ou à renforcer des situations de pénurie de personnel enseignant qualifié dans les trois CSS et d'autres. Pour prévenir ces situations, nous formulons cinq recommandations à l'attention à la fois des décideurs, des planificateurs, des gestionnaires, et des chercheuses et chercheurs. En outre, pour dépasser une des limites de cette recherche, à savoir un corpus documentaire exclusivement basé sur des plans stratégiques et d'autres documents accessibles, il serait utile d'y ajouter les documents produits et utilisés à l'interne par les

CSS dans l'évaluation et la planification des besoins de personnel enseignant. Enfin, il est souhaitable de s'entretenir avec un plus grand nombre de planificateurs et gestionnaires des CSS afin de recueillir plus d'informations sur les pratiques réelles de planification. Cela permettrait de mettre en lumière des pratiques gagnantes de certains CSS transférables et applicables dans d'autres.

Lehman, B. (2023). **Exposure to Aggressors at School and Cyberbullying Victimization.** *Youth & Society*, 55(8), 1568-1588. <https://doi.org/10.1177/0044118X221122492>

Scholars find that social dynamics in online environments help explain variation in cyberbullying victimization. The current study examines how students' in-person activities at school shape the odds of cyberbullying victimization. This focus is motivated by opportunity theory, which emphasizes that victimization can be shaped by involvement in dangerous activities, exposure to potential aggressors, and the suitability of targets in the eyes of potential aggressors. Key aspects of the students' in-school activities include involvement in fighting and participation in various extracurricular activities. These elements are analyzed using data from the 2013 School Crime Supplement to the National Crime Victimization Survey based in the United States. Findings indicate opportunity theory is applicable to explaining cyberbullying victimization regarding exposure to aggressors via extracurricular activity participation at school.

Lehoux, E. (2023). **Les discours et les présupposés des nouveaux acteurs de l'orientation. La définition de l'orientation et des finalités de l'école en question.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12031>

L'orientation est désormais considérée non plus comme la seule sélection et affectation des élèves sur la base de leurs résultats mais comme un processus, progressif, de construction d'un projet personnel. Depuis une dizaine d'années, outre les coachs scolaires, la présence d'acteurs étrangers à l'école, intervenant en son sein ou en dehors, à titre marchand ou non, afin d'aider les élèves dans la construction de ce projet, s'est développée. Malgré leur hétérogénéité, en termes de statut comme sur le plan des actions qu'ils mettent en œuvre, ces acteurs partagent un certain nombre de caractéristiques – leur proximité avec le monde de l'entreprise, un rapport ambigu à l'école et, surtout, une conception de l'orientation reposant sur des présupposés communs – que cet article propose d'interroger à partir d'une analyse des discours dont ils sont porteurs.

Leininger, A. (2023). **Contribution à la connaissance des déterminants de la performance des organisations publiques: une analyse de l'influence du leadership des chefs d'établissement sur la performance des établissements publics locaux d'enseignement** (Phdthesis, Université de Lorraine). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-04277783>

Cette recherche s'inscrit dans les champs de la gestion des ressources humaines, de la stratégie et du management public. Ses objectifs sont, d'une part, d'élaborer un cadre d'analyse qui permette d'expliquer l'émergence et le développement de la logique de performance au sein du système éducatif français, et d'autre part d'étudier la relation entre le leadership du chef d'établissement et la performance des établissements scolaires. L'étude de la performance des établissements scolaires supposant une connaissance du système éducatif français, un préliminaire est consacré à l'analyse diachronique de sa construction. Puis, après une présentation des caractéristiques de la performance des établissements scolaires, une synthèse des approches théoriques de la

logique de performance permet d'appréhender l'émergence de cette logique et sa diffusion dans l'action publique, plus particulièrement dans le service public d'éducation et dans les établissements scolaires. L'approche adoptée propose de retenir le rôle joué par le leadership du chef d'établissement dans la performance de l'établissement scolaire. Cette approche se traduit par l'élaboration d'une revue systématique de la littérature internationale et de méta-analyses relatives plus particulièrement aux résultats des élèves d'une part, et par la réalisation d'une étude empirique d'autre part. L'étude empirique de cette recherche s'établit en deux étapes, quantitative puis qualitative. L'étude quantitative s'attache à mettre en évidence une nouvelle définition du leadership du chef d'établissement dans le contexte français, à identifier une typologie de leaders scolaires et à étudier la relation entre leadership du chef d'établissement et résultats des élèves. Elle est complétée par une étude qualitative venant enrichir les résultats quantitatifs, renforcer l'intérêt de certains résultats et révéler de nouvelles perspectives de recherche.

Lelièvre, C. (2023, octobre 16). **Face aux attaques terroristes, comment protéger les enseignants ?** Consulté 18 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/face-aux-attaques-terroristes-comment-protoger-les-enseignants-215724>

Trois ans après la mort de Samuel Paty, l'assassinat de Dominique Bernard, professeur de français à Arras, relance le débat sur les portiques de sécurité et protections des établissements scolaires.

Lemay, C. (2023). **Caractéristiques qui influencent la façon dont les personnes formées à l'étranger déterminent les réponses à l'examen d'admission à la profession infirmière au Québec.** Consulté à l'adresse <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/31960>

Le but de la présente recherche est de documenter, à partir d'une approche de recherche pragmatique qui s'inspire d'une méthode de recherche de type mixte, ce qui influence la performance des personnes formées à l'étranger (ci-après « PFÉ ») à l'examen d'admission à la profession infirmière au Québec (ci-après « examen »). Un devis séquentiel explicatif permet de découper cette recherche en deux grandes phases qui s'intéressent, respectivement, à des données quantitatives et à des données qualitatives. Les objectifs de cette recherche sont de 1) déterminer s'il existe une différence entre les scores observés à l'examen du 12 septembre 2020 pour les PFÉ et les personnes formées au Québec (ci-après « PFQ »), 2) déterminer s'il existe une association entre certaines caractéristiques connues des PFÉ et les scores observés à l'examen du 12 septembre 2020 et 3) décrire les caractéristiques reliées aux PFÉ et aux items qui influencent la mise en œuvre du jugement clinique infirmier lors de la détermination des réponses aux items de l'examen du 12 septembre 2020. Les deux échantillons de la première phase contiennent 1 050 PFQ et 199 PFÉ en premier essai à l'examen de septembre 2020. La collecte de données pour cette première phase a été réalisée à l'aide d'un fichier d'information obtenu auprès de l'Ordre des infirmières et infirmiers du Québec. Des analyses comparatives des deux échantillons permettent de conclure qu'il existe une différence statistiquement significative entre les scores moyens observés à l'examen pour l'échantillon des PFQ et celui des PFÉ et que la taille de l'effet est considérée comme étant modérée. Des analyses additionnelles sont réalisées afin de déterminer s'il existe une association statistiquement significative entre certaines variables disponibles, notamment l'âge, le sexe, le délai depuis la diplomation, l'indice

de développement humain (ci-après «IDH») du pays de diplomation et les scores moyens observés pour les PFÉ. Ainsi, les résultats suggèrent l'absence d'association entre l'âge ou le délai depuis la diplomation et les scores observés à l'examen. Par ailleurs, les analyses permettent d'observer une association statistiquement significative entre les scores observés des PFÉ à l'examen et le sexe ainsi que l'IDH du pays de diplomation, même si la taille de l'effet est considérée comme étant faible. L'échantillon de la deuxième phase de cette recherche contient huit PFÉ en premier essai à l'examen de septembre 2020. La collecte de données s'est effectuée à l'aide d'entrevues individuelles semi-structurées réalisées à distance et enregistrées à l'aide du logiciel Microsoft Teams. Le guide d'entrevue, explorant les thèmes tirés du cadre de référence, est construit à partir de la littérature consultée au sujet des caractéristiques pouvant agir sur les réponses aux items d'un examen. Les données ont fait l'objet d'un codage thématique à l'aide d'une grille. Les résultats indiquent que la mise en œuvre du jugement clinique infirmier, incluant la mobilisation des savoirs appropriés lors de la résolution d'items de l'examen, constitue un défi pour les PFÉ qui participent aux entrevues (ci-après «PFÉP»). Ainsi, les savoirs infirmiers mobilisés s'appuient, en partie, sur des connaissances et des expériences acquises avant l'arrivée au Québec qui diffèrent des savoirs qui sont ciblés par les items de l'examen. Ceci n'est pas surprenant puisque les PFÉP constituent un groupe hétérogène d'individus avec des parcours professionnels extrêmement variés et le contenu de l'examen cible spécifiquement les aspects requis pour exercer au Québec. Bien que les savoirs acquis après l'arrivée au Québec soient aussi mobilisés lors de la résolution des items de l'examen, ces nouvelles connaissances sont parfois insuffisantes pour certaines PFÉP qui présentent de trop grands écarts de savoirs professionnels. Par ailleurs, l'état psychologique des PFÉP, les difficultés à lire et à bien comprendre les situations cliniques de l'examen et le manque de temps influencent certainement la capacité de choisir les réponses attendues aux items de l'examen. Les résultats de cette recherche contribuent aux connaissances en éducation puisqu'ils permettent une meilleure documentation des caractéristiques qui influencent la détermination des réponses à un examen en contexte d'immigration professionnelle. Ils contribuent aussi aux connaissances en matière d'intégration professionnelle des PFÉ en mettant en lumière le caractère hétérogène de ce groupe de personnes qui exerçaient la profession infirmière dans leur pays d'origine et l'importance d'adopter une approche individuelle aux défis de ces personnes qui souhaitent obtenir un permis d'exercice au Québec, notamment les outils de préparation à l'examen. Les résultats peuvent aider les instances touchées par l'administration d'un examen à considérer différentes caractéristiques reliées à la personne ou aux items qui influencent la détermination des réponses aux items.

Lenzen, B. (2023). **Formation initiale à l'enseignement secondaire et formation continue diplômante à l'enseignement primaire en éducation physique à Genève : Quelle(s) tradition(s) d'enseignement ?** *Swiss Journal of Educational Research*, 45(2), 112-123. <https://doi.org/10.24452/sjer.45.2.3>

This paper aims to describe and analyze the development of two physical education teacher training programs at the University of Geneva, regarding the teaching traditions that have shaped them: (a) FORENSEC (secondary education); (b) DAS MDAS (primary education). Its methodology follows the usual steps of document analysis. The analysis of these programs' main reference documents shows that they are mainly anchored in a teaching tradition of physical education as physical culture education. This anchoring is

the result of both a conscious choice of the teaching staff and structural factors that are favorable to it, or even determine it.

Leonhardt, A. (2023). **Inclusive Education in Africa**. Consulté à l'adresse <https://www.beltz.de/fachmedien/erziehungswissenschaft/produkte/details/51753-inclusive-education-in-africa.html>

Seit Inkrafttreten der UN-Behindertenrechtskonvention (UN-BRK) haben die meisten Länder der Welt diese ratifiziert und unterzeichnet; darunter auch eine große Zahl afrikanischer Länder. Auf der Basis von Berichten ausgewählter Länder Afrikas werden der jeweilige Stand der Umsetzung und Vorhaben für die nahe Zukunft im jeweiligen Land vorgestellt und erörtert. Dabei werden vielfältige und sehr unterschiedliche Varianten der Umsetzung schulischer Inklusion erkennbar. Sie regen zur fachlichen Auseinandersetzung an und geben zahlreiche Denimpulse.

Lepianka, D. (2023). **What is just and unjust in education? Role of inter-ethnic tensions in defining justice in education through the prism of media debates**. *Current Sociology*, 71(7), 1330-1347. <https://doi.org/10.1177/00113921221093093>

By exploring carefully selected education-related debates that have taken place in and through news media in five European countries, the current study investigates the role of inter-ethnic tensions in organizing public imaging of justice in educational matters. It focuses in particular on analysing in what ways and on what levels of moral reasoning justice-related tensions in the realm of education are permeated with inter-ethnic conflict. The results show that among the various justice-related controversies in educational matters, tensions around the imagined 'who' of (in)justice, the alleged winners and losers of educational policies, and the perceived victims and victimizers are absolutely crucial, determining the preferred definition of (in)justice as well as the choice of principles that should govern the realization of justice. Current analysis also shows how claiming victimhood by members of majorities pairs with 'shifting blame' and turning minorities into the agents of majoritarian suffering.

Lerbet, G. (2023). **Alternance et cognition**. *Éducation Permanente*, 236(3), 141-152. <https://doi.org/10.3917/edpe.236.0141>

L'auteur se propose de chercher à capter la signification des pratiques d'alternance dans leur relation dialectique entre les personnes qui les vivent, et les structures institutionnelles qui servent à les décrire. À partir de la description de ces interactions, il tente de faire émerger la pertinence cognitive qu'il peut y avoir à y recourir, pertinence qui tient au sens que produit cette forme d'apprentissage pour les personnes en quête de savoir et pour les ouvertures sociales qu'elles peuvent aider à esquisser dans la lutte contre l'échec scolaire.

Lesnes, C. (2023a, novembre 7). **Aux Etats-Unis, la rentrée signe la fin de la discrimination positive à l'université : « Beaucoup de jeunes Noirs et Latinos se demandent s'ils ont leur place »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/11/07/aux-etats-unis-la-rentree-signe-la-fin-de-la-discrimination-positive-a-l-universite-beaucoup-de-jeunes-noirs-et-latinos-se-demandent-s-ils-ont-leur-place_6198672_4401467.html

Les universités d'élite ont mis fin aux dispositifs de discrimination positive pour les admissions d'étudiants issus de minorités raciales. Un tournant pour cette population qui doit désormais concourir sur la même ligne de départ que les élèves plus favorisés.

Lesnes, C. (2023b, novembre 8). **En Californie, vingt ans après la fin de la discrimination positive, les résultats à l'université déçoivent.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/11/08/en-californie-vingt-ans-apres-la-fin-de-la-discrimination-positive-les-resultats-a-l-universite-decoivent_6198929_4401467.html

Même si la proportion d'étudiants noirs et latinos a remonté dans l'Etat, leur nombre n'est toujours pas à la hauteur de leur représentation dans la population.

Lewis, C. J., & Arday, J. (2023). **We'll see things they'll never see: Sociological reflections on race, neurodiversity and higher education.** *The Sociological Review*, 71(6), 1299-1321. <https://doi.org/10.1177/00380261231184357>

This article offers sociological reflections on race and neurodiversity in UK higher education (UKHE). Using dialogical knowledge production and collaborative autoethnography, the authors discuss their lived experiences of navigating the politics of neurodiversity and neurotypical hegemony in UKHE as Black sociologists. The central argument explores how race and neurotypical hegemony overexposes Black neurodiverse scholars to a particular and pervasive form of double jeopardy. The authors' reflexive accounts show how, as Black scholars, they must often negotiate the operation of race alongside the hegemonic practices of the white western academy. In this way, they grapple with racism and ableism in the context of value, meritocracy and elitism. The authors contend that drawing on the politics of neurodiversity in conjunction with Black subjectivities can generate routes into exposing and dismantling neurotypical hegemony. A key motive for discussing their own experiences as neurodivergent scholars in UKHE is that existing research and anecdotal reflections point to a pattern of general whitening of how we understand neurodiversity in academia. The authors indulge their personal, political and academic commitment to this subject as they contend that as Black neurodivergent sociologists, we'll see things they'll never see.

Lewis Ellison, T., & Enriquez, G. (2023). **Humanizing relationships, practices, and research: using photo-elicitation narratives to humanize Black fathers and boys.** *International Journal of Qualitative Studies in Education*, 36(10), 1945-1965. <https://doi.org/10.1080/09518398.2021.1956618>

The constant dehumanization of Black fathers and boys in the media, education, politics, pop culture, and society is traumatic. Deficit perspectives and a racialized political climate often negatively portray the moral, familial, and relational practices that Black fathers and boys engage in with their family members in their homes. Using humanizing research as a framework, we found how photo-elicitation interviews (PEIs) from two separate qualitative studies of a 39-year-old father and a 13-year-old boy helped to evoke deeper meaning and discussions of images of Black men and boys engaging in familial practices and reflecting on school-related events. We argue that humanizing images, especially of Black fathers and boys, can decolonize methodologies between the researcher and participant and provide a complex and unique understanding of Black fathers and boys in educational research. We offer suggestions for using PEI to influence research to build relationships and humanize participants' stories and lives.

Li, M., Holstein, J., & Wedekind, V. (2023). **The historical shifts of in/formality of learning within craft skills ecosystems in the United Kingdom.** *International Journal of Training and Development*, 27(3-4), 405-421. <https://doi.org/10.1111/ijtd.12308>

In this paper, we address the debate on local skills ecosystems and informal learning. We use the social ecosystem model as a tool to help us analyse the role played by various actors in learning and skills ecosystems and highlight the role of informal learning in vocational education and training. We draw on the case of craft pottery to discuss the historical shifts and transformations of ecosystems, including the centrality of informal learning occurring in different spaces and times, and subsequent transformation of the learning ecosystem. Our paper contributes in two ways. First, we add the lens of temporality to understanding of how learning and skills ecosystems are maintained and developed, in the absence of supportive government policy. Second, we show how multiple horizontal sectors contribute to reconstruct a learning and skills ecosystem, as an informal one, over time.

Liang, C. T. H., Gutekunst, M. H. C., Kohler, B. A., Rosenberger, T., Mui, V. W., Williams, K., & Safi, J. M. (2023). **The formation and functions of school-based trauma-leadership teams: A preliminary qualitative study.** *Psychology in the Schools*, 60(12), 5209-5226. <https://doi.org/10.1002/pits.23024>

Studies suggest that among children, adverse childhood experiences increase the risk of developing behavioral challenges in and out of the school environment. Rooted in distributed leadership, trauma-leadership teams (TLTs) are a novel systems-based intervention in which a team of educators deepens knowledge and works to implement trauma-responsive policies and practices within the school community. The current study used a consensual qualitative research design to (a) understand the ways TLTs are created, (b) describe educators' perceived benefits and outcomes of these teams, and (c) describe how TLTs are applied in schools to improve trauma-informed care practices. Additionally, the study highlights growth areas for TLT implementation. Domains from interviews include (1) Formation of TLTs; (2) Benefits and Outcomes of TLTs; (3) Trauma-Responsive Competency; and (4) Growth Areas of TLT. Results suggest that TLT members view TLTs positively, offer insight into how TLTs are formed, and see benefits from TLTs within their school communities. Results also suggest areas for growth for TLTs.

Liang, X., Su, Y., & Shang, W. (2023). **Prior campus experience and alumni donation: a cross-cultural study of China and the USA.** *Higher Education*, 86(4), 865-889. <https://doi.org/10.1007/s10734-022-00948-z>

Few studies have been conducted to investigate the role that alumni's prior campus experience may play in future donation behavior. The theory of planned behavior (TPB) and the affect theory of social exchange were applied to examine the underlying relationship between campus experience and donation behavior by incorporating relevant factors including student engagement, sense of belonging, educational satisfaction, alumni participation, and obligation to give. Structural equation modeling (SEM) was employed to portray these relationships, and multigroup analyses were performed to compare the findings from two samples of US (n = 535) and Chinese (n = 510) alumni. The results suggested that student engagement is an antecedent of sense of belonging, which in turn leads to alumni's obligation to give. Furthermore, educational satisfaction and alumni participation mediate the relationship between sense of belonging and obligation to give. In contrast, the effect of sense of obligation to give on donation behavior is significant only for US alumni, and the strengths of the relationships among the constructs differ between the two samples. Cultural factors that may explain these differences are discussed. Appropriate measures for increasing alumni

donation by optimizing students' campus experiences in conformance with the cultural characteristics of the society are suggested.

Liao, W., Li, X., Dong, Q., & Wang, Z. (2023). **Non-university-based teacher educators' professional learning: A systematic review.** *Teaching and Teacher Education*, 136, 104374. <https://doi.org/10.1016/j.tate.2023.104374>

This systematic review synthesizes 51 empirical studies on non-university-based teacher educators' (NUBTEs) professional learning published between 2000 and 2022. The results show that NUBTEs strive to develop a host of professional qualities that enable them to support preservice and in-service teachers' growth through formal and informal learning experiences. The reviewed studies are predominantly qualitative research and have produced context-specific knowledge about NUBTEs' professional learning, but cross-contextual and large-scale empirical evidence is currently scarce. These findings suggest theoretical, practical, and methodological implications for advancing the research field of teacher educators' professional learning.

Liaroutzos, O. (2023). **L'alternance, un point de vue sur le travail.** *Éducation Permanente*, 236(3), 165-174. <https://doi.org/10.3917/edpe.236.0165>

L'alternance, qui ne peut pas être réduite à un instrument devant faire régresser le chômage, est une situation qui met en perspective les liens entre travail, emploi et qualité de vie. Tant pour les jeunes qui peinent à démarrer leur vie professionnelle que pour les adultes qui craignent de ne pouvoir se maintenir en emploi, elle pointe avec insistance la difficulté de se projeter dans l'avenir. Est-elle alors appelée à devenir le viatique du travailleur itinérant ? Un des moyens de se prémunir des mobilités contraintes qui accentuent la dualisation entre emplois protégés et situations de travail dégradées ? Ces enjeux ne se traitent pas seulement avec des appels à multiplier les contrats d'alternance. Ils se déclinent au sein des collectifs de travail grâce à des leviers organisationnels faisant jouer les rapports entre confiance, coopération et apprentissage.

Lin, X., & Sun, Q. (2023). **Student-generated memes as a way to facilitate online discussion for adult learners.** *Psychology in the Schools*, 60(12), 4826-4840. <https://doi.org/10.1002/pits.22884>

This qualitative study examines how a student-generated meme activity influences adult learners' interaction in online class discussions. A multiple-case design is applied to understand how this class discussion activity facilitates online threaded interactions. This study recruited 28 adult learners from a two-section graduate-level asynchronous online class. Findings show that entertaining and easy to relate to meme activity generated by students engages adult learners in discussion activities for active learning. It helps learners quickly open up to each other to share and learn from each other. This discussion activity offers an alternative to releasing their emotions and feelings individually and collectively benefits adult learners when approaching new learning. It also shows the advantages of using a discussion activity connecting diverse adult learners and building a sense of community for social support while supporting each other for new learning. Findings indicate a significant role also played by the instructor in facilitating interactions. Our study provides insights into integrating internet tools (memes) with discussion activity for active learning in a fully asynchronous online discussion board.

Lison, C., & Verchier, Y. (2023). **Des pratiques pédagogiques revisitées en postpandémie? Compte rendu d'une expérience dans un établissement d'enseignement supérieur français.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 28-34. <https://doi.org/10.18162/ritpu-2023-v20n2-04>

List, A. (2023). **Demonstrating the effectiveness of two scaffolds for fostering students' domain perspective reasoning.** *European Journal of Psychology of Education*, 38(4), 1343-1376. <https://doi.org/10.1007/s10212-022-00643-8>

Domain perspective reasoning refers both to students' recognition of authors' domain perspectives during reading and students' abilities to draw on varied domain perspectives to reason about and understand a complex social issue. Two instructional manipulations were examined in this study. First, students were asked to identify authors' domain perspectives during reading (i.e., DP-ID condition) or not (i.e., with authors' domain perspectives instead supplied in texts). Second students were provided with a Palette of Perspectives as an instructional scaffold to support their inferencing regarding how a common issue, that of immigration, may be examined through a variety of diverse domain perspectives. Although students' assignment to the DP-ID condition was not associated with the number of domain perspectives they included in writing, both DP-ID condition and being provided with a Palette of Perspectives were associated with students' performance on a domain perspective application task. Implications for domain perspective reasoning are discussed.

Liu, Jie, Jiang, Z., Luo, J., & He, W. (2023). **Chain mediating role of negative affect and ego depletion between quarantine time and academic procrastination among university students during the COVID-19 pandemic.** *Psychology in the Schools*, 60(12), 5088-5098. <https://doi.org/10.1002/pits.23018>

Although quarantine is an effective measure for containing the spread of COVID-19 and reducing the number of infected individuals, it has had negative consequences on the emotional well-being and academic performance of university students. To explore the influence mechanism of school quarantine time on academic procrastination among students, a survey research methodology was employed to assess quarantine time, negative affect, ego depletion, and academic procrastination among 538 Chinese university students, and the Statistical Package for the Social Sciences software suite was used to analyze the collected data. The results indicated that (1) there were significant positive correlations between school quarantine time and academic procrastination, (2) school quarantine time had no direct effect on academic procrastination, but it positively predicted negative affect and ego depletion, and (3) school quarantine time affected the levels of academic procrastination among university students through three indirect paths: the mediating role of negative affect, the mediating role of ego depletion, and the chain mediating role of both negative affect and ego depletion. This cross-sectional study concludes that negative affect and ego depletion could mediate the association between school quarantine time and academic procrastination among university students during the COVID-19 pandemic.

Liu, Jing, Penner, E. K., & Gao, W. (2023). **Troublemakers? The Role of Frequent Teacher Referrers in Expanding Racial Disciplinary Disproportionalities.** *Educational Researcher*, 52(8), 469-481. <https://doi.org/10.3102/0013189X231179649>

Teachers' sensemaking of student behavior determines whether students get in trouble and are formally disciplined. Status categories, such as race, can influence perceptions

of student culpability, but the degree to which teachers' initial identification of student misbehavior exacerbates racial disproportionality in discipline receipt is unknown. This study provides the first systematic documentation of teachers' use of office discipline referrals (ODRs) in a large, diverse urban school district in California that specifies the identity of both the referred and referring individuals in all ODRs. We identify teachers exhibiting extensive referring behavior, or the top 5% referrers, based on the number of ODRs they make in a given year and evaluate their contributions to disciplinary disparities. We find that 'top referrers' effectively double the racial gaps in ODRs for both Black-White and Hispanic-White comparisons. These gaps are mainly driven by higher numbers of ODRs issued for Black and Hispanic students due to interpersonal offences and defiance and also partially convert to racial gaps in suspensions. Both the level and racial compositions of the school sites where top referrers serve and their personal traits seem to explain some of their frequent referring behavior. Targeting supports and interventions to top referrers might afford an important opportunity to reduce racial disciplinary gaps.

Liu, X., Mearns, T., & Admiraal, W. (2023). **Teacher-student relationship as a lens to explore Teacher identity in an intercultural context.** *Teaching and Teacher Education*, 136, 104379. <https://doi.org/10.1016/j.tate.2023.104379>

The present study explores international teachers' identity in an intercultural context as manifested through their interpersonal behaviors. In this study with fourteen native speaker Chinese language teachers and one hundred and ninety-two students, survey and interview methods were used as primary sources of data, and classroom observations were stimuli for interviews. The findings reveal that overseas teaching experiences strengthen teachers' professional identity, although they also bring teachers tensions. The study demonstrates that the teacher-student relationship is a useful lens to explore and interpret teacher identity in an intercultural context. The findings not only highlight how pre-existing beliefs and working context influence teachers' identity development but also illuminate the distinctions of identity among teachers with different interpersonal profiles.

Liu, Yang, Afari, E., & Khine, M. S. (2023). **Effect of non-cognitive factors on academic achievement among students in Suzhou: evidence from OECD SSES data.** *European Journal of Psychology of Education*, 38(4), 1643-1657. <https://doi.org/10.1007/s10212-022-00660-7>

Non-cognitive abilities, also termed as Social and Emotional Skills (SSES), are believed to have a profound and far-reaching impact on individuals' growth and development. Previous psychological experiments confirmed that non-cognitive factors could have an impact on education, health and social well-being. The SSES reports by OECD offer insights on multiple facets of non-cognitive information during adolescents' growth, which seeks further understanding of the mechanisms and contextual features influencing the formation and development of students' non-cognitive skills as well as subject learning. Based on the OECD 2019 Suzhou data, this study tested a number of hypotheses concerning social and emotional skills and subject learning achievements, including mathematics, reading literacy and arts. The results confirmed that various social and emotional non-cognitive constructs emerged to be facilitating disciplinary learning, including mathematics, reading literacy and arts achievements. This paper offers some reflections on the integration of non-cognitive skills in designing the education policy guidelines.

Liu, Yingdong, Morard, S., Adinda, D., Sanchez, E., & Trestini, M. (2023). **A Systematic Review: Criteria and Dimensions of Learning Experience**. *22nd European Conference on E-Learning*. Présenté à Pretoria, Afrique du Sud, South Africa. Consulté à l'adresse <https://hal.science/hal-04264325>

There has been an increased interest in evaluating students' learning experiences in various academic domain. Some authors consider it an important aspect of education to assess the effectiveness of instructional methods, while others aim to enhance the quality of teaching and learning. Various perspectives can be highlighted, as many articles refer to the learning experience and its evaluation differently. However, few studies provide an explicit dimension to characterize it. Therefore, this study investigates how the learning experience is described in scientific literature, and what criteria are used to characterise learners' learning experiences. This work aims to answer the following questions: Are there any theories used to examine the learning experience? What are the principal dimensions of a learning experience? How did the studies evaluate the learning experience? This literature review aims to provide an overview of research related to the learning experience and its evaluation. The study includes journal articles published in ScienceDirect, Springer, Wiley, IEEE Xplore Digital Library, and Google Scholar from January 2012 to November 2022. The PRISMA method was used to conduct a systematic review for this work. After identifying, screening, and synthesising relevant literature (Moher et al., 2009), 68 articles were selected, of which 20 will be addressed in this research stage. The selected studies employ various methods to evaluate the learning experience, including questionnaires, surveys, and scales, and they are conducted in various educational contexts, such as medical education, biology, language teaching, etc. The review analysis shows three principal dimensions of learning experience: the learner's perception of the learning environment, their attitudes and behavior in learning, and the learning activities. The study's findings also highlighted that "learning experience" is used as a broad concept to describe specific teaching and learning scenarios or activities. Furthermore, few references from educational sciences have been identified to characterise it. This article delineates the dimensions characterising the learning experience, which helps develop and design new teaching and learning solutions.

Lo Presti, A., Costantini, A., Akkermans, J., Sartori, R., & De Rosa, A. (2023). **Employability Development during Internships: A Three-Wave Study on a Sample of Psychology Graduates in Italy**. *Journal of Career Development*, 50(6), 1155-1171. <https://doi.org/10.1177/08948453231161291>

This study adopts a resource perspective to investigate the development of graduates' resource-based employability across a 1-year internship. We examined factors referring to agency (job crafting in the form of crafting challenges and crafting resources) and context (organizational social socialization tactics) as mechanisms contributing to employability development during initial work experiences (internships). Data were collected in Italy from 316 master graduates in psychology at three time points. Longitudinal structural equation modeling results showed that baseline employability was positively associated with job crafting. However, job crafting was only significantly associated with employability at the end of the internship among those reporting high crafting resources and medium-to-high organizational social socialization tactics. Hence,

beyond a focus on proactivity only, organizational support and opportunities to form social networks are essential to sustain interns' employability development.

Loh, R. S. M., Kraaykamp, G., & van Hek, M. (2023). **Student ICT resources and intergenerational transmission of educational inequality: testing implications of a reproduction and mobility perspective**. *European Sociological Review*, 39(5), 804-819. <https://doi.org/10.1093/esr/jcad008>

Information and communication technology (ICT) is often heralded to boost student learning. In this paper, we investigate the supposed benefits of ICT on student educational performance by considering the varied forms of ICT resources – access, skills, efficacy and different usage practices. We also examine the relationship between parental background, ICT and educational performance, employing notions from social reproduction and mobility theory, thereby investigating its role in processes of intergenerational transmission of educational inequality. Using PISA 2018 data, we examine 123,006 students' performance in Math and Reading. Results from fixed effects models indicate that ICT resources have a generic benefit to student learning, and mostly function as means to social reproduction. Our results indicate that having more ICT access and ICT skills seem to be most beneficial for students from advantageous family backgrounds, whereas using ICT for gaming seems most detrimental for high-SES students.

Lohmann, J., Hapke, J., & Töpfer, C. (2023). **Health-related professional competence of physical education teachers: Narrative review and heuristic model**. *Swiss Journal of Educational Research*, 45(2), 164-177. <https://doi.org/10.24452/sjer.45.2.7>

Physical education (PE) is one setting in which pupils may acquire knowledge and skills to lead physically active lives. PE teachers play a key role in fostering respective health-related competences in pupils. For this, they themselves need appropriate professional competences. The purpose of this article is to highlight research trends on, and to propose a heuristic model for PE teachers' health-related professional competence. Research trends and gaps are identified by a narrative literature review. The heuristic model describes several knowledge domains, beliefs, motivational orientations, and self-regulation as subdimensions of health-related professional competence. It is intended to provide an overview of important competence aspects and to serve as an orientation for further work.

Lokrou, M., & Posca, J. (2023). **Estimation des coûts d'une rémunération des stages au niveau postsecondaire**. Consulté à l'adresse <https://iris-recherche.qc.ca/publications/remuneration-stages/>

Le nombre de stages étudiants collégiaux (formation technique) et universitaires réalisés chaque année est estimé à plus de 120 000. De ce nombre, seule une minorité de stages sont rémunérés et, dans une forte proportion, les stages non rémunérés sont réalisés dans des domaines à prédominance féminine. Au fil des revendications du mouvement étudiant, quelques mesures publiques ont été mises en place afin de soutenir financièrement la réalisation de stages dans certains programmes d'études en éducation, en santé et en services sociaux. Plusieurs dizaines de milliers de stagiaires réalisent néanmoins un stage pour lequel ils et elles ne perçoivent aucune rémunération. Bien que les définitions courantes présentent le stage étudiant exclusivement comme une activité d'apprentissage, dans les faits, celui-ci est aussi synonyme de travail. Et, à l'instar des emplois rémunérés, il existe une multitude de formes de stages, dont le niveau

d'autonomie requis et la complexité des tâches à accomplir varient en fonction, entre autres, des secteurs. La non-rémunération des stages étudiants soulève donc l'enjeu du travail gratuit. Dans la mesure où les entreprises, les établissements d'enseignement et l'ensemble de la société québécoise bénéficient de ce travail, il apparaît juste de rémunérer systématiquement les stages. La présente note socio-économique vise donc à estimer les coûts et à réfléchir aux modalités d'une rémunération de tous les stages étudiants réalisés aux niveaux collégial et universitaire

Londoño-Vélez, J., Rodriguez, C., Sanchez, F., & Álvarez-Arango, L. E. (2023). **Financial Aid and Social Mobility: Evidence from Colombia's Ser Pilo Paga** (NBER Working Paper N° 31737). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31737.htm>

The paper studies the impact of financial aid on long-term educational attainment and labor market outcomes in Colombia. In 2014, the government launched a large-scale and generous student loan program called « Ser Pilo Paga. » It offered full tuition coverage to students admitted to one of 33 government-certified high-quality universities known for superior test scores, graduation rates, and per-student spending. Notably, completing a bachelor's degree converted the loan into a grant. To qualify, students must score in the top 10% of the standardized high school exit exam and have below-median household wealth. Using RD and DD methodologies, we use nationwide administrative microdata linking all high school test takers, postsecondary attendees, and formal workers to estimate impacts up to eight years after high school. Financial aid improves college enrollment, quality, and attainment, particularly in STEM-related fields. The earnings gains are substantial, growing, and driven partly by high-quality universities improving students' skills, as demonstrated by their performance on Colombia's college graduation exam. A welfare analysis using the MVPF yields over \$4.8 per dollar of government spending. Lastly, the program narrowed socioeconomic gaps in college attainment, skill development, and earnings among academically similar students without adversely affecting non-recipients, thereby promoting equity and efficiency.

Lopez, M. S., de Viron, F., & Fecteau, F. (2023). **Les effets d'un réseau sociotechnique européen d'éducation et de formation tout au long de la vie en Belgique francophone. Le cas des certificats universitaires.** *Formation emploi*, 163(3), 67-93. <https://doi.org/10.4000/formationemploi.11950>

Depuis 2014, on observe une forte augmentation des certificats inter-universitaires en Belgique francophone. Il s'agit d'une modalité particulière de certification de programmes de formation continue dans l'enseignement supérieur. Cet article soutient que les certificats sont un effet produit par un réseau sociotechnique européen d'éducation et de formation tout au long de la vie dont ils contribuent à étendre les ramifications. Il analyse ensuite les logiques véhiculées par les certificats dans la profession académique et montre en particulier deux nouvelles logiques dans la mission d'enseignement : marchande et de notoriété.

Loton Bidal, M.-P. (2023). **Le bien-être à l'école, une question de santé nécessaire pour s'épanouir.** *Phronesis*, 12(2-3), 184-208. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-184.htm>

Le Centre national d'étude des systèmes scolaires (CNESCO) a récemment souligné la corrélation entre la qualité du vécu scolaire et la qualité des apprentissages, pointant l'importance du bien-être des élèves. Nous formulons que la bien-traitance

pédagogique, définie comme l'ajustement de l'accompagnement des élèves à leurs besoins psychoaffectifs, améliore la qualité du vécu scolaire, permet l'épanouissement personnel et produit du bonheur d'être à l'école (De la Garanderie, 2013). Notre recherche-action, dans une optique de bien-être partagé, s'est intéressée au confort de travail d'élèves de cycle 3 avec la mise en place d'un dispositif expérimental dont l'objectif était de prendre soin des enfants, tout en soutenant leurs enseignants dans cette démarche, avec un accompagnement à l'accompagnement. Une charte de bien-traitance pédagogique (Loton, 2020), issue de l'univers médical et traduite en praxies professionnelles enseignantes idoines aux besoins de chacun, a permis la mise en œuvre d'une pratique d'accompagnement pédagogique référée au bien-être. Le recueil du ressenti scolaire auprès des enfants à l'aide d'un outil créé spécifiquement pour mesurer la qualité du vécu : une Échelle de Mesure du Vécu Scolaire (Habib et Bidal, 2016) a permis d'obtenir des résultats qui révèlent l'augmentation de l'épanouissement personnel et valide la capacité du dispositif bientraitant mis en place à produire du bien-être scolaire.

Lottin, A., Breton, D., Marie, C.-V., Dauphin, S., & Floury, É. (2023). **La mobilité sociale des jeunes aux Antilles et à la Réunion** (p. 42) [Rapport réalisé pour France Stratégie]. Consulté à l'adresse Université de Strasbourg website: https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/ined_-_jeunesse_et_reproduction_sociale_aux_antilles_et_a_la_reunion_-_etude_fs_-_sept2023.pdf

Loua, S. (2023). **L'agentivité des enfants et adolescents scolarisés, déscolarisés et non scolarisés au Mali**. *Revue internationale d'éducation de Sèvres*, (93), 16-20. <https://doi.org/10.4000/ries.14004>

Depuis le début de l'année 2012, le Mali est confronté à un conflit armé, au centre et au nord. Plusieurs années après, le pays fait face à une crise multi-dimensionnelle, avec des grèves fréquentes des enseignants, la pandémie de Covid-19 et des sanctions internationales qui ont eu un impact sur son économie. Victime de ces situations, le secteur de l'éducation connaît des fermetures d'écoles, des infrastructures endommagées, des déplacements d'élèves et un absentéisme des enseignants. Selon...

Lovakov, A., & Yudkevich, M. (2023). **The multidisciplinary roots of higher education research: An analysis of citation patterns**. *Higher Education Quarterly*, 77(4), 890-910. <https://doi.org/10.1111/hequ.12438>

Researchers in higher education (HE) are a community of academics with backgrounds and experiences in a variety of scientific disciplines. For this reason, HE research is influenced by other disciplines from which HE researchers take theories, constructs and research methods. This article describes a large-scale analysis of the impact of different scientific fields on HE research. Special attention is paid to the analysis of the influences of psychology, sociology & political science, and economics as the disciplines that have the greatest impact on HE research. To assess this impact, we analyse citation patterns in seven key HE journals. Our empirical analysis confirms that HE research is indeed a multidisciplinary field and experiences a different impact of identified scientific fields for HE articles of different topics. We analyse the dynamics of such an impact and discuss the factors that may cause the growth of multidisciplinary in HE research.

Love, B. H., Templeton, E., Ault, S., & Johnson, O. (2023). **Bruised, not broken: scholarly personal narratives of Black women in the academy**. *International Journal of Qualitative Studies in Education*, 36(10), 2229-2251. <https://doi.org/10.1080/09518398.2021.1984607>

With growing research on our experiences, this paper explores the academic lives of four doctorate-holding Black women. Using Scholarly Personal Narrative as a methodology, monologues and reflections from a conference on race in higher education were analyzed and thematically situated to understand the vantages of navigating gendered racism in the academy. Black women experience advancing the academy in painful ways that impact their well-being and professional trajectory. Amidst a growth in social justice-focused academic programs, contemporary politics have undercut the experiences of Black women whose stories are often academicized and co-opted by others. Through the unique lens afforded by intersectionality, this paper addresses the need to listen to and value Black women's stories. Additionally, discussions herein underscore how providing a venue for Black women to foster community benefits our and others' success which has implications for practice, research, and policy.

Luc, M.-A., Kamar-Eddine, O., Hache, C., & Hache, G. (2023, octobre 4). **Co-construction d'une ingénierie pédagogique s'inscrivant dans une approche par compétences par un collectif pluriprofessionnel**. Présenté à Colloque international en hommage à Jacques Ginesté. Recherche en éducation. Consulté à l'adresse <https://amu.hal.science/hal-04241747>

Depuis ces deux dernières décennies, les pays occidentaux dont la France, sont nombreux à avoir adopté des réformes proposant une approche par compétences (APC) au sein des curricula (Anderson-Levitt, Bonnéry, & Fichtner, 2017) pour une meilleure contribution de la formation universitaire à la professionnalisation des publics qu'elle accueille (Chauvigné & Coulet, 2010). Coulet (2016) a réalisé une revue de littérature pour présenter la diversité des définitions de la compétence ainsi que leurs limites. Nous retiendrons celle de Le Boterf (2002, p. 1), adaptée au champ de la formation professionnelle : « la compétence d'un professionnel se reconnaît à sa capacité à gérer efficacement un ensemble de situations professionnelles. Pour cela, il devra combiner et mobiliser plusieurs compétences ou ressources ». L'APC s'inscrit « dans une procédure de définition des compétences visées par les diplômes professionnels, [pour une] meilleure adéquation aux exigences des marchés du travail » (Monchatre, 2008, p. 39). Les référentiels de compétence constituent le socle de l'APC. Cependant, l'absence de directives pédagogiques dans ces référentiels (Demeuse et al., 2015), implique un travail d'ingénierie pédagogique basé sur les compétences professionnelles du référentiel, considérées comme « opportun[s] dans les situations que la profession fait rencontrer » (Rey, 2009, p. 110). Notre étude ne s'intéressera pas à l'enseignement universitaire en général mais se focalisera sur la formation initiale en pharmacie. La Fédération Internationale en Pharmacie propose un référentiel composé de 4 blocs de compétences, regroupant 23 compétences déclinées en 124 comportements à maîtriser. Parmi ces comportements, 28 s'établissent en collaboration avec le patient, il est donc nécessaire d'envisager des dispositifs pédagogiques permettant de former les étudiants en pharmacie à cette collaboration. (FIP, FIP Global Competency Framework., 2020). En collaborant avec le patient, le pharmacien s'engage à respecter les bonnes pratiques de pharmacie clinique, le recueil, l'organisation et l'analyse des données préalables à la mise en place du plan d'action. (Société Française de Pharmacie Clinique., 2022) L'objectif de ce travail a été d'évaluer la congruence des résultats d'apprentissages par rapport aux objectifs pédagogiques co-construits par une équipe

enseignante pluriprofessionnelle. Pour coconstruire l'ingénierie pédagogique d'un enseignement dispensé aux étudiants de 3e année, l'équipe enseignante était composée de : deux patientes partenaires, un praticien enseignant-chercheur en pharmacie, un enseignant-chercheur en sciences de l'éducation, un pharmacien d'officine et un étudiant. Le matériel utilisé pour cette communication est composé de l'enregistrement du focus group pré-enseignement pour coconstruire l'ingénierie, du focus group post-enseignement pour faire le bilan critique de la séance, l'évolution sur quatre étapes du script de la vidéo support pour l'atelier et l'ingénierie pédagogique finale. Les résultats de notre étude montrent un positionnement différent en fonction des postures de chaque participant lors de la co-construction. Les patients, formateurs et professionnels n'identifient pas prioritairement les mêmes enjeux d'apprentissage pour cette séance, se positionnant différemment sur les connaissances, les attitudes ou les capacités. Les échanges interprofessionnels arriveront à un consensus autour de la formulation d'une compétence, incluant à priori les préoccupations de chacun. L'analyse du focus group post-enseignement illustre la congruence entre objectifs pédagogiques co-construits et résultats d'apprentissages.

Lugovyi, V., Kalashnikova, S., Talanova, Z., & Vlasova, I. (2023). **Transformation of higher education in Ukraine: Impact of the war and objectives for post-war recovery.** *European Journal of Education*, 58(4), 611-628. <https://doi.org/10.1111/ejed.12584>

Processes of globalisation, sustainable development, the Covid-19 pandemic, and other current circumstances influence the development of higher education. Higher education institutions in Ukraine also face challenges related to the military aggression by the Russian Federation since 2014, martial law since February 2022 and efforts to prepare for a post-war recovery. The article outlines key areas that merit closer attention including an analysis of changes occurring in higher education in Ukraine before and during the war; the network of higher education institutions in Ukraine; admissions processes; trends in higher education quality assurance and enhancement; and international aid for the support and development of higher education in Ukraine. The analysis outlines changes that have taken place in higher education in Ukraine as a result of the destruction of infrastructure and a decrease in institutional capability of universities in eastern Ukraine and Crimea, as well as massive migration. We identify main innovations and specific features of the admissions process in 2022 compared to admissions processes in 2021. The government of Ukraine, following martial law, introduced restrictions that affected international academic mobility, which is carried out online, or to the extent possible as blended learning. Finally, we outline tasks for post-war higher education recovery and development and underline the key role of universities in the post-war recovery of Ukraine.

Lussier, C. M., Ditta, A. S., & Speer, A. C. (2023). **The potential power of "studygram": Concrete visual representations may increase student motivation, engagement, and enjoyment of routine course assignments.** *Psychology in the Schools*, 60(12), 4841-4856. <https://doi.org/10.1002/pits.22936>

Students are often unmotivated to engage with their online coursework. Research has shown that concretely visualizing one's goals (e.g., photo-taking) can improve motivation to learn. This study explored the effect of taking a photo of one's study space (i.e., a studygram photo similar to a post on Instagram) on students' motivation to start, engagement with, and enjoyment of routine assignments. In a within-subjects design, students took a photo of their study space before starting or after completing the

assignment or took no photo. Data were collected from six undergraduate courses across three disciplines (Education, Psychology, and Theatre). Results revealed that students in an online Education course completing routine and formulaic assignments were significantly more motivated to start their coursework when they took a photo compared to when they did not. Results were similar for student engagement and enjoyment. Outcomes were replicated in the course's second iteration but were not found in the Psychology or Theatre courses. Differences between the courses' formatting may have lessened the impact of photo-taking on students' experiences. Together our results suggest that motivation and engagement with routine coursework may be influenced by an easy-to-implement visualization intervention under certain circumstances. Potential implications for teaching are reviewed.

Maassen, P., Stensaker, B., & Rosso, A. (2023). **The European university alliances—an examination of organizational potentials and perils.** *Higher Education*, 86(4), 953-968. <https://doi.org/10.1007/s10734-022-00951-4>

The European Union (EU) has repeatedly underlined the importance of higher education, research and innovation as drivers in the further development of Europe—economically, socially and culturally. One of the latest policy initiatives by the European Commission (EC) intended to promote this agenda is the European Universities Initiative (EUI) where alliances between universities across national borders are to identify new approaches for boosting European scientific cooperation. It might be argued that this development represents an attempt to find an organizational solution to the European policy ambitions in higher education, research and innovation. This article presents a framework for analysing European university alliances. Based on interviews with persons occupying key leadership and management roles in ten alliances, the article analyses the potential gains and perils alliances might face along four dimensions: their internal coordination, their ways of resolving conflicts, the commitment of member universities and the cultural characteristics of the alliances.

Macedo-Rouet, M. (2023, octobre 24). **À l'école, apprendre à évaluer l'information dans un monde numérique.** Consulté 25 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/a-lecole-apprendre-a-evaluer-linformation-dans-un-monde-numerique-215279>

Si l'évaluation de l'information est plus que jamais une compétence essentielle à tous les citoyens, elle est complexe à acquérir. Retour sur les défis qu'elle pose à l'école.

Maclure, J., Gagné-Trudel, S., Therriault, P.-Y., Lacombe, M.-È., & Tardif, L. (2023). **Activité de formation clinique : intégration du numérique.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 207-219. <https://doi.org/10.18162/ritpu-2023-v20n2-15>

MacMaoilir, E., & McGillicuddy, D. (2023). **“I’m Actually a Female Empowerer”: Student Perspectives on a Critical Pedagogical Approach to Re/Engage At-Risk Females in School.** *Education and Urban Society*, 55(9), 1047-1069. <https://doi.org/10.1177/00131245221106725>

Internationally, there is increasing concern regarding the disengagement of marginalized students, particularly girls, from the formal education system, particularly since Covid-19. Students experiencing oppression/marginalization within urban education systems are considered at-risk from poor attendance, early school leaving, underperformance, low self-confidence, and social exclusion. In considering Paolo

Freire's conceptualization of education as "the practice of freedom," this paper presents findings from an intervention, the Female Empowerment Group, a critical pedagogical approach to re/engaging at-risk female students in school. The Female Empowerment Group created a space for at-risk female students to explore complex contemporary issues shaping the intersectionality of their identities as marginalized, feminized, and politicized citizens in/outside school. Drawing on findings from a mixed methods design (quantitative surveys (n = 21 girls), qualitative interviews (n = 9 students, 7 teachers, 2 parents), Ketso (n = 9 students), this study presents the power of critical pedagogy for empowering and re/engaging at-risk students in school. Findings illustrate the powerful impact of a critical pedagogical approach for empowering students, enhancing self-confidence, motivation, empathy, and engagement with issues impacting their lives. Reported outcomes included more positive relationships with adults/peers, increased re/engagement in class and enhanced sense of belonging in school.

Mainaev, F., & Viediernikova, T. (2023). **Le développement des compétences civiques et sociales des élèves ukrainiens en temps de guerre** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 21-28. <https://doi.org/10.4000/ries.14023>

Dans le contexte de la guerre totale menée par la Fédération de Russie contre l'Ukraine, le développement des compétences civiques et sociales des élèves revêt une importance particulière. Cet article analyse les répercussions de la guerre sur le processus de développement des compétences civiques et sociales des élèves dans les écoles ukrainiennes et examine le potentiel didactique, développemental et éducatif de la série animée Travel Book Ukraine. Le système éducatif ukrainien développe ac...

Maldonado-Torres, N., Bañales, X., Lee-Oliver, L., Niyogi, S., Ponce, A., & Radebe, Z. (2023). **Decolonial Pedagogy Against the Coloniality of Justice**. *Educational Theory*, 73(4), 530-550. <https://doi.org/10.1111/edth.12596>

This article explores the darker side of appeals to justice and social justice within liberal settings, particularly the US academy, where these terms are frequently mobilized to counter decolonial knowledge formations and aspirations. The authors draw from Frantz Fanon's critique of justice in colonial settings to demonstrate ways in which the coloniality of justice appears in the context of debates regarding the design and implementation of an Ethnic Studies requirement at the California State University and the California Community College Systems. They view the decolonial pedagogy and epistemology of Ethnic Studies as an important dimension of the search for decolonial justice.

Malglaive, G. (2023). **Les rapports entre savoir et pratique dans le développement des capacités d'apprentissage chez les adultes**. *Éducation Permanente*, 236(3), 27-35. <https://doi.org/10.3917/edpe.236.0027>

L'évolution des métiers requiert de nouvelles compétences des salariés. Les machines marchent toutes seules mais il faut les commander, prévenir leurs aléas, résoudre les problèmes qu'elles posent. L'importance des savoir-faire diminue au profit de la compréhension globale des processus. Cela exige de la logique, des connaissances, de la culture. Mais comment les acquérir ? La démarche traditionnelle fait appel aux disciplines scolaires : il faut élever le niveau, ce qui n'est pas sans difficulté lorsque cela concerne des salariés depuis longtemps sortis de l'école. Aussi de nombreux formateurs se tournent-ils vers des démarches visant à développer les capacités de raisonnement. Mais peut-on raisonner sous vide de connaissances ? Une autre démarche consiste à partir des pratiques : le problème est alors de ne pas y rester et de trouver le moyen de

passer des savoir-faire aux savoirs conceptualisés. Agir pour savoir et savoir pour agir. Cela suppose des cursus structurés non plus à partir de l'organisation académique des savoirs mais à partir de l'action. Cela suppose que les formateurs soient capables d'investir leur savoir dans l'action pour guider les formés sur les chemin menant de l'action au savoir.

Maloshonok, N., Shcheglova, I., & Zhuchkova, S. (2023). **Undergraduates' orientations towards student–university relationships: Measurement and associations with student characteristics and engagement.** *Higher Education Quarterly*, 77(4), 722-740. <https://doi.org/10.1111/hequ.12430>

This study explored students' orientations towards student–university relationships and how they differ with regard to student characteristics and engagement. We developed an instrument measuring student orientations and utilised it in a survey of Russian undergraduates. Using latent class analysis, we identified the following types of Russian students' orientations: instructivists, consumerists, constructivists, and students with mixed orientations. As the results showed, the majority of our respondents have consumerist or mixed orientations that mostly mismatch with the actual models of student–university relationships at Russian universities. We also found that students with these orientations are less engaged than instructivists and constructivists. These findings demonstrate the importance of seeking an optimal match between diverse undergraduate orientations and the actual educational model, which fits national and institutional contexts.

Mancini, P., & Marcarelli, G. (2023). **A multi-criteria approach for ranking Italian high schools.** *Quality & Quantity*, 57(6), 5533-5549. <https://doi.org/10.1007/s11135-023-01621-y>
Multi-criteria decision making is a useful tool for economic applications, especially in the last decade. We investigate and compare the performance of Italian public high schools. We consider three outputs provided by average students' school and academic performance, and school characteristics. Our sample includes 263 high schools (HS) in all Italian Regions, grouped into 6 types and 3 geographic areas. Employing specific weights for the outputs, we apply PROMETHEE to derive the ranking of different types of schools by geographic area. Then we apply ELECTRE III to the same problem and compare the results with those obtained using PROMETHEE. Our results show that: (a) there are significant differences between HS according to school and academic performance; (b) Classic and Scientific Lyceums are the best types of school regardless of geographic area; (c) by simultaneously considering type of school and geographic area, southern HS seem to have better performances than northern ones.

Marangio, K., & Heyting, E. (2023). **Teachers' experiences of support for curriculum making a new subject, psychology.** *The Curriculum Journal*, 34(4), 633-650. <https://doi.org/10.1002/curj.203>

This article reports teachers' experiences of support for curriculum making a new secondary school subject, psychology, as part of major curriculum reform, including the introduction of external examinations. Seven teachers participated in meetings at eight timepoints over two years. Content analysis identified five themes. Participants described support across different sites of curriculum making: (1) Connectedness with teachers at school, (2) Guidance from the curriculum authority, (3) Collegiality with psychology teachers, (4) Student engagement, and (5) Heavy investment of their own time to lead the way. Proactive and reactive support that acknowledged teachers' backgrounds and provided time and space for guidance and dialogue was inadequate at the

beginning and tended to remain that way. Opportunities for collaborative curriculum making were less likely for teachers in regional areas, new to science, or the only teacher in the school. The teachers understood curriculum making a new subject as a complex and collective endeavour. The findings of this study emphasise the importance of cultivating supportive structures and processes across school, curriculum authority and curriculum-broker sites for teachers and valuing the teacher's central role as curriculum makers in establishing a new subject in an externally driven curriculum.

Marcel, J.-F. (2023). **Le bonheur du métier. Le cas des enseignants du primaire en France.** *Phronesis*, 12(2-3), 82-96. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-82.htm>

Dans le contexte d'une école française en crise, l'article défend une idée force : l'exercice professionnel, aussi dégradé et cabossé soit-il, ne peut « tenir » que s'il existe entre l'enseignant et son métier un lien allant bien au-delà des contingences du travail au quotidien. C'est ce lien, qui subsiste malgré tout, que nous identifions comme le « bonheur du métier » de l'enseignant du primaire. La problématisation mobilise les réflexions de Kant et d'Osty pour circonscrire l'objet en positionnant le bonheur du côté du métier (et pas du travail réalisé). Elle est prolongée par une théorisation du « bonheur du métier », qui s'appuie sur Freire et Jullien pour le définir comme une potentialité, une promesse inaccessible. Elle est ensuite opérationnalisée par la fréquentation des recherches sur des notions voisines dans le cas des enseignants qui se traduisent dans le choix méthodologique d'un questionnaire. Administré par les réseaux et comporte un volet quantitatif (l'appréciation de la potentialité de 45 situations concrètes au « bonheur du métier ») et un volet qualitatif (une définition ouverte et spontanée rédigée par les répondants). Les résultats de l'enquête développent les 10 composantes du « terreau du bonheur du métier » (approche quantitative) et le triptyque de la définition de ce bonheur (approche qualitative).

Masschelein, J., & Simons, M. (2023). **Remettre « l'école » au coeur de nos établissements d'enseignement. Se réappropriar l'école comme forme pédagogique.** *Éthique en éducation et en formation: les Dossiers du GREE*, (14), 96-112. <https://doi.org/10.7202/1106128ar>

Aujourd'hui, la question du « changement éducatif » est largement débattue. Un tel changement, comme nous pouvons l'entendre, est nécessaire pour plusieurs raisons : l'hétérogénéité linguistique croissante, la diversité culturelle, les avancées technologiques, et la corrélation persistante entre le milieu social et la réussite scolaire. Dans ce contexte, le terme « éducatif » semble faire référence à la pratique institutionnelle de l'école. Mais qu'entend-on par école? Dans notre contribution, nous proposons quelques éléments de ce que nous appelons une perspective pédagogique interne sur l'école et sur l'apprentissage scolaire laquelle clarifie son potentiel émancipateur en tant que forme pédagogique. Ceci nous permettra ainsi d'aborder la question du changement éducatif d'un angle différent et d'étayer un plaidoyer visant à rescolariser l'école. Nous (1) faisons d'abord la distinction entre une perspective interne et les diverses perspectives externes relatives à l'école. Nous (2) détaillons ensuite les hypothèses de base, les opérations et les expériences de l'école comme forme pédagogique en soulignant (3) que l'école est techniquement, pédagogiquement et pratiquement composée, et en (4) révélant très brièvement la façon dont l'école a été domestiquée et l'est encore aujourd'hui. Enfin, (5) nous suggérons quelques enjeux à

relever afin de créer ou de réinventer l'école d'aujourd'hui, en faisant sommairement le lien avec la formation des enseignants.

Mausethagen, S., & Hermansen, H. (2023). **'Research Use' in Education: Conceptualising the Teaching Profession Within the Policy–Research–Practice Nexus**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 75-89). https://doi.org/10.1007/978-3-031-36970-4_5

In this chapter, we examine 'research use' as a concept that informs the role of the teaching profession in the policy–research–practice nexus. As a policy construct, research use has gained significant attention over the past decade. However, the concept and particularly its translation to practice are often left undefined, both regarding the meaning of 'research' and of 'use'. In this chapter, we examine how the specification of these terms contributes to producing particular manifestations of the policy–research–practice nexus. We pursue two lines of argument. The first line of argument is that the approaches to defining, operationalising, and discussing research use have implications for the construction of the policy–research–practice nexus. The second line of argument is that the characteristics of this nexus will inform the understanding of the role of the profession in simultaneously relating to education policy, researchers, and the development of professional practice. Finally, we present an analytical framework that aims to advance a multidimensional approach to studies on research use, which provides opportunities for developing more profession-sensitive understandings of research use. The framework also facilitates analytically unpacking relations between policy, research, and practice.

Mayen, P. (2023). **Questions d'apprentissage dans les formations par alternance**. *Éducation Permanente*, 236(3), 175-184. <https://doi.org/10.3917/edpe.236.0175>

Cet article part des connaissances que nous avons sur quelques conditions et processus d'apprentissage pour réfléchir à la manière dont on pourrait penser la conception, la conduite et l'amélioration des formations par alternance. L'hypothèse est ici que les questions d'apprentissage sont relativement secondaires dans les décisions de conception des formations par alternance d'une part, et supposées résolues par quelques conceptions courantes et peu réinterrogées d'autre part.

McCall, S. A. (2023). **"Radical edits": anarchiving qualitative research**. *International Journal of Qualitative Studies in Education*, 36(10), 2072-2085. <https://doi.org/10.1080/09518398.2021.1962563>

With waves of fake news, many see the truth in decline. The resulting "post-truth" panic provokes methodological defensiveness, heightening scrutiny over what qualifies as qualitative research. At the same time, post qualitative research rejects qualitative research to imagine new possibilities. These debates involve a reassessment of how researchers relate to archives. While some suggest an exacting adherence, others advise dismissal. However, archives never close, leaving the future of qualitative research uncertain. Rather than strict adherence or dismissal, this paper argues for anarchiving, which involves an experimental relationship with archives. To illustrate, this paper considers the work of an archival artist, Alexandra Bell, who engages with problematic archives of white supremacy in journalism. As the field of qualitative research entertains the potential of post qualitative research, anarchiving creates an alternative way of relating to archives, unmooring qualitative research from the constraints of its archive.

Mchenry, N., & Kelly, M. (2023). **Teaching the whole child requires the whole teacher: Embedding socioemotional perceptions and dispositions into a culturally responsive teacher preparation program.** *Education, Citizenship and Social Justice*, 18(3), 382-401. <https://doi.org/10.1177/17461979221103786>

This teacher education program aims to develop high quality teachers through development of empathy and culturally responsive pedagogy, impacting teachers' dispositions toward students who are different from themselves. Participants included 17 undergraduate education students enrolled in a community engaged teacher education program. One-on-one interviews captured participants' experiences and beliefs over time, related to teaching children in an urban setting. Qualitative themes emerged and shifted in frequency over the course of the semester. These included deficit perspective, knowledge of the "other," dominant culture as a lens, best practices, asset perspective, and characteristics of high quality versus highly qualified. As teacher candidates experienced individual interactions with students, families, and community members, they developed empathy and shifted from a deficit perspective toward an asset perspective. Simultaneously, teacher candidates combined socioemotional skills with instructional best practices. Practical strategies are suggested to prepare teacher candidates to learn about themselves, their students, and to develop allies.

McKenna, K., Bray, M. A., Fitzmaurice, B., Choi, D., DeMaio, E., Bray, C. R., & Bernstein, C. (2023). **Self-monitoring with goal-setting: Decreasing disruptive behavior in children with attention-deficit/hyperactivity disorder.** *Psychology in the Schools*, 60(12), 5167-5188. <https://doi.org/10.1002/pits.23026>

This study sought to investigate the effects of a self-monitoring (SM) with goal-setting (GS) intervention on students' disruptive behavior. A multiple baseline A-B-BC design was implemented across five elementary school-aged participants diagnosed with attention-deficit/hyperactivity disorder (ADHD) to examine the use of a behavioral intervention combining SM and GS techniques to decrease disruptive behavior. The results of this study suggest that SM with GS appears to be an effective intervention package for decreasing the disruptive behavior of students with ADHD and that these behavioral decreases sustain after intervention completion. Results also suggest moderate benefits of using a SM with GS intervention over a SM intervention. Teacher ratings suggest that the SM with GS package is moderately acceptable for classroom use.

McKinlay, J. (2023). **Queer precarities in and out of higher education: challenging institutional structures.** *British Journal of Educational Studies*, 71(6), 733-735. <https://doi.org/10.1080/00071005.2023.2236461>

McNaughtan, J., Garza, T., Eicke, D., Garcia, H. A., & Bodine Al-Sharif, M. A. (2023). **Being our best: Understanding the relationship between empowerment and employee engagement among midlevel student affairs professionals.** *Higher Education Quarterly*, 77(4), 774-791. <https://doi.org/10.1111/hequ.12432>

Over the last few decades, there has been a significant increase in the number of student service personnel, yet demand has outstripped this growth leading to turnover and low employee satisfaction. Scholars and practitioners alike have called for increased levels of empowerment of these workers, but the outcomes of this approach need further analysis. We utilize data from a survey of international centre directors in the United States and employ a partial least squares-based structural equation modelling to investigate the relationship between empowerment and employ perceptions including work

satisfaction, organizational commitment, perspective of leadership and personal engagement. Specifically, trust meaning and personal consequence are strong components of empowerment in this sample. Our results indicate a positive relationship between empowerment and job satisfaction, organizational commitment and perspectives on leadership. In addition, we find that organizational commitment mediates the relationship between empowerment and personal engagement.

Meirieu, P. (2023, octobre 21). **«N'attendons pas le prochain assassinat pour dire l'importance du métier d'enseignant»**. Consulté 24 octobre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-meirieu-nattendons-prochain-assassinat-dire-limpor/00108352>

Philippe Meirieu, chercheur et professeur en sciences de l'éducation, revient sur le drame d'Arras, mais aussi sur les exigences excessives et inadaptées de la société et des politiques vis-à-vis des enseignants.

Mellon, G., & Siegler, B. (2023). **New Experimental Evidence on Anti-Asian Bias in White Parents' School Preferences**. *Sociology of Education*, 96(4), 255-274. <https://doi.org/10.1177/00380407231173933>

Existing research has found evidence of widespread anti-Asian bias in the United States, yet limited work has examined whether anti-Asian biases affect parents' school preferences. In this article, using a conjoint experiment, we examine White parents' views on schools with varying percentages of Asian students. We find that respondents strongly prefer schools with fewer Asian students, and we examine potential mechanisms that may explain these preferences. We do not find evidence that our results are driven by academic stereotypes. Instead, participants anticipated less student-level "fit" and less "commonality" with parents at schools with larger Asian populations, in line with past research on anti-Asian bias and stereotypes. Our findings extend existing literature on race and school choice and speak to the importance of addressing anti-Asian discrimination in U.S. educational settings.

Mendler, A., & Vedder-Weiss, D. (2023). **Facework in teacher collaborative learning: Does choice of classroom representation matter?** *Teaching and Teacher Education*, 136, 104339. <https://doi.org/10.1016/j.tate.2023.104339>

Collaborative learning based on classroom representations (video recordings, spoken narratives) can benefit teachers' professional development. However, sharing such representations may threaten teachers' face – the self-image they present to others – and hinder their learning. We challenge the common assumption that classroom videos are more face-threatening than spoken narratives, by analysing 26 teacher discussions of classroom representations, from 13 Israeli teacher teams. The findings show that both types of representation involve facework – efforts to protect one's face – to a similar degree; moreover, both involve learning-conducive associative facework strategies, as well as learning-inhibiting dissociative ones.

Mennes, H. I., van de Werfhorst, H. G., Dijkstra, A. B., & Munniksma, A. (2023). **Are schools' qualification and civic outcomes related? The role of schools' student composition and tracking**. *Education, Citizenship and Social Justice*, 18(3), 263-279. <https://doi.org/10.1177/17461979221084109>

In preparing generations for the future, schools fulfill a qualification and a civic task: providing youngsters knowledge and skills for the labor market, and equipping them to

navigate democracy and society. Little research has considered how schools combine these tasks, particularly in relation to schools' student composition in terms of socioeconomic (dis)advantages across vocational and academic tracks, the focus of this study. By means of a unique, combined dataset, qualification and civic outcome indicators of 101 Dutch secondary schools were examined. Results showed that schools' qualification and civic outcomes were more positively related in academic than in vocational tracks, possibly informed by schools' student composition: the role of student composition was stronger in academic than vocational tracks for both qualification and civic outcomes. This is discussed in relation to schools' role in mitigating versus reproducing societal inequalities.

Mercier, C., & Trichet, F. (2023). **Accompagner les formateurs et les étudiants à la sobriété numérique**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9449>

Depuis l'apparition des outils numériques, les institutions éducatives, en particulier dans l'enseignement supérieur, ont intégré diverses plateformes numériques pour l'enseignement telles que les systèmes de gestion de l'apprentissage (SGA), l'informatique en nuage et les serveurs multimédias, entre autres. La pandémie de COVID-19 a encore accéléré l'adoption de ces technologies, entraînant une augmentation de l'empreinte écologique et numérique liée à cette transformation numérique. L'utilisation intensive de salles de classe virtuelles pendant la pandémie a entraîné une augmentation des émissions de carbone, et cette tension entre l'innovation et l'impact écologique est un défi continu. L'utilisation des technologies numériques dans l'éducation met également en évidence la nécessité de s'attaquer aux inégalités sociales en matière de compétences numériques et de les travailler chez tous les citoyens. La mission de chargée au numérique au sein d'un département universitaire a pour objectif d'apporter un soutien aux enseignants et aux apprenants pour favoriser l'émergence de comportements numériques responsables. Cette démarche nécessitera une planification à long terme et un changement dans les pratiques existantes, ainsi qu'une emphase sur le développement de pratiques durables et respectueuses de l'environnement. Dans l'ensemble, une action concertée s'avère indispensable pour cultiver des compétences numériques à la fois efficaces et durables.

Métral, J.-F. (2023). **Avec Mayen: Une didactique des conditions sociales pour le développement des compétences**. Consulté à l'adresse <https://institut-agro-dijon.hal.science/hal-04265580>

De la didactique professionnelle, la plupart d'entre nous savent qu'elle est née dans les années 90, à partir des développements de Pierre Pastré finalisés par la formation professionnelle des adultes, au croisement de la psychologie du développement, des sciences du travail (en particulier de l'ergonomie) et des didactiques des disciplines (Pastré et al., 2006). Nous connaissons les principaux contributeurs, les « pionniers » comme ils ont été désignés lors du 6ème colloque international de Didactique Professionnelle à Lausanne en 2022 : Pastré, Vergnaud, Mayen, Olry, mais aussi Rogalski, Samurçay, Rabardel, Raïsky, Caens-Martin... Nous en retenons une théorie cognitive fondée sur le schème (Vergnaud, 1996, 1996), la structure conceptuelle de la situation et les concepts pragmatiques (Pastré, 1999), le couple situation-activité (Mayen, 2004b) et l'expérience (Mayen, 2006; Mayen & Mayeux, 2003). Mais, aussi surprenant que cela paraisse, les présentations qui en sont faites et les critiques qui lui sont adressées donnent parfois l'impression que, pour beaucoup, la didactique professionnelle se résume à cette

perspective qualifiée de cognitive (Mayen, 2020a). Dans cette introduction, je souhaite en particulier donner à voir comment les travaux de Patrick Mayen me permettent d'affirmer que la didactique professionnelle, loin de n'être qu'une théorie cognitive, est une théorie sociale du développement. Pour cela, je vais tout d'abord revenir sur la place qu'il donne aux autres et à la culture dans le développement des compétences. D'une part, à travers son intérêt pour les situations de travail avec et pour les autres, il introduit l'importance du langage dans l'élaboration des compétences professionnelles. D'autre part, en élargissant les conditions de ce développement à l'appropriation de tous les artefacts produits dans la culture humaine, il s'oriente in fine vers l'élaboration d'une théorie analytique des situations dans une perspective de développement des compétences. Ensuite, par ses développements sur la constitution de l'expérience dans la rencontre avec les situations, il oriente la didactique professionnelle vers une prise en compte de la dimension temporelle des parcours de formation et des processus du développement professionnel.

Michelot, F. (2023). **De l'utilisation contrainte de la formation à distance à la « normalisation » des pratiques? Une étude de cas à l'Université de Moncton, campus de Shippagan.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 220-240. <https://doi.org/10.18162/ritpu-2023-v20n2-16>

Mikeska, J. N., Howell, H., & Kinsey, D. (2023). **Do Simulated Teaching Experiences Impact Elementary Preservice Teachers' Ability to Facilitate Argumentation-Focused Discussions in Mathematics and Science?** *Journal of Teacher Education*, 74(5), 422-436. <https://doi.org/10.1177/00224871221142842>

Recently scholars have advocated for using teachers' practice as a site for teacher learning. The recent proliferation of online, digital spaces, including simulated classrooms, has paved the way for novel approaches within practice-based teacher education. Yet, limited research has investigated the extent to which and how the use of online, simulated teaching experiences promote teacher learning of core teaching practices. The purpose of this study was to examine whether and how integrating simulated teaching experiences into teacher education coursework impacts preservice teacher (PST) learning. Findings showed that the use of simulated teaching experiences within elementary teacher education methods courses resulted in evidence of statistically significant growth in PSTs' ability to engage in one core teaching practice: facilitating argumentation-focused discussions.

Mikser, R., Viirpalu, P., & Krull, E. (2023). **Reflection of teachers' feelings of curriculum ownership in their curriculum definitions: The example of Estonia.** *The Curriculum Journal*, 34(4), 542-557. <https://doi.org/10.1002/curj.217>

Teachers' feeling of curriculum ownership has been found to be crucial for predicting the success of educational reform initiatives. This study aimed to examine how teachers' feelings of curriculum ownership are reflected in their statements about what they mean by the term 'curriculum'. We analysed written questionnaire responses from 760 schoolteachers across Estonia. Our qualitative content analysis demonstrated that almost half of the qualified responses defined a curriculum as a mandatory, prescriptive document which does not allow for teachers' high feeling of curriculum ownership. Nearly one-third of the respondents expressed a moderate feeling of ownership, describing a curriculum as an external guideline but also seeing their own role as active in curriculum implementation. Only about one-tenth of the respondents expressed a high

feeling of ownership in their definitions. In the context of the recent history of curriculum policy in the former socialist European countries, we conclude that the overwhelming rhetoric of the early 1990s related to prioritising teachers' curriculum ownership was in practice quickly and successfully subordinated to globally rising regulatory policies that prioritised external evaluation, benchmarking and standardisation. We will discuss the mechanisms of this phenomenon and the potential avenues for enhancing teachers' curriculum ownership in the context of current education policy realities.

Miller, C., Postill, B., & Andrews, J. J. W. (2023). **Self-Care of Canadian School Psychology Graduate Students**. *Canadian Journal of School Psychology*, 38(4), 349-372. <https://doi.org/10.1177/08295735231183463>

This study assessed the predictive nature of professional self-care practices on various outcome variables (academic performance, psychological well-being, and affect) and investigated if self-care influenced the relationship between perceived stress and psychological well-being amongst school psychology graduate students across Canada. Participants included 102 Canadian school psychology graduate students (female: 94, male: 8, Mage: 26.9). Results indicated that professional support and life balance self-care practices predicted increased psychological well-being and that life balance predicted positive affect. Additionally, the results indicated that professional self-care practices strengthened the inverse relationship between perceived stress and psychological well-being, suggesting that self-care practices can buffer the negative effects of perceived stress on well-being. These results highlight the important role that professional self-care plays for school psychology trainees and may guide researchers and practitioners on ways to improve self-care intervention practices within professional and training settings.

Ministère de la transformation et de la fonction publiques. (2023). **Guide pratique de la formation professionnelle dans la fonction publique d'État** (p. 46). Consulté à l'adresse Ministère de la transformation et de la fonction publiques website: <https://www.ih2ef.gouv.fr/guide-pratique-de-la-formation-professionnelle-dans-la-fonction-publique-detat>

Destiné aux agents et managers, ce guide de la DGAFP apporte des éclairages et des solutions pratiques pour mieux se former et mieux organiser la formation et le développement des compétences des agents. Il tient compte des évolutions réglementaires introduites par le décret du 22 juillet 2022 et l'arrêté du 1er août 2023. Il s'appuie sur les travaux du schéma directeur de la formation professionnelle tout au long de la vie des agents de l'État, notamment en matière d'hybridation.

Ministères Éducation Jeunesse Sports Enseignement Supérieur Recherche. (2023). **Bilan de l'activité contentieuse – année 2022**. *La lettre de la direction des affaires juridiques du ministère de l'éducation nationale et de la jeunesse et du ministère de l'enseignement supérieur et de la recherche*, (Hors-série), 1-13. Consulté à l'adresse <https://www.education.gouv.fr/media/158277/download>

Mitic, R. R. (2023). **Developing civic consciousness in Russian higher education: an institutional case study**. *Higher Education*, 86(5), 1049-1064. <https://doi.org/10.1007/s10734-022-00961-2>

This mixed-methods ethnographic case study examines the socio-historical origins and current lived experiences of students at one Russian university to understand the role of

a university education as an environmental factor in the development of a civic consciousness. Findings suggest that the institution has attempted to introduce liberal civic education reforms while competing with a system-wide civic passivity developed during the Soviet era. At the same time, the institution is balancing political neutrality and social development to effectively execute its mission in spite of increasing state control. Student voices suggest that human capital development remains a top priority, whereas civic development has been limited. This case study serves as a cautionary tale in light of oppression and compromises that higher education institutions have to make with the state. Moreover, countries with a similar Soviet legacy of an atrophied civic society can look to modest reform efforts to engage individual students in a way that can promote civic participation so long as the state allows civic development to occur. This paper also addresses the implications of higher education's role within the context of the 2022 Russian invasion of Ukraine.

Mizzi, A. (2023). « **La file d'attente, ça fait un peu déprimer** ». **Parcoursup : épreuve d'attente et sentiment d'injustice**. *Agora débats/jeunesses*, (95), 87-102. <https://doi.org/10.3917/agora.095.0087>

S'appuyant sur le suivi qualitatif de 34 lycéens en cours d'affectation sur Parcoursup, cet article propose une lecture de ce dispositif en tant qu'épreuve, défi standardisé. En France, les difficultés relatives à l'orientation des bacheliers vers l'enseignement supérieur aboutirent en 2018 à la réforme sur l'orientation et la réussite des étudiants dans laquelle s'inscrit Parcoursup. Si le dispositif antérieur « admission post-bac » apparaissait injuste du fait du tirage au sort pratiqué dans certaines universités, Parcoursup peine à répondre à ces enjeux de justice à cause de son opacité. Plus encore, du fait de l'absence de hiérarchisation des vœux par le candidat, la procédure les plonge dans des horizons temporels moins bornés et plus diffus via des listes d'attente, dont les difficultés sont différemment appréhendées d'un individu à un autre.

Molinari, L., & Grazia, V. (2023). **A multi-informant study of school climate: student, parent, and teacher perceptions**. *European Journal of Psychology of Education*, 38(4), 1403-1423. <https://doi.org/10.1007/s10212-022-00655-4>

This paper presents a multi-informant study on school climate with the aim of (a) comparing students', teachers', and parents' perceptions of several school climate dimensions and (b) examining the associations between dimensions pertaining to classroom practices and school atmosphere in both students and teachers. Participants comprised 105 teachers, 320 parents, and 1070 students (49% female; Mage = 11.77) enrolled in four middle schools in Northern Italy. The latent mean comparison of students', teachers', and parents' perceptions revealed many significant differences, with teachers generally reporting better perceptions of the quality of the school environment. A multigroup path analysis highlighted associations between classroom practices and school atmosphere dimensions of school climate which varied for students and teachers. The findings are discussed in terms of their implications for school intervention and the fostering of a supportive school environment.

Monaghan, D. B., & Attewell, P. A. (2023). **College Promise Programs as Symbolic Politics**. *Sociology of Education*, 96(4), 301-323. <https://doi.org/10.1177/00380407231183459>

Since the Tennessee Promise's 2014 launch, "free college" or "Promise" programs have proliferated rapidly and converged on design features: a "last-dollar" award and community college applicability. Researchers who study these programs' effects

generally presume they are tuition-reducing endeavors. In contrast, we argue that many such programs are exercises in "symbolic politics," that is, they perform organizational altruism and meet survival imperatives while minimally reducing real costs. We illustrate this by detailing the creation, implementation, and results of a Promise program at a large community college. Cost concerns and the need to appeal to critical publics led the college to adopt a last-dollar design and numerous eligibility criteria. Consequently, few applicants were funded. However, many applicants believed they had received the scholarship, the college's enrollment increased, and the program received widespread acclaim. We discuss implications for higher education policy and the applicability of symbolic politics to organizational action.

Moon, Y.-K., & O'Brien, K. E. (2023). **"I Put In My Two Weeks Notice!" Employee Behavior and Wellness Prior to Exit.** *Journal of Career Development*, 50(6), 1172-1188. <https://doi.org/10.1177/08948453231163499>

Previous research has identified four distinct "proximal withdrawal states" among employees. That is, employees can generally be distinguished by their desire to stay or leave (e.g., "stayers" or "leavers") and their control over this desire (e.g., "enthusiastic" versus "reluctant" staying or leaving). However, little is known about how these withdrawal states impact voluntary behavior and employee wellness. Thus, we examined these relationships in US (n = 516) and South Korea (n = 414). Latent profile analysis indicated that there are two profiles of stayers (i.e., embedded stayers and detached stayers) and two of seekers (i.e., dissatisfied seekers and script-driven seekers) in both samples. US and Korean profiles were consistent, except seekers differed by country based on planning, job seeking, and socio-emotional reasons. We also found that profiles differentially predicted work behaviors and wellness outcomes, such that embedded stayers showed most adaptive behavioral patterns, whereas script-driven seekers reported the least wellness.

Moreau, J., Pollock, B., & Harrison, A. G. (2023). **In-Person and In-Home Teleneuropsychological Assessments With Youth With Neurodevelopmental Disorders: What's the Difference?** *Canadian Journal of School Psychology*, 38(4), 317-332. <https://doi.org/10.1177/08295735231199858>

Psychoeducational assessments provide clinicians with the foundation for diagnostic determinations and meaningful recommendations for youth with neurodevelopmental disorders. Due to the COVID-19 pandemic, the field shifted from seeing clients face-to-face (FTF) to conducting evaluations virtually via teleneuropsychology (TNP) in the client's own home. The current study sought to determine the equivalence of cognitive and achievement scores obtained in the context of FTF versus TNP testing. Nineteen youth with diverse neurodevelopmental disorders completed the Woodcock Johnson-Fourth Edition (WJ-IV). Results suggest generally equivalent results, with the caveat that scores from measures of Fluid Reasoning and Auditory Processing were significantly different across testing modalities. Environmental factors, characteristics of the clients, administration challenges, technical considerations, and practice effects may have contributed to differences in scores. These findings have implications for assessment standardization, case conceptualization, and implementation of recommendations in the school setting when psychoeducational assessments are conducted virtually.

Morel, R. C. (2023). **Internationalization policy in Japanese university prospectuses.** *Higher Education Quarterly*, 77(4), 817-830. <https://doi.org/10.1111/hequ.12434>

Abstract This paper analyses international student prospectuses from twenty-two Japanese universities involved in the Top Global University Program (TGUP) to examine how universities in Japan present and understand internationalization. International prospectuses were analysed using qualitative text analysis to generate a series of themes connected to university internationalization. Different categories of TGUP participant universities were compared to better understand the differences between how different participant types present and understand internationalization. The findings suggest that while there are differences between participant types and individual universities, overall, there appears to be a tension between understanding internationalization as an authoritative, university-centred activity and as a student-centric activity in which students are active participants. Furthermore, it found that although rankings are an important aspect of the TGUP, few prospectuses mentioned rankings. The paper suggests possible reasons for this omission based on the TGUP participant type. Finally, this study offers insights into how Japanese universities understand internationalization and position themselves as international institutions.

Moreno, D. (2023). **Compétences non académiques des élèves et jugement professoral : quels effets sur l'orientation des élèves en fin de troisième ?** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://shs.hal.science/tel-04193573>

Ce travail prend appui sur tout un corpus de travaux portant sur les compétences non académiques (Duru-Bellat, 2015; Fanchini, 2016; Giret, 2015; Giret & Morlaix, 2016; Morlaix, 2015) et sur le jugement professoral (Dechamboux, 2013; Dépret & Filisetti, 2001; Glevarec, 2019; Lafortune & Allal, 2008; Merle, 1996; Mottier Lopez & Allal, 2010) d'une part, puis sur l'orientation des élèves d'autres part (Duru-Bellat & Mingat, 1988; Duru-Bellat & Perretier, 2007; André, 2012). Trois grands axes de CNA, relevés dans la littérature scientifique, apparaissent incontournables. Il s'agit des compétences : I) Relationnelles (Camus, 2011, 2012; Persais, 2004) ; II) Émotionnelles (Gendron, 2006, 2007, 2010; Gibb, 2014) ; III) Vocationnelles (Bréhaut & Demeuse, 2016; Canzittu & Demeuse, 2017; Demeuse et al., 2010). Le but de ce travail est de décrire les effets des compétences non académiques (CNA) sur l'orientation. Ces CNA, développées par les collégiens en classe de troisième, sont abordées du point de vue du jugement professoral (évaluation) et, dans le même temps, au regard de la perception que se fait l'élève de son identité scolaire (autoévaluation). Fondé sur un échantillon de 1286 élèves, 55 professeurs principaux, répartis dans deux académies, nous avons mis à jour (1) l'impact des caractéristiques de l'élève, tant objectives que subjectives sur le jugement professoral. (2) l'impact des caractéristiques de l'élève sur ses CNA. De là (3) les effets du jugement professoral sur les CNA. Enfin, (4) les effets des CNA de l'élève sur la proposition d'orientation (PP) et sur le choix d'orientation (élève).

Morze, N., Smyrnova-Trybulska, E., Drlik, M., & Buinytska, O. (2023). **Development of advanced digital ecosystems at universities: A study comparing experiences from Ukraine, Poland and Slovakia.** *European Journal of Education*, 58(4), 647-664. <https://doi.org/10.1111/ejed.12588>

During the war, a significant number of Ukrainian universities were tragically destroyed, while others were relocated. The challenging wartime circumstances in which universities operate in Ukraine have increased the use of distance education. University management and academic staff agree that the quality of services offered hinges on the establishment of comprehensive open electronic student campuses. These online campuses will deliver educational content, but also innovative pedagogical

technologies for fostering competency development. This can be used for competency development in the use of gamification techniques, promoting entrepreneurship and start-ups, implementing project methodologies, leveraging research and cognitive technologies, as well as using digital tools for communication and collaboration, and employing formative assessment strategies. The objective of the study on which this article reports was to determine the university ecosystem model most amenable for providing high quality digital education. We describe and analyse current digital education ecosystem models and examine their implementation at three universities: (1) Borys Grinchenko Kyiv University (BGKU), Ukraine; (2) University of Silesia (US), Poland; and (3) Constantine the Philosopher University in Nitra (UKF), Slovakia. Both strengths and limitations of online campuses are outlined. Our analysis supports the development of key performance indicators to assess the development of university digital education ecosystems and establish the necessary and sufficient conditions for implementation. Insights gained from organising education in remote learning conditions in wartime Ukraine are valuable also for educators in other countries.

Moshtari, M., Delbakhsh, S., & Ghorbani, M. (2023). **Challenges and policies for promoting internationalization—The case of Iranian public universities.** *Higher Education Quarterly*, 77(4), 585-601. <https://doi.org/10.1111/hequ.12422>

AbstractThe global knowledge economy has turned higher education into a key player in societal development. Internationalization benefits higher education institutions in several aspects, such as improvement and visibility in international rankings, revenue generation via tuition fees and external funding, improvement of research and teaching quality, integration with academic communities and familiarization with scholarly attitudes. In this study, we provide insights into the challenges of internationalization faced by higher education institutions in Iran as a developing country. Several policies and practices have been adopted in Iran to improve internationalization efforts; however, these activities have had little impact on the quality of research and educational programs at Iran's universities. Understanding the challenges they face in a systematic way can help identify different factors and develop a set of suggestions to increase the quality and quantity of international cooperation. We formulate our suggestions based on the opportunities provided by the digitalization solutions in the aftermath of the COVID-19 pandemic and the increasing importance of the UN's Sustainable Development Goals in both global and national environments. We interviewed 15 faculty members in Iranian higher education institutions and 14 managers in charge of international affairs at universities in Iran. In addition, data extracted from three forums on Iranian higher education internationalization are analysed. Using a grounded theory approach, we group the challenges into macro-, institutional and individual levels and then suggest a number of practices and policies to increase the quantity and quality of internationalization efforts.

Mostafa, M. M. (2023). **Twenty years of Wikipedia in scholarly publications: a bibliometric network analysis of the thematic and citation landscape.** *Quality & Quantity*, 57(6), 5623-5653. <https://doi.org/10.1007/s11135-023-01626-7>

Wikipedia has grown to be the biggest online encyclopedia in terms of comprehensiveness, reach and coverage. However, although different websites and social network platforms have received considerable academic attention, Wikipedia has largely gone unnoticed. In this study, we fill this research gap by investigating how Wikipedia is used in scholarly publications since its launch in 2001. More specifically, we

review and analyze the intellectual structure of Wikipedia's scholarly publications based on 3790 Web of Science core collection documents written by 10,636 authors from 100 countries over two decades (2001–2021). Results show that the most influential outlets publishing Wikipedia research include journals such as Plos one, Nucleic Acids Research, the Journal of the Association for Information Science and Technology, the Journal of the American Society for Information Science and Technology, IEEE Access, and Information Processing and Management. Results also show that the author collaboration network is very sparsely connected, indicating the absence of close collaboration among the authors in the field. Furthermore, results reveal that the Wikipedia research institutions' collaboration network reflects a North–South divide as very limited cooperation occurs between developed and developing countries' institutions. Finally, the multiple correspondence analysis applied to obtain the Wikipedia research conceptual map reveals the breadth, diversity, and intellectual thrust of the Wikipedia's scholarly publications. Our analysis has far-reaching implications for aspiring researchers interested in Wikipedia research as we retrospectively trace the evolution in research output over the last two decades, establish linkages between the authors and articles, and reveal trending topics/hotspots within the broad theme of Wikipedia research.

Motz, R., & Díaz-Charquero, P. (2023). **Fair Learning Analytics: Design, Participation, and Trans-discipline in the Techno-structure**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead* (p. 71-87). https://doi.org/10.1007/978-3-031-24193-2_3

The digitalisation of education is increasingly embracing intensive data collection practices. Sentiment analysis – the semantic analysis of social networks and human-computer interaction models among other data-driven practices, helps to understand human behaviour. However, it also poses a great dilemma regarding the invasion of privacy and triggers a reflection on the ethics for the use of data for improving learning. Consequently, the developers of artificial intelligence must engage in active dialogue with educators, sociologists, psychologists, educational technologists, pedagogues, communicators, and experts in data privacy to understand how their solutions have an impact on this educational practice. In this context, an approach based on human rights and ethics must be considered. This chapter presents an interdisciplinary work in an institutional project focused on the adoption of learning analytics. The experience was carried out by the Group of Open and Accessible Educational Resources from the University of the Republic of Uruguay. The two main pillars of fair learning analytics are design-by-privacy and the relationship between learning analytics and open and inclusive education. Furthermore, such phenomena are discussed in an attempt to generate recommendations for this practice in the regional context, and based on it, to contribute to the international debate.

Moysan, E. (2023, novembre 8). **Les jeunes plombent-ils la productivité française ?** Consulté 9 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/jeunes-plombent-productivite-francaise/00108573>

Pour expliquer la baisse de la productivité en France, certains observateurs pointent du doigt les jeunes, jugés fainéants. Un discours qui ne résiste pas à l'analyse.

Mulhern, C. (2023). **Beyond Teachers: Estimating Individual School Counselors' Effects on Educational Attainment.** *American Economic Review*, 113(11), 2846-2893. <https://doi.org/10.1257/aer.20200847>

Beyond Teachers: Estimating Individual School Counselors' Effects on Educational Attainment by Christine Mulhern. Published in volume 113, issue 11, pages 2846-93 of *American Economic Review*, November 2023, Abstract: Counselors are a common school resource for students navigating complicated and con...

Munthe, E., & Westergård, E. (2023). **Parents', teachers', and students' roles in parent-teacher conferences; a systematic review and meta-synthesis.** *Teaching and Teacher Education*, 136, 104355. <https://doi.org/10.1016/j.tate.2023.104355>

The primary objectives of this review are (1) to provide an overview of what characterizes the research on Parent-Teacher Conferences (PTCs), and (2) to contribute to the understanding of the roles of parents, teachers, and students during PTCs. A systematic literature search was conducted in five databases, yielding 33 studies that met the inclusion criteria, representing 13 countries. Analyses of the data resulted in the identification of seven roles for teachers, nine roles for parents, and three roles for students. Across contexts, topics discussed during PTCs were found to be similar. These results have implications for the development of teachers' communicative competence, home-school collaboration, and the emphasis on PTCs in teacher education. Limitations of the study and areas for future research are discussed.

Mutabazi, E., & Khasanzyanova, A. (2023). **School, family and community against early school leaving.** Consulté à l'adresse <https://www.peterlang.com/document/1340131>

This publication puts forward a revised vision in an attempt to solve one of the most serious problems facing schools, that of their inability to ...

Mwantimwa, K., & Kassim, M. (2023). **Why does researchers' collaboration matter in research activities?** *Higher Education Quarterly*, 77(4), 741-755. <https://doi.org/10.1111/hequ.12431>

There has been a global increase in research and discussions surrounding research collaboration in recent years. This study mainly establishes why collaboration matters in research activities. Specifically, the study has ascertained patterns of collaboration, exposed moderating factors of collaboration and established the perceived importance of collaboration in research activities. This has been done using a cross-sectional descriptive design that employed both quantitative and qualitative approaches. The study used questionnaires and interview methods to collect data from 236 researchers. Statistical Package for Social Sciences (SPSS Version 20) was used to analyse quantitative data while thematic analysis was used to analyse qualitative data. The study notes different patterns of collaboration between researchers. The findings also suggest that researchers with high ranks such as lecturers, senior lecturers and professors have multiple collaboration patterns than those in the lower ranks. Besides this, the study ascertains several moderating factors that foster collaboration in research activities. Apart from this, the study discloses different perceived impacts of collaboration on research activities. Based on its findings, the study recommends that university managements should not underestimate the domestic and international collaborations their researchers establish, manage and maintain. To see a difference in research performance, visibility and reputation, university managements should encourage their researchers to establish domestic and international research collaborations.

Naffi, N., Davidson, A.-L., Winer, L., Beatty, B., Germain-Rutherford, A., Diab, R., ... Kropf, V. (2023). **Aller de l'avant après la pandémie de la COVID-19 : nouvelles orientations pour l'enseignement et la conception des cours dans l'enseignement supérieur.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 68-85. <https://doi.org/10.18162/ritpu-2023-v20n2-07>

Nagashima, M., & Yamauchi, C. (2023). **Female Education and Brideprice: Evidence from Primary Education Reform in Uganda.** *The World Bank Economic Review*, 37(4), 599-619. <https://doi.org/10.1093/wber/lhad020>

Universal primary education (UPE) policies have been shown to improve educational attainment and delay marriage and childbearing, particularly among rural girls. This disproportionate improvement in female relative to male education can change the bargaining structure between the wife and the husband. Furthermore, with the expectation of this change, decisions about marriage-market entry, matching, and marital arrangements, such as brideprice, can change. In particular, greater female bargaining power can increase the share of marriages without a brideprice in settings where husbands may demand a refund upon divorce. Using first-hand data on marital transfers and exploiting Uganda's UPE, which abolished primary school fees in 1997, this study shows that longer UPE exposure is associated positively with female education and negatively with brideprice practice. The results imply that UPE policies can affect women's marital lives by empowering them in household decisions. The study also discusses the consistency of the results with other potential mechanisms, such as selective marriage-market entry, marital squeeze, and assortative matching.

Nakra, N., & Kashyap, V. (2023). **Linking Career Adaptability and Psychological Well-Being: A Test of Moderated Mediation Model Among Indian Employees.** *Journal of Career Development*, 50(6), 1139-1154. <https://doi.org/10.1177/08948453231157763>

The present study attempts to investigate how career adaptability predicts psychological well-being (PWB) among employees based on career construction theory (CCT). Precisely, the study examined the role of career sustainability as a mediator and sustainable career climate (SCC) as a moderator establishing the relationship between career adaptability and psychological well-being. Data collected from 550 Indian employees in the Indian banking and IT organizations indicate that career adaptability has a significant effect on career sustainability that eventually predicts PWB. In addition, the findings on the interaction effect of career adaptability and SCC on PWB via career sustainability highlighted the significance of unison between individual and contextual factors in realizing important employee outcomes. The results revealed that the indirect effect of career adaptability on PWB through career sustainability is stronger among employees who perceived their organizational career climate to be sustainable.

Narzary, P. K., Debbarma, S., Brahma, H., Basumatari, S., & Baglari, J. (2023). **Scenario of Higher Education in North-East India with Special Reference to Tribals of Tripura.** *Journal of Asian and African Studies*, 58(7), 1207-1221. <https://doi.org/10.1177/00219096221082266>

All India Survey on Higher Education (AISHE) 2019–2020 exhibits a mix scenario of higher education in North-East India. Tripura is the only state among North-Eastern states whose GER of ST students is lower than the GER of ST students at the national level and is much lower than other North-Eastern states. In Tripura, the female–male ratio of enrolment in

higher education is in favour of male throughout all the levels of education. The scenario of higher education in Tripura suggests that there is a need to take immediate steps to encourage students, especially female students, to enrol in higher education.

Nennstiel, R. (2023). **No Matthew effects and stable SES gaps in math and language achievement growth throughout schooling: Evidence from Germany.** *European Sociological Review*, 39(5), 724-740. <https://doi.org/10.1093/esr/jcac062>

The extent to which achievement gaps become wider or narrower over the course of schooling is a topic that is widely discussed, both publicly and in educational research. This study examines whether absolute achievement (in language and math skills) and social origin gaps grow throughout the school career. To investigate the achievement growth of three German student cohorts (N = 14,273) at different stages of their school career (primary school, lower secondary school, and upper secondary school), I use multilevel models to estimate the effects of prior achievement and social origin on achievement growth. The results consistently suggest a negative association between prior achievement and subsequent growth; hence, initially low-performing students have higher achievement gains than initially high-performing students. Additionally, I find that social origin gaps remain stable over time. However, when controlling for initial achievement, slightly growing socio-economic status gaps can be observed.

Neuenhaus, N., Grobe, F. B., Schoor, C., & Artelt, C. (2023). **High-achieving ninth grade students' self-reported strategy use and its relation to strategic reading behavior.** *European Journal of Psychology of Education*, 38(4), 1571-1591. <https://doi.org/10.1007/s10212-022-00659-0>

Strategies in reading are viewed as essential tools needed to increase comprehension and learning from text. Especially in large-scale assessments, reliable and economic measures of reading strategies are needed which are valid to assess the strategy-performance relation. Questionnaire-based self-report measures are very popular but often fail to establish a positive relation between strategy use and performance. Nevertheless, these measures are objective and content valid as well as efficient in use. One explanation for this fact may be that, depending on students' individual approaches to reading, various strategies may lead to better performance. Then, self-report questionnaires of strategy use (SRQs) would assess differences in strategic approaches of students which are not (necessarily) linked to performance. The aim of the present study was to investigate whether students' differences in self-reported strategy use correspond to different strategic approaches in reading. The present study compares strategic reading behavior of a homogeneous sample of 22 high-achieving ninth grade students with superior performance in reading who were chosen for their high reading-related strategy knowledge and their difference in self-reported strategy use, assessed via questionnaire. Eleven students reported frequent strategy use (FSU) and 11 students reported seldom strategy use (SSU). For both groups, strategic reading behavior was assessed in an unobtrusive way using a computer-based multiple-choice reading test. Even though both groups showed little to none differences in reading performance, results indicate that FSU and SSU students differ in processing of text during initial reading and while re-reading text passages. In addition, they differed in how they proceed with reading tasks.

Neville, P. (2023). **La persévérance des professeurs des écoles : étude des effets d'un dispositif d'espace de dons encouragés.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12064>

Cet article porte sur un dispositif d'accompagnement de la persévérance des professeurs des écoles : les espaces de dons encouragés (EDE). Ce dispositif cherche à encourager l'émergence et la réalisation durables des actions de persévérance des professionnels. Dans cette recherche, a été formulée l'hypothèse selon laquelle la persévérance des enseignants et des élèves en classe émerge au sein d'une situation auto-organisée, à la fois normative et relationnelle. Cet article présente les transformations issues de ce dispositif en s'inscrivant dans un programme de recherche mené en anthropologie culturaliste hybridé avec une conception anti-utilitaire de l'activité développée à partir du paradigme du don. Les résultats montrent une transformation des actions de persévérance des enseignants envers leurs élèves décrocheurs en situation ordinaire de travail et le développement réflexif des professeurs des écoles par l'émergence d'alternatives fécondes d'actions de persévérance induite par leur connaissance du point de vue des élèves.

Ngu, B. H., & Phan, H. P. (2023). **Differential instructional effectiveness: overcoming the challenge of learning to solve trigonometry problems that involved algebraic transformation skills.** *European Journal of Psychology of Education*, 38(4), 1505-1525. <https://doi.org/10.1007/s10212-022-00670-5>

The design principles of cognitive load theory and learning by analogy has independently contributed to our understanding why an instruction will or will not work. In an experimental study involving 97 Year 9 Australian students conducted in regular classrooms, we evaluated the effect of the unguided problem-solving approach, worked examples approach and analogy approach on learning to solve two types of trigonometry problem. These trigonometry problems ($\sin 40^\circ = \frac{x}{6}$ vs. $\cos 50^\circ = \frac{14}{x}$) exhibited two levels of complexity owing to the location of the pronumeral (numerator vs. denominator). The solution procedure of worked examples provided guidance, whereas the unguided problem-solving was without any guidance. Analogical learning placed emphasis on comparing a pair of isomorphic examples to facilitate transfer. Across the three approaches, solving practice problems contributed towards performance on the post-test. However, the worked examples approach and analogy approach were more efficient than the unguided problem-solving approach for acquiring skills to solve practice problems regardless of their complexity. Therefore, the worked examples approach and analogy approach that emphasizes algebraic transformation skills have the potential to reform instructional efficiency for learning to solve trigonometry problems.

Nguyen, D. J., & Blalock, A. E. (2023). **Exploring How Faculty Apply Professional Legitimacy When Advising Students About Graduate Education.** *The Journal of Higher Education*, 94(7), 896-920. <https://doi.org/10.1080/00221546.2023.2173461>

Legitimacy has been used to understand institutional and faculty behaviors within higher education contexts. Faculty members frequently apply the concept of professional legitimacy to their work, such as publishing and teaching. Few studies have considered how legitimacy is enacted when advising undergraduate students about graduate education. Through in-depth interviews with 50 faculty members, our findings illustrate that faculty members enact professional legitimacy in endorsing students by opening their own social networks; redirecting students away from graduate education, and

demonstrating how to perform, or think and act like an aspiring academic. Implications for practice and future research conclude the article.

Niang, A. Y. (2023). **La pratique de la réflexivité, un moyen de satisfaire aux nouvelles exigences liées à la sobriété numérique en formation continue des enseignants.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9313>

En ce xxi^e siècle, les formateurs d'enseignants se trouvent face à deux systèmes de contraintes ambivalentes. Ils doivent, d'une part, obéir aux injonctions des autorités éducatives, en procédant impérativement à la numérisation en formation continue et, d'autre part, intégrer dans leurs pratiques, les défis de la sobriété numérique. On pourrait, dans ce contexte, se contenter de réduire sur le plan quantitatif l'empreinte du numérique dans la formation. Mais pour notre part, nous avons voulu explorer une autre voie. En effet, ne peut-on pas s'inspirer du paradigme du « praticien réflexif » et examiner s'il n'y a pas là un moyen de favoriser la réduction considérable du nombre de FAD et raisonner ainsi dans les enjeux environnementaux en lien avec la sobriété numérique. Il s'agit de s'interroger sur l'utilisation de la pratique réflexive, et se demander si elle ne peut pas faire l'objet d'un dispositif chez les formateurs permettant de trouver un compromis face à ces injonctions contradictoires. La méthodologie appliquée est qualitative et porte sur des entrevues avec 3 maîtres et 1 formateur, l'analyse de 3 films d'entretien formateur/formé et des textes réflexifs. Il ressort de l'étude que si les maîtres usaient de la pratique réflexive, cela favoriserait la sobriété numérique.

Nie, T. X., Zhang, Q., & Bowcher, W. L. (2023). **Traditional echoes, contemporary shifts: Chinese college students' views of the "good mother"**. *Family Relations*, 72(5), 2465-2481. <https://doi.org/10.1111/fare.12876>

Objective The objective of this research was to investigate contemporary Chinese college students' perceptions of the "good mother." **Background** Increased lifestyle and self-fulfillment choices have recently become available for college-age students in China. However, there is government, societal, and family pressure for women to be married, ideally by 25 years of age, and to bear children as a patriotic and socially stabilizing duty. **Method** A qualitative study using thematic analysis to code data from semistructured interviews with 20 male and female college students. **Results** Five attributes of a good mother were identified: "is a guide," "is loving," "communicates with her child as with a friend," "is not overcontrolling," and "balances paid work and time with her child." **Conclusion** This study contributes to ongoing research across cultures and societies, which aims to understand what young adults believe to be a "good mother" and how this may affect their future parenting practices. Within the Chinese context, perceptions of a "good mother" include traditional echoes—for example, mother as primary caregiver—mixed with contemporary ideas—for example, pursuing the right to seek personal fulfillment and financial autonomy and a move away from a top-down authoritarian style of parenting. Gendered perceptions of physical punishment, childrearing anxiety, and parental sacrifice were identified. **Implications** Future policymakers should provide greater social and workplace options and implement support services to alleviate the anxiety women experience in their dual aspirations to succeed in paid work and to be good mothers. Educating men regarding their contribution to caregiving and the fostering of family harmony should also be prioritized.

Niesche, R., Eacott, S., Keddie, A., Gobby, B., MacDonald, K., Wilkinson, J., & Blackmore, J. (2023). **Principals' perceptions of school autonomy and educational leadership.** *Educational Management Administration & Leadership*, 51(6), 1260-1277. <https://doi.org/10.1177/17411432211034174>

This paper examines principals' perceptions of school autonomy and leadership as part of a 3-year research project looking at the implications of school autonomy on social justice across four states of Australia (Victoria, New South Wales, Western Australia and Queensland). Drawing on interviews with principals and representatives from principal stakeholder organisations in these four state jurisdictions, the paper identifies a number of key issues for school principals and the implications for understandings and practices of educational leadership. These include varied understandings of autonomy, practices of leadership and implications for health, workload and well-being. The paper argues that while principals have mixed perceptions of school autonomy policies, there has been a narrowing of leadership experiences by principals in the form of managerialism and compliance. Furthermore, principals continue to experience high levels of workload, and some principals, depending on career stage and experience level, feel better able to work within and sometimes against these policies in their schools and communities. These practices are sometimes felt to be despite the system and not due to school autonomy policies themselves. The implication of these findings is that principals are inequitably able to respond to and implement school autonomy policies, an issue often glossed over in educational leadership research.

Nizet, J. (2023). **Intégrer la dimension historique dans les recherches en formation des adultes.** *Éducation Permanente*, 236(3), 189-199. <https://doi.org/10.3917/edpe.236.0189>

Norefalk, C., & Papastephanou, M. (2023). **Analytic philosophy of education: Some suggested questions and directions.** *Theory and Research in Education*, 21(3), 337-349. <https://doi.org/10.1177/14778785231206286>

This article investigates whether there is any place for the school of thought that is known as analytic philosophy of education in the aftermath of postmodernism, and whether analytic philosophy of education can be treated as a 'method', among other alternative 'methods', that can be applied regardless of what kind of '-ism' or ideology one embraces. An additional aim is to suggest some important questions for analytic philosophy of education to take into consideration. We argue that conceptual engineering may be a promising avenue for analytic educational theory if it is used with a critical intent that is more heuristic and inconclusive than prescriptively ideal.

Noroozi, N. (2023). **Pedagogy-as-Justice.** *Educational Theory*, 73(4), 496-510. <https://doi.org/10.1111/edth.12595>

Nassim Noroozi proposes a juxtaposition of pedagogy with and a characterization of it as justice. The term pedagogical here is not limited to "the educational," nor is pedagogy limited to the methods of teaching. At the same time, the term justice will not be framed in terms of liberal conceptual grounds. Noroozi defines pedagogy as an arrangement of meaning so that it becomes impossible not to see injustice. Noroozi argues that "pedagogy-as-justice" concerns itself with exposing injustice in transformative ways, and as such it is an ethical undertaking. She explores how philosophizing for struggle is inherently pedagogical and, because of our perception of "the pedagogical," how it is inherently transformative. Furthermore, she argues that seeing pedagogy as justice will consequentially deem "the arrangements of meanings to engage others in the issues

pertaining to injustice" as equally important to writing or thinking about those struggles. To illustrate the above points, Noroozi analyzes a case of public philosophical engagement against war. By expanding on this case, she proposes some central attributes of pedagogy-as-justice, namely its preoccupation with grounding abstract and anonymous concepts in their contested historical realities; its commitment to wrestling with an "opacity of concepts" or with "dishonest reasonings" that end up promoting suffering and injustice; and its recognition of the precarities inherent in undertaking pedagogy-as-justice. Noroozi traces a genealogy of the concept of pedagogy-as-justice going back to Socratic public philosophical engagements.

Norris, J., & Noyes, A. (2023). **Mapping mathematical competences across subjects for advanced level qualifications in England.** *The Curriculum Journal*, 34(4), 613-632. <https://doi.org/10.1002/curj.204>

Efforts to increase the number of young people in England studying mathematics post-16 have historically focused on participation in standalone mathematics qualifications. However, following the recent A-level reforms, many advanced level students are engaging with some form of mathematics through the mathematical content now formally embedded within other subjects. To offer a more comprehensive view of the mathematics being learned post-16 we present a framework analysis of the subject content documents of the 19 A-level subjects with a required quantitative component, using a recently developed framework of General Mathematical Competences (GMCs). Results are visualised as maps showing the presence of GMC sub-competences for individual A-level subjects and combinations of subjects. The application of the GMC framework in this new context provides a much-needed common language for cross-curricular discussion of the types of mathematics present in different subjects, with implications for interdisciplinary mathematics learning and curriculum alignment between post-16 and higher education across the disciplines. In addition, the framework highlights the non-binary nature of mathematics participation, calling into question what counts as participating in mathematics in the post-16 phase.

Ntumba, T. N., Mbida, L. R. D., Mane, S., simon, B. bessala, & Eyezo'o, S. (2023). **L'art d'enseigner au secondaire à l'aune de l'APC: Le viatique d'un bon enseignant.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782336402901&utm_source=phplist&utm_campaign=message_particuliers_harmattan_du_6_au_11_novembre_2023_36575&utm_medium=email&utm_content=lienTitre

Voici, enfin, un ouvrage qui va répondre à de nombreuses préoccupations aussi bien des élèves-professeurs que des professeurs pour ne pas dire de tous les acteurs de l'éducation. Au travers des expériences avérées, des analyses pertinentes, des exemples concrets et d'une démarche originale, les auteurs invitent le lecteur à effectuer une promenade agréable et utile dans l'univers complexe de l'enseignement/apprentissage. Il traite avec simplicité et clarté l'univers de l'enseignement, notamment les qualités d'un bon professeur, l'école et ses missions, les théories pédagogiques, les programmes, la préparation, la conduite et l'évaluation d'une leçon. Ce livre insiste aussi sur l'approche par compétence (APC) qui s'enracine progressivement au Cameroun et qui est en passe de devenir l'approche pédagogique de référence. Il est très pratique et constitue un viatique pour celui ou celle qui désire enseigner avec professionnalisme et vocation.

Nunès, É. (2023, octobre 17). « J'ai pas le niveau ! » : à Nanterre, les jeunes pris dans la mécanique de l'échec scolaire. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/17/j-ai-pas-le-niveau-a-nanterre-les-jeunes-pris-dans-la-mecanique-de-l-echec-scolaire_6194864_4401467.html

Sur un territoire où la mixité sociale est presque inexistante, les élèves de la préfecture des Hauts-de-Seine subissent bien souvent leur orientation, ne trouvant pas de sens à l'école. De la petite enfance à la sortie du système scolaire, leur parcours est marqué par le poids de leurs origines.

Nwosu, B. O., & Agha, U. J. (2023). **Strategies for Effective Utilization of Hybrid Approaches for Improve Instruction in Office Technology and Management (OTM) In Public Tertiary Institutions in South East, Nigeria.** *British Journal of Education*, 11(12). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/strategies-for-effective-utilization-of-hybrid-approaches-for-improve-instruction-in-office-technology-and-management-otm-in-public-tertiary-institutions-in-south-east-nigeria/>

This study was carried out to investigate strategies for effective utilization of hybrid instructional approaches in Office Technology and Management (OTM) in public tertiary institutions in South East, Nigeria. The study answered two (2) research questions which were raised based on two (2) variables. Two null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design and the study area was South East geo-political zone of Nigeria. The population of the study consisted of two hundred and sixty-eight (268) business educators employed under Business Education Department of public tertiary institutions in South-East Geopolitical zone, Nigeria. The instrument for data collection was a structured questionnaire titled "Strategies for effective utilization of hybrid instructional approaches in office technology and management questionnaire (SEUHIAOTMQ)" with 18 items. The instrument was validated by three experts, two in business education and one in science education. Reliability of the instrument was determined through pilot test using Cronbach Alpha Reliability Statistical Tool. The analysis yielded a reliability coefficient of 0.85. Mean and standard deviation were used to answer the research questions while independent t-test was used to test the hypotheses at 0.05 level of significance. The result of the analysis revealed that utilization of flipped model and rotational teaching strategies can enhance effective teaching of Office Technology and Management (OTM) in public tertiary institutions. The study also revealed that gender and years of experiences did not affect the opinion of business educators' opinion on strategies for effective utilization of hybrid or blended instructional approaches in Office Technology and Management (OTM) in public tertiary institutions in South East, Nigeria. The implication of the findings was that that every business educator should attend regular in-service education so as to keep abreast of current and future innovations in teaching. Based on the findings, it was recommended, among others, that management of public tertiary institutions in South East, Nigeria should from time to time train business educators on emerging technologies which can be adopted for hybrid instructional approaches in public tertiary institutions.

Nykänen, M., Törnroos, K., & Vuori, J. (2023). **Conceptual replication of an evidence-based peer learning programme to enhance career preparation — a cluster randomized controlled trial (RCT).** *European Journal of Psychology of Education*, 38(4), 1729-1747. <https://doi.org/10.1007/s10212-022-00666-1>

Previous randomized-controlled trials have shown that a peer learning group intervention for career preparation can have positive effects on adolescent career management

and the transition to post-comprehensive education in secondary schools. However, this earlier evidence of efficacy has been found by intervention studies that have implemented the method intensively. Earlier studies suggest that tailoring implementation strategies to fit organizational processes may offer opportunities to improve the sustainability and scalability of evidence-based practices. In this study, the implementation of the career preparation intervention was integrated into the school curriculum as a part of regular career counselling, lengthening the delivery timeframe of the intervention programme and using the schools' own guidance counsellors as intervention providers. We conducted a conceptual replication study to investigate how effectively the adapted intervention programme enhanced perceived career preparation skills by carrying out a new cluster randomized-controlled trial among 1068 pupils. Linear mixed models showed that the effect of peer learning sessions on career choice preparedness was positive in comparison to that in the control group. The result suggests that the adapted intervention programme preserved its identifiable positive effects, although dismissing intensive delivery features somewhat reduced the effect size. These study results have implications for school-based career counselling interventions as schools seek to identify evidence-based methods that are cost-efficient and may be integrated into regular school routines.

Observatoire des inégalités. (2023, octobre 3). **Chômage : femmes et hommes à égalité**. Consulté 6 novembre 2023, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Chomage-femmes-et-hommes-a-egalite>

L'égalité entre femmes et hommes existe au moins dans un domaine : le chômage. Depuis quinze ans, les taux de chômage masculin et féminin sont proches. Extrait du Centre d'observation de la société.

OCDE. (2023). **Roadmap for scaling up local school community engagement to inform education policy making in Ireland**. <https://doi.org/10.1787/8eb17b2c-en>

During the last decade, several OECD countries have been supporting citizen engagement in policy making to better respond to increasingly volatile environments and complex problems. Ireland has a strong tradition and culture of partnership models and stakeholder engagement in education policy making. However, a desire to explore new opportunities for school community engagement and how they could support existing national consultation processes contributed to the exploration of alternative forms of stakeholder engagement in education. This has prompted the Teaching Council in collaboration with a range of Government Departments and national stakeholders, to request assistance from the European Commission's Directorate-General for Structural Reform Support (DG REFORM) for the project "Support to improve local community engagement in Ireland's education policy development". Drawing from international examples, existing stakeholder engagement practices in Ireland, the contributions of a wide range of education stakeholders and a pilot exercise, this report proposes a model and roadmap for exploring the potential of school community engagement to further support policy making across the Irish education system.

Ogbonna, A. E., Adediran, I. A., Oloko, T. F., & Isah, K. O. (2023). **Information and Communication Technology (ICT) and youth unemployment in Africa**. *Quality & Quantity*, 57(6), 5055-5077. <https://doi.org/10.1007/s11135-022-01600-9>

Africa is lagging in infrastructural development including Information and Communication Technology (ICT). As there are rising employment opportunities in the

ICT-intensive industries globally including Africa, enhanced knowledge and use of ICT may tend to reduce youth unemployment in Africa. Thus, this study investigates the effect of ICT on youth unemployment in Africa using a sample of 41 African countries between 2003 and 2018. The study employs a dynamic Generalized Method of Moment (GMM) approach and constructs a composite ICT index to combine key indicators of ICT, using the principal component approach. We also account for the interactive role of education in the ICT-youth unemployment nexus. Relying on the Phillip curve theoretical model, the effect of inflation, physical capital accumulation, level of corruption, and economic growth are also examined. The results show that youth unemployment in Africa can be reduced by higher ICT deployment and usage, which confirms our hypothesis in this study. There is also evidence that education enhances the potential of ICT usage to reduce youth unemployment. Furthermore, we find that the Phillip curve hypothesis holds, as the inflation rate has a negative effect on youth unemployment. More so, there is evidence that youth unemployment in Africa can be reduced by higher physical capital accumulation, lower level of corruption, and higher economic growth. With falling economic growth and looming economic recession in many African countries, governments would need to revise educational curricula to include ICT-based training to reduce the level of youth unemployment in the medium to long term period.

Oh, J. H. J., Basma, B., Bertone, A., & Luk, G. (2023). **Assessments of English Reading and Language Comprehension in Bilingual Children: A Systematic Review 2010 to 2021.** *Canadian Journal of School Psychology*, 38(4), 373-392. <https://doi.org/10.1177/08295735231183608>

Learning to read marks an important milestone in children. Extensive research with monolingual and bilingual children has demonstrated that language comprehension (LC) forms fundamental building blocks for reading comprehension (RC). However, mixed findings are reported among studies that compare readings skills in children with and without diverse language experiences. Depending on how researchers operationalize the construct of LC and RC, studies use different standardized tests or assessments to assess reading skills in children, which may lead to different findings across studies. The current review systematically examined tests of LC and RC that empirical studies have used to assess bilingual children who speak English as their second language. Out of an initial sample of 374 studies, 25 were eligible for inclusion. We extracted LC and RC assessments from the studies and documented task- and administration-related factors. Moreover, participant characteristics, definition of LC as described by authors, and findings related to the relationship between LC and RC were examined for each study. Our results demonstrated variability in the measures and definitions used to assess and describe LC and RC, potentially explaining the mixed findings in the literature. We underscore the importance of considering the multidimensional nature of LC and the need to further explore how different administrative and task characteristics of LC tests relate to RC. Furthermore, this review provides researchers and practitioners with an original and extensive survey of the literature on how LC and RC were assessed among bilingual children. Lastly, we highlight limitations in the current literature and discuss practical implications in the field of school psychology in supporting children with diverse language experiences.

Oh, S., & Jang-Tucci, K. (2023). **Developmental Networks of Young Adults for Career Growth Opportunities: South Korean Self-Initiated Expatriates in Vietnam.** *Journal of Career Development*, 50(6), 1229-1246. <https://doi.org/10.1177/08948453231173141>

This quantitative study examined the characteristics of the developmental networks of young South Korean self-initiated expatriates (SIEs) in Vietnam and the effects of the network characteristics on developmental functions and career growth. Based on a literature review, a hypothesized model was developed and examined using a path analysis. The results demonstrated that organizational, cultural, and program diversity and network strength influenced different types of developmental functions (career, psychosocial, and cultural support). The findings also demonstrated that cultural support did not have a direct relationship with perceived career growth opportunities, while it indirectly influenced career growth through career and psychosocial functions of developmental networks. This study provides a comprehensive understanding of SIEs' developmental networks and their effect on career development with empirical evidence. The results of this study will inform career counselors and educators on how to support SIEs' career development and career-related relationship building.

Oliveira, G., & Gallo, S. (2023). **"I have a story for you": engaging with im/migrant children's politicized funds of knowledge in qualitative research.** *International Journal of Qualitative Studies in Education*, 36(10), 1966-1980.
<https://doi.org/10.1080/09518398.2021.1956627>

Drawing on empirical data from two ethnographic studies on familial im/migration and education on both sides of the Mexico–U.S. border, in this article, we focus on critical incidents that resulted in listening realignment during data collection in which children deploy their politicized funds of knowledge (PFOK) (Gallo & Link) to shape the form and content of our research. We argue that as researchers in educational settings we must reflect on these exceptional moments and reframe our methods of talking with im/migrant children to engage with their politicized funds of knowledge. This entails following children's leads as the experts of their lives while opening up spaces for their PFOK, including their range of narrative approaches that we may inadvertently discount.

Op 't Eynde, E., Depaepe, F., Van Den Noortgate, W., Verschaffel, L., & Torbeyns, J. (2023). **Future preschool teachers' mathematical questions during shared book reading.** *European Journal of Psychology of Education*, 38(4), 1707-1727.
<https://doi.org/10.1007/s10212-022-00664-3>

Recent studies demonstrated that the adult-preschooler interaction during shared book reading (SBR) contributes to its effectiveness (Mol et al., 2008). The level of abstraction, or complexity, of the mathematical questions adults formulate during SBR serves as an indicator of the interaction quality. We aimed to investigate the chance of spontaneously formulating a mathematical question and the level of abstraction of the mathematical questions future preschool teachers propose to formulate during SBR, and their association with teachers' professional knowledge and beliefs, and type of picture book. Participants were 111 future preschool teachers. We investigated their chance of formulating a mathematical question and the level of abstraction of their mathematical questions using a video-based instrument and distinguished between two types of picture books, namely, mathematical and non-mathematical picture books. We additionally assessed their (1) mathematical content knowledge, (2) mathematical pedagogical content knowledge, and (3) beliefs about mathematics in general and about the teaching and learning of mathematics, with three online questionnaires. Data were analyzed using multilevel analyses. Results revealed that mathematical picture books increase the likelihood of formulating a mathematical question and provoked more abstract mathematical questions compared to non-mathematical picture books.

There were no significant associations between teachers' professional knowledge and beliefs and the dependent variables. Our findings point to the importance of adequately selecting picture books to stimulate mathematical preschoolers' development via SBR and also call for further investigations on the learning-supportive picture book characteristics and teacher characteristics.

Orellana, A., & Tan, K. T. K. (2023). **Skills, Aspirations, and Occupations** (Working Paper N° 2023-027). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://econpapers.repec.org/paper/hkawpaper/2023-027.htm>

It is well documented that children often « inherit » the occupations of their parents. This paper studies the role of early occupational aspirations in determining later life outcomes, a potentially important channel for intergenerational correlations in occupations. Using the Wisconsin Longitudinal Study, we estimate a lifecycle model of college choice and occupation choice to quantify the effect of aspirations on education and wages. We find that aspirations have a sizeable impact on educational attainment and wages, even conditional on latent skills that we recover from the choice model. We also simulate the importance of family background conditional on skills through the strong correlation between family background and aspirations. Our findings suggest that aspirations may be a valuable lever for reducing intergenerational inequality.

Orzhel, O., Trofymenko, M., Porkuian, O., Drach, I., Halhash, R., & Stoyka, A. (2023). **Displaced universities in Ukraine: Challenges and optimal development models.** *European Journal of Education*, 58(4), 629-646. <https://doi.org/10.1111/ejed.12581>

The article investigates two cases of displaced universities facing challenges after a new phase of Russia's aggression against Ukraine in February 2022. We analyse prospects for displaced universities. Also, we identify models suitable for developing and reinventing universities, aligning their activities with wartime needs and allowing them to play a transformative role during post-war recovery. Four modern university models were investigated: (I) a traditional university model where the dominating social missions are (I) teaching and learning, and (II) research; (2) a civic university model where the mission to serve society and community engagement (a third social mission; III) is equally as important as the first and second missions; (3) an open university allowing for open access for diverse groups of learners to personal and professional development. We also analyse a European Universities model (4). The fourth model aims at pooling resources and boosting cooperation between several universities and non-academic institutions. The purpose of the fourth model is to enhance excellence in education, research and innovation in specific subject areas. It also facilitates internationalisation and community service at the local, national and global levels. The civic university was identified as the optimum model for advancing the development of displaced universities. Similarly, a combination of features from the models analysed can be an appropriate solution to ensure a sustainable development of displaced universities during wartime and post-war recovery. Based on research findings we formulate policy recommendations on the following topics: a review of the missions and strategies of displaced universities, and the launch of the Programme in Support of Displaced Universities. Also, the recommendation to develop crisis management plans at the national and institutional levels to ensure multilevel readiness for future emergencies is discussed.

Osty, F. (2023). **Devenir un professionnel : le rôle multiforme de l'expérience**. *Éducation Permanente*, 236(3), 103-114. <https://doi.org/10.3917/edpe.236.0103>

L'usage de l'expérience dans la professionnalisation d'une population d'éducateurs, recrutés et formés selon des modalités dérogatoires, souligne trois registres de l'expérience : l'expérience comme prérequis dans le recrutement, l'expérience de la formation institutionnelle et l'expérience qui signe le professionnel chevronné. Au final, l'expérience constitue le ressort d'un processus de socialisation professionnelle au long cours, qui ne distingue pas ces éducateurs de leurs collègues formés selon un cursus classique.

Ovcharuk, O., Ivaniuk, I., & Leshchenko, M. (2023). **Impact of school lockdown on access to online instruction during the war in Ukraine**. *European Journal of Education*, 58(4), 561-574. <https://doi.org/10.1111/ejed.12589>

Quarantine measures in connection to the COVID-19 pandemic challenged the education system in Ukraine, like the education systems of other countries. This manifested over the course of three years in an increased need to develop distance learning online. Also, teacher ability to use digital tools, such as information communication technology (ICT), for instruction online is crucial in wartime circumstances in Ukraine. We describe the effects of school lockdown on teachers in Ukraine and how this affected teacher abilities to use distance instruction online in wartime circumstances. Drawing on a large-scale survey of 54,254 educators conducted in January–February 2022, we report on challenges and needs identified by teachers in Ukraine. The survey collected responses from teachers and other categories of educators. Our analysis of survey findings focus on key challenges and needs of teachers and schools during the COVID-19 quarantine. Respondents identified the following challenges: (1) lacking access to ICT equipment; (2) lacking access to stable high-speed internet; (3) an insufficient level of knowledge and skills in using ICTs (digital competence). The study on which this article reports outlined possibilities for the professional development of teachers in Ukraine, complemented with a teacher self-assessment of digital competence. The findings demonstrate that methods for organising online education in wartime circumstances in Ukraine benefit from the active interaction of all participants in the education process, their adaptability to changing learning conditions, continued communication about needs, notably teacher abilities to use ICT, and the ICT capacity of institutions.

Oyadokun, J. O., Odunjo, O. O., & Akindele, O. A. (2023). **Assessment of Styles of Teaching Building Structures in Architecture in Southwestern Nigerian Public Universities**. *British Journal of Education*, 11(12). Consulté à l'adresse <https://eajournals.org/bje/vol11-issue12-2023/assessment-of-styles-of-teaching-building-structures-in-architecture-in-southwestern-nigerian-public-universities/>

There are several teaching styles in the literature that have been traditionally used in the teaching of Building structures to students of Architecture. Nevertheless, they have all been streamlined into two styles: didactic and interactive styles of teaching and upon these that the assessment of this study was based. This study assessed styles of teaching Building structure courses to Architecture students in Southwestern Nigerian public Universities, with a view to improving the performance of the students in these courses. Quantitative research approach was adopted and employed descriptive survey. The principal survey techniques used was questionnaire. Five public universities approved by the National Universities Commission and Architects Registration Council of Nigeria were

purposively sampled. A total of 702 questionnaires were administered to all the pre-final and final year students in the Department of Architecture of the sampled universities, while only 541 questionnaires were adequately completed and considered fit for analysis. Cross tabulation with chi-square was used to summarize the data. The study revealed that the teachers were using both didactic and interactive teaching styles. The conclusion here was that the teachers were not using interactive teaching styles fully in teaching the courses to students which led to poor performance of students in the courses. Therefore, the study recommended that strong priority should be given to the quality of teaching by using interactive teaching style only in the teaching of Building structures.

Öz, Y. (2023). **Learning (abroad) mobility in the European Union: A comparison of youth in and out of higher education.** *Higher Education Quarterly*, 77(4), 969-984. <https://doi.org/10.1111/hequ.12457>

Abstract In the European Union (EU) context, learning abroad mobility (LAM) also includes non-formal learning activities. Young people can participate in LAM whether they are in tertiary education or not. Nevertheless, studies focusing on the participation of out-of-higher-education (Out-HE) youth in LAM are often scarce. The current study aims to explore the role of several sociodemographic factors in participation in LAM among Out-HE youth, based on the analysis of a large-scale survey conducted across EU member countries. Findings show that Out-HE youth is less likely to participate in LAM than the youth in higher education as expected. However, some socioeconomic factors, such as gender and age, play different roles among Out-HE youth and the youth in higher education in old (EU15) and new member countries (NMS) of the EU.

Özdemir, N., Gün, F., & Yirmibeş, A. (2023). **Learning-centred leadership and student achievement: Understanding the mediating effect of the teacher professional community and parental involvement.** *Educational Management Administration & Leadership*, 51(6), 1301-1321. <https://doi.org/10.1177/17411432211034167>

This paper examines the links between learning-centred leadership and student achievement through the mediating effect of teacher professional community and parental involvement. Using teacher and student survey data collected from 79 lower secondary Turkish schools in 12 provinces across the country in 2019, this study employs multilevel structural equation modelling. The findings of the current study add to the growing knowledge base in the non-western societies, revealing the impact of principals' leadership on school processes and outcomes in Turkey. The study suggests that principals have a crucial role in improving student achievement by enhancing situations in which teachers work, namely, organisational and family paths. It suggests that principals' leadership practices still matter for teacher professional community and parental involvement in non-western countries. Implications for policy, practice and further research are discussed.

Ozga, J., Baird, J.-A., Saville, L., Arnott, M., & Hell, N. (2023). **Knowledge, expertise and policy in the examinations crisis in England.** *Oxford Review of Education*, 49(6), 713-731. <https://doi.org/10.1080/03054985.2022.2158071>

The Covid-19 pandemic suspended established practices that, in normal times, are seen as central to the functioning of education systems. For example, in England, school closures led to the cancellation of national examinations in 2020, and their attempted replacement with an algorithmic model. Following public outcry about what were seen

as the unjust effects of the application of that model, there was a very public policy reversal, and examination grades were awarded on the basis of moderated teacher assessments or Centre Assessed Grades, resulting in substantial grade inflation. This paper draws on research that investigated the actors involved in examinations policy in this period and focuses especially on the sources of expertise and the kinds of knowledge that were mobilised - or not - in the decision to cancel examinations, to develop the algorithm and to revert to Centre Assessed Grades.

Özkanbaş, M., & Taştan Kırık, Ö. (2023). **Middle school students' reflections on process oriented guided inquiry learning (POGIL®)**¹. *The Journal of Educational Research*, 116(5), 280-292. <https://doi.org/10.1080/00220671.2023.2265878>

This study aims to better understand Process-Oriented Guided Inquiry Learning (POGIL) in middle school science teaching by revealing the perceptions of sixth-grade students in a public school in Turkey about POGIL. In the research conducted as a case study, the data were collected through interviews with 12 students who were taught the Particle Nature of Matter Unit using POGIL in the science course. The results indicated that the students generally made positive evaluations of POGIL. They emphasized doing experiments, teamwork/cooperation, making inferences, activity worksheets, discussions and teacher guidance as the features of POGIL they thought enhanced their learning. They also identified aspects that they found challenging. The challenges were largely connected to the cooperative learning component of POGIL. Some students believed that lecturing should also be part of the lesson. Yet, they realized the POGIL teacher's role as the facilitator. Overall, students appreciated participating in this collaborative inquiry learning environment.

Pachod, A. (2023). **L'éthique de l'élève se construit au quotidien**. *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 46-62. <https://doi.org/10.7202/1106125ar>

Si la recherche documentaire confirme largement l'éthique de l'enseignant, elle ne mentionne pas de titres, ni d'ouvrages, ni d'articles spécifiques sur l'éthique de l'élève. Celle-ci serait-elle absente des préoccupations des sciences de l'éducation, de la formation initiale et continue des enseignants, de l'exercice quotidien en classe et à l'école? Supposée, elle demande à être explicitée, en contraste avec deux termes voisins de sens et souvent confondus : la morale et la déontologie. En référence à Paul Ricoeur, l'éthique sera approchée comme la visée de la vie bonne de l'élève, dans la classe et à l'école. Pour que l'éthique de l'élève puisse se construire au quotidien, diverses conditions et postures sont à activer par l'enseignant pédagogue et éducateur et par l'élève sujet et acteur.

Pachod, A., & Denny, J.-L. (2023). **L'éthique de l'élève : approche épistémologique, empirique et méthodologique**. *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 5-9. <https://doi.org/10.7202/1106122ar>

Un article de la revue *Éthique en éducation et en formation*, diffusée par la plateforme Érudit.

Paddeu, J., & Veneau, P. (2023a). **Genèse et institutionnalisation d'une nouvelle catégorie, la certification (1972/2018). Examen de l'activité de deux commissions**. *Formation emploi*, 163(3), 39-66. <https://doi.org/10.4000/ormationemploi.11868>

L'analyse sociohistorique de l'activité de deux commissions nationales, la Commission technique d'homologation (CTH) et la Commission nationale de la certification

professionnelle (CNCP), permet de retracer l'émergence et l'institutionnalisation de la catégorie de certification, sur une période allant de 1972 à 2018. Ce processus articulé aux politiques de l'emploi a abouti à une nouvelle acception de ce qu'est un titre ou un diplôme homologué : non plus une formation et ses caractéristiques (durée, pédagogie...), acception qui prévaut jusqu'au début des années 1990, mais la validation/certification de compétences listées dans des référentiels. Toutefois, cette nouvelle définition ne s'imposera pas facilement.

Paddeu, J., & Veneau, P. (2023b). **Introduction. La certification : vers un nouveau compromis social et de nouvelles régulations.** *Formation emploi*, 163(3), 7-14. <https://doi.org/10.4000/formationemploi.11790>

Padt, F. J. G., Bose, M., & Luloff, A. E. (2023). **Teaching Public Engagement in Research Using the Engagement Tool.** *Journal of Planning Education and Research*, 43(4), 766-772. <https://doi.org/10.1177/0739456X20909148>

The objective of this commentary is to provide educators with suggestions for courses that focus on publicly engaged research. We present an engagement tool that can be used to contrast traditional versus engaged approaches to research and help students understand the role of the researcher in public engagement and develop their position with respect to publicly engaged research.

PAM : Programme alimentaire mondial. (2023). **State of school feeding worldwide 2022.** Consulté à l'adresse https://docs.wfp.org/api/documents/WFP-0000147687/download/?_ga=2.201977042.2145498096.1698923385-907325591.1698659782

Ce rapport évalue l'impact de la COVID-19 et des autres événements mondiaux sur les programmes alimentaires et nutritionnels en milieu scolaire depuis le dernier rapport, datant de 2020. Il souligne ce qui a été accompli pour surmonter les défis sans précédent liés à la pandémie et surtout, il identifie les principes clés permettant d'assurer le succès des programmes d'alimentation scolaire, dans un contexte où les gouvernements sont en train de renforcer leurs systèmes éducatifs pour préparer l'avenir.

Parent, S., Depover, C., & Poellhuber, B. (2023). **La formation à distance et l'apprentissage à l'aide du numérique : une perspective postpandémique – Introduction au numéro thématique.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 1-4. <https://doi.org/10.18162/ritpu-2023-v20n2-01>

Parfitt, A., & Read, S. (2023). **Educator views regarding young people's aspirations in peripheral coastal communities in England: a Q study.** *Oxford Review of Education*, 49(6), 764-780. <https://doi.org/10.1080/03054985.2023.2173163>

In this paper, we deploy data collected through a Q study with educators in south-west England. The mixed methodology involved the two stages of forced choice statement sorting by educator participants and subsequent factor analysis. Through abductive analyses, four views regarding aspirations and young people in peripheral communities are identified. Of these, only one viewpoint, named 'acknowledge the barriers to finding employment', aligns with taken for granted narratives on encouraging school students to pursue careers in the knowledge economy, with transition to higher education being the acknowledged pathway to flourishing futures. Three further viewpoints are identified and discussed. The paper contributes new insights to understanding educational

landscapes in peripheral places through employing a novel approach, that of Q method, to illuminate educators' lived experiences in such communities.

Paris, J. H., Beckowski, C. P., & Fiorot, S. (2023). **Predicting Success: An Examination of the Predictive Validity of a Measure of Motivational-Developmental Dimensions in College Admissions.** *Research in Higher Education*, 64(8), 1191-1216.
<https://doi.org/10.1007/s11162-023-09743-w>

Amid the COVID-19 pandemic, an unprecedented number of higher education institutions adopted test-optional admissions policies. The proliferation of these policies and the criticism of standardized admissions tests as unreliable predictors of applicants' postsecondary educational promise have prompted the reimagining of evaluative methodologies in college admissions. However, few institutions have designed and implemented new measures of applicants' potential for success, rather opting to redistribute the weight given to other variables such as high school course grades and high school GPA. We use multiple regression to investigate the predictive validity of a measure of non-cognitive, motivational-developmental dimensions implemented as part of a test-optional admissions policy at a large urban research university in the United States. The measure, composed of four short-answer essay questions, was developed based on the social-cognitive motivational and developmental-constructivist perspectives. Our findings suggest that scores derived from the measure make a statistically significant but small contribution to the prediction of undergraduate GPA and 4-year bachelor's degree completion. We also find that the measure does not make a statistically significant nor practical contribution to the prediction of 5-year graduation.

Parsons, S., Fitzsimons, E., & Schoon, I. (2023). **Intergenerational transmission of educational disadvantage: Education progression of children of care leavers compared to a general population sample.** *British Educational Research Journal*, 49(5), 875-899.
<https://doi.org/10.1002/berj.3872>

There is persistent evidence showing that care leavers tend to have lower educational outcomes compared to their peers. There is, however, less knowledge of whether this educational disadvantage transfers to the second generation. This study adopts a developmental contextual life-course approach to examine: (a) the extent of educational inequality of children of care leavers from school entry to public examinations at age 16; (b) the relative role of different psychosocial family resources as predictors of educational attainment; and (c) the role of early school readiness assessments as predictors of later educational attainment. Drawing on data collected from families living in England at the first sweep of the nationally representative UK Millennium Cohort Study (MCS) (n = 11,514), the findings suggest intergenerational transmission of educational disadvantage among children of care leavers (n = 287), which is manifest in a direct assessment of school readiness (age 3), at the Early Years Foundation Stage (EYFS) (age 5) and in General Certificate of Secondary Education (GCSE) attainment (age 16). However, once inequalities in family socio-economic background or area deprivation and housing are controlled for, children of care leavers perform comparably in their educational progression to those whose mothers had no experience of being in care (n = 11,227). Moreover, the findings highlight the significance of early school readiness assessments in predicting later educational attainment for the whole sample. Findings are discussed regarding their implications for policy, in particular the need to address educational inequality for children in care, area allocation and housing that is offered to care leavers, and the general importance of early interventions.

Pascal, C. (2023). **Comité de sélection de l'IGÉSR : rapport de la session de juillet 2023** (N° 23-24 074A). Consulté à l'adresse IGÉSR website: <https://www.ih2ef.gouv.fr/comite-de-selection-de-ligesr-rapport-de-la-session-de-juillet-2023>

Dans le cadre de la réforme de l'encadrement supérieur, le recrutement d'inspecteurs généraux donne lieu à des modalités renouvelées d'examen des candidatures.

Passavant, V., & Passavant, É. (2021). **Jouer au jeu sans jouer le jeu. Apports et limites du jeu dans l'apprentissage des étudiantes infirmières.** *Recherche & formation*, 98(3), 7-19. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-7.htm>

Les étudiantes en soins infirmiers de troisième année ont des difficultés à assimiler le rôle propre infirmier dans la prise en charge des effets secondaires des chimiothérapies anticancéreuses. Plutôt que le cours magistral habituel, nous avons expérimenté un jeu, afin de favoriser l'over learning, la mobilisation et le transfert de connaissances. Les étudiantes ont apprécié cet enseignement plus horizontal, proche de ce qui est vécu en stage, mais les résultats à l'évaluation demeurent faibles. Introduire le jeu dans l'apprentissage permet de créer une dynamique positive, mais ne suffit pas à améliorer les méthodes de travail et à transformer le rapport au savoir des étudiantes en difficulté.

Pathardikar, A. D., Maurya, K. K., Sahu, S., & Singh, A. P. (2023). **Role-overload and self-esteem affecting teachers career satisfaction: Serial mediation through work engagement and job satisfaction.** *Psychology in the Schools*, 60(12), 5227-5244. <https://doi.org/10.1002/pits.23036>

This study examines the effects of role-overload (RO) and self-esteem (SE) on career satisfaction (CS) through work engagement (WE) and job satisfaction (JS). It follows the social cognitive career theory (SCCT) and job demands-resources (JD-R) model. A quantitative survey was conducted on Indian school teachers (n = 630). A serial mediation model was developed to examine the proposed relationship. Hypotheses were tested by SEM and bootstrapping to verify the direct/indirect effects. The results reveal that SE, directly and indirectly, influence CS. The serial mediation was found between RO on CS through SE, WE, and JS. WE and JS also serially mediated between SE and CS. However, RO does not affect CS directly but through serial mediation. Study proposes a structural model with organizational and individual factors influencing CS. Unlike previous researchers, this study combines personal resources and organizational demands predicting CS. The study helps to understand the connecting link between SCCT and JD-R theory. Organizations can make use of this model for developing CS by managing RO through interventions.

Patrício, L. D., & Ferreira, J. J. (2023). **University entrepreneurial performance: A Fuzzy Set Qualitative Comparative Analysis.** *Higher Education Quarterly*, 77(4), 602-622. <https://doi.org/10.1111/hequ.12424>

AbstractAs key players in innovation and entrepreneurial ecosystems, Higher Education Institutions (HEI) assume a position as catalysts in creating and disseminating knowledge with repercussions in the societal, economic, political and innovation environments. In this scenario, HEI are facing the need to balance the performance of their traditional missions—teaching and research—with the pursuit of entrepreneurial performance. This brings awareness of the need to pay particular attention to HEI entrepreneurial performance (HEIEP) and how to measure it. Based on HEInnovate, a self-assessment tool

resulting from a joint effort of the European Community and the OECD, this study aims to explore the benefits of university entrepreneurial metrics, analysing HEIEP as a discriminant function of the HEInnovate dimensions complemented with a qualitative approach using Fuzzy Set Qualitative Comparative Analysis (fsQCA). The analysis provides valuable details, presenting recipes based on the HEInnovate dimensions or combinations of dimensions to achieve a mission legitimization. This research brings awareness to the use of the HEInnovate scale, where it is possible to highlight the importance of the digital transformation and capability dimension to entrepreneurial performance (EP) and university mission legitimization.

Pazhouhi, S. (2023). **Online and Offline Bullying/Harassment and Perceived Racial/Ethnic Discrimination among Iranian Adolescents.** *Canadian Journal of School Psychology*, 38(4), 333-348. <https://doi.org/10.1177/08295735231188008>

Bullying and cyberbullying are prevalent among school-age children. A considerable number of adolescents experience different forms of bullying due to various reasons, such as their race and ethnicity. Previous research has examined the effect of ethnicity and race on school bullying and victimization, mostly in Western cultures. Iran is a country with diverse ethnic backgrounds, and no research has investigated this issue in Iranian schools. This study aimed to examine the interplay of online and offline victimization and online and offline ethnic discrimination among adolescents in Iran. It also aimed to investigate gender differences in the experience of victimization and ethnic discrimination among Iranian adolescents. The participants were a sample of 156 Iranian adolescents (116 females and 40 males) who completed an online survey, including demographic questions and self-report measures of victimization and racial-ethnic discrimination. The results showed that non-Fars minority adolescents reported a greater experience of online victimization, online and offline ethnic discrimination than the majority of Fars ethnicity adolescents. Additionally, the minority group reported a higher victimization experience than the Fars majority in online settings, but not offline. Female participants reported a higher experience of online victimization and online ethnic discrimination than male adolescents.

Pelletier, M.-A., & Goyette, N. (2023). **Les habiletés relationnelles chez les enseignantes à la maternelle au Québec: un domaine de compétences socio-émotionnelles à développer pour favoriser leur bien-être.** *Phronesis*, 12(2-3), 257-270. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-257.htm>

Cet article présente les résultats d'une recherche qualitative menée auprès de 16 enseignantes à la maternelle. L'objectif général était de déterminer les besoins de formation continue qui sont perçus prioritaires en ce qui a trait au développement des compétences socio-émotionnelles. Pour approfondir les données recueillies, les enseignantes ont été rencontrées en entrevues semi-dirigées. Les résultats révèlent entre autres des besoins liés aux habiletés relationnelles, l'un des domaines définis dans plusieurs travaux de la Collaborative for Academic, Social, and Emotional Learning [CASEL] (Zins et al., 2004). Ces résultats permettront de formuler des hypothèses de réflexion et d'action pouvant être mises en œuvre dans le cadre de la formation continue des enseignantes de la maternelle, et ce, pour assurer non seulement leur bien-être, mais surtout, des relations interpersonnelles positives avec tous les partenaires impliqués dans ce travail dit relationnel.

Peltier, C. (2023). **Présence, distance et absence. Diversité des représentations liées à la baisse de fréquentation des cours présentiels et des usages des cours enregistrés.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9535>

Introduction Depuis la fin des mesures de mise à distance forcée dans les institutions de formation, liées à la pandémie de COVID-19, un phénomène semble prendre de l'importance : la baisse de fréquentation des cours présentiels dans les universités au profit de l'usage des enregistrements de cours. Si ce phénomène intitulé « lecture attendance crisis » dans la littérature anglo-saxonne (Uekusa, 2023) n'est pas nouveau (Macfarlane, 2013), il représente actuellement une source de préoccupation...

Pelzl, P., & Poelhekke, S. (2023). **Democratization, leader education and growth: firm-level evidence from Indonesia.** *Journal of Economic Growth*, 28(4), 571-600. <https://doi.org/10.1007/s10887-022-09221-5>

Does the economic success of democratization depend on newly elected leaders' characteristics? We exploit the unique Indonesian democratization process, where districts exogenously democratized in different years. In a census of manufacturing plants, employment drops by 5% in districts that elect a non-college educated mayor, while employment stays constant under college graduates. Non-college educated mayors substantially raise taxation but provide less infrastructure, do not spend more on social programs, and are more often involved in corruption cases. Other leader attributes and district characteristics, as well as tests for pre-treatment trends, for selection on unobservables, and for close elections do not explain away the important role of leaders' education in shaping local policies and growth.

Pépin, A., Pulido, L., & Biao, F. (2023). **Les soutiens et les formations à la prise de notes offerts dans les cégeps au Québec.** *Revue hybride de l'éducation*, 7(3), 1-21. <https://doi.org/10.1522/rhe.v7i3.1539>

À l'entrée au Cégep, la capacité à prendre des notes devient primordiale pour la réussite, car les cours sont plus denses et vont plus vite. Cet article interroge la manière dont les cégeps s'y prennent pour soutenir le développement des compétences de prise de notes de leurs étudiantes et de leurs étudiants. Pour cela, un portrait des soutiens à la prise de notes offerts dans les 47 cégeps publics a été dressé par la consultation des sites Web des cégeps et de quelques personnes porteuses de dossiers pour approfondir les informations. Les résultats montrent que les cégeps semblent peu nombreux à offrir des ateliers ou du matériel pour soutenir la prise de notes. Lorsqu'ils le font, la manière dont ils procèdent est contestée au regard des recherches antérieures.

Peraya, D., & Paquelin, D. (2023). **Entre société et institutions de formation : les sens de la présence.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9539>

Deux auteurs, Bruno Devauchelle et Claire Peltier que les lectrices et les lecteurs de DMS connaissent déjà, alimentent la rubrique Débat-discussion de ce numéro. Leur contribution se distingue par le niveau d'enseignement qui constitue leur terrain : l'enseignement scolaire pour l'un, l'enseignement supérieur pour l'autre. Leur approche respective aussi les différencie. B. Devauchelle analyse les notions d'absence et de présence en s'appuyant sur un cadre d'inspiration psychanalytique à part...

Perrenoud, M., Capitanescu Benetti, A., & Aeby Daghe, S. (2023). **Faire forme scolaire commune ?** *Raisons éducatives*, (27), 1-219. Consulté à l'adresse https://www.unige.ch/fapse/editions/files/8416/9565/4884/RAISED_027_2023.pdf

Pesando, L. M., De Cao, E., La Mattina, G., & Ciancio, A. (2023). **Educational Assortative Mating and Harsh Parenting in Sub-Saharan Africa** (IZA Discussion Paper N° 16466). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16466.htm>

Leveraging underused information on child discipline methods, this study explores the relationship between parental educational similarity and violent childrearing practices, testing a new potential pathway through which parental educational similarity may relate to child outcomes. The study uses data from Multiple Indicator Cluster Surveys (MICS) and Demographic and Health Surveys (DHS) covering 27 sub-Saharan African (SSA) countries. Results suggest that educationally similar couples are less likely to adopt violent childrearing practices relative to educationally dissimilar ones, with differences by age of the child, yet less so by sex and birth order. Homogamous couples where both partners share high levels of education are also less (more) likely to adopt physically violent (non-violent) practices relative to homogamous couples with low levels of education. Relationships are stronger in countries characterized by higher GDP per capita, Human Development Index, and female education, yet also in countries with higher income and gender inequalities. Besides stressing the importance of female education, these findings underscore the key role of status concordance vs discordance in SSA partnerships. Tested micro-level mechanisms and country-level moderators only weakly explain result heterogeneity, calling for more research on the topic.

Peters, A. L., Rangel, V., & Anderson, A. (2023). **Disrupting the (Hidden) Curriculum: Anti-Racist Approaches to Student Instruction and Assignments.** *Journal of Cases in Educational Leadership*, 26(4), 53-61. <https://doi.org/10.1177/15554589231180649>

In an urban elementary school serving predominantly White and Latinx students, the second-grade teachers created an assignment that asked students to share how their families migrated to the United States. The mother of a Black student met with the teacher to discuss her discomfort with the assignment given that their family descended from enslaved Africans, not immigrants. The teacher was sympathetic but did not understand the issue and refused to omit the assignment. Unsatisfied, the mother requested a meeting with the principal to discuss the racist implications of this assignment and the potential trauma her son would experience.

Pham, L. D. (2023). **Teachers Are Not Lemons: An Examination of Spillover Effects When Teachers Transfer Away From Turnaround Schools.** *Educational Researcher*, 52(7), 422-433. <https://doi.org/10.3102/0013189X231175148>

Under the Every Student Succeeds Act, whole-school reforms will continue to be a prominent strategy for improving student outcomes in low-performing schools. As reform models have proliferated, so has research evaluating the impact in reform schools. However, previous evaluations have rarely examined unintended spillover effects in nonreform schools. With data from Tennessee, this study uses difference-in-differences models to estimate spillover effects from teachers who transfer when their school begins implementing turnaround reforms. Results show that teachers who transfer tend to be less effective than teachers who stay, and they tend to move into nearby schools that are themselves low-performing. However, after transferring, these teachers produce modest

positive spillover effects on student test scores in nonreform schools, which is likely explained by improvements in their effectiveness. Moreover, I find that working with more effective peers is a likely mechanism to explain improved teacher effectiveness after they transfer. Overall, this study draws attention to the need for future educational policy evaluations that quantify both intended and unintended spillover effects.

Phelps-Ward, R., Latz, A. O., Turner Kelly, B., & Kortegast, C. (2023). **Re-examining and reimagining power in participatory visual methodologies: a collaborative autoethnography.** *International Journal of Qualitative Studies in Education*, 36(10), 2138-2155. <https://doi.org/10.1080/09518398.2021.1982049>

The purpose of this study is to re-examine and reimagine the role of power in participatory visual methodologies (PVM) research. From our four unique standpoints as higher education faculty (two of us identify as queer white women and two of us identify as Black women; all of us as ciswomen), we engage a collective autoethnographic approach to reflect on power and its influence in our work as visual methods researchers. We (re)present the findings from this study in the format of a scholarly discussion about power discussing the affordances and constraints we experience and our resistance to either/or thinking as we navigate tensions and contradictions that emerge while carrying out research using PVM. We end with recommendations for liberating research practices through PVM.

Picard, E., & Carpentier, V. (2023, octobre 23). **Universités : comment les inégalités se sont renforcées en France et au Royaume-Uni.** Consulté 24 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/universites-comment-les-inegalites-se-sont-renforcees-en-france-et-au-royaume-uni-214979>

Entre la France et le Royaume-Uni, les systèmes d'enseignement supérieur sont très différents. Mais leurs réponses face aux défis de la massification étudiante ne se rejoignent-elles pas ?

Pietrolucci, A., & Albertini, M. (2023). **Not all wealth is the same: types and levels of wealth and children's university enrolment.** *European Sociological Review*, 39(5), 789-803. <https://doi.org/10.1093/esr/jcad009>

A number of studies suggest that parental wealth has both primary and secondary effects on offspring's educational decisions, net of other measures family's socio-economic status. The article documents that there is a positive association between parental wealth and children's university enrolment in Italy, a country characterized by comparatively low levels of wealth inequality and a low enrolment rate in tertiary education. The positive association is confirmed when controlling for children's performance in secondary school, too. Moreover, complementing previous studies, the analyses explore the extent to which different types of wealth have a different effect on children's university enrolment, and on how this effect varies along the wealth distribution and depending on parents' educational level. A positive effect is found only for families with non-negative net wealth and up to the 35th percentile of the wealth distribution. A threshold effect is found for financial wealth as well, being the association positive and significant up to the median of the financial wealth distribution. Real assets show a positive, albeit weaker, association up to the 30th percentile. Next, parental wealth is found to be positively associated with a higher likelihood of enrolment at university only for children of parents with a lower secondary degree or less, whereas the effect is not statistically significant for children of parents with at least an upper secondary degree.

Pietsch, M., Aydin, B., & Gümüş, S. (2023). **Putting the Instructional Leadership–Student Achievement Relation in Context: A Meta-Analytical Big Data Study Across Cultures and Time.** *Educational Evaluation and Policy Analysis*, 01623737231197434. <https://doi.org/10.3102/01623737231197434>

Aggregated data meta-analyses indicate a correlation between instructional leadership and student achievement. However, it is unclear to what extent this relationship can be generalized across cultural contexts, as most primary studies stem from Anglophone regions. Drawing on international large-scale assessment data, this 3-level individual participant data (IPD) meta-analysis examines this relationship over a 6-year period using a sample of 1.5 million students in more than 50,000 schools from 75 countries. The findings show that the mean correlation is close to 0 and that the relationship between instructional leadership and student achievement varies significantly across contexts. This is mainly due to the level of human development and cultural factors. Implications for policy, practice, and education research are discussed.

Pileri, A., Calda, R., & Gremion, L. (Éd.). (2023). **Alliances éducatives et processus d'inclusion (Dossier).** *Revue internationale de l'éducation familiale*, (51), 1-222. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782336410685&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_30_octobre_au_3_novembre_36547&utm_medium=email&utm_content=lienTitre

Ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Pilz, M. (2023). **Informal learning in the context of training and development.** *International Journal of Training and Development*, 27(3-4), 301-304. <https://doi.org/10.1111/ijtd.12309>

Pinte, G. (2023, novembre 13). **Réussite étudiante : en quoi les premières semaines à l'université sont-elles décisives ?** Consulté 14 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/reussite-etudiante-en-quoi-les-premieres-semaines-a-luniversite-sont-elles-decisives-213611>

L'entrée à l'université ne marque pas seulement un cap en termes d'exigences de formation. C'est aussi un bouleversement des cadres de vie qui peut influencer sur la réussite étudiante.

Plasman, J., & Thompson, C. (2023). **The value of informal learning within work-based learning: The economic benefits of WBL.** *International Journal of Training and Development*, 27(3-4), 305-326. <https://doi.org/10.1111/ijtd.12299>

Recent updates to federal policy governing career and technical education (CTE) in the United States have emphasised the need to include work-based learning (WBL) experiences as central components of CTE programming. Many of these experiences showcase an informal learning component which has strong ties to early career success

as suggested by the Human Capital Theory. This study explores the following questions: What is the relationship between WBL and early career income? Are there differential relationships based on the type of WBL experience? The Education Longitudinal Study of 2002 (ELS) includes nationally representative data for student participation in WBL and early career income. We used school-fixed effects and propensity score matching techniques to respond to our questions regarding the potential relationship between WBL participation and early career income. We found that students who participated in at least one WBL experience in high school could expect to have an average 7% higher income compared to non-WBL participants. With respect to specific WBL experiences, job shadowing, community service, and mentoring had the largest positive relationship to higher early career income. Findings from this study indicate that participation in WBL experiences can have a positive impact on a high school graduate's college and career readiness as measured through early career income. Given the differential relationships observed for different types of WBL, schools, policymakers, and students should explore WBL options that best align with their personal goals.

Pleau, J. (2023). **La compréhension de l'information en ligne par l'intégration, la navigation et l'évaluation : étude de cas d'internautes de 6e année du primaire** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/17037/>

La réorganisation de l'éducation autour du numérique soulève l'urgence du développement d'une connaissance plus approfondie et adaptée de la littératie informationnelle. S'informer et apprendre à partir d'informations consultées en ligne requiert du lecteur qu'il s'approprie des formes multiples de discours non linéaires (Gervais et Saemmer, 2011), multimodaux (Lebrun et al., 2012), tout en adoptant une posture critique (Leu et al., 2012). Le lecteur internaute apprend à articuler des compétences au sein d'un processus cognitif complexe qu'il développe dès l'âge du primaire (Coiro et Dobler, 2007; Kiili et al., 2020; Potocki et al., 2020). Plus fréquemment exploré en recherche auprès de lecteurs experts, le déploiement de ce processus par des apprenants du primaire demeure méconnu. Comment les jeunes internautes comprennent-ils les informations textuelles, visuelles et sonores qu'ils rencontrent durant leurs recherches sur Internet ? La présente recherche propose une conceptualisation de la littératie informationnelle numérique validée empiriquement à travers une étude de cas multiples menée auprès de neuf internautes du primaire. Elle permet l'induction, à partir de manifestations des compétences d'intégration, de navigation et d'évaluation, du processus menant à la compréhension d'informations consultées en ligne. Cette recherche met de l'avant un protocole expérimental développé selon quatre phases, soit l'entretien dirigé, la méthode de la pensée à haute voix, l'entretien libre de verbalisation de la compréhension et l'entretien rétrospectif semi-dirigé. Ces phases ont été mises en place à deux reprises lors de deux navigations situées à une semaine d'intervalle. Il ressort notamment de cette thèse que les participants s'appuient principalement, pour s'informer au sujet du neurone et de la synapse, sur des textes écrits qu'ils peinent à décoder, mais également sur des écrits vulgarisés, des images et des vidéos. En plus d'offrir une description fine des activités de navigation et de leurs explications par les internautes, la présence de résultats saillants a permis de faire émerger des tendances générales. Nous relevons entre autres une certaine stabilité du nombre de sites consultés durant les navigations pour cinq des neuf cas, et ce, indépendamment de la durée de la navigation. Il ressort également de cette recherche que tous les participants ont consacré plus de 50 % du temps de leurs navigations à

l'exploration de sites, une proportion qui a dépassé le seuil des 78 % pour quatre d'entre eux. En ce qui concerne la prise de notes, les comportements variaient grandement. Certains participants ont voué le cinquième du temps de leurs navigations à consigner des informations dans leur carnet de notes, tandis que d'autres n'ont pris aucune note. Dans huit des neuf cas, nous avons aussi remarqué une forte capacité d'inhibition des distractions que représentent les publicités. Nous avons également relevé que dans l'ensemble, les internautes de 6e année évaluaient les informations rencontrées en ligne pour leur pertinence avec leur intention de recherche, mais très peu pour leur fiabilité. Outre ces données générales, cette thèse a mis en évidence différentes stratégies d'intégration, de navigation et d'évaluation des participants, propres à la littératie informationnelle numérique. Elle a également permis d'émettre une hypothèse de cinq profils d'internautes au départ des points de convergence et de divergence dans la mobilisation des compétences du processus menant à la compréhension d'informations consultées en ligne : le rigide, l'explorateur, le vérificateur, le synthétique et le tenace.

Pluton, L., & Stattner, E. (2023). **Influence de l'environnement de formation à distance sur l'engagement des apprenants et apprenantes : une expérimentation autour de la réalité virtuelle.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 192-206. <https://doi.org/10.18162/ritpu-2023-v20n2-14>

Poellhuber, B., & Michelot, F. (2023). **Les résultats d'un programme de formation à visée transformatrice sur le sentiment d'efficacité personnelle et les pratiques pédagogiques des enseignantes et enseignants.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 22-27. <https://doi.org/10.18162/ritpu-2023-v20n2-03>

Point, C. (2023). **Université et démocratie: La pensée éducative de John Dewey.** Consulté à l'adresse <https://www.pulaval.com/livres/universite-et-democratie-la-pensee-educative-de-john-dewey>

Les universités sont parfois des institutions millénaires et elles sont désormais des lieux familiers pour des millions de personnes étudiant dans le monde entier. Bien souvent, elles peuvent nous paraître immuables et à l'abri des bouleversements de notre époque. Et pourtant, l'université telle que nous la connaissons aujourd'hui est relativement récente et son avenir n'est en rien assuré. De son futur, plusieurs imaginaires tentent d'en brosser le portrait. C'est à l'un de ces imaginaires que nous souhaitons consacrer ce livre ; celui d'un idéal un peu fou, né à l'aube du xxe siècle, dans l'élan américain pour une idée nouvelle, celle de la démocratie. À travers des récits de grandes expérimentations universitaires américaines du xxe siècle et les écrits du plus grand philosophe et pédagogue américain de son époque, John Dewey, nous explorerons sa philosophie de l'éducation à l'œuvre sur la question des universités. Nous verrons comment il est possible d'imaginer avec lui une université résolument tournée vers l'éducation de tous et de toutes, une université cherchant à rendre vivantes les convictions démocratiques dont, un siècle plus tard, nous semblons avoir encore bien besoin.

Poncelet, D., Bordalba, M. M., & Dierendonck, C. (2023). **Parental involvement in secondary education in Belgium, France and Luxembourg: Associations with family and school characteristics.** *European Journal of Education*, 58(4), 719-740. <https://doi.org/10.1111/ejed.12590>

Although evidence generally suggests that parental involvement is beneficial for the academic success of students, much less is known about the determinants of this

involvement. The study examined the associations between parental characteristics, beliefs and two types of parental involvement (school-based and home-based) in secondary education in three countries in Europe. Data from 1757 parents from nineteen public secondary schools in three European countries (six in Luxembourg, six in France and seven in Belgium) were analysed using multiple regression analyses. Models predicted overall significant but relatively low portions of variance in the home- and school-based involvement of parents. Different patterns of results emerged from the three very different samples. When controlling for family background and school environment, parental self-efficacy—associated for example with the role of parents at school—appeared to be central indicators of parental involvement. Results are discussed in terms of research on parental involvement and family-school communication, as well as in relation to school practices involving parents.

Pons, X. (2021). **La notion de pilotage dans la recherche en éducation francophone : une revue de littérature.** *Les dossiers des sciences de l'éducation*, (45), 15-32. <https://doi.org/10.4000/dse.5157>

Cet article propose une revue de la littérature de recherche francophone sur la notion de pilotage. Fondé sur un corpus de 61 contributions publiées entre 1993 et 2020, il met en évidence trois approches possibles de cette notion : le pilotage comme boîte noire, comme modélisation normative ou comme objet empirique de recherche. Après avoir synthétisé les apports et les limites de chacune d'elles, l'article pointe l'absence de clarification conceptuelle forte dans ces travaux et interroge l'éventuelle structuration d'un domaine de recherche autour d'un concept faible.

Pouradier, M. (2023). **L'idée d'université et la place des humanités et sciences humaines : état des lieux.** *Transversalités*, 167(4), 69-80. <https://doi.org/10.3917/trans.167.0069>

Une université n'est pas seulement une école de formation supérieure : son idée implique une recherche de la connaissance pour elle-même, et la préservation de la culture. L'état des humanités et sciences humaines au sein de l'institution universitaire permet de voir si l'idée d'université y est encore vivace. Or ces disciplines sont concurrencées par des domaines d'études nouveaux, comme les sciences de l'éducation ou les études de genre, qui menacent directement le maintien des formations classiques. Les ingénieurs pédagogiques, nouveaux venus dans le paysage universitaire depuis le COVID, mènent une guerre contre le cours magistral, lequel est la forme normale d'enseignement dans les humanités et sciences humaines. Heureusement, l'idée d'université reste dans le cœur de maints universitaires, parfois contre l'institution elle-même.

Pourtois, H. (2023). **What's Wrong with Social Segregation Between Schools? Ethical Perspectives.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 17-33). https://doi.org/10.1007/978-3-031-36147-0_2

There are several reasons to believe that social segregation is wrong. The value and weight given to these reasons are variable. They depend first of all on not reducing school segregation to a pure composition effect but also considering the dynamics of how it is produced and handled by and within the schools. These effects must then be considered in the light of the educational goals assigned to the school, which include not only the acquisition of knowledge and academic performance but the relational development of the child's autonomy and democratic integration. The policies and practices aimed at eliminating the undesirable effects will depend on these goals but also on the rights of

the children and the parents in the area of education. The examination of the multiple ethical issues at stake in school segregation should lead to the conclusion that the neutralisation of its undesirable effects entails redistributive practices, whether in terms of resources or school places. But it also requires recognition practices aimed at transforming the social representations associated with membership in a social group, as well as the goals of the school.

Power, S. (2023). **Confronting the 'Coming Crisis' in Education Research.** *British Journal of Educational Studies*, 71(5), 477-491. <https://doi.org/10.1080/00071005.2023.2221720>

This paper examines the current crisis in education research and how we might confront it. It begins by arguing that the 'coming crisis' facing empirical sociology identified by Savage and Burrows (2007) applies equally – if not more so – to empirical education research. Education researchers can no longer lay claim to specialist expertise in the analysis of social institutions and our 'tools of the trade' are increasingly unviable. These developments are compounded by the dominance of the 'cultural turn' within British education research which has made it difficult for education researchers to develop a cumulative evidence base, leading to a lack of traction with policymakers and a privileging of cultural inequalities in education over economic inequalities. The paper discusses how the education research community might respond to the challenges and considers whether we might do worse than follow the suggestion offered to sociologists that they should take 'a descriptive turn'. Taking such a turn will not be easy, but the alternative may be that education research in the UK will be even more marginalised as it becomes increasingly out-of-step with the developments in data, evidence and analysis being fostered outside the academy.

Pratt, N., & Alderton, J. (2023). **The policy and practice of mathematics mastery: The effects of neoliberalism and neoconservatism on curriculum reform.** *The Curriculum Journal*, 34(4), 578-593. <https://doi.org/10.1002/curj.202>

This paper explores how the twin processes of neoliberalism and neoconservatism work together on, and through, curricula and their associated pedagogies. It bridges the gap between policy and classroom practice, focusing on the particular example of the school subject of mathematics and the notion of mastery, operationalised in the English education system as Teaching for Mastery (TfM). From this context, it develops a theoretical argument using Dean's analytics of government as part of a broader Foucauldian frame, to analyse how TfM is constructed as a particular policy truth. It then shifts the analysis from a wide, social one to the individual classroom level using a psychological argument to critique TfM in its own terms, examining the onto-epistemological nature of mathematics as a subject. In doing so, it explores ways in which mastery might be problematic in classrooms, even whilst appearing to offer a solution at policy level to long-standing problems in English schooling. The aim is not to suggest that TfM has nothing to offer, but to point to ways in which it draws on the psychology of teaching and learning in a very particular manner, inscribing pupils with very specific mathematical subjectivities. By providing this insight into how neoliberal policy positions play out at practitioner level via curricula and pedagogies, the paper raises questions which are philosophical, political, and ethical, regarding the potential effect of TfM on teachers' and pupils' experiences of mathematics in schools, including implications for equity of this experience amongst the latter.

Preuss, L., Fischer, I., & Luiz, J. M. (2023). **Using sensemaking as a lens to assess student learning on corporate social responsibility and sustainability.** *Higher Education Quarterly*, 77(4), 676-692. <https://doi.org/10.1111/hequ.12429>

Prior literature suggests that teaching corporate social responsibility (CSR) and sustainability has led to little development of students' reflexive engagement with the challenges of sustainable development. To shed light on this criticism, we apply sensemaking—as entailing the three stages of scanning for information, interpreting it and identifying alternatives of action—to CSR/sustainability education. Analysing cognitive maps of CSR, drawn by undergraduate finalists from a UK business school, we find that students are able to produce complex cognitive maps in terms of scanning for information; however, cognitive bottlenecks occur at the second and third stages of sensemaking. A key pedagogical challenge is, therefore, to support students in moving beyond scanning towards developing meaning and acting on that basis. By introducing a sensemaking lens, we add to a deeper understanding of the complexities associated with CSR education as it aids (or impedes) critical engagement and action.

Prøitz, T. S., Aasen, P., & Wermke, W. (2023a). **Education Policy and Education Practice Nexuses.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 1-16). https://doi.org/10.1007/978-3-031-36970-4_1

This introductory chapter addresses the complex interrelations between education policy and education practice developed under new ways of governance. It highlights education nexuses as a concept of its own right and discusses what constitutes the contemporary nexuses in education of today. Based on the cases of education nexuses presented in the volume the chapter summarizes four central characteristics of education nexuses and raise the issue of the need to re-consider how we study education policy and practice in the interface between structure and agency for the future developments in education.

Prøitz, T. S., Aasen, P., & Wermke, W. (Éd.). (2023b). **From Education Policy to Education Practice: Unpacking the Nexus.** <https://doi.org/10.1007/978-3-031-36970-4>

Prøitz, T. S., & Rye, E. (2023). **Actor Roles in Research–Practice Relationships: Equality in Policy–Practice Nexuses.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 287-304). https://doi.org/10.1007/978-3-031-36970-4_15

This chapter offers insights into an education policy–practice nexus operationalised in a recent nationwide government initiative for the development of solid and stable research–practice relationships (RPRs) in education. Among the main challenges for productive RPRs are physical, linguistic, work-related, financial and cultural distances, which characterise and separate education research and education practice. Governments and universities alike have introduced initiatives aimed at strengthening these relationships through practitioner involvement in education research. Although practitioner involvement in research is not new, today's expectations of newer ways of working collaboratively in education research bring forward several issues regarding the roles of the actors involved. In this chapter, we study and discuss the roles of practitioners in successful RPRs and the requirements for developing ownership and relevance in these research collaborations. The analysis shows that the equality issue of practitioners and researchers in RPRs is more of an epistemological question regarding how practitioner

knowledge and researcher knowledge are activated in relationships rather than a practical question of how practitioners can become more involved in research work.

Prot, F. (2023). **Éduquer l'élève à une éthique de l'altérité**. *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 10-25. <https://doi.org/10.7202/1106123ar>

Cet article propose une réflexion sur une possible éducation à l'altérité de l'élève dans le cadre scolaire. S'il appartient à l'école de transmettre des savoirs, il lui appartient également de transmettre des valeurs. Ainsi, cet enseignement relève de la morale en tant que formation de dispositions relationnelles chez l'élève. C'est ce que nous tenterons de faire valoir lors des trois moments qui composent cet écrit. Un premier temps propose de revenir sur l'importance d'une éducation humaniste à l'école et de ce que l'on pourrait entendre par éducation à l'altérité. Le deuxième temps se place dans une perspective didactique et présente, dans sa forme générique, la réunion de coopérative en tant qu'institution didactique à l'École Freinet (à Vence, département des Alpes-Maritimes). Enfin, un dernier moment analyse un épisode particulier d'une réunion de coopérative pour tenter de montrer en quoi ce dispositif s'apparente à ce que Freinet appelait une « cure morale », soit le fait de prendre-soin de la question morale fondamentale des conditions de la rencontre entre des sujets.

Qin, X., & Liu, S. (2023). **The relationship between principal support, teacher professional identity, and teacher professional learning in China: Investigating gender differences**. *Psychology in the Schools*, 60(12), 4871-4884. <https://doi.org/10.1002/pits.23066>

As an alternative concept of teacher professional development, teacher professional learning has attracted increasing research attention. This study explored the relationship between teacher gender, principal support, teacher professional identity, and teacher professional learning among 608 teachers in central and western regions of China. The results indicated that female teachers perceived higher professional identity and professional learning than male teachers. Principal support had a significant positive influence on teacher professional learning, with teacher professional identity playing a partial mediating role. Teacher gender moderated the mediation effect of teacher professional identity on teacher professional learning, and professional identity had a higher influence on professional learning among male than female teachers. Based on the findings, the practical implication was discussed.

Quin, G. (2023). **Former des « profs de gym » ou promouvoir les sciences du sport ? Les formations 'initiales' des enseignant·e·s d'éducation physique en Suisse entre fédéralisme, universitarisation et sportivisation (1972-1995)**. *Swiss Journal of Educational Research*, 45(2), 101-111. <https://doi.org/10.24452/sjer.45.2.2>

With this contribution, our ambition is to produce an analysis of the structuration process of initial training for physical education teachers in the decades preceding the establishment of the universities of teacher education, between the first dynamics of the sport sciences' universitarisation and an accelerating sportivisation, in a singular political framework, with a school branch - physical education - whose governance is partly federal, in a country where schools are cantonal. The timeframe of our investigation starts in 1972 with the implementation of the first federal law supporting gymnastics and sport and extends to the beginning of the 2000s, around the entry into force of the federal law on universities of applied sciences.

Quirino Chaves, S. (2023). **Conception de documents composites, supports de travail des élèves, par des professeurs: obstacles et contraintes d'une pratique enseignante.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12074>

Les documents composites sont mobilisés par les professeurs en tant que supports d'enseignement destinés aux élèves. Documents complexes à lire et à comprendre par ces derniers, ils sont également difficiles à concevoir par les enseignants qui choisissent pourtant majoritairement de les produire pour faire travailler leurs élèves. Cet article s'intéresse aux obstacles que les professeurs rencontrent dans le cadre de leur travail de documentation à partir de l'expérience de trois d'entre eux exerçant en cours moyen deuxième année et ayant élaboré trois documents composites au cours de leur première année de participation à un groupe de recherche coopératif portant sur la poursuite de l'apprentissage de la lecture au cycle 3 (CM1, CM2, 6e). L'analyse de ces obstacles met en évidence les évolutions nécessaires, notamment en matière de formation des enseignants, visant à rendre leur travail de documentation efficace, au service des apprentissages de tous les élèves.

Raffaghelli, J. E., & Grion, V. (2023). **Beyond Just Metrics: For a Renewed Approach to Assessment in Higher Education.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 89-121). https://doi.org/10.1007/978-3-031-24193-2_4

Assessment and evaluation in education were a subject of quantification early in the history of the educational systems, given their crucial role to allegedly support transparency, accountability and effectiveness. The aim of this chapter is to scrutinise the evolution of recent discourses relating assessment in higher education, to uncover the fallacies of quantification, later transformed into data-driven practices, connected to assessment.

Raffaghelli, J. E., & Sangrà, A. (2023a). **Conclusion: Building Fair Data Cultures in Higher Education.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 355-383). https://doi.org/10.1007/978-3-031-24193-2_15

This chapter presents the conclusions of the book *Data Cultures in Higher Education: Current Practices and Emergent Challenges*. It is divided in three parts. The first part introduces the contributions of the initial chapters in the book, highlighting the idea of complexity in the current landscape of data practices. It also reviews the cases introduced along the several chapters, placing them in a symbolic space which highlights the tensions between reactive and proactive data epistemologies. The second part characterises "the challenge ahead", basing the reflections on the conceptual lens of data cultures. In fact, building on cultural-historical activity theory, we purport the need for a dynamic approach to data cultures in higher education. This idea is further explored through examples and a case study. To conclude, the third part of the chapter makes some final remarks for future practice and research, emphasising the relevant role of academics' professionalism, participation and activism to build fair data cultures in higher education.

Raffaghelli, J. E., & Sangrà, A. (2023b). **Data Cultures in Higher Education: Acknowledging Complexity.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 1-39). https://doi.org/10.1007/978-3-031-24193-2_1

This chapter introduces the book "Data Cultures in Higher Education: Emerging Practices and the Challenges Ahead". It is based on four sections that frame several chapters' work and present it. In the first section, we briefly explain the problem of data and datafication in our contemporary society. To offer conceptual lenses, the idea of complexity is applied to the entropic and chaotic way with which datafication appears in several areas of higher education, triggering fragmented responses, ambiguity, and in the worst cases, harm. Hence, we offer the idea of higher education institutions' data culture as potential apparatus to explore and understand the above-mentioned complexity. Data cultures characterise an institution and its tradition, people, narratives, and symbols around data and datafication. We purport here that awareness about their existence is crucial to engage in transformation to achieve fairness, equity, and even justice, beyond the subtle manipulation embedded in many of the assumptions behind data-intensive practices. Over these bases, we present the twelve central chapters composing this book, highlighting their perspectives and the way they contribute to study, act, and change data cultures. Finally, space is left to the book's conclusions and the afterword by invited scholars as a point of arrival for the reader. Several threads conjoin in a web that will hopefully inspire future research and practice.

Raffaghelli, J. E., & Sangrà, A. (Éd.). (2023c). **Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead**. <https://doi.org/10.1007/978-3-031-24193-2>

Raffaghelli, J. E., & Sangrà, A. (2023d). **Data, Society and the University: Facets of a Complex Problem**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 41-68). https://doi.org/10.1007/978-3-031-24193-2_2

This chapter complements the introduction to the book "Data Cultures in Higher Education: Emerging Practices and the challenges ahead". This chapter explores policy-making areas that impact higher education directly or indirectly. These areas are (a) transformation of higher education (from discourses of modernisation to the problem of managerialism), (b) open science and data connected to research practices and (c) the evolution of Artificial Intelligence (AI). In our view, the aforementioned areas support the initial theoretical assumption that data practices are based on several perspectives on how data are produced and used; hence, they encompass complexity. Moreover, this complexity sets the basis for different reactions from Higher Education Institutions (HEIs), which shape their situated institutional data cultures. Through the evidence of concrete evolution of policy-making around data in society and in education, our goal is to provide a frame to understand the relevance of the cases and proposals presented in each of the following chapters.

Raffin, O. (2023, octobre 16). **Les MBA se féminisent, non sans difficultés : « Le plus gros problème des femmes, c'est qu'elles doutent d'elles-mêmes »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/16/les-mba-se-feminisent-non-sans-difficultes-le-plus-gros-probleme-des-femmes-c-est-qu-elles-doutent-d-elles-memes_6194664_4401467.html

Ces formations pour les cadres, accessibles après quelques années d'expérience professionnelle, ont longtemps été l'apanage des hommes. Mais la situation évolue progressivement en faveur des femmes.

Raybaud, A. (2023, octobre 30). **Face à l'intensification du travail, les jeunes plongent dans un malaise profond : « Je m'enfonçais dans le travail, je n'avais plus de distance ».** Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/30/face-a-l-intensification-du-travail-les-jeunes-plongent-dans-un-malaise-profond-je-m-enfoncais-dans-le-travail-je-n-avais-plus-de-distance_6197297_4401467.html

Tâches absurdes, rythme intense, précarité de l'emploi, absence de seniors pour les guider... les transformations du monde professionnel génèrent de la souffrance chez les jeunes salariés. Le nombre d'arrêts-maladie explose chez les moins de 30 ans.

Remington, T. F., Chou, P., & Topa, B. (2023). **Experiential learning through STEM: Recent initiatives in the United States.** *International Journal of Training and Development*, 27(3-4), 327-359. <https://doi.org/10.1111/ijtd.12302>

This paper reviews recent educational initiatives in science, technology, engineering and math (STEM) education in the United States, asking to what extent experiential learning methods are being incorporated into STEM education. We draw on a combination of qualitative and quantitative evidence. The quantitative evidence is from an analysis of the proposal abstracts for all 11,406 of the STEM education and workforce development-related projects funded by NSF grants from the end of 2018 to the beginning of 2022. The qualitative portion of the paper analyzes results from a number of scholarly studies of local initiatives from the last 10 years drawn from a range of published and conference papers, reports and media stories, and project websites, drawn from education research databases, secondary literature, and websites of specific organizations. We seek to classify and describe patterns observed among the projects examined, identifying common patterns and combinations of features. We believe that the paper represents the first comprehensive study of efforts to employ experiential learning methods in STEM education to link formal and informal aspects of learning.

Renard, F., Demeuse, M., Castin, J., & Dagnicourt, J. (2021). **De la structure légère de pilotage au Pacte pour un Enseignement d'excellence.** *Les dossiers des sciences de l'éducation*, (45), 33-55. <https://doi.org/10.4000/dse.5168>

Cette contribution retrace l'évolution du pilotage du système éducatif en Belgique francophone qui, au travers de la mise en œuvre de nouveaux modes de régulation, est de plus en plus soumise à une obligation de résultats. Les auteurs entendent, à partir d'un ensemble de textes légaux et officiels, retracer, l'évolution du système éducatif en décrivant les mécanismes de centralisation et de décentralisation, mis en œuvre. Enfin, au regard de l'évolution des modes de régulations bureaucratiques-professionnelles et post-bureaucratiques permettant d'identifier les impacts de ce glissement progressif sur les acteurs de terrain, nous décrirons et analyserons ces transformations visant à orienter les conduites des acteurs, principalement à travers des principes d'autonomie et de responsabilisation.

Renard, F., Derobertmeasure, A., & Demeuse, M. (2023). **The Role of Accountability in the Belgian Education System: From Control Regulation to Autonomous Regulation.** *International Journal of Education Policy and Leadership*, 19(2), 19 pp-19 pp. <https://doi.org/10.22230/ijepl.2023v19n2a1265>

Since 2017, new modes of regulation have been implemented in French-speaking Belgium and have resulted in responsabilization and accountability policies. This article aims to define the characteristics of control regulation, which corresponds to explicit and

official rules implemented by the central government. Based on a textual analysis (NVivo® software) of legal texts published between 2017 and 2019, it aims to understand this regulation. This article consists, firstly, of an analysis of the way in which these texts define concepts reflecting the reform of governance in French-speaking Belgium (accountability, autonomy, etc.). Secondly, the "consistency" between this analysis and the literature is examined. This analysis is enriched by a qualitative analysis of interviews conducted with stakeholders in the system (N = 5) regarding the way they mobilize these concepts. The aim is to approach autonomous regulation, corresponding to the rules produced within the organization by the individuals who make it up and their interpretation, so that it corresponds to their "reality in the field." Based on these levels of analysis, this article intends to identify the extent to which these stakeholders take up the meaning of these concepts from the corpus and/or the literature in their discourse, but also how they alter, deviate from, or interpret it.

Reupert, A., Sullivan, A., Tippet, N., White, S., Woodcock, S., Chen, L., & Simons, M. (2023). **An Exploration of the Experiences of Substitute Teachers: A Systematic Review.** *Review of Educational Research*, 93(6), 901-941. <https://doi.org/10.3102/00346543221149418>

This article reports on a systematic review of literature on the experiences of substitute teachers, also known as casual or relief teachers. This occupational group are an essential part of school improvement efforts, allowing release time for other teachers to participate in professional learning, complete administrative duties, and attend to personal matters. Although a ubiquitous component of the teaching workforce, little is known about their work conditions, motivations, experiences, and support. This study involved a mixed-methods research synthesis approach. Peer-reviewed studies and dissertations that examined the experiences and needs of substitute teachers in primary/elementary, middle, and secondary/high schools were examined. The study found that, although substitute teachers are a heterogeneous group, their conditions and experiences are less than satisfactory, exacerbated by a lack of targeted support. Education systems need to consider professionalizing this occupational group further. In addition, systems need to develop policies and practices that improve substitute teachers' work.

Reuter, Y. (2023). **Point de vue : Heureux comme un enseignant dans une pédagogie « alternative » ?** *Phronesis*, 12(2-3), 48-59. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-48.htm>

Cet article porte sur les relations entre pédagogies différentes et bonheur d'enseigner. Il s'appuie sur plusieurs recherches menées sur des établissements scolaires pratiquant des pédagogies alternatives ainsi que sur des expérimentations liées à l'article 34 de la loi « Fillon ». Plusieurs dimensions sont mises au jour : la rupture avec le mal-être vécu dans les pratiques classiques, la cohérence entre valeurs et pratiques, la place de l'engagement dans l'histoire de l'enseignant et dans ses relations personnelles, le développement professionnel, les effets sur les élèves, le rapprochement avec les familles, la reconnaissance sociale.

Reymert, I., Vabø, A., Borlaug, S. B., & Jungblut, J. (2023). **Barriers to attracting the best researchers: perceptions of academics in economics and physics in three European countries.** *Higher Education*, 86(5), 1173-1193. <https://doi.org/10.1007/s10734-022-00967-w>

Recruitment is one of the main strategic tools for universities, which aim to hire the best possible candidates for their academic positions. However, not every institution can hire whom they perceive as the best. Our paper investigates what are perceived to be the most pressing hindrances to attracting the best researchers. We focus on national and disciplinary differences in researchers' perceptions of barriers to recruiting the best scholars in their fields. We surveyed researchers in economics and physics in the Netherlands, Norway, and the UK and find that economists emphasize salary level and institutional prestige as the main barriers, while physicists underline competition from non-academic actors and career development opportunities. We further find differences by country. In Norway, limited institutional prestige is a key barrier to attracting the best researchers, while researchers in the UK highlight salary levels. Respondents at Dutch universities claim that they experience multiple, equally important barriers.

Ribeiro, N., Malafaia, C., & Ferreira, T. (2023). **Lowering the voting age to 16: Young people making a case for political education in fostering voting competencies.** *Education, Citizenship and Social Justice*, 18(3), 327-343. <https://doi.org/10.1177/17461979221097072>
The intention of this article is to contribute to the debate about whether the voting age should be lowered to the age of 16, by examining quantitative and qualitative data collected in a local participation project with young people in Portugal: questionnaires (N=961), interviews (N=3), and focus group discussions (N=15). Considering the coexistence of both willingness and reluctance to get engaged in formal politics – as youngsters often feel ill-equipped politically – it is argued that adequate political education needs to be provided by schools to enable young people to be confident and knowledgeable voters. We propose that governments recognise the importance of this area in the school curriculum, in order to enable the young people's acquisition of knowledge and skills that can sustain their growth as competent voters. This is crucial in legitimising democratic representative systems.

Richards, J. (2023). **Exploring Resources for Responsiveness to Student Thinking in Practice.** *Journal of Teacher Education*, 74(5), 481-494. <https://doi.org/10.1177/00224871231157327>
Supporting teachers' attention and responsiveness to the substance of student thinking is increasingly emphasized across disciplines. Yet studies demonstrate how such responsiveness, in practice, is highly contextualized and often fleeting. This study conceptualizes and examines what functioned as "resources for responsiveness" within and across nine sustained cases of responsiveness in three science teachers' inquiry-oriented classrooms. Analyses demonstrated how a diverse range of personal, social, and material/structural resources facilitated teachers' responsiveness, with some commonalities but also much variation across teachers. These findings contribute to the field's understanding of what may support teachers' attention and responsiveness to student thinking and suggest the importance of (a) responsiveness in the design and facilitation of professional learning and (b) increased attention to teachers' affect.

Richardson, S., & Hancock, S. (2023). **ACALETICS® and Predicting Mathematics Achievement With Racially Diverse and Economically Disadvantaged Students.** *Education and Urban Society*, 55(9), 1070-1088. <https://doi.org/10.1177/00131245221110553>

Math programming that includes assessments to predict standardized mathematics scores can help evaluate student performance and growth during the academic year. ACALETICS® is a highly interactive, culturally inclusive mathematics program that utilizes

posttests as continuous comprehensive assessments to evaluate student mathematical knowledge. ACALETICS® also seeks to mitigate demographic student factors that may influence outcomes. However, the ACALETICS® posttest has not been examined to determine if it is predictive of standardized mathematics scores. The purpose of this research is to explore how much variance is accounted for by the ACALETICS® posttest scores with the Florida Standards Assessment Mathematics test scores among 427 racially diverse and economically disadvantaged urban elementary school students after controlling for gender, grade level, and race. Findings indicated that the ACALETICS® posttest significantly explained variance in standardized mathematics scores among a diverse sample and can be used as a tool to monitor and predict mathematics outcomes.

Rinaudo, J.-L. (2023). **Dispositifs et médiation en recherche clinique d'orientation psychanalytique**. *Sciences de la société: Les cahiers du LERASS*, (107). <https://doi.org/10.4000/sds.12805>

L'objet de ce texte est de montrer que la recherche clinique d'orientation psychanalytique peut être considérée comme un dispositif. Ce dispositif potentiellement favorise un processus de médiation, pour les sujets rencontrés.

Rissanen, I., & Kuusisto, E. (2023). **The role of growth mindset in shaping teachers' intercultural competencies: A study among Finnish teachers**. *British Educational Research Journal*, 49(5), 947-967. <https://doi.org/10.1002/berj.3875>

Cultural heterogenisation of classrooms and existing achievement gaps have led to an acknowledgement of the need to develop teachers' intercultural competencies. A growth mindset (a belief that intelligence, personality and other such qualities can be cultivated) predicts positive intergroup attitudes and reduces stereotyping, but has not been researched as an aspect of teachers' intercultural competence. This study analyses the role of growth mindset in shaping three aspects relevant to teachers' intercultural competencies: process versus trait orientation to students, diversity beliefs and orientation to social justice and equity. Fifteen Finnish comprehensive schoolteachers were interviewed. Significant differences were found between teachers with fixed and growth mindsets. Teachers with a growth mindset were more likely to hold polyculturalist beliefs about the interconnectedness and changeability of cultures, and to recognise and combat issues of social injustice and inequity. Teachers with a fixed mindset made trait-focused interpretations of their students and did not easily recognise problems of social justice in school or in society. These results encourage us to suggest that a growth mindset is a construct with a lot of potential to introduce novel approaches to multi/intercultural and social justice teacher education, but more research is needed. The implications of the findings for teacher education and further research are discussed.

Rivera-Vargas, P., Cobo, C., Jacovkis, J., & Passerón, E. (2023). **Data Centres in the University: From Tools to Symbols of Power and Transformation**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 329-353). https://doi.org/10.1007/978-3-031-24193-2_14

The almost compulsory and compulsive use of digital platforms through which the university community connects to knowledge, research, teaching and management activities has intensified in the pandemic. Faced with this challenge, higher education institutions must address fundamental questions about learning in a postdigital landscape. This chapter explores how universities have created or adapted research

centres to deal with data generation in their day-to-day activities. Although the centres analysed in this chapter have different profiles and expertise, they all seek to better prepare higher education institutions to cope with the datafication of society manifested in different ways (e.g. digital inclusion, artificial intelligence, privacy, ethical use of data, etc.). Based on a co-design and virtual ethnography, this work is structured in two phases: (1) identification and analysis of 31 websites affiliated to university datafication centres and (2) selection and deepening on four core dimensions of work of these centres. These comparative results highlight global trends, research agendas and priorities, but also illustrate the need to move towards a more multidisciplinary approach, understanding data not only as "tools" but also as "subjects" with an increasingly economical and symbolic power.

Roberts, L., Ebejer, M., Wong, L.-S., & Johnson, D. (2023). **Critical Cases for Antiracist Leadership: A Contribution to the Movement.** *Journal of Cases in Educational Leadership*, 26(4), 3-9. <https://doi.org/10.1177/15554589231204062>

Rodgers, A. J., & Liera, R. (2023). **When Race Becomes Capital: Diversity, Faculty Hiring, and the Entrenchment of Racial Capitalism in Higher Education.** *Educational Researcher*, 52(7), 444-449. <https://doi.org/10.3102/0013189X231175359>

Faculty hiring is an important dimension of diversity efforts across many postsecondary institutions. Many U.S. colleges and universities have released faculty job announcements establishing a demonstrated commitment to diversity, equity, and inclusion as a necessary criterion for applicants. This move is significant because it entrenches diversity as a commodity—an exchangeable good that universities value and are willing to pay for. This conceptual paper explores how underlying racialized cultures in academia incentivize People of Color to commodify their racial identity when participating in the faculty job market. By interrogating the racial character of capitalist exploitation, we expose how diversity imperatives shape the faculty hiring process at historically white institutions in ways that commodify, exploit, and devalue People of Color.

Roelens, C. (2023). **Le concept d'élève peut-il échapper au maximalisme moral ?** *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 26-45. <https://doi.org/10.7202/1106124ar>

Cet article procède de la philosophie politique et de l'éthique interdisciplinaire de l'éducation et de la formation. Il questionne ce qu'il peut s'agir au juste d'« élever » chez l'enfant quand on le qualifie, dans sa scolarisation, d'élève, et la part qu'y tient l'idée de perfectionnement moral. Nous montrons d'abord que l'oeuvre durkheimienne renferme des ressorts compréhensifs précieux pour comprendre une conception maximaliste de l'éthique de l'élève - elle-même inscrite dans une perspective perfectionniste - aux sources de l'école républicaine en France, et qui conserve une influence aussi durable que désormais problématique (1). Nous dégageons ensuite les linéaments d'une éthique minimaliste de l'élève à même d'en prendre le contrepoint, et tâchons de montrer qu'elle est plutôt en congruence avec le cadre axiologique des démocraties libérales avancées (2). Une ouverture conclusive nous permet enfin d'esquisser quatre saufs-conduits possibles pour nous aider à échapper, sur ces bases, à l'héritage paternaliste du concept d'élève.

Rojas, G. M. (2022). **Aux avant-postes de la soutenabilité : l'enseignement supérieur colombien 1988-2018** (Phdthesis, Université Panthéon-Sorbonne - Paris I). Consulté à l'adresse <https://theses.hal.science/tel-04009082>

La soutenabilité, comme tendance qui perce l'enseignement supérieur en Colombie, est un sujet qui demande à être exploré. Les avant-postes sociétaux, se situant entre les défis écologiques, les crises énergétiques et le changement climatique, tournent tous vers la soutenabilité. C'est pourquoi nous présentons et unifions ici l'ensemble de notre recherche appliquée à l'enseignement supérieur autour de ces avant-postes, entre 1988 et 2018. La première partie de cette thèse, qui se concentre sur la fin du XXème siècle, se développe en deux chapitres et relie une série d'études de cas qui mettent en évidence et éclairent les apports scientifiques et académiques des pays développés envers les défis écologiques et énergétiques. Nous introduisons la méthode nord-américaine d'aménagement écologique du territoire et son applicabilité dans le cadre de la recherche en Colombie. Ensuite nous nous intéressons à la recherche sur l'habitat climatique à partir de l'énergie solaire, menée dans les années 1970 en France, en nous basant particulièrement sur notre propre expérience dans les centres de recherche français. Par la suite, à l'égard de la soutenabilité, nous voyons comment les Objectifs du Millénaire des Nations Unies ont été pris comme des orientations fondamentales pour définir une direction claire pour l'activité de recherche dans un petit échantillon d'universités en Colombie. Ici, la création et utilisation d'un outil de gouvernance dans l'écosystème universitaire et sa confrontation dans le contexte des universités latino-américaines, permet de caractériser l'impact de la vague soutenable. Notre propos est moins de montrer des certitudes, que de présenter un point de vue qui servira de soutien pour des futures études. Dans ce travail, nous essayons, à partir d'un ensemble d'expériences personnelles et collectives, de montrer comment les mutations de la soutenabilité dans l'enseignement supérieur entrent dans l'univers de la recherche, et comment celle-ci, pour sa part, éclaire l'évolution de l'enseignement de la soutenabilité en Colombie. Le déroulement du travail permet de voir la façon dont les pratiques de recherche des nouvelles générations permettent d'articuler les systèmes académiques aux défis issus des transformations et des mutations sociales. Pendant l'écriture du dernier chapitre, une inattendue virale est venue s'introduire de manière radicale parmi les défis planétaires. Elle entre en concurrence avec les objectifs des avant-postes sociétaux, et nous oblige à tourner notre regard vers les apports que les concepteurs de habitats urbains devront proposer. Pour cette raison, face à une société en pleine mutation, et actuellement en lutte contre une situation de pandémie qui touche l'humanité toute entière, nous osons apporter une contribution pour la formation de futurs professionnels en développement urbain. Ces nouveaux professionnels devront être prêts à agir face aux inattendus et aux défis urbains de l'avenir.

Rojas, M. T., Hernández, M., & Falabella, A. (2023). **School Desegregation Policies in Chile: Tension Between the Market and Non-selection Regulation**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 189-207). https://doi.org/10.1007/978-3-031-36147-0_10

This chapter analyses the trajectory of school desegregation policies in Chile over the last 20 years, examining the School Inclusion Law (LIE, by the Spanish acronym). The LIE, enacted in 2015, marks a milestone in the Chilean educational model, as it intervenes in market segregation mechanisms, in contrast to the rationale of previous educational policies. The chapter describes the social and political process that paved the way for

the enactment of the LIE, its foundations and the first evidence of the impacts of its implementation. It suggests that this policy combines various principles that make it difficult to assess its effects on schools. On the one hand, it incorporates principles of redistribution through the end of co-payments and selection of students, and particularly through the implementation of a semi-random admission system that favours integration and social mixing in schools. On the other, it includes principles of recognition by intervening in decisions to suspend and expel students that involve "arbitrary discrimination" based on ethnic, cultural, gender, sexual orientation or religious characteristics. Therefore, the principles of desegregation coexist with principles of sociocultural inclusion, a complex issue to establish in a market-orientated system such as that in Chile.

Roland, E., & Warren, D. (2023). **Assignment Negotiation: Critical Race Theory and Educational Leadership Preparation Program.** *Journal of Cases in Educational Leadership*, 26(4), 89-101. <https://doi.org/10.1177/15554589231173356>

The current tensions around racism in public schooling prompted Dr. Edwards, an assistant professor in educational leadership and policy studies, to teach critical race theory and assign a racism audit for doctoral students to use the theory in practice. Students were to complete their racism audit on their school campus. However, several students refused to complete the assignment. Some students refused for fear of job repercussions, while others accused Dr. Edwards of indoctrinating them with liberal political ideologies. This case explores the complexity and dilemmas that faculty encounter as they engage in antiracism leadership teaching during a time of racial reckoning.

Roques, N. (2022). **Introduction au calcul de la taille d'effet globale d'une intervention dans les méta-analyses en sciences de l'éducation.** *Mesure et évaluation en éducation*, 45(3), 1-32. <https://doi.org/10.7202/1106852ar>

Quand plusieurs études par comparaison de groupes (intervention et témoin) portent sur une même intervention en milieu scolaire, la synthèse de leurs résultats permet d'évaluer l'effet de cette intervention et de répondre aux attentes des praticiens, mais aussi d'orienter les recherches futures. C'est dans ce but que sont réalisées des synthèses quantitatives ou encore des méta-analyses. Pour chacune des études sélectionnées, une taille d'effet est calculée, qui est le g de Hedges (différence standardisée des moyennes des deux groupes) quand la variable à expliquer est un score post-test. La taille d'effet globale est alors estimée en suivant dans la plupart des cas le modèle des effets aléatoires. Enfin, pour conclure quant à l'intérêt de l'intervention, les tailles d'effet sont traduites en nombre de mois de progrès. Un exemple numérique est proposé pour faciliter la compréhension des modèles analytiques mis en oeuvre dans une méta-analyse pour les cas les plus simples.

Rossello, G. (2023). **The Effect of Government Cuts of Doctoral Scholarships on Science** [LEM Papers Series]. Consulté à l'adresse Laboratory of Economics and Management (LEM), Sant'Anna School of Advanced Studies, Pisa, Italy website: https://econpapers.repec.org/paper/ssalemwps/2023_2f33.htm

I provide estimates of the impact of government cuts on PhD scholarships in Science. I leverage a unique quasi-natural experiment, the staggered cuts made by the Hungarian Government between 2010 and 2021 to expand Orbán's political influence over the university system. The political aim of the cut ensures that it is exogenous to the economic

cycle and to the scientific activity of universities. My analysis couples the complete enrolment records of doctoral students in the country around the years of scholarship cuts with a generalized difference-in-differences approach. I find that while government cuts of PhD scholarships have an ambiguous effect on students' attainments, the policy has a clear negative effect on Science. That is, the severe reduction of scholarships increases the chance of completing the PhD by 1 pp, and the effect is stronger for female students. However, this positive effect is counterbalanced by a reduction of a similar amount of entry rates for females and non-traditional students. This suggests that besides training might improve, or the system might become more efficient, this is at the expense of social inclusion. Additionally, the effects of cuts on scientific production are negative both in terms of quantity and quality. The productivity of doctoral students drops by 2 pp while their scientific quality decreases between 0.2 pp and 1 pp. My results suggest that the reduction of doctoral scholarships might produce efficiency in terms of student attainment but at the expense of social inclusion, scientific production, and quality.

Roy, E. (2023). **Gestes professionnels de l'enseignant\timeuse d'arts appliqués de lycée professionnel: un pilotage opérant et un tissage restreint.**
<https://doi.org/10.13140/RG.2.2.12331.82727>

Ce chapitre s'intéresse aux gestes et aux postures de l'enseignant d'arts appliqués de lycée professionnel. Tout enseignant est constamment amené à mobiliser différents gestes et c'est en les adaptant et en les combinant qu'il atteint au mieux ses objectifs. Ces préoccupations se succèdent, se chevauchent, et s'influencent réciproquement lors de la séance et font ainsi varier les postures d'étayage de l'enseignant. Il s'agit de présenter et d'analyser ces différents gestes professoraux et de dégager les postures qui en découlent. L'hypothèse proposée est que l'enseignant débutant favorise la posture de contrôle alors que l'enseignant expérimenté passe d'une posture à l'autre en fonction de ce qu'il perçoit et observe de l'activité des élèves. Les vidéoscopies de huit séances sont analysées par l'entremise du multi-agenda de préoccupations enchâssées. Pour discriminer les différents gestes, des indicateurs de nature sont associés à chacune des macro-préoccupations, définissant de manière plus précise l'organisation constitutive de chacune d'entre elles. Les résultats montrent que les enseignants expérimentés mobilisent globalement de plus nombreux gestes professoraux et qu'ils le font avec une grande diversité. Les gestes de tissages sont davantage propres à une classe ou à un type d'activité qu'à un enseignant. L'enseignant débutant semble rencontrer des difficultés à sortir d'une posture de contrôle tandis que l'enseignant expérimenté, malgré de nombreux gestes disciplinaires, associés à des adressages bienveillants, parvient à diversifier sa posture au gré de l'activité des élèves.

Roy, G. J., Guest, J. D., Baker, M. A., Compton-Lilly, C., Adgeron, A., & Crooks-Monastra, J. (2023). **Compelling cases: The complexities of a paraprofessional becoming a teacher.** *Teaching and Teacher Education*, 136, 104366. <https://doi.org/10.1016/j.tate.2023.104366>
Teachers are leaving the classroom at greater rates while traditional teacher pathways are not yielding enough teacher candidates. These factors create a need for teachers that is especially evident in rural communities. Paraprofessionals (e.g., teaching assistants, instructional aides, paraeducators) who provide classroom support are uniquely positioned to fill these vacancies. In this paper, we examine the experiences of paraprofessionals prior to applying to a teacher residency program. Based upon the experiences shared by the participants, intrapersonal characteristics needed to become

a teacher were highlighted, and policy requirements identified, surfacing challenges paraprofessionals encounter impacting their desire to become a teacher.

Roy, N., Cuerrier, M., & Poellhuber, B. (2023). **Santé mentale, bien-être et formation : les transformations institutionnelles et facultaires opérées lors de la pandémie de COVID-19 répondent-elles aux besoins des personnes apprenantes et aux exigences de la formation à distance en milieu universitaire?** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 35-52. <https://doi.org/10.18162/ritpu-2023-v20n2-05>

Royet, T., Mascret, N., & Vors, O. (2023). **Analyse de l'activité d'apprenants dans un dispositif visant le développement d'apprentissage tactique en badminton.** *Staps*, 140(2), 75-96. <https://doi.org/10.3917/sta.140.0075>

L'intérêt de la dimension tactique des apprentissages en sports de raquette a été maintes fois démontré scientifiquement : au stade conatif « contextuel » en badminton (Dieu, 2012), lors de la phase « exploratoire » en tennis de table (e.g., Sève et al., 2003). Professionnellement, les textes officiels (AFC, Programme lycée, 2019) comme la littérature spécialisée (e.g., Joing & Jospin, 2013) insistent sur la notion de choix tactique. Les rares études en badminton montrent une préoccupation principalement affective plutôt que tactique en lien avec l'histoire de match (Guillou & Durny, 2008). Il est également démontré divers décalages entre les prescriptions des enseignants et l'activité réelle des élèves lors du jeu du « Banco » (Rossard, Testevuide & Saury, 2005) ou en situation coopérative (Guérin et al., 2004 ; Rossard & Saury, 2009). L'enjeu de notre étude compréhensive est d'analyser l'activité typique d'étudiants non spécialistes dans le dispositif scolaire d'apprentissage tactique en badminton « Les maîtres du jeu » (Deutz D'Arragon, Mascret & Vors, 2020) selon le programme de recherche du « cours d'action » avec l'objet théorique « cours d'expérience » à partir du signe tétradratique (Saury et al., 2013 ; Theureau, 2015). Les trois participants de niveaux différents de 18 ans sont des étudiants non optionnaires de badminton, en première année de STAPS. Le recueil de données s'est fait en début et en fin de séquence (leçons 1 et 12) avec les données remplies par l'observateur sur la fiche d'observation, l'espace de jeu où les volants sont envoyés et les données de verbalisation des joueurs lors de six séances d'entretiens d'autoconfrontation explicitant le point de vue des joueurs lors de 12 sets. Notre étude compréhensive a visé à analyser la dynamique des apprentissages tactiques d'étudiants placés dans le dispositif « Les maîtres du jeu » au travers de l'analyse de leur cours d'expérience. Les apprentissages tactiques ont été identifiés au travers du cours d'expérience des joueurs. Notre discussion portera sur une réflexion sur les usages des dispositifs d'apprentissage tactique et sur des pistes professionnelles.

Ruiz, S., Myers, A., Morano, S., & Barry, L. M. (2023). **Impact of Guided Notes on Graduate Student Retention of Facts.** *College Teaching*, 71(4), 273-280. <https://doi.org/10.1080/87567555.2021.2021845>

Guided notes are an instructional strategy used to help students retain facts, concepts, and skills. Evidence for the effectiveness of guided notes with school-aged children diagnosed with high incidence disabilities is well documented, but research with postsecondary participants has had mixed results, and there has been little to no research on the effects of guided notes in online learning environments. The present study sought to examine the effects of guided notes on the retention of facts in high achieving online graduate students. Results indicate statistical significance ($p < .01$) in performance

with a medium effect size, and students preferred guided notes to assist with note taking during lectures.

Ruthven, K. (2023). **Évolutions et tendances comparées de l'enseignement des mathématiques en Angleterre et en Écosse** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 143-153. <https://doi.org/10.4000/ries.14298>

Cet article s'intéresse à l'enseignement des mathématiques en Angleterre et en Écosse dans une perspective comparée. S'agissant de l'Angleterre, il montre comment la progression de l'accès à l'éducation et des attentes envers l'école ainsi que le pilotage et la réglementation croissants de l'État ont façonné l'évolution de cet enseignement. Il met en évidence des visions divergentes des réformes, des conceptions antagoniques de la numératie, la controverse sur les finalités et les modalités de l'enseignement des mathématiques à l'école et l'influence croissante des comparaisons internationales. Enfin, l'article analyse les documents curriculaires actuellement en vigueur en Angleterre et en Écosse, en soulignant leurs discours contrastés en matière d'enseignement des mathématiques, en ce qui concerne les processus d'apprentissage, la force des rapports transdisciplinaires, la reconnaissance des mathématiques comme phénomène historico-culturel et l'importance des méthodes de calcul standards.

Sabet, N. (2023). **Out of the Shadows and into the Classroom: Immigrant Legalization, Hispanic Schooling and Hispanic Representation on School Boards** (CESifo Working Paper Series N° 10677). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10677.htm

I exploit the 1986 Immigration Reform and Control Act (IRCA), which legalized millions of Hispanic migrants in the USA, to study the impact of immigrant legalization on schooling outcomes. Although undocumented migrants are entitled to public education, I find significant post-legalization increases in student enrollment and student-to-teacher ratios in public schools with greater exposure to IRCA migrants. This effect is driven by increased Hispanic enrollment, while whites sort out of public education and into private schooling. The IRCA differentially increases Hispanic school board members and school expenditure, highlighting legal status as a driver of Hispanic human capital accumulation and representation.

Saccomanno, B. (2023). **Socialisations des apprentis à l'entrée sur le marché du travail**. *Agora débats/jeunesses*, (95), 103-121. <https://doi.org/10.3917/agora.095.0103>

Comment l'entrée dans le monde du travail modifie-t-elle les perceptions de jeunes à propos d'eux-mêmes et de leur jeunesse ? Gérer un salaire et la fatigue, négocier l'équilibre des temps privés et professionnels, appréhender l'ordre hiérarchique sont quelques-uns des apprentissages au cœur des socialisations professionnelles étudiées. La population d'étude est composée d'apprentis d'origines populaires, en CAP et baccalauréat professionnel (mécanique, commerce et soins du corps). L'article s'arrête notamment sur les apprentissages tirés du nouveau quotidien induit par l'occupation régulière et continue d'un emploi, de la gestion de la paie aux façons de composer avec les rapports sociaux au travail. Les positions subalternes occupées offrent un point de vue privilégié sur l'expérience de la conformité au travail chez des jeunes dont les récits restituent les effets de leur mise au travail sur leur parcours.

Salonen, A. O., Laininen, E., Hämäläinen, J., & Sterling, S. (2023). **A Theory of Planetary Social Pedagogy**. *Educational Theory*, 73(4), 615-637. <https://doi.org/10.1111/edth.12588>

The escalating planetary crises of human-induced climate change, the depletion of natural resources, and declining biodiversity call for urgent actions to be taken at all levels of society and by the global community. The current political strategy for a sustainable future that emphasizes economic and technological progress is insufficient to bring about the change required; an educational approach based on identities, values, ethics, and new worldviews is also needed. In this article Arto O. Salonen and his coauthors consider the kind of pedagogy that could support a transformation of the human conception of reality into a form that both recognizes the connections and interactions between people, society, and the planet, and imparts an ethical orientation to action that strengthens the health and integrity of all entities. A theory of planetary social pedagogy (PSP) is based on traditional social pedagogy, which provides a theoretical framework for formal, nonformal, and informal education. PSP aims at building a deep holistic understanding of the relationship between the individual, society, and Earth by integrating the fragmented human conception and experience of reality by uniting the three dimensions of a social-ecological worldview: spatial, temporal, and ethical. Moreover, PSP is a cyclical learning process that alternates between cognitive, metacognitive, and epistemic levels of learning. The ultimate goal of using PSP is to lay the foundation for a fundamental transformation of the ideals, values, and culture that shape human behavior in ways necessary for securing a sustainable future.

San, C. K., & Guo, H. (2023). **Institutional support, social support, and academic performance: mediating role of academic adaptation.** *European Journal of Psychology of Education*, 38(4), 1659-1675. <https://doi.org/10.1007/s10212-022-00657-2>

Academic adaptation and performance are core aspects of international students' academic experience in the host academic context. The aim of this study is to investigate the relationship among institutional support, social support, and academic performance of international graduate students, as well as the mediating role of academic adaptation. This study was conducted grounded in Berry's cross-cultural acculturation framework (1997) and Schlossberg's transition model (1995). Survey data were gathered from a sample of 410 international graduate students from five universities in central China. As predicted, the results showed that institutional support, social support, academic adaptation, and academic performance were positively related. Mediation analysis showed that academic adaptation acted as a full mediator between support factors (institutional and social) and academic performance. This study provides evidence of the way in which academic adaptation mediates between support and performance, meaning that institutional and social support increased academic adaptation which enhanced performance in turn. The present study also discusses some implications based on the findings for universities, faculty, and international student academic advisors in China and in other countries.

San Juan Llano, A., Nguyen, T.-M.-T., Rodriguez, D., & Chardy, M. (2023a). **Opening Telecommunication Data for Inclusive Education.** *NetMob 2023 Data Challenge*. Présenté à Madrid, Spain. Consulté à l'adresse <https://hal.science/hal-04256509>

In this paper, we present the main stages of our research in the context of the NetMob 2023 Data Challenge. Following our global research work in cloud continuum infrastructures for inclusive education, we aim to evaluate the impact of telecommunication infrastructures on digital access from an open data perspective in education. We will analyze the French National Education use case crossing the 4G dataset provided by the French telecommunications operator Orange with open

datasets for inclusive education in order to propose the first definition of a new Inclusiveness Education KVI (Key Value Indicator) compatible with the Hexa-X 6G KVI definition.

San Juan Llano, A., Nguyen, T.-M.-T., Rodriguez, D., & Chardy, M. (2023b). **POEMA: a Personal Cloud for Inclusive Education**. In F. of Organization & U. of Z. Informatics (Éd.), *Central European Conference on Information and Intelligent Systems. CECIS 2023* (p. 509-515). Consulté à l'adresse <https://hal.science/hal-04256875>

The COVID-19 pandemic has evolved the way that education takes place. Distant or hybrid learning has confirmed the importance of cloud computing and network infrastructure for maintaining education activities in this situation. However, lessons learned from these experiences also show the problems of education exclusion and digital infrastructure limitations. In this paper, we analyze these two problems and propose a solution named POEMA, a Personal Cloud for inclusive education based on the cloud continuum concepts and beyond with explicit consideration of inclusiveness workloads by design. Likewise we propose an Inclusiveness Education Key Value Indicator (KVI) definition compatible with the 6G Key Value Indicator concept of Hexa-X.

San Juan Llano, A., Nguyen, T.-M.-T., Rodriguez, D., & Chardy, M. (2023c, octobre). **Opening Telecommunication Data for Inclusive Education**. Consulté à l'adresse <https://hal.science/hal-04256613>

In this poster, we present the main stages of our research in the context of the NetMob 2023 Data Challenge. Following our global research work in cloud continuum infrastructures for inclusive education, we aim to evaluate the impact of telecommunication infrastructures on digital access from an open data perspective in education. We will analyze the French National Education use case crossing the 4G dataset provided by the French telecommunications operator Orange with open datasets for inclusive education in order to propose the first definition of a new Inclusiveness Education KVI (Key Value Indicator) compatible with the Hexa-X 6G KVI definition.

Sancho Sora, C. (2021). **Former pour transformer la profession enseignante : le cas d'une formation en établissement**. *Recherche & formation*, 98(3), 47-58. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-47.htm>

Cet article, qui étudie la réception d'une formation en établissement dont les contenus sont présentés comme innovants, vise à mieux comprendre ce que l'Institution nomme parfois la résistance des enseignants au changement. Au-delà des contenus qui semblent, à première vue, adaptés aux problèmes rencontrés par l'établissement, nous étudions les modalités de leur mise en œuvre pour tenter d'expliquer les tensions suscitées par cette action de formation. Celles-ci apparaissent comme le résultat d'une construction collective à laquelle participent les orchestrateurs de la formation.

Santos-Hermosa, G., Quarati, A., Loría-Soriano, E., & Raffaghelli, J. E. (2023). **Why Does Open Data Get Underused? A Focus on the Role of (Open) Data Literacy**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead* (p. 145-177). https://doi.org/10.1007/978-3-031-24193-2_6

Open data has been conceptualised as a strategic form of public knowledge. Tightly connected with the developments in open government and open science, the main

claim is that access to open data (OD) might be a catalyser of social innovation and citizen empowerment. Nevertheless, the so-called (open) data divide, as a problem connected to the situation of OD usage and engagement, is a concern.

Sara, R., & Priyanka, S. (2023). **Long-Term Effects of an Education Stipend Program on Domestic Violence: Evidence from Bangladesh.** *The World Bank Economic Review*, 37(4), 640-658. <https://doi.org/10.1093/wber/lhad014>

Intimate partner violence (IPV) remains a widespread global phenomenon. Among various factors, a low level of education is considered a significant risk factor for experiencing IPV. This paper evaluates whether a secondary school stipend program introduced in 1994 for rural girls affected the long-term prevalence of IPV in Bangladesh. The study exploits two sources of variation in the intensity of program exposure and geographic eligibility and finds that cohorts of rural women eligible for the program experienced significant declines in IPV. Evidence on mechanisms suggests that the program delayed marriage formation and changed partner quality, namely their education and employment, consistent with positive assortative matching resulting from women's improved educational attainment. There are no significant changes in labor market outcomes, decision making within the household, or women's attitude toward the acceptability of domestic violence. Marital matches present a plausible channel through which the program reduces the risk of IPV.

Sato, K. (2023). **A non-ideal aim of redressing epistemic injustices in corruptive educational environments: Toward restorative epistemic justice.** *Theory and Research in Education*, 21(3), 320-336. <https://doi.org/10.1177/14778785231207976>

The most important and general aim of the education system is to edify students, epistemically speaking. However, it is a sad reality that the education system is sometimes a corruptive epistemic environment in which a variety of epistemic injustices occur. In this article, I first argue that the special character of educational institutions means that children sometimes suffer testimonial, participant, and hermeneutical betrayals as specifically educational variants of epistemic injustices. Next, I ask what our response should be to such epistemic injustices. I draw a distinction between an 'ideal' and a 'non-ideal' solution to these problems. I hold that consideration of (a) environmental bad luck and (b) children's lack of control over their epistemic environments should lead us to favor a non-ideal solution to the problem of epistemic injustice in education. I propose that the non-ideal approach to epistemic injustice in education should focus not on the reduction or neutralization of our implicit prejudices, as has commonly been proposed in the literature, but on providing for the epistemic needs of those who suffer epistemic injustices in corruptive environments in two ways. First, we should aim to care for children who are afflicted by injustice by having their epistemic needs legitimately recognized by caring educators. Second, we should aim systemically to offer an educational curriculum for any child and teacher to develop critical imagination to care about the epistemic needs of those who are vulnerable to epistemic injustices. I conclude by explaining the acts of epistemic caring and critical imagining as parts of restorative epistemic justice that affords vulnerable children due recognition of their epistemic needs beyond merely knowing the mechanisms of implicit prejudices and the epistemic injustices associated with them.

Schäfer, G. (2023). **Researching high-skilled migrants between social stratification and methodological nationalism.** *Acta Sociologica*, 66(4), 435-447.
<https://doi.org/10.1177/00016993221145405>

Methodological nationalism as a critique of container-based and nation-state-focused theory and empirical research is currently strongly anchored within migration studies, where it was initially developed. While this has led to extensive literature and critical engagement with methodological nationalism, and ways to circumvent the national trap in many (sub-)disciplines, it has not much penetrated theories of social stratification. This conceptual paper will address this gap by discussing the social positioning of high-skilled migrants in contemporary stratified societies. This exemplary discussion will bring together a critical perspective of methodological nationalism on class and milieu theory. It will also confront the critique of methodological nationalism with the question of the origin of social power and dominance, which are the foundation of stratification theories. This article will specifically draw on Pierre Bourdieu's concept of social space and its derivative. Emphasis will also be given to Michael Vester's development of social milieu to highlight blind spots according to the critique of methodological nationalism. This paper shows that these theories have not grasped high-skilled migration thoroughly. It also outlines that migrant theories and their critique of methodological nationalism inadequately address the source of symbolic hierarchy and the formation of social stratification. Thus, both theoretical strands would benefit from a deeper conversation with each other.

Scharoun, L., Meth, D., Crowther, P., & Brough, D. (Éd.). (2023). **Contemporary Design Education in Australia: Creating Transdisciplinary Futures.** Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/C/bo208668453.html>

New essays on education for the future of the design industry. This book offers a range of approaches to teaching higher education design students to learn to design collaboratively and creatively, through transdisciplinary, multidisciplinary, cross-disciplinary, and interdisciplinary learning experiences. It highlights that the premise of traditional disciplinary silos does little to advance the competencies needed for contemporary design and non-linear career paths and emphasizes the importance of higher education being responsive to changes in society, including fluctuating market demands, economic variations, uncertainties, and globalization. Chapters highlight approaches that address this changing landscape, to meet student, industry, and societal needs and reflect a range of design education contexts in which the authors have taught, with a focus on experiences at the Queensland University of Technology (QUT), Brisbane, Australia, but also including collaborations and comparative discussions elsewhere in Australia and globally, including Europe, Asia, the Middle East, and the United States.

Scheepers, C., Crinon, J., Joshua, C., & Donahue, C. (2023). **Former à l'oral, former par l'oral dans le supérieur** (1er édition). Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807357426-former-l-oral-former-par-l-oral-dans-le-superieur>

Le premier ouvrage scientifique francophone sur l'oral universitaire. Les universités ont longtemps été associées à l'écrit. Néanmoins, l'oral reste omniprésent dans le milieu universitaire : l'oral circule, se pratique, s'enseigne et s'apprend, en étroite relation avec l'écrit. Il peut s'agir d'un oral pédagogique, scientifique et/ou institutionnel. L'oral à l'université a cependant été très peu étudié dans la recherche francophone, focalisée

sur l'écrit. Former à l'oral, former par l'oral, ce sont pourtant deux facettes d'une même problématique : l'oral comme outil ; l'oral comme objectif d'enseignement-apprentissage à part entière. Adressées aux chercheurs, mais aussi aux enseignants et aux formateurs, les différentes contributions cherchent à articuler étroitement, dans une relation circulaire, connaissances scientifiques et situations ordinaires de formation, théorie et dimensions pratiques innovantes, facilement transférables dans d'autres contextes. Comment s'articulent et se distinguent écrit et oral à l'université ? Comment qualifier les pratiques et les représentations, tant des étudiants que des enseignants ? Comment étayer et évaluer leurs pratiques langagières orales ? Cet ouvrage vise à fournir des pistes de réflexion sur l'oral universitaire ainsi que des outils pédagogiques à destination d'étudiants de tous horizons.

Schnellert, L., & Kozak, D. (2023). **Inservice teachers' experiences within a university/school district teacher education partnership: Collaborative inquiry, generative tensions, and emergent praxis.** *Teaching and Teacher Education*, 136, 104362. <https://doi.org/10.1016/j.tate.2023.104362>

We sought to understand the experiences of inservice teachers in teacher education/school district partnerships. Classroom teachers collaborated with teacher candidates to explore literacy practices in situ. We employed case study methodology collecting data through interviews and field notes. Teachers described: how a supportive community helped them take risks in their practice; (re)conceptualizing their practice through in situ co-planning, co-teaching, and co-reflecting; growing in their confidence as mentors and learners; witnessing equity-oriented pedagogy in action; and navigating tensions which offered opportunities for professional growth. This study highlights the potential of such initiatives for teachers' professional learning, practice change, and praxis.

Schulte, B. (2023). **The Policy-Practice Nexus as 'Politics of Use': Professional Autonomy and Teacher Agency in the Classroom.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 39-57). https://doi.org/10.1007/978-3-031-36970-4_3

This chapter approaches the policy-practice nexus by scrutinizing the relationship between teacher agency and professional autonomy. Teacher agency has usually been researched from two different perspectives. On one side, scholars are concerned with questions of professional autonomy vis-à-vis specific accountability regimes, and apply, in the broadest sense, a governance framework. On the other, there is a more normatively grounded discussion of professional autonomy, emphasizing how teachers, due to various new forms of (neo-liberal) governance, become increasingly de-professionalized. While acknowledging both perspectives, this chapter questions the conflation of professional autonomy with teacher agency. Drawing on the concept of the 'politics of use' and findings from fieldwork in China, the chapter proposes a framework for conceptualizing autonomy and agency as they operate in and between systems, involving and producing different types of agents. The chapter's findings suggest that the ways in which policy implementation processes have been conceptualized need to be reconsidered. Particular attention must be paid to the political-ideological and normative specificities of both the investigated policy system and of the investigator's own research traditions, to ensure that policy implementation processes can be compared across a broad variety of cases.

Schulz, W., Solga, H., & Pollak, R. (2023). **Vocational education, tertiary education, and skill use across career stages**. *European Sociological Review*, 39(5), 741-758. <https://doi.org/10.1093/esr/jcac074>

Vocational education enhances smooth transitions into the labour market. However, this initial advantage might vanish over the career and eventually turn into a disadvantage because the skills of vocationally trained workers become outdated faster. So far, research has examined this potential vocational trade-off by assessing labour market outcomes such as employment and income. This study uses a different approach, it directly examines how different types of skills used at work change over the career of vocationally trained workers compared to tertiary-educated workers, and how career events shape skill-use changes. With data from the German National Education Study (NEPS), we examine five skills use dimensions based on job-tasks measures: analytical, creative, managerial, interactive, and manual skills. We find that skill-use differentials between vocational and tertiary-educated workers are only small to modest. The clearest differences relate to analytical and manual skills. Looking across career stages, the observed skill-use differentials remain rather stable across career stages—thus, the vocational skill trade-off thesis is only partially supported. Occupational mobility and unemployment contribute to observable changes, whereas job-related further training does not. Our results challenge skill-based explanations of a vocational trade-off.

Schulze-Hagenest, T., Carstensen, B., Weber, K., Jansen, T., Meyer, J., Köller, O., & Klusmann, U. (2023). **Teachers' emotional exhaustion and job satisfaction: How much does the school context matter?** *Teaching and Teacher Education*, 136, 104360. <https://doi.org/10.1016/j.tate.2023.104360>

The current article investigated the role that the school context plays in teachers' well-being in terms of emotional exhaustion and job satisfaction. First, we analyzed between-school variation in well-being and indicators of social interactions. Second, we examined the association between these indicators and well-being on the teacher and school levels. Based on two large teacher samples (Study 1: N = 1022; Study 2: N = 2886), the results of multilevel regression analyses showed low between-school variance in well-being but substantial variation in indicators of social interactions. Moreover, well-being was tendentially related to interindividual differences in the perception of social climate.

Schwartz, Y. (2023). **L'expérience est-elle formatrice ?** *Éducation Permanente*, 236(3), 91-102. <https://doi.org/10.3917/edpe.236.0091>

S'interroger sur la fonction formatrice de l'expérience renvoie à une série de questions : qu'est-ce que l'« expérience » ? S'agit-il de former celui qui « fait » expérience ou celui qui n'a pas cette expérience ? Former pour quoi faire ? Comment faire « parler » l'expérience ? Quelle est l'articulation possible entre le pôle du savoir formel et celui de l'expérience ? L'auteur aborde ces questions en regardant l'histoire philosophique du concept d'expérience. Ce passage par la philosophie indique qu'il faut penser autre chose que ce qui a été pensé jusque-là par « expérience » pour pouvoir donner un sens à la question de savoir si elle est formatrice.

Sebastien, L., & Avalos, M. (2023, octobre 11). **Developing Autonomy through an Entrepreneurial Project**. Présenté à ENLIGHT Teaching and Learning Conference 2023: Empowering students for tomorrow. <https://doi.org/10/document>

The development of an entrepreneurial project provides students with a unique opportunity to apply skills, fostering autonomy. We (student and accompanying teacher)

present an entrepreneurial project focused on managing low back pain to prevent chronicity in France, part of the 1st year of the Master of Public Health program. Key aspects in autonomy development are highlighted. The student, an osteopath pursuing continuing education in public health, initiated the project, identifying opportunities, setting objectives, and taking proactive steps. While accompanied, she assumes project responsibility. For this endeavor, she actively seeks knowledge and acquires new skills through various means, including relevant MOOCs (Social and Solidarity Entrepreneurship, Creating Innovative Companies), consultation with a teacher proficient in qualitative research methods, and conducting semi directive interviews. The project's progress necessitates critical thinking, creativity, and independent decision-making.

Segon, M., Bas, J., Galli, C., & Gayraud, L. (2023). **Évaluation qualitative du dispositif « Formation Accompagnée »**. Consulté à l'adresse <https://www.cereq.fr/evaluation-qualitative-du-dispositif-formation-accompagnee>

Şen, M., Sungur, S., & Öztekin, C. (2023). **Exploration of middle school students' scientific epistemological beliefs and their engagement in argumentation**. *The Journal of Educational Research*, 116(5), 293-308. <https://doi.org/10.1080/00220671.2023.2265880>
Epistemological beliefs and argumentation are two important themes in science education, but research on the relationship between them is scarce. We treated epistemological beliefs in our study considering the cognitivist view of personal epistemology and included the justification, source, certainty, and development dimensions. We examined students' engagement in argumentation by considering expository comments, oppositional comments, information seeking, and co-construction of knowledge. Sixth-grade students participated in this study. We measured the students' epistemological beliefs quantitatively before and after the argumentation activity to reveal any changes in their epistemological beliefs. We then used qualitative data to reveal how the students engaged in argumentation during whole-class discussions. Finally, we proposed possible connections between students' epistemological beliefs and their engagement in argumentation. MANOVA results showed no significant change in students' epistemological beliefs. Qualitative analyses revealed that students mainly used expository comments during argumentation. Our findings suggested that the use of expository comments can support the justification dimension of epistemological beliefs, but overuse of exposition can hinder other epistemological beliefs. Oppositional comments can feed the certainty and development dimensions of epistemological beliefs. Information-seeking can promote both the justification and source dimensions of epistemological beliefs. Finally, the use of co-construction of knowledge can improve both the justification and development dimensions of epistemological beliefs. The discussion and implication part addresses students' epistemological beliefs, engagement in argumentation, and the connection between epistemological beliefs and argumentation.

Serina-Karsky, F. (2023). **Bien-être scolaire et communauté éducative inclusive : défis et enjeux d'une expérimentation pédagogique à l'Île Maurice pour penser le bonheur d'enseigner**. *Phronesis*, 12(2-3), 209-221. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-209.htm>

Cet article s'appuie sur une recherche-action mise en place durant cinq années dans des écoles primaires de l'Île Maurice ayant mobilisé les membres de la communauté

éducative ainsi que différents partenaires, à partir de laquelle se révèlent les défis et les enjeux d'une expérimentation pédagogique vectrice de bien-être dans la perspective d'une communauté éducative inclusive. L'enquête qualitative et quantitative ayant mobilisé les différents acteurs a permis de mesurer les impacts de l'expérimentation notamment sur l'environnement scolaire, le bien-être des enfants et celui des enseignants. Elle a de plus permis de montrer que la réussite de la mise en place d'une telle innovation pédagogique était corrélée à la prise en compte et à l'accompagnement de tous les acteurs de l'école : les élèves et leurs familles, les enseignants et leurs encadrants, les intervenants extérieurs.

Serina-Karsky, F., & Binetti, M. F. G. (2023, novembre 6). **Ce que la pensée complexe d'Edgar Morin apporte à l'éducation**. Consulté 8 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/ce-que-la-pensee-complexe-dedgar-morin-apporte-a-leducation-212999>

Si Edgar Morin s'est penché sur les questions éducatives et a rencontré un écho dans ce domaine en Amérique du Sud, les pistes que sa pensée apporte pour changer l'école sont trop méconnues en France.

Shafiee Rad, H., & Hashemian, M. (2023). **Role of hedonic and eudaimonic well-being in second language learners' trait emotional intelligence and emotion regulation**. *European Journal of Psychology of Education*, 38(4), 1619-1641. <https://doi.org/10.1007/s10212-022-00663-4>

Well-being can play a vital role in a student's trait emotional intelligence (EI) and emotion regulation that indirectly results in successful learning, rarely investigated in a second language (L2) context. The current research examined the role of well-being manifestations (i.e., hedonic and eudaimonic orientations) in L2 trait EI and emotion regulation. Participants were 312 students selected based on the cross-sectional design from 5 English language institutes randomly in one of the central cities of Iran. Results suggested a significant positive correlation between L2 hedonic orientations with trait EI and emotion regulation. Besides, there was a positive correlation, but not significant, between L2 eudaimonic orientations with trait EI and emotion regulation. Furthermore, results suggested that trait EI and emotion regulation can be regarded as the predictors of L2 hedonic orientations. Interestingly, a positive correlation between trait EI and emotion regulation was detected in this research. In sum, the current research underlines the importance of well-being orientations (i.e., hedonic and eudaimonic orientations) in supporting different pathways to achieving trait EI and emotion regulation that follow a higher level of L2 motivation to learning/teaching.

Shahjahan, R. A. (2023). **Temporality and academic mobility: Shomoyscapes and time work in the narratives of Bangladeshi faculty**. *Higher Education*, 86(5), 1195-1211. <https://doi.org/10.1007/s10734-022-00968-9>

Academic mobility has been predominantly investigated as a resource for career development and progression of individuals or as a contributor to national economic growth and advancement (brain-drain/gain). Yet, despite its significance, the temporal dimensions of academic immobility/mobility remain undertheorized in academic mobility studies. By temporal, I am going beyond clock-time to include any phenomenon tied to making meaning and related to time-related changes. Drawing on Shahjahan et al.'s (2022) notion of shomoyscapes, this paper focuses on Bangladeshi faculty's experiences as an example of how a temporal lens can help illuminate the

interrelationships between academic immobility/mobility and temporality to enliven scholarly understandings of such a migration process. It showcases three Bangladeshi scholars' narratives to highlight different temporal rationales, constraints, and agencies of migration among aspiring, returnee, and/or immigrant mobile scholars' experiences, which are often studied separately in academic mobility studies. It argues that a temporal lens showcases how mobility begins and continues temporally in people's lives before and/or after spatial movements (i.e., physical movements from one space to another). Such time work was interconnected with relational entanglements, constituting complex temporal landscapes (i.e., shomoyscapes) encompassing future, present, and past. It concludes with implications of a temporal lens for future academic mobility studies.

Shahjahan, R. A., Grimm, A., & Allen, R. M. (2023). **The "LOOMING DISASTER" for higher education: how commercial rankers use social media to amplify and foster affect.** *Higher Education*, 86(4), 827-843. <https://doi.org/10.1007/s10734-021-00762-z>

Despite the ubiquity of global university rankings coverage in media and academia, a concerted attempt to investigate the role of social media in ranking entrepreneurship remains absent. By drawing on an affect lens, we critically examine the social media activities of two commercial rankers: Times Higher Education (THE) and Quacquarelli Symonds Ltd (QS). Based on an analysis of THE's Twitter feed and QS' Facebook page between January and June 2020, we illuminate how rankers use social media for affective storytelling to frame and sell their expertise within global HE. First, we demonstrate how THE uses Twitter to engage an audience of institutions, governments, and administrators, reinforcing universities' increasingly aggressive behavior as market competitors. Next, we show how QS engages a student-oriented audience on Facebook, furthering the role of students as consumers. Before and during the COVID pandemic, we observed that both rankers amplified and mobilized precarity associated with performance and participation, selling hope to targeted audiences to market their expertise as solutions—a strategy that remained amidst the global pandemic. Based on our observation of the front stage of rankers' social media activities, we argue that rankers' deployment of social media as a form of affective infrastructure is conducive to further sustaining, diffusing, and normalizing rankings in HE globally.

Sharma, S. N., & Dehalwar, K. (2023). **Council of Planning for Promoting Planning Education and Planning Professionals.** *Journal of Planning Education and Research*, 43(4), 748-749. <https://doi.org/10.1177/0739456X231204568>

Sharrock, R., Hamonic, E., Bonfert-Taylor, P., Goudzwaard, M., Memmi, G., Chow, C., & Meise, J. (2023, octobre 11). **Designing a unique revision loop updating courses simultaneously on different MOOC platforms.** Présenté à Learning With MOOCs. Consulté à l'adresse <https://telecom-paris.hal.science/hal-04255412>

This study introduces a content revision loop for simultaneous course updates across MOOC platforms. It uses a single source of truth and iterative, data-driven methodologies, enabling efficient dissemination of updates and assessment improvement. The approach provides a model for instructors managing courses on multiple platforms.

Sheridan, L., & Gigliotti, A. (2023). **Designing online teaching curriculum to optimise learning for all students in higher education.** *The Curriculum Journal*, 34(4), 651-673. <https://doi.org/10.1002/curj.208>

Disruptions to higher education teaching have raised significant concerns over the best curriculum design for teaching online and for the inclusion of all students. Universal design for learning (UDL) together with curriculum research models – taxonomy of significant learning and integrated curriculum design (ICD), provides a curriculum approach to optimising students' learning and building engagement with learning online. This paper outlines the redesign process and decisions made to improve the curriculum design in an online sociology course in teacher education. The goals of the redesign were to optimise all student learning, engagement and perceived satisfaction. Data collection included student responses (pre and post), course evaluation, analytics and reflections from an expert reviewer. Analysis was guided by the UDL curriculum design principles of engagement, representation and action/expression. Emerging from this research is the need to ensure that online learning redesign is user-friendly and engaging, with multiple supported learning opportunities for the students. This redesign strengthens the quality of online learning, with learning becoming more meaningful and learning activities incorporating elements that are reflective, instructional and social. One interesting aspect that emerged was the importance of the partnership between the academic and the instructional designer in the redesign process.

Shirrell, M., Glazer, J. L., Duff, M., & Freed, D. (2023). **The Winds of Changes: How Research Alliances Respond to and Manage Shifting Field-Level Logics.** *American Educational Research Journal*, 60(6), 1221-1257. <https://doi.org/10.3102/00028312231193401>

Research alliances, like other research-practice partnerships (RPPs), aim to bridge the historic divide between educational research and practice and improve education in particular local contexts. Yet, although these demands reflect multiple and contested field-level logics, little prior research has examined the ways these logics impact the work of RPPs. This longitudinal, qualitative study explores the field-level logics that dominated the local contexts of two research alliances; how these logics shifted over time; and how research alliances responded to these shifts. Results show that field-level logics of research, practice, and community contended in both local contexts, and that alliance design, resources, and local contexts shaped research alliances' efforts to respond to and manage shifting demands.

Silvera, R. (2023, novembre 6). **Les accompagnants des élèves en situation de handicap sont en lutte.** Consulté 6 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/rachel-silvera/accompagnants-eleves-situation-de-handicap-lutte/00108403>

La journée d'action du 3 octobre est passée presque sous silence : ce sont les accompagnants et surtout les accompagnantes d'élèves en situation de handicap (AESH) qui se sont mobili

Silverman, R. D., Keane, K., Hsieh, H., Southerton, E., Scott, R. C., & Brunskill, E. (2023). **Texting and tutoring: Short-term K-3 reading interventions during the pandemic.** *The Journal of Educational Research*, 116(5), 254-267. <https://doi.org/10.1080/00220671.2023.2251432>

In the midst of the pandemic, we implemented and investigated short-term interventions to support K-3 reading. Specifically, we studied a text messaging program that provided

caregivers with tips on supporting K-3 reading. Additionally, we studied combining the text messaging program for caregivers with one-on-one remote tutoring for their children. Survey data suggested that caregivers in the text messaging program gained self-efficacy, though they did not show gains in implementing home literacy activities or communicating with their children's teacher. Assessment data suggested that students whose caregivers participated in the text messaging program did not make gains regardless of whether they received tutoring. We offer implications and directions for future research in the discussion.

Simar, C., Genton, M., Denois, V. R., Jourdan, D., Chauvin, F., Cury, P., & Pironom, J. (2023). **Factor's influencing primary teacher practices in health education, life skills, health literacy.** *European Journal of Public Health*, 33(Supplement_2). <https://doi.org/10.1093/eurpub/ckad160.1416>

Background: A health-promoting school (HPS) approach was introduced over 25 years ago and has been promoted globally since; however, the aspiration of a fully embedded, sustainable HPS system has not yet been achieved, and very few countries have implemented and sustained the approach at scale. The Alliance for health aims to enact and assess the impact of a comprehensive approach to health promotion at the school and community levels. This is an intersectoral project involving regional education authorities, regional public health agency, local policy makers, researchers, and local health promotion operators. The question arises as to how to identify factors influencing teachers' activity in wellness (WB), health education (HE), life skills (LS) and health literacy (HL)? Methods: This project involves 101 French primary schools and 97 associated municipalities in the AURA region randomly selected in an intervention and control groups. Primary school teachers were provided training, support, and resources to develop a health-promoting environment in school according to the Health-Promoting Schools framework. Primary school teachers were provided training, support, and resources to develop a health-promoting environment in school according to the Health-Promoting Schools framework. Each year, a questionnaire is distributed to teachers in order to monitor the development of their activity in the areas of WB, HE, LS and HL. 243 questionnaires are analyzed, collected from October 19 to March 20, 12 opening questions were analyzed (1591 items) in order to characterize their practices in the areas above. Based on this classification, factors contributing to activities were sought by doing univariate, multivariate and exploratory factor analysis. Results: The descriptive analysis showed that factors are linked to institutional, contextual, individual and collective dimensions. The results are preliminary and the complex analysis are actually in process. Key messages: A better understanding linked to their practices in health education, health literacy, life skills and well-being is needed to develop appropriate training and support. • To develop adequate training and support in health promoting school, it's necessary to identify factors most linked to primary teacher practices in health education, life skills and health literacy.

Simard, È. (2023). **Les forces de caractère et la résilience des étudiants en situation de handicap à l'université** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse <https://constellation.uqac.ca/id/eprint/9296/>

Cette recherche s'intéresse aux étudiants en situation de handicap (ÉSH) dans les universités francophones du Québec, une population en croissance constante depuis les dernières années (Association québécoise interuniversitaire des conseillers aux étudiants en situation de handicap [AQICESH], 2021). Elle cherche à documenter quelles

sont les caractéristiques personnelles et les forces qui sont susceptibles de favoriser la résilience de ces étudiants, surtout considérant les embûches supplémentaires engendrées par les effets de leur condition sur leur participation sociale (Kurth & Mellard, 2006; Mamboleo et al., 2020). Pour ce faire, un devis méthodologique quantitatif a été privilégié, ce dernier reposant sur quatre objectifs précis : 1) décrire les caractéristiques sociodémographiques des ÉSH ; 2) déterminer les forces de caractère dominantes chez les ÉSH ; 3) décrire le degré de résilience des ÉSH, et 4) explorer les liens existants entre les caractéristiques sociodémographiques, les forces de caractère et le degré de résilience des ÉSH. Afin de répondre à ces objectifs, un questionnaire utilisant deux outils de mesures validés en français ont été employés : le CD-RISC-10 de Connor et Davidson (2003) pour mesurer le degré de résilience et le VIA-IS-120 de Peterson et Seligman (2004) portant sur les forces de caractère. La collecte de données s'est effectuée à l'automne 2020, période pendant laquelle 115 participants ont complété la totalité du questionnaire. Des analyses descriptives et corrélationnelles ont été retenues pour procéder au traitement statistique des données. Ces analyses visaient à vérifier trois hypothèses : a) les ÉSH présenteront un profil de force de caractère et de valeurs qui est distinctif en fonction de la condition avec laquelle ils vivent ; b) les ÉSH démontreront un degré de résilience qui est différent en fonction de la condition avec laquelle ils vivent, et c) le courage, la justice et l'humanité seront les valeurs les plus susceptibles de favoriser la résilience chez les ÉSH. Les résultats démontrent que ni le degré de résilience ni le profil des forces de caractère présentent des différences significatives en fonction de la condition, réfutant ainsi les deux premières hypothèses préalablement énoncées. Concernant la troisième hypothèse, les résultats ont permis de révéler que ce sont la bienveillance, le courage et la sagesse qui sont davantage associés au degré de résilience des ÉSH. Considérant le contexte souvent défavorable dans lequel les ÉSH évoluent tout au long de leur cheminement scolaire, il y a lieu d'avancer qu'une attention particulière devrait être portée afin de promouvoir ces forces et ces valeurs, puisqu'elles sont susceptibles de favoriser leur résilience et ainsi, rehausser leur bien-être au quotidien.

Singh, K., Southcott, J., & Lyons, D. (2023). **From our post qualitative kitchen: a Langar meal of knowledge.** *International Journal of Qualitative Studies in Education*, 36(10), 2213-2228. <https://doi.org/10.1080/09518398.2021.1982051>

Ways of knowing in social sciences and educational research are sculpted by normative knowing of ways that are rooted in prescriptive histories of positivist and qualitative traditions. In this paper, by subscribing to what St. Pierre and Lather initiated as the "postqualitative movement", we turn from tradition to re-search research praxis and nominate "Langar" (a Sikh cultural practice of congregational cooking and consumption) as an alternative site of knowledge creation and postqualitative resistance. We approximate Langar to establish a "research commune" in which we prepare a metaphorical meal of knowledge and argue that with its salient openness, enriching philosophy and non-hierarchical texture, Langar can inform educational research and bring into its fold some intriguing philosophical and processual dimensions that originate from varied cultural contexts. This can, herald into educational research, a newness that can potentially re-negotiate boundaries, re-order research norms and interrupt hierarchies to foster creative ways of knowing.

Sipos, N., Kuráth, G., Bányai, E., & Jarjabka, Á. (2023). **Applicants' institution selection criteria in the higher education: An empirical study in Hungarian higher education**

management. *Management in Education*, 37(4), 178-189.
<https://doi.org/10.1177/08920206211030975>

The purpose of this paper is to show what are the applicants' institution selection criteria in higher education in Hungary and what changes this will imply in higher education management and communication. These questions were investigated based on a review of the most relevant literature and the analysis of 1396 Hungarian higher education University of Pécs applicants in two consecutive years. Exploratory and confirmative factor analyses were used to identify the relative order of the application influencing factors: as a result, the first most important is the vivacity, followed by career and costs, fourth is image and the last one is the low commitment. In this context, the paper has shown that the identification of the application strategies requires renewed management and communication techniques. The results help the institutions to determine the possible actions to be implemented to attract more students and improve the level of offered services. The permanent system change of the Hungarian higher education as a phenomenon versus the applicants' institution selection criteria gives the uniqueness of the Hungarian situation, and this study provides information for researchers in higher education in this field additionally.

Slaby, F. (2023). **Penser les fragilités de l'université d'aujourd'hui avec Newman.** *Transversalités*, 167(4), 29-41. <https://doi.org/10.3917/trans.167.0029>

Universitaire reconnu, Newman était une figure influente de l'université d'Oxford et de l'université catholique de Dublin. Ses trois ouvrages sur l'université (*L'Idée d'université*, *The Rise and Progress of Universities* et *My Campaign in Ireland*), tous écrits dans les années 1850, constituent le corpus de cet article. En tant que théoricien, mais aussi historien et homme d'action au sein de l'université faisant face aux mutations de l'institution universitaire, Newman tente de faire bifurquer l'université de son temps comme il peut encore le faire avec celle d'aujourd'hui en rappelant qu'elle est faite de personnes assemblées dans un même lieu à qui on accorde le temps de cultiver leur intelligence.

Smith, E., & Smith, A. (2023). **Informal training and learning in Australian firms: The need for a new perspective.** *International Journal of Training and Development*, 27(3-4), 442-460. <https://doi.org/10.1111/ijtd.12307>

This paper examines the use of informal training for workers, by Australian companies and other organisations. Using survey data, it reports the prevalence of informal training and also the utilisation of different types of informal training. Differences are found by employer size, particularly for the different types. By examining qualitative responses, it is found that employers' perceptions of informal training are often not those reflected in existing literature. The paper therefore argues for a new definition of informal training which is comprehensible to employers and workers alike, so that more, and more reliable, research can be undertaken.

Snider, L. A., Contino, R., Simoni, M., Talley, J., & Talapatra, D. (2023). **Don't go it alone: Locating the sexual health curricula available to families of students with intellectual disability.** *Psychology in the Schools*, 60(12), 5145-5166. <https://doi.org/10.1002/pits.23042>

Students with intellectual disabilities (ID) have reduced access to sexuality education at school, tasking families with filling the gap. This limited access contributes to persistent health inequities, psychosocial risk, and reduced self-determination for individuals with ID. To understand the resources that families may encounter when filling this service gap, a naturalistic scoping review and content analysis of ID-specific sexual health curricula

(SHC) was conducted. This analysis found a limited number of SHC available to family members who may seek them out online, and even fewer SHC designed for the specific needs of family-led delivery. While curricula identified in this study generally include the minimum recommended content areas for comprehensive sexuality education, they less frequently provide actionable guidelines for caregivers tasked with adapting teaching practices and outcomes assessment to the diverse profiles of students with ID. By understanding the SHC available to families of students with ID, school psychologists can improve their partnerships with families, disseminate needed resources, implement collaborative intervention practices, and advocate for inclusive sexuality education practices.

Sobti, N., & Welsh, R. O. (2023). **Adding Color to My Tears: Toward a Theoretical Framework for Antiracism in School Discipline.** *Educational Researcher*, 52(8), 500-511. <https://doi.org/10.3102/0013189X231191448>

Persistent racial disparities in students' disciplinary outcomes have been one of the most concerning educational policy and equity topics for decades. Despite the hypervisibility of Black students in school discipline conversations, research and practice evade a focus on anti-Black racism. In this essay, we draw from Black Critical Theory (BlackCrit) to present a theoretical framework that researchers and educational stakeholders can use to specify, study, and understand antiracism in school discipline. We outline and discuss six interrelated theoretical constructs of the Antiracism in School Discipline framework: (a) 'Trading Away the Black,' (b) 'Whites as Propertied,' (c) Intersecting Blackness, (d) Racial Neoliberalism, (e) La Petite Misère, and (f) Internalized Racism. Examples of studies providing empirical support for these theoretical tenets are also discussed, and suggestions for utilizing this framework in scholarship, policy, and practice are also offered.

Soto Sullivan, C. M., Deemer, E. D., & Yadav, A. (2023). **Work–Family Balance Satisfaction of Racially and Ethnically Minoritized Postdoctoral Scholars in the STEM Fields.** *Journal of Career Development*, 50(6), 1263-1278. <https://doi.org/10.1177/08948453231185772>

Postdoctoral scholars encounter challenges as they navigate the gap between graduate school and employment positions, one of which includes the challenge of work–family conflict and balance. We used structural equation modeling to test goal endorsement as a possible cultural moderator of the indirect relationship between work demand and work–family conflict. Results revealed that the indirect effect between work demand and work–family conflict was significant at low, but not high, levels of communal goal endorsement. In turn, work–family conflict was found to be a significant negative predictor of work–family balance satisfaction. Results suggest that minoritized postdoctoral scholars' high value of communion serves as a protective factor in reducing the deleterious effects of challenging work environments on work–family conflict and satisfaction with work–family balance. Empirical and practical implications of the findings are presented.

Sotto-Santiago, S., & Vigil, D. (2023). **Racist nativism in academic medicine: an analysis of Latinx faculty experiences.** *International Journal of Qualitative Studies in Education*, 36(10), 1981-1995. <https://doi.org/10.1080/09518398.2021.1956617>

The disadvantaged position in which underrepresented faculty in medicine often find themselves is characteristic of not only our current society but also tradition and elitism in academic medicine. This study analyzed the experiences of Latino/a/x faculty in

academic medicine and examined the messages that perpetuate racist nativist attitudes in academia. The analysis employed qualitative content textual analysis to examine interview transcripts with Latino/a/x faculty. The approach is grounded on racist nativism as the foundation for analysis, expanding its theoretical reach to academic medicine. Findings revealed experiences of racism, discrimination and microaggressions, as well as the role of perceived accents as exclusionary identifiers, and provided insights into its effect on academic credibility. The exodus of Latino/a/x faculty and administrators from traditionally White institutions is thought to be multifactorial, including poor institutional climates and instances of racism. This article demonstrates how racism challenges the credibility of Latino/a/x faculty.

Soyez Lozac'H, B., Gottsmann, L., & Fuchs, J. (2023). **Les Aires Marines Éducatives, un dispositif à contre-courant**. *Rencontres internationales de la classe dehors*. Présenté à Poitiers, France. Consulté à l'adresse <https://hal.science/hal-04267443>

The aim of this paper is to present a review of the literature on school-based environmental education schemes, and in particular their characteristics and the teaching practices identified as having a positive influence on pupils' relationship with nature. Indeed, the ecological transition is at the heart of collective concerns, and schools are gradually taking it on board, through a range of schemes. The aim is to « provide young people with the tools to analyze and understand the challenges of tomorrow's world, so that they can commit themselves to a sustainable and desirable future on a viable and liveable planet » (Vademecum - Education au développement durable, 2021, p. 1). Our aim is to analyze how environmental education can transform students' relationship with nature. This process of identifying an ideal type (Weber, 1965) aims to model what appears to be common to environmental education systems. According to Weber, the ideal type is not an empirical reality, but an analytical tool for comparing a wide variety of phenomena and understanding them within their contexts. This model, which allows us to take a critical look at the environmental education systems in place in the French education system, opens up a whole range of research avenues for understanding the processes involved in transforming a school audience's relationship with nature.

Spinks, M., Metzler, M., Kluge, S., Langdon, J., Gurvitch, R., Smitherman, M., ... Strong-Green, A. (2023). **"This Wasn't Pedagogy, It Was Panicgogy": Perspectives of the Challenges Faced by Students and Instructors during the Emergency Transition to Remote Learning Due to COVID-19**. *College Teaching*, 71(4), 227-243. <https://doi.org/10.1080/87567555.2021.2018395>

This qualitative study explores the impact of the emergency transition to remote education (ETRE) during the COVID-19 pandemic on instructors and students through the lens of self-determination theory (SDT). A modified thematic analysis of narratives from a cross-sectional survey revealed eight themes: Sense of loss/grief, Role conflict, Helplessness, I had no choice, This felt impossible, Lost connections, Am I safe, and They don't care about me. Sub-themes expound on their associated themes. Participant narratives shared feelings of trauma and crisis as they related experiences of higher education during the mandated global shutdown. The stories of these experiences are indicative of loss of autonomy, competence, and relatedness, tenets of self-determination. These experiences, for the majority of students, led to a loss of motivation to learn, participate, or produce meaningful work. For most instructors, the experiences led to a similar lassitude and frustration. The authors conclude that the experience of the

ETRE negatively impacted both teaching and learning in the higher education setting. Recommendations include further development in higher education to support both instructors' and students' self-determination during catastrophic change.

Stanley, J. L., Haynes, R., Francis, G. L., Bilodeau, M., & Andrade, M. (2023). **A call for saying "gay"**. *Psychology in the Schools*, 60(12), 5076-5087. <https://doi.org/10.1002/pits.23007>

On March 28, 2022, Florida's Governor Ron DeSantis signed HB 1557 "The Parental Rights in Education" bill into law, taking effect July 1, 2022. As written, the bill: (a) prohibits discussion of lesbian, gay, bisexual, transgender, intersex, queer/questioning, and all other terms and concepts related to sexuality and gender (LGBTQ+) topics within schools, (b) requires schools to provide access to confidential records (e.g., counseling notes), and (c) requires school staff to notify parents when students engage in LGBTQ+ conversations or seek resources. While proponents posit that HB 1557 protects the "parents' fundamental rights to make decisions regarding the upbringing of their children," critics and activists contend that the bill will result in enduring damage to LGBTQ+ students. The purpose of this essay is threefold: (a) describe HB 1557 and elaborate on public responses to the bill, (b) provide stakeholder commentary on HB 1557, and (c) offer considerations to support members of the LGBTQ+ community in schools.

Stenersen, C. R. (2023). **Competing Policy Ideas in Classroom Practice: The Case of Student Group Work**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 247-264). https://doi.org/10.1007/978-3-031-36970-4_13

In this chapter, the policy–practice nexus is empirically studied by examining an example of student group work trajectory in the context of Norwegian classrooms. Research and policy highlight the importance of developing student collaboration skills in the school setting. At the same time, contemporary education is marked by a focus on the individual learner and the measurement of the learning outcomes of individual students. This chapter explores this apparent dilemma by contrasting the political and pedagogical ambitions related to desired outcomes of student group work with empirical actualisation of authentic student group work. A conceptual framework informed by discursive institutionalism and the theory of cooperation and competition provides a multilayered lens for exploring the policy–practice nexus and scrutinising how policy intent might turn out in practice. As such, the study can serve as an example of how policy ideas, the school as an institution and the agency of teachers and students interact in the complex field of educational practice.

Stewart, B. (2023). **Toward an Ethics of Classroom Tools: Educating Educators for Data Literacy**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 229-244). https://doi.org/10.1007/978-3-031-24193-2_9

In a world of pervasive digital surveillance, data mining, and skyrocketing online participation due to COVID-19, does higher education have a responsibility to approach digital datafication with policies and practices that center equity? This chapter outlines two projects that aim to foster data literacies among educators, and to understand the data practices and perspectives that they bring to their roles as knowledge workers in systems that structure learning and knowledge. The chapter overviews the development

of each project and explores the reality that higher education has not yet grappled with the complexity that datafifications pose. Ultimately, it posits that higher education needs ethics-focused conversations about the risks and implications of datafied platforms, and faculty development initiatives that foster data literacies among educators and learners.

Stienstra, K., Knigge, A., Maas, I., de Zeeuw, E. L., & Boomsma, D. I. (2023). **Are classrooms equalizers or amplifiers of inequality? A genetically informative investigation of educational performance.** *European Sociological Review*, 39(5), 708-723. <https://doi.org/10.1093/esr/jcac054>

We investigate the influence of the classroom environment on educational performance and its dependency on parental socio-economic status (SES). The classroom environment can have a compensatory effect and decrease educational inequality, in which case the classroom context is more important for children originating from lower SES families. Alternatively, there can be an amplifying effect, in which case the classroom environment is more important for high-SES children. This would increase educational inequality. We investigate the two alternatives by applying a twin design to data from 4,216 twin pairs from the Netherlands Twin Register (birth cohorts 1991–2002). Some twin pairs share a classroom and other twins from the same pair are in different classrooms. We use this fact to decompose the variance in educational performance at the end of primary school into four components: genetic variance, classroom variance, shared environmental variance, and non-shared environmental variance. We find that of the total variance in educational performance, only a small part (2 per cent) can be attributed to differences between classrooms within schools. The influence of the classroom was larger when the level of parental SES was lower (up to 7.7 per cent) indicating a compensatory effect.

Streifer, A. C., & Palmer, M. S. (2023). **Is Specifications Grading Right for Me?: A Readiness Assessment to Help Instructors Decide.** *College Teaching*, 71(4), 244-251. <https://doi.org/10.1080/87567555.2021.2018396>

Specifications grading is an alternative grading scheme that prioritizes transparency and progress-oriented feedback, with the goals of increasing student motivation, fostering clear communication, and achieving educational equity. Despite its recent, rapid increase in popularity, little attention has been paid to the forms of support faculty need to implement specifications grading successfully, and to the personal and professional circumstances that shape instructors' experiences with specifications grading. To fill these gaps, we have created a readiness assessment tool that prompts instructors' reflection on how institutional culture, identity, and course/curricular contexts may pose or alleviate the risks of adopting nontraditional grading practices.

Sugizaki, M., & Iida, J. (2023). **School counselor perceptions of factors facilitating transitional support: Focus group interviews with school counselors.** *Psychology in the Schools*, 60(12), 5264-5280. <https://doi.org/10.1002/pits.23034>

This study aimed to identify factors that promote transitional support for K-12 students through focus group interviews with 18 school counselors with 10 or more years of experience. In the interviews, the respondents were asked about their perception of the current status, challenges, and ideals related to transitional support. As a result, several themes were extracted. These themes were categorized and discussed: factors related to SCs, factors related to schools, factors specific to transitional support, and factors related to the community. Factors related to SCs were considered to be SCs' own skills

and work structure that made transitional support behaviors more difficult. Factors related to schools were cited as barriers to transitional support in the school setting. That is, differences in teachers' views and perspectives about children at different school levels were considered to make it difficult to build a foundation of trust between schools. Factors specific to transitional support include the need for a standardized system and manuals and a smooth handover of information. As for factors related to the community, the utilization of a network of local resources was highlighted. Overcoming these issues and improving these factors are expected to promote the provision of transitional support.

Sun, Y., Zhang, R., Hu, L., & Li, A. (2023). **Understanding the performance of universities to promote technological innovation and transformation: An application to China based on a new network data envelopment analysis cross-efficiency model.** *Higher Education Quarterly*, 77(4), 932-968. <https://doi.org/10.1111/hequ.12442>

When evaluating the performance of Research and Development (R&D) and Scientific and Technological (S&T) transformation activities in universities, the existing studies do not contain prior strategy analysis and inequality analysis. In this regard, prior strategy reflects the relative attention paid by universities to R&D and S&T transformation activities, while inequality analysis assists us in better understanding technological inequality in efficiency across universities. Additionally, this study contributes to the existing literatures by proposing new concepts of window-based cross-efficiency, window-based relative weights and a network Data Envelopment Analysis model. Our framework is able to evaluate the efficiency, perform priority analysis and identify the sources of technological inequality. Empirically, this study focuses on universities in Chinese provinces from 2007 to 2019. This study is of high policy practice, since it provides policy makers with how each university has performed during the examined period and what are the underlying factors driving efficiency changes.

Sunderram, S. (2023). **Representation, Race and Empire: a Postcolonial Analysis of the New York Global History Regents exam.** *Journal of Curriculum Studies*, 55(6), 661-681. <https://doi.org/10.1080/00220272.2023.2255993>

Postcolonial studies have long identified history curriculum as a site of empire building. High stakes exams like the Global History Regents Exam in New York (NYGHR) undoubtedly impact curriculum but have yet to be examined through a postcolonial lens. This study evaluates to what extent, if at all, the NYGHR perpetuates eurocentrism as defined by four concepts from the literature: numerical representation, replacement, tokenism and narrative erasure. Through both qualitative and quantitative analysis, the study finds the exam to be eurocentric both in its numerical underrepresentation of the global south, and in its replacement and omission of global south achievement, its overuse of tokenism, and its flagrant narrative erasure of the violence of colonialism. The study posits implications and next steps for students, practitioners and future research on how to build inclusive, student driven global history curricula

Swanzy-Impraim, E., Morris, J. E., Lummis, G. W., & Jones, A. (2023). **Exploring creative pedagogical practices in secondary visual arts programmes in Ghana.** *The Curriculum Journal*, 34(4), 558-577. <https://doi.org/10.1002/curj.201>

Secondary visual arts education provides learners with opportunities to develop critical thinking, and their creative potential, as part of their personal growth. This development happens when visual arts teachers actively integrate creative pedagogies to target

creative thinking in learners. Ghana's 2019 National Pre-tertiary Curriculum Framework has added creativity as one goal for all learners. This research study explores teachers' perceptions and use of creative pedagogies as part of implementing this creativity into their teaching. A multi-site qualitative case study was conducted in government secondary schools within Sekondi-Takoradi, Ghana, and data were gathered from interviews and participant observations. The 16 cases specifically examined creative pedagogies in practice in the secondary visual arts programme, as the subject of visual arts is commensurate with developing creativity. The study revealed that teachers' pedagogical perceptions of developing creativity do not align with the actual pedagogies they employ, with teachers being observed to emphasise teacher-centred pedagogies. It is suggested that the integration of creative pedagogies should be contextualised in Ghana's secondary visual arts programme, in order to support teachers to meet the goal of creativity development for all learners.

Talbot, D. (2023). **Knowledge, knowers, and power: understanding the 'power' of powerful knowledge.** *Journal of Curriculum Studies*, 55(6), 633-645. <https://doi.org/10.1080/00220272.2023.2256009>

This article seeks to contribute to recent theorizing around the concept of powerful knowledge. I begin with a discussion of the current use of the term in both academia and the wider institutional environment of schools. I then give a detailed account of its origins in social realism before exploring different iterations of the concept in recent academic work. The second half of the article seeks to develop the idea of 'power' in powerful knowledge by engaging with the criticisms of philosopher John White. I do this by bringing in the philosophical work on the concept of power offered by Peter Morris. I conclude that Morris' analysis of power can help reveal why 'power' is best seen as a disposition to effect certain ends. I suggest that this helps resolve some of the concerns of White and provides a template for how to think about powerful knowledge going forward.

Tarchi, C., & Mason, L. (2023). **Learning across media in a second language.** *European Journal of Psychology of Education*, 38(4), 1593-1618. <https://doi.org/10.1007/s10212-022-00652-7>

The present study investigated the impact of the medium on learning in L2. Specifically, learning performances from L2 material were compared across three media: text, video, and subtitled video. The participants were 126 undergraduate students who were randomly assigned across three conditions: a text condition, a video condition, and a subtitles condition. First, students were asked to complete three questionnaires on control variables. Second, students were asked to read/watch a learning material and answer comprehension, recall, transfer, and calibration questions twice: immediately and a week after. Results reveal that the participants in the video condition outperformed those in the text condition in delayed comprehension and recall. Overall, learning performances were substantially equivalent across media when assessed immediately after processing the material, but subtitled videos had the potential to boost deeper learning performances only in highly skilled learners.

Tardif, C., Thomas, V., Carpentier, G., & Villeneuve-Lapointe, M. (2023). **Quand la pandémie perdure: les préoccupations sous-jacentes aux gestes professionnels d'enseignant.e.s à l'éducation préscolaire et à l'enseignement primaire.** *Revue hybride de l'éducation*, 7(3), 1-25. <https://doi.org/10.1522/rhe.v7i3.1495>

À l'hiver 2021, alors que le contexte pandémique prévalait depuis près de deux ans, mais que le contexte d'urgence n'était plus aussi prégnant, treize enseignant.e.s de l'éducation préscolaire et de l'enseignement primaire ont témoigné de l'influence de la pandémie sur leur pratique. L'analyse des transcriptions a révélé que le maintien d'une atmosphère positive et la priorisation des savoirs enseignés étaient au cœur du discours des enseignant.e.s. En ce sens, dans cette période d'incertitude, ces préoccupations semblaient prendre davantage d'importance.

Tarricone, P., Mestan, K., & Teo, I. (2023). **A policy monitoring framework to prepare for, respond to, and recover from education in emergencies.** *Education Inquiry*, 0(0), 1-28. <https://doi.org/10.1080/20004508.2023.2260105>

The COVID-19 pandemic has highlighted how widespread emergencies can disrupt national education systems and schooling. To assist policy decision-making and monitoring, a rapid review of over 200 documents relating to education in emergencies (EiE) was conducted, with a specific focus on the COVID-19 pandemic. The purpose of the review is to support policymakers, largely in developing countries, to develop policies that promote education system resiliency with a focus on monitoring those policies. From the analysis and synthesis of evidence a new framework has been produced, which assists policymakers by organising the complexity of relevant concerns. This Policy Monitoring Framework (PMF) identifies three key factors – System, Teaching and learning, and Agents – and corresponding sub-factors, which collectively can be used to inform policy decisions. These factors are superimposed upon an emergency in education Preparedness-Response-Recovery cycle. The Policy Monitoring Framework provides a basis for a Policy Monitoring Tool, which in turn supports the planning of educational reforms and monitoring the status of the education system to build resilience.

Taylor, R. M., & Noroozi, N. (2023). **Symposium Introduction: Exploring the Transformative Possibilities and the Limits of Pedagogy in an Unjust World.** *Educational Theory*, 73(4), 490-495. <https://doi.org/10.1111/edth.12594>

Tchernovol-Tkachenko, R., & Baliouk, V. (2023). **Créer un environnement éducatif sûr à Dergachy, dans la région de Kharkiv.** *Revue internationale d'éducation de Sèvres*, (93), 28-30. <https://doi.org/10.4000/ries.14034>

En Ukraine, l'état de guerre a provoqué la destruction à grande échelle des bâtiments scolaires et menacé un mode de vie sain des écoliers, en entraînant des déplacements forcés dans des lieux sûrs en Ukraine et à l'étranger et, ce qui est le plus terrible, un transfert forcé des territoires occupés de l'Ukraine vers la Russie. Les situations d'urgence requièrent une responsabilité particulière, de l'efficacité, de la persévérance, de l'unité, de l'ouverture et du soutien de la part des éduca...

Teane & Gombwe. (2023). **Self-Efficacy as a Tool to Enhance Students' Classroom Participation: TVET/FET College's Student Views on the Causes of Student Passivity.** *Community College Journal of Research and Practice*, 47(11), 696-708. <https://doi.org/10.1080/10668926.2022.2056775>

The purpose of this study was to shed light on the role of self-efficacy in enhancing the classroom participation of students at Vocational Education and Training (TVET) Colleges in an attempt to improve performance in general. The context of the study was TVET/Further Education and Training (FET) colleges that came into being in South Africa to fill the critical skills gap. The efficiency of TVET colleges in meeting their mandate of

developing qualified artisans has continued to be a matter of intellectual debate. This study used Bandura's theory to explore students' views on how self-efficacy contributed to their passivity in class, a situation resulting in the poor performance of students. A qualitative research design was used and 30 participants from three TVET College campuses were selected, using a purposeful sampling technique. Data was collected by conducting three focus group interviews and a document analysis. The thematic qualitative data analysis approach was used to analyze the collected qualitative data. The findings of the study established that the low self-efficacy of teachers and students has led to student passivity in class, something that ultimately led to students' poor performance. Among the recommendations made were the prioritization of professional training programmes for TVET lecturers by the Department of Education and the creation of a conducive teaching and learning space.

Teillet, A. (2022). **L'éducation à l'épreuve du néolibéralisme**. Consulté à l'adresse <http://www.otrante.fr/teillet.html>

Le projet néolibéral, tel qu'il s'élabore théoriquement, dès l'entre-deux guerres, et tel qu'il s'applique politiquement à partir de la fin des années 1970, identifie comme l'une des conditions de possibilité de son succès et de sa perpétuation la production d'un sujet inédit, capable de s'adapter sans cesse à de nouvelles configurations économiques et sociales, essentiellement structurées par le principe de concurrence. L'éducation, qui permet d'agir précocement sur les subjectivations, est donc un enjeu majeur pour le néolibéralisme. Des normes éducatives nouvelles, imprégnées par les logiques du capital humain, bouleversent dès lors tout autant les systèmes scolaires que les expériences parentales. Assimilé à un potentiel (économique) à développer, le jeune individu se doit désormais d'être transformé en sujet productif, flexible, performant et créatif. Prises en charge par les pratiques de soi d'une « culture de la positivité » et par les savoirs technicisés des neurosciences, les enfances contemporaines, repensées, ajustées et « reconfigurées », s'en trouvent irrémédiablement modifiées.

Teo, Y. (2023). **Education as care labor: Expanding our lens on the work-life balance problem.** *Current Sociology*, 71(7), 1312-1329.
<https://doi.org/10.1177/00113921211072577>

Scholars have documented the challenges of combining wage work and care responsibilities in various societal contexts. National variations reveal that public policy and care infrastructure have major effects in shaping gendered patterns, class inequalities, as well as overall wellbeing of parents. Childcare centers and schools can enable people with children to pursue jobs and careers. Yet, as I show in this article, education systems' demands can become a major component of parental care labor. Drawing on interviews with 92 parents in Singapore, I illustrate the ways in which education care labor impedes work-life reconciliation as well as deepens the significance of gender and class.

Teslo, S., Jenssen, E. S., Thurston, M., Mandelid, M. B., Resaland, G. K., Chalkley, A. E., & Tjomsland, H. E. (2023). **It's the journey, not the arrival that matters – Teachers' perceptions of their practice after participating in a continuing professional development program in physically active learning.** *Teaching and Teacher Education*, 136, 104377.
<https://doi.org/10.1016/j.tate.2023.104377>

Continuing professional development (CPD) programs have been suggested as a way of supporting teachers' use of physically active learning (PAL) to enhance pupils'

learning. Drawing on Dewey's theory of 'education as growth' (1916), this qualitative study explored teachers' perceptions of their practice after participating in a CPD program in PAL. Findings from eleven semi-structured interviews analyzed through reflexive thematic analysis illustrated that the teachers viewed their participation as beneficial by diversifying their teaching practice, stimulating their professional reflectiveness, and encouraging collaborative learning. These findings indicate that using and reflecting on PAL may support teacher learning in the longer term.

Tessier, J. T., Tessier, L. M., Gashler, D., Levitt, C., London, J., West, B. S., & Winters, N. (2023). **Full and Minimal Markup Both Help Students to Improve Their Writing.** *College Teaching*, 71(4), 197-206. <https://doi.org/10.1080/87567555.2021.2010637>

College faculty faces decisions about how to provide feedback on written work. We compared the quality of student writing and student impressions of feedback from both full and minimal markup methods. There was only one significant difference in the quality of writing or content between full and minimal markup. Students scored the functionality of the two markup methods consistently in their ability to improve their writing skills. Student comments were overwhelmingly positive for both markup formats. We encourage teachers to make use of the approach that fits the best with the teaching and learning strategies and designs in their classes.

Thies, T. (2023). **International students in higher education: the effect of student employment on academic performance and study progress.** *Higher Education*, 86(4), 933-951. <https://doi.org/10.1007/s10734-022-00950-5>

Even though there is an increasing number of degree-mobile students in Europe, not much is known about the effect of student employment on academic performance and study progress for international students. International students broadly engage in student employment during their studies. They differ in several characteristics from native students (e.g., by financial situation, language skills, and time spent on studying) and are a heterogeneous group (e.g., by country of origin, educational background, and intention to remain in the destination country). This study explores whether student employment and different dimensions of employment (e.g., study-related employment, employment amounts) affect the semester grade point average and the share of achieved credit points per semester. Using the first four semesters of a longitudinal study of international students in Germany and hybrid panel models ($n = 1625$), the study shows that students with a higher study-related employment tendency across semesters have, on average, better semester grades. When estimating the within-student effect, it is demonstrated that changes to student employment and different employment dimensions do not change the semester grades. In contrast, starting employment or increases in employment amounts (e.g., more hours per week) decreases the share of achieved credit points per semester. However, only specific student groups (e.g., students studying mathematics, natural sciences, and engineering) experience a delay in their study progress due to higher employment intensities.

Thies, T., & Falk, S. (2023). **International Students in Higher Education: Extracurricular Activities and Social Interactions as Predictors of University Belonging.** *Research in Higher Education*, 64(8), 1143-1164. <https://doi.org/10.1007/s11162-023-09734-x>

As the number of international students increases worldwide, it is crucial to explore what makes international students feel welcomed at university campuses. The study investigates whether higher rates of participation in extracurricular activities and higher

frequencies of contact with ethnically diverse students strengthen the sense of belonging to the university. The questions are examined using the data of a German nationwide panel study of international students. The fixed effects regression results ($N = 2,998$) show that experiencing a change from less frequent to more frequent participation in extracurricular activities offered by the university increases the sense of belonging to the university. The effect turns non-significant when controlling for contact frequencies, academic integration, and psychological adaption. Increasing contact with German and multi-national students is crucial for developing a sense of belonging to the university. However, the contact frequencies and estimated effects vary by region of origin and instructional language. Recommendations for increasing international students' university belonging are derived from the results.

Timmermans, A. C., & Rubie-Davies, C. M. (2023). **Gender and minority background as moderators of teacher expectation effects on self-concept, subjective task values, and academic performance.** *European Journal of Psychology of Education*, 38(4), 1677-1705. <https://doi.org/10.1007/s10212-022-00650-9>

Two developments in teacher expectation research formed the basis for the current study. First, researchers have begun investigating the self-fulfilling prophecy effects of teacher expectations on a variety of psycho-social outcomes in addition to the effects on academic achievement. Second, researchers have started to realize that some groups of students appeared to be more vulnerable or susceptible to teacher expectations. The current study aimed to investigate whether students' gender and minority background were moderators of teacher expectation effects for both academic outcomes and self-concept and subjective task value in the mathematics domain. The study is based on a sample of 1663 students (Grades 6 and 7) in 42 classes from three intermediate schools in New Zealand. Multilevel modeling was applied using MLwiN software. First, after controlling for students' beginning-of-year mathematics achievement, teacher expectations were higher for Asian and lower for Māori, compared with New Zealand European students. Expectations within the domain of mathematics, however, were higher for girls than for boys. Second, teachers' beginning-year expectations were predictive of achievement and self-concept of students at end-of-year, after controlling for beginning-of-year achievement and self-concept. Teachers' expectations were, however, not predictive of end-of-year intrinsic and utility value. Third, we did not find evidence for moderation effects of students' gender and minority background. These findings imply that despite the roughly similar magnitude of teacher expectation effects for various student groups, teacher expectations may contribute to gaps in students' achievement and self-concept because of differential expectations at the beginning of the year.

Tókos, K., Kárász, J. T., Rapos, N., Lénárd, S., & Szivák, J. (2023). **Classroom learning environments and dropout prevention in Hungary.** *European Journal of Education*, 58(4), 741-758. <https://doi.org/10.1111/ejed.12591>

Early school leaving is an outcome of complex and long-term processes comprising personal, institutional, and systemic factors. Studies on individuals in Hungary have identified a connection between early school leaving and teaching practices at schools. The creation of supportive learning environments in turn can contribute to preventing early school leaving. This article reports on findings from a cross-sectional study conducted in Hungary between 2018 and 2021 in the context of the project HRDOP-3.1.2-16-2016-0000 Renewal of the public education methodology to reduce early school

leaving. The primary focus of the study was to investigate the characteristics of the learning environment in participating schools. The study sought to identify risk factors as well as mitigating factors that are relevant to early school leaving. Sampling was based on availability; the sample contained the responses of 9892 students and 6034 teachers and heads from 473 educational institutions. Respondents were asked about their opinions about the characteristic features of the learning environment in the classroom and at school. This article presents our comparison of results from: (1) a research panel on teacher and student perceptions of the attributes of the classroom learning environment; (2) analysis on differences in teacher and student perceptions; and (3) analysis on possible differences between the results of the questionnaires administered to different groups of respondents in different years. Besides outlining characteristic features of how learning environments were perceived in Hungary, the article offers a conceptual framework and tool for understanding and contributing to the development of supportive learning environments.

Tran, J. T., Loecher, N., Kosyluk, K. A., & Bauermeister, J. A. (2023). **Anti-LGBTQ+ sex education laws: The effects on students and implications for schools and school practitioners.** *Psychology in the Schools*, 60(12), 5062-5075. <https://doi.org/10.1002/pits.23013>

Anti-Lesbian, Gay, Bisexual, Trans, and/or Queer (LGBTQ+) education laws are defined as laws that prohibit or limit schools from discussing same-sex relationships, broader sexuality, and gender issues in their sexual education curriculum. This study presents a historical context of anti-LGBTQ+ sex education laws, examines the extant literature on the possible impact of these laws, and suggests recommendations for schools and school practitioners. Anti-LGBTQ+ sex education laws may impact school climate and have been associated with poorer well-being for LGBTQ+ students and cisgender heterosexual allies that encompass a range of sexual orientations and gender identities. With an Executive Order from the US president outlining the need to support LGBTQ+ youth in schools and the US Surgeon General's Advisory to highlight the urgent need to address the nation's youths' mental health, it is imperative to support LGBTQ+ students. We offer strategies that may be used to address anti-LGBTQ+ sex education laws by school administrators and practitioners in a call for advocacy to make changes in sex education policy to improve the well-being of students, particularly LGBTQ+ youth.

Tremblay, B., Martel, D., & Côté-Brassard, J. (2023). **Exploiter le potentiel éducatif de l'esprit sportif pour le développement moral des élèves : le cas d'un tournoi de badminton.** *Staps*, 140(2), 31-50. <https://doi.org/10.3917/sta.140.0031>

L'esprit sportif présente un potentiel certain pour contribuer au développement moral des jeunes sportifs. Rares sont toutefois les études qui renseignent sur les stratégies de formation à préconiser pour amener les intervenants en éducation physique et sportive (EPS) à exploiter, à des fins d'éducation morale, le potentiel éducatif que revêt cette notion. Cet article fait état d'un projet de recherche-action destiné à soutenir des enseignants en éducation physique dans la planification et l'implantation d'activités visant le développement moral d'élèves par l'apprentissage d'un meilleur esprit sportif (Tremblay, 2020). Des quatre enseignants qui furent accompagnés par un formateur-chercheur lors du projet, le cas d'une enseignante ayant implanté un tournoi de badminton voué au développement moral est approfondi. À cet égard, sont explicités : (1) les caractéristiques du tournoi de badminton ; (2) des perceptions d'élèves l'ayant expérimenté ; (3) des constats liés à la démarche d'accompagnement. Principalement

issus d'analyses qualitatives, les résultats révèlent une dynamique de transposition d'un savoir populaire – en l'occurrence l'esprit sportif tel que conçu initialement par l'enseignante – en un savoir didactique pouvant être exploité pour concrétiser une éducation morale en EPS. Ces résultats contribuent, ce faisant, à l'émergence d'une nouvelle approche d'éducation morale en EPS, soit l'Approche par l'esprit sportif.

Tremblay, C. (2023). **Apports et limites de la formation à distance pour la formation initiale des futurs enseignants et enseignantes.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 53-67. <https://doi.org/10.18162/ritpu-2023-v20n2-06>

Tricot, A., & Brellier, J. (2021, septembre 20). **Cognitive load and spelling performance in a word dictation task: Contributions of the TBRs model.** Présenté à 13th International Cognitive Load Theory Conference. Consulté à l'adresse <https://univ-montpellier3-paul-valery.hal.science/hal-04263760>

Tsivinskaya, A. (2023). **The diversity of university disciplinary profiles in research and teaching.** *Higher Education Quarterly*, 77(4), 853-873. <https://doi.org/10.1111/hequ.12436>
Abstract Is the ideal of a one-size-fits-all university model—where universities are capable of successfully performing all competencies simultaneously—ever achievable? Has the balance between teaching and research activities grown even more fragile or is such a balance unfeasible? In this paper, we review studies of institutional diversity in higher education and bibliometric analyses. We propose a two-dimensional typology based on diversity in teaching and research by scientific fields. We investigate the diversity in teaching and research, respectively, at the disciplinary level and address whether these primary activities mirror each other. As a measure of mismatch between the two activities, we assess the distribution of students and publications by scientific fields through a clustering analysis. Our study of higher education institutions (HEIs) in Russia reveals that private universities are less diverse both in research and teaching and have high teaching intensity compared to state universities. Expectedly, universities in the rankings have more diverse profiles and they have a higher research intensity.

Tucker, L. (2023). **Open-mindedness: A double-edged sword in education.** *Theory and Research in Education*, 21(3), 241-263. <https://doi.org/10.1177/14778785231203100>

This article examines the question of whether and under what conditions teaching open-mindedness to students could have negative effects. While there has been much discussion in the literature about the potential downsides of being open-minded, the question of whether teaching this trait to young, untutored minds could result in more negative effects than positive has received little attention. Yet, given that a primary focus of the literature is providing models for use in educational contexts, exploring the potential risks of encouraging students to emulate such models is imperative. In this regard, the article presents three concerns. The first is that students may lack the full intellectual character to avoid the pitfalls of open-mindedness that have already been noted in the literature. The second concern is that students who exercise open-mindedness may incur social costs that cannot be compensated for by epistemic goods. The third concern is that educators, particularly at universities, often face certain non-ideal conditions that may make it difficult for them to effectively cultivate open-mindedness in students. I ultimately conclude that, in light of these concerns, we should approach teaching for open-mindedness with great caution. However, we should not avoid it altogether. Preliminary suggestions are offered on how instructors may attune their approach to teaching for open-mindedness to mitigate the identified concerns.

Úcar, X. (2023). **Ideas for Mapping Lifeworld and Everyday Life in Practical Social Pedagogy**. *Educational Theory*, 73(4), 593-614. <https://doi.org/10.1111/edth.12589>

Since the 1970s, the concepts of "lifeworld" and "everyday life" have been part of the discourse of social pedagogy and social and educational work in general. Xavier Úcar's objective in this article is to generate and communicate socio-pedagogical knowledge that helps social pedagogues to build socio-educational relationships that are more effective, more sustainable, more satisfactory, and ultimately richer in terms of both experiences and learning for participants. A conceptually oriented, nonsystematic analysis procedure was used to conduct this research. The procedure involved an in-depth investigation of documents that focus on the two target areas of this study: (1) social pedagogy, and (2) lifeworld and everyday life. The results describe the theoretical background of lifeworld and everyday life, discuss the development of the perspective of "lifeworld orientation" within the framework of social pedagogy in Germany, and analyze how everyday life is understood through actions undertaken by social pedagogues. These results provide ideas for mapping the essential dimensions of everyday life from the perspective of social pedagogy.

Ulmann, A.-L. (2023). **Quatre approches pour une question : comment se servir de l'expérience ?** *Éducation Permanente*, 236(3), 69-80. <https://doi.org/10.3917/edpe.236.0069>

Les quatre textes sont représentatifs des tensions et des usages de la notion d'expérience. L'auteure les analyse à l'aune de plusieurs questions visant à cerner les problématiques auxquelles se confrontent les formateurs et les chercheurs en mobilisant cette notion dans leurs pratiques de travail. Comment se construit l'expérience et comment contribue-t-elle au développement professionnel ? Comment porte-t-elle à conséquences sur l'action ? Quelle place accorder aux savoirs sensibles et au corps dans l'expérience ? Quelles modifications dans le rapport aux savoirs induit la prise en compte de la subjectivité ? En quoi l'expérience constitue-t-elle une ressource pour développer la créativité et faciliter le développement d'une éthique de travail ?

Unesco. (2023). **L'école à l'heure de l'intelligence artificielle**. *Le Courrier de l'UNESCO*, (4). Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000387029>

UNESCO & IIEP. (2023). **Évaluer les apprentissages des élèves : oui, mais après ?** (p. 8). Consulté à l'adresse IIEP website: <https://www.iiep.unesco.org/fr/publication/evaluer-les-apprentissages-des-eleves-oui-mais-apres>

L'évaluation occupe une place prépondérante dans les politiques nationales d'amélioration de la qualité de l'éducation : elle a un caractère prédominant dans les représentations des acteurs et d'importants moyens logistiques et financiers y sont consacrés. Pourtant, le système éducatif ne les utilise pas suffisamment pour permettre de réguler les politiques et les initiatives

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2022). **Enseigner l'intelligence artificielle au primaire et au secondaire : une cartographie des programmes validés par les gouvernements**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000380602_fre

UNESCO Rapport mondial de suivi de l'éducation, ISU : Institut de statistique de l'UNESCO, & Banque mondiale. (2023). **EFW: Education finance watch 2023**. Consulté à l'adresse

<https://thedocs.worldbank.org/en/doc/83e58d3341493b223668bb9d6cb7e9c2-0140022023/related/EFW-2023-Report-oct9v2.pdf>

Le rapport annuel sur l'état mondial du financement de l'éducation 2023 met à jour les analyses sur les tendances des dépenses pour l'éducation au cours des dix dernières années jusqu'en 2021. Les pays à revenus faibles ont augmenté d'année en année leurs dépenses publiques pour d'éducation (3,6% du PIB en 2021). L'aide publique au développement consacrée à l'éducation diminué. Partout dans le monde, des pays sont aux prises avec les pertes d'apprentissage provoquées par la pandémie de COVID-19.

Upsher, R., Percy, Z., Cappiello, L., Byrom, N., Hughes, G., Oates, J., ... Foster, J. (2023). **Understanding how the university curriculum impacts student wellbeing: a qualitative study.** *Higher Education*, 86(5), 1213-1232. <https://doi.org/10.1007/s10734-022-00969-8>

There is increasing pressure within universities to address student mental health. From a whole university or settings-based perspective, this could include curriculum-embedded approaches. There is little research about how this should work or what approaches might be most effective. Semi-structured interviews were conducted with fifty-seven undergraduate students from five disciplines (Psychology, English studies, Nursing, International Politics, and War Studies) to understand students' perspectives. Students reflected on wellbeing module content and, more broadly, on curriculum processes (teaching, pedagogy, assessment) within their degree. Reflexive thematic analysis was applied to transcripts, generating three themes: embedding wellbeing in the curriculum; assessment, challenge, and academic support; and social connection and interaction. The findings provide evidence for teaching, pedagogy, and assessment practices supporting higher education student wellbeing. These align with recommended good teaching practices, such as considering appropriate assessment methods followed by effective feedback. Students saw the benefits of being academically challenged if scaffolded appropriately. Strong peer connection, teacher-student interaction, and communication were crucial to learning and wellbeing. These findings provide implications for future curriculum design that can support learning and wellbeing.

Valente, G., & Lefeuvre, S. (2023). **De la démocratisation à la méritocratie à l'université, l'influence de la loi ORE sur les pratiques pédagogiques et les représentations dans l'enseignement supérieur.** *RESUP 2023: Fin d'un monde, nouveau monde ? Penser les changements des systèmes d'enseignement supérieur et de recherche*. Présenté à Grenoble, France. Consulté à l'adresse <https://hal.science/hal-04258517>

Depuis la loi ORE, les formations universitaires ont la possibilité de limiter leurs capacités d'accueil. L'augmentation des effectifs étudiants, les difficultés d'encadrement et d'accueil dans les locaux universitaires peuvent contraindre certaines équipes pédagogiques à limiter le nombre d'étudiants en première année. Les enseignants des département réunis en commissions d'examen des vœux vont alors classer les candidats. Dès lors, on peut affirmer que l'entrée dans l'enseignement supérieur devient sélective et de nombreux chercheurs actent l'instauration avec la loi ORE et Parcoursup de la sélection à l'entrée à l'université (Chauvel et Huguée, 2019 ; Pasquali, 2021 ; Huguée et Poullaouec, 2022). Parallèlement, des financements ont été attribués aux universités qui proposaient des dispositifs d'accompagnement aux étudiants dont les capacités de réussite semblent moins assurées au moment de leur candidature sur Parcoursup. Les candidats reçoivent la réponse : « oui-si » via Parcoursup et s'engagent à participer aux dispositifs d'aide à la réussite : modules complémentaires de méthodologie, cours de soutien disciplinaires, tutorats, réalisation de la licence en trois ans au lieu de deux etc. A

la rentrée 2019, 9,3% des néo-bachelier.e.s inscrit.e.s en licence suivent un parcours aménagé (SIES, 2021), soit une augmentation de 3,7 points par rapport à l'année précédente. Quand bien même les propositions «oui-si» sont en augmentation, la proportion d'étudiant.e.s accueilli.e.s dans ces parcours aménagés reste marginale et ne permet pas d'affirmer que ces aménagements oui-si garantissent une égalité des chances pour les candidat.e.s à l'entrée dans l'enseignement supérieur. Par contre, la mise en place de tels dispositifs interroge la manière d'envisager la sélection et la réussite des étudiants en premier cycle universitaire. Ici, la «réussite» de ces dispositifs n'est pas interrogée, même si nous savons par ailleurs que leur effet global sur la présence aux examens et la moindre propension au décrochage, ne sont pas significatifs. Depuis l'échec du plan réussite en licence (Perret et Morlaix, 2014 ; Annoot et Etienne, 2012) ou d'autres dispositifs plus locaux, comme les «cordées de la réussite» (Kennel, 2020), la littérature scientifique a fréquemment démontré la relative inefficacité des mesures locales et ponctuelles. La réussite ou l'échec à l'université dépendent surtout du parcours scolaire antérieur (Michaut 2012, Morlaix et Suchaux, 2012) et les écarts cognitifs qui se creusent aujourd'hui en fonction des baccalauréats, mais aussi des lycées d'origine ne font que confirmer ce constat (Terrail, 2020). Si plusieurs études tentent de mesurer l'efficacité des dispositifs, plus rares sont celles qui portent sur l'appropriation de prescriptions par les acteur.trice.s du monde éducatif (Brossais et Lefeuvre, 2018 ; Bonasio et Veyrac, 2022), et celles qui s'interrogent sur la pratique des acteur.trice.s de l'enseignement supérieur qui ont en charge la responsabilité de la mise en place de dispositifs de réussite. Si au démarrage de notre recherche, l'objectif était seulement de constituer un état des lieux des dispositifs existants, nos difficultés rencontrées pour accéder au terrain ont attisé notre curiosité. Nous avons alors complété le questionnement initial par une investigation sur les effets de ces dispositifs dans les pratiques professionnelles des acteurs et actrices de l'enseignement supérieur. Ainsi, nous posons la question suivante : Comment les acteurs et actrices de l'enseignement supérieur s'approprient et conçoivent les dispositifs oui-si ? Quelles en sont les répercussions sur la transformation de l'université aujourd'hui ? Comme on peut s'en douter, la mise en place de politiques nationales font changer les pratiques, mais aussi les représentations du rôle et des missions de l'enseignement supérieur. Nos trois idéaux-types éclairent les ressentis, les impressions d'un changement de paradigme de pensée à l'université. Cette analyse idéal-typique rend compte à notre sens du passage d'une université égalitaire, juste et universaliste vers une université concurrentielle, individualiste et, au fond, plus proche de la pensée néo-libérale.

Valenzuela, J. P., & Allende, C. (2023). **School Segregation in Chile**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 167-187). https://doi.org/10.1007/978-3-031-36147-0_9

This chapter aims to analyse school segregation in Chile. It emphasises how it has been researched, its magnitude, and evolution. It also discusses the factors causing, deepening and attempting to reduce school segregation, and it describes its potential effects based on recent studies. Moreover, the chapter delves into the factors aiming to mitigate it, and the recent public policy efforts to ameliorate its extreme levels, which have made Chile one of the most segregated countries worldwide. The chapter also considers several dimensions associated with school segregation going beyond the socioeconomic aspect, which have had a steady growth.

Välimäki, V., Aaltonen, S., & Honkatukia, P. (2023). **A need to be recognised: On the importance of shared semantics for young adults while not in education or employment.** *Acta Sociologica*, 66(4), 421-434. <https://doi.org/10.1177/00016993221145350>

Young adults who are not in education or work are often depicted as deviating from the norm of gainful employment that is still widely shared across the Nordic countries. While it has been argued that young adults feel that they are being blamed for their NEET situation, this article seeks to identify the variety of interpretations they have of their situation and what kind of explanations can be proposed for the differences. Theoretically, perspectives from Axel Honneth's recognition theory are combined with Thomas Scheff's sociological work on shame to discuss the variations in the sentiments of young adults. Based on this framework, the article illuminates how young adults use the shared semantics available within their immediate circles to enable them to feel worthy of recognition despite their depicted deviation from the norm of gainful employment. Additionally, the article contributes to sociological debates on Honneth's recognition theory – especially its ambiguous concept of shared semantics – by making sense of the role of communities and institutions as providers of shared semantics. The findings are based on an abductive analysis of 35 in-depth interviews with young Finnish adults aged 18–29 who have been or are currently outside of education or employment.

van Dijk, E. E., Geertsema, J., van der Schaaf, M. F., van Tartwijk, J., & Kluijtmans, M. (2023). **Connecting academics' disciplinary knowledge to their professional development as university teachers: a conceptual analysis of teacher expertise and teacher knowledge.** *Higher Education*, 86(4), 969-984. <https://doi.org/10.1007/s10734-022-00953-2>

Disciplinary knowledge lies at the heart of academic work. However, connecting academics' disciplinary knowledge to their professional development as teachers has been a longstanding challenge for (research-intensive) universities. This is reflected in criticism of the practices that aim to support the professional development of university teachers. In order to create better connections, a deeper understanding is needed of how academics' disciplinary knowledge relates to the development of their teaching. In this paper, we therefore aim to advance theoretical insights about how academics' disciplinary knowledge connects to their professional development as university teachers. We do so by providing a conceptual analysis of teacher expertise and teacher knowledge perspectives. Literature discussed as part of the teacher expertise perspective provides insights into how knowledge is structured in order to perform teacher tasks. In our discussion of the teacher knowledge perspective, we include bodies of literature about teachers' knowledge base to explore the role of disciplinary knowledge in how to teach and about powerful knowledge to explore the role of disciplinary knowledge in what to teach. Insights from these bodies of literature can, from a teacher knowledge perspective, offer theoretical underpinnings for connecting academics' disciplinary knowledge to their professional development as university teachers. Adaptive expertise and practical knowledge are identified as concepts that include elements of both teacher expertise and teacher knowledge perspectives. Based on the conceptual analysis, we identify and discuss three aspects related to supporting the professional development of university teachers where attention to connection with teachers' disciplinary knowledge is important.

Varsik, S., & Gorochovskij, J. (2023). **Intersectionality in education: Rationale and practices to address the needs of students' intersecting identities.** <https://doi.org/10.1787/dbb1e821-en>

Intersectionality highlights that different aspects of individuals' identities are not independent of each other. Instead, they interact to create unique identities and experiences, which cannot be understood by analysing each identity dimension separately or in isolation from their social and historical contexts. Intersectional approaches in this way question the common classification of individuals into groups (male vs. female, immigrant vs. native etc.), which raises important implications for the policy-making process. In education, analyses with an intersectional lens have the potential to lead to better tailored and more effective policies and interventions related to participation, learning outcomes, students' attitudes towards the future, identification of needs, and socio-emotional well-being. Consequently, as elaborated in this paper, some countries have adjusted their policies in the areas of governance, resourcing, developing capacity, promoting school-level interventions and monitoring, to account for intersectionality. Gaps and challenges related to intersectional approaches are also highlighted.

Vella-Brodrick, D., Patrick, K., Jacques-Hamilton, R., Ng, A., Chin, T.-C., O'Connor, M., ... Hattie, J. (2023). **Youth experiences of co-designing a well-being intervention: reflections, learnings and recommendations.** *Oxford Review of Education*, 49(6), 838-857. <https://doi.org/10.1080/03054985.2023.2194621>

Co-design and youth participatory action research are promising methodologies for increasing youth engagement in well-being interventions. The current study included 10 recent high school graduates employed as youth advisors to co-design a youth-friendly positive psychology intervention targeting the post-school transition. The youth advisors received foundational training in positive psychology, psychological needs theory and emerging adulthood. They held regular meetings to develop a Positive Transitions programme (PTP) text messaging intervention, informed by discussion of key themes, issues and relevant practical tips. This paper aims to examine the co-design process from the perspective of the youth advisors. Each youth advisor completed a survey, and six of the advisors also participated in a focus group exploring their co-design experiences. Youth advisors noted a range of personal benefits from the co-design experience including learning, enjoyment, teamwork, achievement, and pride. Areas for improvement included clarity of the project scope and the provision of support and feedback. Insights from this process are discussed, with the aim of guiding future work seeking to design youth-friendly well-being interventions.

Veneau, P. (2023). **Certifier des compétences en formation a-t-il un sens ? Analyse des pratiques d'évaluation par des professionnels d'entreprises.** *Formation emploi*, 163(3), 115-138. <https://doi.org/10.4000/ormationemploi.11780>

Dans les pratiques d'évaluation, qu'en est-il de l'approche par compétences (APC) à laquelle est liée la notion de certification ? Cette question est examinée à partir d'une observation des pratiques d'évaluation par des professionnels d'entreprise pour la délivrance de titres professionnels du ministère du Travail. Ces professionnels sont porteurs d'une conception finalisée du travail compatible avec l'acception de la notion de compétence contenue dans les référentiels des titres. Néanmoins, la singularité de la situation d'épreuve par rapport aux situations de travail en entreprise les conduit à minorer les idées de performance et de résultats. Dès lors, pour évaluer les candidats, les professionnels s'intéressent à d'autres aspects (compréhension technique des exercices demandés, démarches...). Ce faisant, ils (re) mettent au premier plan la question des savoirs.

Ventura, A. C., & Lazzeri, M. C. (2023). **Are there differences between first-grade children's display of metacognition and self-regulation when engaged in a graphic production task and when later revising it? The complementary roles of production and revision at the beginning of schooling.** *European Journal of Psychology of Education*, 38(4), 1425-1442. <https://doi.org/10.1007/s10212-022-00672-3>

In recent years, there has been considerable growth in evidence that open-ended, challenging, and autobiographical tasks may provide better opportunities to evidence how young children exhibit metacognition and self-regulation. This research examines possible differences in children's metacognition and self-regulation between two ecological valid tasks. Data from 32 in-depth interview sessions with 16 first-grade children were analyzed: two sessions for each child (i.e., one session for a graphic production task and one session for the corresponding deferred revision task). We analyzed indicators of metacognitive knowledge (i.e., knowledge of persons, tasks, and strategies), metacognitive regulation (i.e., planning, monitoring, control, and evaluation), and emotional and motivational regulation (i.e., emotional and motivational monitoring and emotional and motivational control) using Cambridgeshire Independent Learning (C.Ind.Le) Coding Framework (Whitebread et al. *Metacognition and Learning*, 4, 63–85, 2009). Overall, children were significantly more likely to display metacognitive knowledge in the production task, whereas in the deferred revision task, they were more likely to display metacognitive regulation. Specifically, children were more likely to show knowledge of strategies during the production task, whereas in the deferred revision task, they were more likely to display monitoring, evaluation, and emotional and motivational control. Both open-ended, challenging, and autobiographical tasks are suggested as valuable tools when combined with one another, offering complementary insights and helping make children's metacognition and self-regulation more visible to themselves, educators, and researchers.

Verger, J. (2023). **Naissance de l'université au tournant des xii^e et xiii^e siècle.** *Transversalités*, 167(4), 15-27. <https://doi.org/10.3917/trans.167.0015>

Depuis son apparition à Paris et Bologne vers 1200, l'université s'est beaucoup transformée. Dès l'origine, chaque université a eu ses caractéristiques institutionnelles, intellectuelles et sociales propres. Mais cette diversité ne doit pas cacher la nouveauté et l'unité profonde du phénomène universitaire qui repose sur l'affirmation de quelques principes fondamentaux : l'université médiévale était une communauté autonome, vouée à l'étude et à l'excellence du savoir, elle conférait des diplômes qui garantissaient la compétence de ses membres et leur utilité sociale, elle devait être reconnue et protégée par les autorités supérieures. Même si ces principes n'ont pas toujours été parfaitement respectés, ce sont eux qui ont permis le succès de l'idée d'université et la pérennité à travers les siècles de l'institution qui l'incarnait.

Verhoeven, M., Corvalán, J., Dupriez, V., & Valenzuela, J. P. (2023). **Introduction: Studying School Segregation Through the Lens of Educational (Quasi-)Markets.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 1-13). https://doi.org/10.1007/978-3-031-36147-0_1

This introduction sets out the scientific project underlying this book, and introduces to its three main parts. It emphasises that, paradoxically, the school segregation has emerged as a public problem at the very moment in which the longstanding movement towards

the democratisation of education has generalised the inclusion of all social groups in a common system. The role played by educational markets, and by market policies in education, is underlined, while announcing an in-depth examination of theoretical, normative and policy issues related to how school markets and segregation patterns interplay. The Belgian and Chilean cases, at the heart of this book, are briefly presented, as well as the methodological mirror analysis of these two cases, with regard to the policies implemented, their impact and the social, cultural and political environment of each of the two countries.

Verhoeven, M., & Dupriez, V. (2023). **School Segregation in Belgium**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 129-150). https://doi.org/10.1007/978-3-031-36147-0_7

This chapter scrutinizes school segregation in French-speaking Belgium, focusing on its origins, history, political problematization and developments, and highlights its complex links with the educational quasi-market. The paper begins with an analysis of the historical roots of the high segregation rates observed in this context, exploring the two foundational cleavages that have shaped it. The chapter also traces the historical foundations of the quasi-market (inseparable from the principle of freedom in education, which is deeply rooted in Belgian culture and law). This background analysis sheds light on the recent construction of school segregation as a public problem – in contrast to the relative stability of most quantitative indicators of academic and socioeconomic segregation in the education system. Lastly the chapter focuses on recent changes to the institutional configuration in which this ongoing school segregation is embedded, as recent transformations in educational governance seem to be leading towards a second age of the educational (quasi)-market.

Vincent, C., Plante, I., Tremblay-Wragg, É., & Barroso da Costa, C. (2022). **Échelle de santé psychologique adaptée et validée au contexte doctoral**. *Mesure et évaluation en éducation*, 45(3), 61-94. <https://doi.org/10.7202/1107234ar>

Malgré le nombre grandissant d'études sur la santé psychologique des doctorants, l'intérêt semble surtout axé sur leur détresse psychologique. Ceci peut s'expliquer par le manque d'outils contextualisés au travail doctoral pour mesurer à la fois la détresse et le bien-être psychologiques, deux aspects indissociables de la santé psychologique. Or, un tel outil apparaît essentiel pour les futures recherches empiriques qui tenteront, par exemple, d'éclairer les prédicteurs et les conséquences de ce construit. La présente étude visait donc à adapter une échelle existante de santé psychologique au travail (Gilbert et al., 2011) en version courte et contextualisée au doctorat et à examiner ses qualités psychométriques. Quatre indicateurs de la validité de construit (exploratoire, confirmatoire, convergente et prédictive) et deux indicateurs de fidélité (cohérence interne et stabilité temporelle) ont été examinés sur deux échantillons de 380 et 377 doctorants. Une courte échelle unidimensionnelle à huit items (quatre items mesurant le pôle de la détresse et quatre items mesurant le pôle du bien-être) présentant de bonnes qualités psychométriques a été obtenue, justifiant son utilisation dans des études ultérieures.

Violant-Holz, V., Muñoz-Violant, S., & Rodrigo-Pedrosa, O. (2023). **Challenges of inclusive schooling for children and adolescents with congenital heart disease: A**

phenomenological study. *Psychology in the Schools*, 60(12), 4946-4966.
<https://doi.org/10.1002/pits.23041>

Educational attainment is closely associated with health. The objective is to explore the extent to which children and adolescents with congenital heart disease (CHD) are afforded the same educational and socialization opportunities as their healthy peers. We used a qualitative phenomenological design with convenience sampling. Data gathered 27 semistructured interviews: children with CHD (n = 9), parents (n = 10), and professionals (n = 8) in Catalonia, Spain. Interview transcripts were coded using the constant comparative method and analyzed using ATLAS.ti software. The analysis revealed three themes describing the experience of schooling for children with CHD: (1) Empowering and enabling a child with CHD to achieve academically and engage socially is a challenge for parents; (2) Teachers lack the resources and specific skills necessary to meet the diversity needs of children with CHD; (3) Parents and teachers have low expectations regarding the academic achievement of a child with CHD. Further application of the constant comparison method yielded a core theme: (4) Children with CHD experience exclusion from peer group social learning activities. Further efforts are needed for more effective collaboration and coordination between educational and health professionals to provide support for teachers and families and enable children to be better integrated within schools.

Vivarelli, C., & Wolfs, J.-L. (2023). **Les dimensions philosophiques et politiques de la laïcité : une mise en perspective France-Belgique.** *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 78-95. <https://doi.org/10.7202/1106127ar>

La notion de laïcité comporte deux dimensions : politique et philosophique-éthique. Classiquement, la conception française renvoie principalement à la première et la conception belge à la seconde. Or, les évolutions récentes montrent des débats vifs en France – sur le plan philosophique et éthique – entre laïcité « républicaine » et laïcité « libérale » et, en Belgique, des initiatives du monde laïque sur le plan politique : souhait de création d'un cours de philosophie et citoyenneté commun à tous, débats autour de l'inscription possible du principe de laïcité dans la Constitution. L'article met en perspective les évolutions récentes de la laïcité dans les deux pays.

Voulgarides, C. K., & Jean-Pierre, P. (2023). **Creating Anti-Racist Building Leadership Teams Through Structural, Interpersonal, and Personal Anti-Racist Efforts.** *Journal of Cases in Educational Leadership*, 26(4), 116-127. <https://doi.org/10.1177/15554589231173875>

In this case study, we show how building and/or instructional leadership teams (BLTs and ILTs) were repurposed to meet the challenge of the global health pandemic and the racial unrest associated with the murder of George Floyd in 2020. We outline how anti-racist work flourished during this critical time in one school district and led to the development of anti-racist BLTs (ARBLTs). Educators had to manage tensions associated with anti-racist work that both empowered them and made them feel vulnerable in their personal and professional identities. We conclude by providing insights into how systemic anti-racist leadership practices and structures can be developed at the local level and leveraged to enact change via well-established practices such as BLTs and ILTs.

Waite, S. R., & Wilkerson, C. (2023). **Are Educational Leaders of Color Truly Able to Lead for Equity? Maintaining the Status Quo or Disrupting Unequitable Systems?** *Journal of Cases in Educational Leadership*, 26(4), 75-88.
<https://doi.org/10.1177/15554589231198443>

Dr. Gabriella Ramirez is the first female Latinx superintendent to lead Metropolitan City Public Schools a large urban public school district in the Northeast United States. Dr. Ramirez's successful record of leading culturally responsive and sustaining education initiatives in several districts throughout her career made her the top choice for Metro City Public Schools (MCPSS). As an anti-racist, culturally responsive leader, she initiated several successful programs. However, she also recommended a major policy shift for the district. As a result, she faced the threat of a public smear campaign that would injure her professional reputation and career. This case study challenges current and aspiring leaders to consider how essential the development of their own critical consciousness is for leaders who identify as anti-racist and culturally responsive school leaders.

Walsh, C. E. (2023). **On Justice, Pedagogy, and Decolonial(izing) Praxis.** *Educational Theory*, 73(4), 511-529. <https://doi.org/10.1111/edth.12592>

This paper goes beyond — transcends — “pedagogy as justice,” recognizing that justice, particularly in these present times, may not be enough. Its wager is with pedagogies of and for life; pedagogies that plant and cultivate, that push and enable other modes of living, despite the capitalist-modern-colonial-racist system, beyond the system, and in the system's margins, borders, fissures, and cracks. These pedagogies, as Catherine Walsh argues here, are necessarily tied to and constitutive of decolonial(izing) praxis, a praxis that, while not negating justice, takes us beyond it. The argument here is for the pedagogical-praxistal work being done now, and yet to be done; the actional thought, thoughtful action, and ongoing creation and construction of an otherwise for existence, for dignity, and for life in these times of multiple entwined pandemic-viruses, including capitalist greed, systemic racism, heteropatriarchy, and existential-territorial dispossession in which COVID is/was one more thread of the entwine.

Wang, G., Scotto-Lavino, E., & Baily, S. (2023). **Nimble navigators: recollections of parental influence on girls' activism.** *International Journal of Qualitative Studies in Education*, 36(10), 2196-2212. <https://doi.org/10.1080/09518398.2021.1982053>

During adolescence, activism provides an outlet for ideas, visions, and concerns about societal issues as teens stake their claim in society. Girls often engage in activism as they begin to form their independent identities and explore their communities. However, the extent of parental influence on activist engagement is unclear, as gendered differences exist in how parents interact with youth activism. In this study, we explore how women, as they move away from their teenage years, recollect parental influence on their journeys as activists and the impact of their work on their relationships with parents. Using phenomenological inquiry and bracketing of the data, we examine the pivotal memories of teen activists and how they contributed to activists' agency and relationships. Uncovering how women perceive the effects of parental influences on their teen activism will provide insight into how girls navigate the challenges of independence, activism, and family during formative teenage years.

Wang, X., Wang, S., & Zeng, X. (2023). **Does deviant peer affiliation accelerate adolescents' cyberbullying perpetration? Roles of moral disengagement and self-control.** *Psychology in the Schools*, 60(12), 5025-5040. <https://doi.org/10.1002/pits.23037>

Cyberbullying perpetration has become an international public health concern among adolescents. Based on the general aggression model, the present study sought to examine whether deviant peer affiliation was significantly related to adolescents' cyberbullying perpetration, and whether moral disengagement mediated this

association and self-control moderated this mediation process. A total of 2286 Chinese adolescents (Mage = 13.46, SD = 0.93) completed a series of anonymous questionnaires regarding deviant peer affiliation, cyberbullying perpetration, moral disengagement, and self-control. Results showed that adolescents who interacted with deviant peers were more likely to cyberbully others, which was mediated by moral disengagement. Self-control moderated the association between deviant peer affiliation and moral disengagement and the relationship between moral disengagement and cyberbullying perpetration, but not the relationship between deviant peer affiliation and cyberbullying perpetration. Specifically, compared to high self-control adolescents, low self-control adolescents with high deviant peer affiliation were more likely to develop high moral disengagement and further engage in cyberbullying perpetration. The present study contributes to our understanding of the key mechanisms underlying the association between deviant peer affiliation and adolescents' cyberbullying perpetration.

Ward, R. J., Kovshoff, H., & Kreppner, J. (2023). **Using a collaborative working group model to develop an ADHD resource for school staff.** *British Educational Research Journal*, 49(5), 1044-1064. <https://doi.org/10.1002/berj.3886>

Inclusive education for children with attention deficit hyperactivity disorder (ADHD) presents challenges for school staff and professional development is lacking. Training is not always available when needed, strategies suggested by external experts can be impractical and staff lack autonomy in choosing the best way of being resourced. Additionally, the experience and knowledge of the range of school staff is not utilised. A collaborative working group of school staff and a researcher explored an alternative method of ADHD resourcing. Co-construction of knowledge defines how the group discursively identified actionable knowledge from the different perspectives and knowledge brought by individual group members. A systemic framework was used to critically reflect on the collaboration. The framework enabled reflection on four areas to understand how and why the collaboration led to a published web-based school staff ADHD resource. Firstly, starting conditions and assumptions were considered to identify and articulate the rationale for the resource. Secondly, the context and system dynamics enabled consideration of the socio-cultural and political landscape of the project and the impact of COVID-19. Thirdly, the different voices of participants and power dynamics were reflected on. Finally, emergence was a frame in which to elucidate knowledge production and changes in practice. The collaborative working group addressed the research-practice gap and the need for diversity of voices to be heard across the school. Knowledge co-construction positions staff as knowledge bearers and, together with different forms of knowledge, they can be empowered to create new, contextualised evidence-based knowledge.

Watkins, N., & Clark, L. (2023). **Ur Dad Is My Gardener: Antiracist Conversations for Educational Leaders.** *Journal of Cases in Educational Leadership*, 26(4), 10-28. <https://doi.org/10.1177/15554589231184795>

Racism, social media, and free speech collide on a high school campus when a student creates an offensive poster that a classmate posts on social media. This case describes a school administrator's conversations and actions with students, teachers, and the community addressing bigotry, race, and free speech on campus. The scenario is presented from the perspective of a school leader leading a campus through an incident of offensive speech aimed at a rival high school and posted on social media. This case focuses on educators' responses to the issues presented through critical

conversations and an intergroup dialogue protocol. The case elicits questions about hate speech, antiracist conversations, and accountability.

Weddle, H., Lockton, M., & Datnow, A. (2023). **Fostering, Tailoring, Negotiating: The Complexities of Collaborative Coaching in Schools Under Pressure to Improve.** *Educational Researcher*, 52(8), 482-490. <https://doi.org/10.3102/0013189X231187372>

Recent research has examined the influential role coaches may play in supporting teachers' collective capacity building for instructional improvement. While emerging research is promising, much remains to be learned about collaborative approaches to coaching, particularly in schools with the greatest opportunity gaps. We draw on extensive longitudinal qualitative data to explore a collaborative approach to coaching in urban middle schools under pressure to improve math outcomes. Findings reveal key coaching strategies to promote teacher team capacity building, including fostering student-centered discussion and collaborative relationships, tailoring capacity-building opportunities to provide access for all teachers, and negotiating across teachers and leaders to support improvement efforts. This work was complicated by conflicting expectations between leaders and teachers as well as challenges with addressing teachers' misconceptions about math content in group settings. These findings reflect the need for ongoing capacity building that supports coaches as they attend to group dynamics and accountability pressures.

Weintraub, R. (2023). **Holocaust education in the post-secular era: Religious-Zionist lessons from the Holocaust.** *Journal of Curriculum Studies*, 55(6), 720-733. <https://doi.org/10.1080/00220272.2023.2272687>

Applying Arthur Chapman's conceptualization, this article explores Religious Zionist (RZ) Holocaust education and the way it has changed over the years. Beyond RZ's increasing influence within Israeli society, this examination provides a unique example of faith-based Holocaust education that adheres to rationalism while teaching God's power over history. The diachronic textual analysis reveals dramatic changes in RZ Holocaust education over the past eight decades. Similar to faith-based education around the world, RZ focused initially on a deontological lesson highlighting the duty of the religious person under any circumstances. Following the 67 War, a distinct consequentialist-theological lesson was added, clarifying the obligation of the Jewish people to respond to the process of redemption embodied in the Zionist movement. As for the present day, the study profiles a new post-secular ontological lesson about the atrocities that people are capable of perpetrating in a godless world. This lesson is intertwined into a novel meta-narrative, one based not on modern ideologies but on the Bible and the vision of the Prophets. The conclusions of this article help to create analytical categories for exploring faith-based Holocaust education around the world—a topic that has emerged in recent decades as one of great importance.

Wells, R. S., Chen, L., Bettencourt, G. M., & Haas, S. (2023). **Reconsidering Rural-Nonrural College Enrollment Gaps: The Role of Socioeconomic Status in Geographies of Opportunity.** *Research in Higher Education*, 64(8), 1089-1112. <https://doi.org/10.1007/s11162-023-09737-8>

Rural students enroll in college at lower rates than nonrural students. This has been partially attributed to lower average socioeconomic status (SES) in rural areas. However, this assertion tends to ignore heterogeneity that may mask how SES shapes rural students' college-going experiences. Utilizing a geography of opportunity framework, this study

investigated how rural-nonrural differences in college-going vary based on SES. Analyses reveal that (a) rural and nonrural students in the High School Longitudinal Study (HSLs) had very similar mean SES; (b) rural status still predicted lower college enrollment rates overall, as well as four-year enrollment specifically; (c) the overall rural-nonrural enrollment gap was primarily a gap for low- and middle-SES students; and (d) there was greater socioeconomic inequality in college access in rural geographies than in nonrural geographies. These findings reinforce the fact rural students are not a monolithic group and emphasize the continued importance of SES between and within geographies. Given these findings, recommendations are provided with the intent of making college enrollment more equitable by the joint consideration of rurality and SES.

Wermke, W., & Forsberg, E. (2023). **Understanding Education Reform Policy Trajectories by Analytical Sequencing**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 59-73). https://doi.org/10.1007/978-3-031-36970-4_4

This chapter exemplifies a strategy for understanding and examining Policy and Practice Practice Nexuses Nexuses concerning education reformReforms trajectories. Education policy-making is an increasingly complex process, mostly neither linearLinear and rational nor unidirectional. However, to understand such processes, we advocate complexityComplexities reduction through analytical distinctions, sequencing, and entity-relationship-thinking. While policy-practice nexusesNexuses are conflated in the reality of public educationPublic education, our analytical approach must produce a somewhat linearLinear, sequential understanding. Drawing on this argument, we propose a modelModels which displays education reformReforms trajectories and explore the modelModels in terms of empirical objects. With the distinction between entities and relationshipsRelationships, we facilitate analytical definitions in Policy-Practice Research regarding what affects what and how it does so. RelationshipsRelationships are units of re-contextualization, process, and transfer, which demand the presence of at least two entities. Moreover, Time becomes an analytical device. Each unit conditions the next. The prior development of ideas always conditions the current contextContexts of the analyses. Finally, we advocate comparative education reformReforms policy analyses. While selecting (national and sectorial), cases become critical. Comparisons may uncover the different layers of universality and particularity.

Wessel-Powell, C., Panos, A., & Weir, G. (2023). **Advocacy Stories: Equity Literacy Practices of White Low Income Mothers Navigating School Reform**. *American Educational Research Journal*, 60(6), 1174-1220. <https://doi.org/10.3102/00028312231195805>

This article, based on collaborative ethnography, describes five low income white mothers' equity literacy practices as they advocated for their children's diverse "failing" school during a state takeover. Mothers used both hard and soft advocacy. They promoted equity by reinforcing positive aspects of the school community, and resisting and reframing negative stories perpetuated about the school based on stigma at the intersection of race, class, and standardized educational attainment. They shared the ideal of exposing their children to "real life" by staying loyal to their school. These mothers' stories present possibilities, and challenges, for realizing interracial solidarity that fosters and sustains equitable schooling in the United States long term.

Westerlund, R. (2023). **Becoming a physical education teacher: Preservice teachers' meaning-making process in the transition between a subject didactics course and the practicum.** *Teaching and Teacher Education*, 136, 104363. <https://doi.org/10.1016/j.tate.2023.104363>

Research has shown that a critical teaching perspective is at risk if preservice teachers perceive a gap between university- and field-based courses. This study explores how preservice physical education (PE) teachers make meaning out of their participation in a subject didactics course and the practicum. Interviews conducted across 1 year revealed that preservice teachers experienced PE teaching as practical skills and the advocacy of movement and health during the university-based course but not during the practicum. In both contexts, teaching as didactic and embodied knowledge was perceived as being meaningful. The study suggests that emotional learning occasions, role models, and clear purposes are supportive for a critical teaching perspective.

Wetstone, H., & Rice, K. G. (2023). **Enhancing Career Adaptability Among University Students: An Intervention Study.** *Journal of Career Development*, 50(6), 1279-1292. <https://doi.org/10.1177/08948453231187910>

Recent college graduates are navigating a complex labor market due to the COVID-19 pandemic, changing economic conditions, and advancing technologies. Career adaptability, a psychosocial construct focused on managing career transitions, is critical for college students in this environment. Career adaptability interventions have shown promising results, but many are time consuming or involve one-on-one counseling, and none have focused on US college samples, which prompted this study. We tested a brief career adaptability training on a sample of 89 US college students and measured its effect on participants' career adaptability resources (career concern, career control, career curiosity, career confidence) and career adapting responses (career decision self-efficacy, career planning). Results showed no increase in career adaptability resources or career planning but indicated an increase in career decision self-efficacy, suggesting that brief interventions may be effective for some desired outcomes but not others. Future research should examine which intervention ingredients are necessary to enhance career adaptability.

Wiig, A. C. (2023). **Tracing Policy in Practice. Exploring the Interactional Exercise of Oral Assessment.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 265-285). https://doi.org/10.1007/978-3-031-36970-4_14

By empirically zooming in on oracy as an area of educational reforms, this chapter illuminates how a new oral assessment phenomenon that has been observed in practice meets, overlaps, and, more recently, challenges educational policy in the Norwegian educational context. Conducted in three lower secondary schools, the study draws on audio-recorded materials capturing authentic teacher-student dialogues in group subject talk tests. By exploring authentic assessment practices, the chapter analyzes (1) which aspects of competence students are made accountable for and (2) how the introduction of learning outcomes and oracy as one of five core skills can challenge the interactional exercise of oral assessment in educational practice. The results illustrate how subject talk evaluation practices through the organization in social groups go beyond assessing students in terms of assessment criteria or scales. The oral assessment situation becomes a setting where teachers share professional judgments and approve specific oral initiatives for groups of students. In this nexus of group subject talks and recent policy

on learning outcomes and oracy as a core skill, students become competent contributors through retrospective evaluations of their own performance, making themselves accountable for the group's community, subject-specific knowledge, and the norms and rules of reasoning in the group's subject talks. The findings raise several questions about how we understand actors as the coconstructors of educational policy when certain educational practices seem to be in front of policy uptake in the nexuses where policy and practice conflict, overlap, and meet.

Wilbers, S., & Brankovic, J. (2023). **The emergence of university rankings: a historical-sociological account.** *Higher Education*, 86(4), 733-750. <https://doi.org/10.1007/s10734-021-00776-7>

Nowadays, university rankings are a familiar phenomenon in higher education all over the world. But how did rankings achieve this status? To address this question, we bring in a historical-sociological perspective and conceptualize rankings as a phenomenon in history. We focus on the United States and identify the emergence of a specific understanding of organizational performance in the postwar decades. We argue that the advent of this understanding constituted a discursive shift, which was made possible—most notably but not solely—by the rise of functionalism to the status of a dominant intellectual paradigm. The shift crystallized in the rankings of graduate departments, which were commissioned by the National Science Foundation and produced by the American Council on Education (ACE) in 1966 and 1970. Throughout the 1970s, social scientists became increasingly more interested in the methods and merits of ranking higher education institutions, in which they would explicitly refer to the ACE rankings. This was accompanied by a growing recognition, already in the 1970s, that rankings had a place and purpose in the higher education system—a trend that has continued into the present day.

Wilczewski, M., Wang, R., Du, J., Søderberg, A.-M., Giuri, P., Mughan, T., ... Jacob, M. J. (2023). **Cultural novelty and international students' experience: a five-country study.** *Higher Education*, 86(5), 1107-1128. <https://doi.org/10.1007/s10734-022-00964-z>

Research has linked cultural differences between a sojourner's home and host country with their cultural transformation. Nonetheless, the results of empirical studies are inconclusive due to different operationalizations of cultural differences and testing among different groups of sojourners. We extend previous investigations by examining the effects of cultural novelty (i.e., the subjective perception of cultural differences) on the experience of international students (N = 1114) in Denmark, Germany, Italy, Poland, and the USA. Drawing on acculturation and social learning theories, we conceptualized a model of students' adjustment and satisfaction taking into account cultural novelty. We tested the model through multi-group structural equation modeling (SEM) and examined the various relationships across subsamples from all five countries. We determined the significant effects of cultural novelty and a range of factors impacting students' intercultural experience, such as their cultural intelligence, cultural background, second-language skills, time in the host country, and socialization with domestic students, and how the effects may vary by the host country. We discuss implications for future research and practice.

Wild, S., Rahn, S., & Meyer, T. (2023). **The relevance of basic psychological needs and subject interest as explanatory variables for student dropout in higher education — a German case study using the example of a cooperative education program.** *European*

Journal of Psychology of Education, 38(4), 1791-1808. <https://doi.org/10.1007/s10212-022-00671-4>

Student dropout in higher education is a challenge for higher education systems. In recent years, there has been an increasing focus on analyzing motivational aspects in order to counteract dropout. However, the detailed impact mechanisms and processes of motivation on dropout have not been sufficiently researched. For example, there is very little research analyzing the preconditions of motivation and their influence on motivation as well as their eventual influence on dropout. From the background of self-determination theory and the person-object theory of interest, this study analyzes the effects of satisfying the three basic psychological needs on dropout via subject interest. We use data from a cross-sectional design with N = 2662 cooperative students in their first academic year. Our analysis identifies a direct effect of relatedness and subject interest on dropout. Furthermore, indirect effects of satisfying basic psychological needs, specifically, autonomy and relatedness, on dropout via subject interest are noted. We evaluate our results in the context of the current state of research and discuss implications.

Wiley, K. E., & Starr, J. P. (2023). **The Resolution Passed, Now What? A Superintendent's Commitment to Racial and Social Justice and the Complexities of a Police-Free Schools' Resolution.** *Journal of Cases in Educational Leadership*, 26(4), 29-38. <https://doi.org/10.1177/15554589231173872>

Following a wave of racial justice activism during the summer of 2020, nearly 40 school districts passed resolutions ending the use of law enforcement in schools. In such districts, school superintendents then faced the challenge of implementing these "police-free schools' resolutions," while sometimes encountering strong resistance, from White parents and community members in particular. This case explores the challenges of implementing a police-free schools' resolution through the perspective of a White superintendent committed to anti-racism and social justice in a fictitious district called Union Public Schools. Informed by real events, the authors invite education leaders to articulate their stance and strategy as it relates to anti-racist leadership, law enforcement in schools, and White resistance to equity-oriented policy change.

Williams III, O., Davis, J., & Cox, M. (2023). **Partnership with a school system to implement an Africentric rites of passage program for middle school Black boys.** *Psychology in the Schools*, 60(12), 5099-5114. <https://doi.org/10.1002/pits.23092>

This article shares how three African-centered Black men partnered with a school system to develop and implement an Africentric rites of passage program for seventh- and eighth-grade Black male students. The proposed school-based intervention aimed to socialize, educate, and cultivate Black boys in preparation for manhood. Theoretically, the conceptual framework was anchored in African paradigms from Afrocentricity, Kawaïda, and Pan-Africanism. The authors provided an overview of the program, which included the program structure, activities, and events. We concluded with a discussion of program challenges and recommendations for future research and program implementation.

Wilson, A. M., Sarooghi, H., Ryan, T. J., Mitchell, N., & Fernhaber, S. A. (2023). **Teaching and Learning Together: Understanding Faculty Motivation to Interdisciplinary Course Cocreation as a Response to a Global Pandemic.** *College Teaching*, 71(4), 207-218. <https://doi.org/10.1080/87567555.2021.2010638>

While higher education plays a critical role in society, little is known about the motivation of faculty members within such institutions. In this paper, we explore the faculty motivation to voluntarily cocreate an interdisciplinary course as a response to the COVID-19 pandemic. The results of our qualitative, phenomenological study highlight sensemaking for both students and faculty, being peer-driven, ability to collaboratively innovate, desire for student engagement, being able to leverage existing expertise, and concern for institutional welfare as motivational drivers for faculty. The shared experience of creating and teaching the course subsequently impacts faculty in a number of different ways. A crisis-based faculty motivation model for interdisciplinary course cocreation is presented.

Wilson, R., Sellman, E., & Joseph, S. (2023). **'Doing well' and 'being well'—secondary school teachers' perspectives.** *British Educational Research Journal*, 49(5), 987-1004. <https://doi.org/10.1002/berj.3878>

The mental health and wellbeing of young people is increasingly a concern in schools. This study explores how English secondary school teachers perceive and engage with the concept of wellbeing. By asking teachers to reflect on their practice, we can draw out their relational experience and knowledge about wellbeing in the classroom. Twenty teachers were interviewed about their practice in the context of the Covid-19 pandemic and during the academic year 2020–21. Reflexive thematic analysis reveals the challenges experienced by teachers. Specifically, we find a perceived role conflict for teachers between giving care and purveying knowledge. We draw on recent policy research and the work of Nel Noddings to account for this conflict in terms of conceptualisations of teaching practice and purpose. We illustrate how an emphasis within schools on 'doing well' academically undermines and marginalises a more holistic sense of 'being well', which contributes to a set of strains on teachers personally, professionally and relationally in terms of their interactions with students and colleagues. We propose that 'doing well' arises out of 'being well', rather than the converse, and should hence be an educational policy priority. Finally, we offer implications for how wellbeing may be woven into school culture.

Wilson, S., Hastings, C., Morris, A., Ramia, G., & Mitchell, E. (2023). **International students on the edge: The precarious impacts of financial stress.** *Journal of Sociology*, 59(4), 952-974. <https://doi.org/10.1177/14407833221084756>

International students are an important global cohort of 'noncitizens' whose experiences are central concerns for urban sociologists and migration scholars. Drawing on survey fieldwork conducted among international students in the private rental sector in Sydney and Melbourne during 2019, this article provides new knowledge about the hardships experienced by international students who report financial stress. Using a modified scale developed by the Australian Bureau of Statistics, we highlight the accelerating role of high levels of financial stress in producing disruptive events such as housing evictions and fears of homelessness, as well as reliance on inadequate housing like 'hot-bedding'. Financial stress is significantly more likely for students from low-GNI (gross national income) countries and higher stress reduces wellbeing. Access to paid employment, however, does not 'protect' against higher financial stress. We conclude that higher education policymakers need tools and policies to prevent disruptive life events among international students related to financial stress, particularly those associated with housing.

Wilson-Forsberg, S., Monaghan, S. R., & Corrales, D. C. (2023). **Witnesses to inhumanity on shifting terrain: Embracing an ethic of discomfort for optimal learning in an international field course.** *Education, Citizenship and Social Justice*, 18(3), 344-363.
<https://doi.org/10.1177/17461979221097073>

This paper examines the written reflections of 30 Canadian undergraduate students who participated in an international field course focusing on migration and human rights in Mexico. It endeavors to understand how the students reconciled their thoughts and feelings about trauma and oppression in an intercultural setting. Borrowing Foucault's 'ethic of discomfort', which emphasizes the proactive and transformative potential of discomfort in education, the paper extends existing scholarship in teaching and learning around study abroad and social justice by focusing on ethically complex situations in the field. The findings reveal that while preparation for unprecedented and unforeseeable scenarios during an international field course was challenging for faculty, exposing students to the realities of migration ultimately facilitated learning.

Wittwer, M., Messmer, R., & Büchel, S. (2023). **Fachspezifisches professionelles Wissen und Können von Sportlehrpersonen.** *Swiss Journal of Educational Research*, 45(2), 124-137.
<https://doi.org/10.24452/sjer.45.2.4>

While theoretical conceptions and empirical findings regarding the structure of subject-specific professional knowledge (CK & PCK) exist in various teaching subjects, they are largely lacking in the area of PE. This article addresses the question of how this knowledge can empirically be structured for PE teachers. To answer this question, in addition to classical MC tests, video and text vignettes were used in order to measure non-contextualized as well as contextualized knowledge. The findings of the survey of 181 physical education teachers confirm the reliability and validity of the test instruments and show very high correlations between the assumed dimensions. However, these high correlations indicate that a further differentiation of the subject-specific professional knowledge of physical education teachers is hardly possible.

Wolfenden, F., Walley, P., Agbaire, J., & Hartley, J. (2023). **Strengthening school leadership towards improving school resiliency: final technical report.** Consulté à l'adresse <https://hdl.handle.net/10625/62256>

This exploratory multi-country research adopted a realistic evaluation (RE) framework to explore the use of Improvement Science with groups of school leaders in three contrasting contexts. The multidisciplinary research team collaborated with in-country partners across three continents: Chile – SUMMA (Laboratory of Education Research and Innovation for Latin America and the Caribbean); Kenya – Worldreader; the Philippines – FIT-ED (Foundation for Information Technology Education and Development). Despite the constraints of the COVID-19 pandemic in each setting, school leaders were recruited and improvement communities were established and guided to engage with the IS methodology through carrying out "Plan-Do-Study-Act" (PDSA) cycles on local challenges. Data was gathered on the experiences of the school leaders through their improvement science journeys using a range of qualitative research instruments including records of the PDSA activities.

Wong, J. Y. L., & Oh, P. H. (2023). **Teaching physical education abroad: Perspectives from host cooperating teachers, local students and Australian pre-service teachers using the social exchange theory.** *Teaching and Teacher Education*, 136, 104364.
<https://doi.org/10.1016/j.tate.2023.104364>

Research on pre-service teachers (PSTs) in international teaching practicums often focus on their experiences rather than how it ameliorates the host communities. Constructs of Social Exchange Theory were used to explore benefits and challenges experienced by four Australian PSTs, two Chinese cooperating teachers (CTs) and 169 local students. The PSTs experienced personal and professional growth, the CTs gained new pedagogical insights, and local students experienced cultural immersion with improved engagement in physical education. Despite mutual benefits, challenges emerged from teaching differences, language barrier, and personal obstacles. These underscore the necessity of investing time and resources to minimise such challenges.

Wongmonta, S. (2023). **The Impact of Parental Health Shocks on Child Schooling and Labor: Evidence from Thailand** (PIER Discussion Paper N° 209). Consulté à l'adresse Puey Ungphakorn Institute for Economic Research website: <https://econpapers.repec.org/paper/puidpaper/209.htm>

This paper uses household panel data from the Thai Socio-Economic Surveys of 2012 and 2017 to examine the effects of parental health shocks on child education and labor. Three measures of parental health are analyzed: chronic illness, hospitalization, and self-reported health problem. The results show that illness of the parents decreases school enrollment and leads to fewer years of education completed. Additionally, it finds that paternal illness has a relatively more detrimental effect on children's educational outcomes than maternal illness, especially for the educational attainment. Girls are less likely to have attended school if any parent self-reported having any health problems. Parents' chronic illness increases the probability of entering the labor force for youths aged 15 and over; however, only maternal illness increases their time spent at work. Households having both parents hospitalized are most likely associated with the significant decrease in household income and education expenditures. The results suggest that targeted government support to low-income families affected by major illnesses of parents could help them to maintain their children in school.

Worsham, R. (2023). **A Differences-in-Differences Analysis of the Impact of the North Carolina Fixed Tuition Program on College Costs**. *The Journal of Higher Education*, 94(7), 945-971. <https://doi.org/10.1080/00221546.2023.2171214>

In 2016, the North Carolina legislature implemented the North Carolina Fixed Tuition Program. This policy ensures that, once enrolled, an undergraduate student's tuition rate at any of the state's four-year public colleges will not increase for eight consecutive semesters of enrollment. While touted as an effort to increase affordability by helping students financially plan for college, prior research has found that these policies prompt institutions to raise the cost of attendance for undergraduate students. This study expands previous work on institutional pricing responses to tuition guarantee programs by both extending inquiry to another state context and by examining changes to revenue streams not included in prior work. Using differences-in-differences and event study approaches, I found that institutions in North Carolina increased in- and out-of-state graduate tuition rates and out-of-state undergraduate tuition rates in the wake of the Fixed Tuition Program.

Xu, B. (2023). **En Chine, la volonté de cultiver des compétences mathématiques pour répondre aux évolutions du pays** (T. Chevaillier, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 69-79. <https://doi.org/10.4000/ries.14200>

Depuis le début du xxi^e siècle, le ministère chinois de l'éducation a publié plusieurs versions des programmes d'enseignement des mathématiques pour les écoles primaires et secondaires, en réponse au rythme soutenu des changements sociaux, économiques, scientifiques et technologiques qui touchaient la Chine. Les dernières versions de ces programmes insistent sur le développement des compétences mathématiques dans les quatre domaines couverts par la discipline : nombres et algèbre, figures et géométrie, statistiques et probabilités, applications et pratiques intégrées. L'apprentissage des mathématiques à l'école vise à permettre aux élèves de maîtriser les connaissances de base, les compétences et les capacités de réflexion et d'action nécessaires pour s'adapter à la vie actuelle et continuer à se former.

Xu, Y. (Sue), & Krulatz, A. (2023). **"Multilingualism is a resource, not a difficulty": Exploring Norwegian teachers' beliefs and reported practices in multilingual settings.** *Teaching and Teacher Education*, 136, 104332. <https://doi.org/10.1016/j.tate.2023.104332>

This study explored Norwegian teachers' (N = 181) (a) beliefs about multilingualism and the multilingual teaching practices (MTPs) they reported, (b) the extent to which their beliefs and practices were interrelated, and (c) their justifications of certain beliefs and practices. The data were analyzed using descriptive statistics, Spearman's bivariate correlation, and content analysis. The findings revealed mixed views about multilingualism and three tendencies relative to MTPs. A significant positive correlation between beliefs and reported practices was found. Although many of the participants endorsed multilingualism in education, the dominant role of Norwegian and biased monolingual teacher ideology were the main factors hindering MTPs.

Xue, L. (2023). **Aspects évolutifs de l'agir professionnel: Un cas dans le domaine de l'enseignement des langues.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=78346

Inscrit dans un cadre théorique multidisciplinaire où est postulée une cohabitation du socioconstructivisme et de l'émergentisme, ce travail s'attache à comprendre les dynamiques de l'agir professionnel des enseignants de langues étrangères à l'aide d'un dispositif de suivi multimodal et longitudinal. Des moyens d'observation et d'entretiens – semi-directifs et d'autoconfrontation – ont été mobilisés pour chacun des enseignants durant un semestre. Leurs discours de verbalisation ont été analysés selon une approche double conjuguant l'analyse de contenu et l'analyse du discours. La complexité de la pensée enseignante s'avère articulée autour d'une dynamique entre l'intentionnalité, l'action incorporée et les contraintes contextuelles. On note entre autres la rupture de la réflexivité au cours de l'action, découverte en neurosciences, et validée ici par la mise en place de méthodologies en sciences humaines et sociales.

Yalvac, B., Craig, C., Hill-Jackson, V., & Cole, C. (2023). **Toward Inquiry and Problem Posing in Teacher Education.** *Journal of Teacher Education*, 74(5), 417-421. <https://doi.org/10.1177/00224871231202828>

Yan, J., & Goh, H. H. (2023). **Exploring the cognitive processes in teacher candidates' collaborative task-based lesson planning.** *Teaching and Teacher Education*, 136, 104365. <https://doi.org/10.1016/j.tate.2023.104365>

The study explored cognitive processes and dialogic moves involved in designing task-based lessons by analysing 45 Chinese language teacher candidates (TCs)

collaborative discussions. The findings showed that TCs engaged in macro- and micro-level cognitive processes. The dialogic moves, especially challenging and building on others' ideas, facilitated the analysis processes in which TCs developed and refined the lesson plans from the perspectives of pedagogy, students, and context. The research highlights the importance of teacher education in fostering teachers' abilities to develop lesson plans through multi-faceted analysis and engage in in-depth discussion by utilising dialogic moves of challenging and building on others' ideas.

Yang, N., & Li, T. (2023). **How Stakeholders' Data Literacy Contributes to Quality in Higher Education: A Goal-Oriented Analysis**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 313-327). https://doi.org/10.1007/978-3-031-24193-2_13

Quality is a complex concept in higher education due to its value-laden nature, that is, different people mean different things. There are five notions of quality in higher education: quality as fitness for purpose, quality as excellence, quality as cost-effectiveness, quality as consistency, and quality as transformation. In the era of big data, most higher education data have not been transformed into actionable insights than other fields such as business intelligence in the companies. Quality is the lifeline of higher education in the universal stage of higher education development. Based on the five notions of quality, this paper aims to discuss how the five notions of quality relate to each other, who the key stakeholders are for each notion of quality, and how their data literacy will impact the quality of higher education.

Yastrebov, G. (2023). **Signals, educational decision-making, and inequality: a comment on the formal model by Holm, Hjorth-Trolle, and Jæger**. *European Sociological Review*, 39(5), 834-840. <https://doi.org/10.1093/esr/jcac041>

In this comment, I explore the assumptions and the implications of the formal (mathematical) model proposed by Holm, Hjorth-Trolle, and Jæger (HHJ) in their article in *European Sociological Review*, 35(4) (2019). The model links educational decision-making to social background inequality and academic ability and is said to conform to the key propositions of the Relative-Risk-Aversion theory and the Compensatory-Advantage-Model. Its most original component is that it allows for the error in estimating one's ability, which, once known, impacts on the decision to (dis)continue education. The error is said to have a differential impact on students of different social backgrounds, whereby social inequality in educational decisions is effectively maintained. The model also deserves attention and praise as one of the few attempts in our field to reason formally and provide a mathematical formulation of theoretical arguments. However, I scrutinize the model and show that (i) some of its assumptions may not be defensible; that (ii) the most interesting and original hypothesis proposed by HHJ does not follow from the model; and that (iii) the empirical implications of the model are wrongly interpreted in terms of probability differences. I then show which particular assumption is required for HHJ's most original hypothesis to hold. The assumption is non-intuitive, and I conclude that the hypothesis, as formulated by HHJ, does not have a sound theoretical basis.

Yerly, G. (2021). **La collaboration des enseignants autour de l'évaluation des apprentissages comme moyen de piloter le système ?** *Les dossiers des sciences de l'éducation*, (45), 77-97. <https://doi.org/10.4000/dse.5322>

La collaboration entre enseignants autour de l'évaluation des apprentissages constitue aujourd'hui un moyen de piloter les systèmes éducatifs. C'est notamment le cas de la

politique fédérale suisse « évaluation commune ». Les enseignants du secondaire supérieur doivent évaluer les apprentissages des élèves en équipe afin d'assurer des résultats davantage harmonisés entre les établissements et les cantons. Des données ont été recueillies à différentes échelles et dans les différents niveaux du système afin d'analyser la mise en œuvre de cette politique sur le terrain. Les résultats permettent de discuter les tensions qu'une telle injonction de collaboration crée quant au pilotage du système, aux dynamiques de collaboration au sein des établissements et aux pratiques évaluatives des enseignants.

Yerly, G., & Monney, N. (2022). **La planification flexible des démarches d'évaluation, un levier vers une évaluation pour apprendre ?** *Mesure et évaluation en éducation*, 45(3), 33-60. <https://doi.org/10.7202/1106853ar>

L'article discute l'apport de la planification des démarches d'évaluation comme levier pour soutenir les enseignants dans la mise en œuvre d'une évaluation pour apprendre (assessment for learning) en classe. Il propose une réflexion théorique sur les apports d'une planification flexible, caractérisée dans l'article comme une planification approfondie et structurée (hiérarchisée) des démarches d'évaluation mais qui laisse aussi une place importante aux ajustements dans l'interaction (dynamique) et qui implique les apprenants (interactive). La contribution de l'article est de faire le lien entre les travaux scientifiques portant sur la planification de l'enseignement-apprentissage et ceux sur l'évaluation des apprentissages. Les objectifs de l'article consistent à 1) expliciter ce qui caractérise une planification flexible des démarches d'évaluation, et 2) discuter des apports d'une telle planification dans la mise en œuvre d'une évaluation-soutien d'apprentissage dans les classes.

Yildiz Durak, H., Şimşir Gökalp, Z., Seki, T., Saritepeci, M., & Dilmaç, B. (2023). **Examination of non-cognitive variables affecting academic achievement: a conceptual model proposal.** *Quality & Quantity*, 57(6), 4985-5006. <https://doi.org/10.1007/s11135-022-01580-w>

Psychological factors have a significant role in better understanding mechanisms that affect students' academic performance. The intense and long-term stress of the pandemic process has made it necessary to rethink the components which effect the academic achievement of pupils. The purpose of this study is to examine the variables that predict the academic achievement of university students during the pandemic process and to present a model on these variables. The study group has 241 students who continue their undergraduate education in Turkey. The data were collected with a self-description form and 6 scales. The partial Least Squares (PLS) Structural Equation Model was used to analyses the developed research model. In consequence of the study, a relationship was obtained between academic procrastination (AP) and multi-screen addiction (MSA). Covid-19 burnout has a crucial effect on AP, multiscreen addiction, and psychological well-being variables. Motivation and self regulation-attention variables are explanatory of AP. This study contributes to expanding the nomological network regarding the effects of Covid-19 on the psychological well-being and behavior of individuals.

Yildiz, H. (2023a). **L'insertion professionnelle à 18 et 30 mois des diplômés 2020 de licence professionnelle.** *Note Flash du SIES*, (21). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-10/nf-sies-2023-21-29463.pdf>

En 2020, 45 600 étudiants ont été diplômés de licence professionnelle à l'université, 46 % ont poursuivi ou repris des études dans les 30 mois suivants contre 41 % des diplômés de la promotion précédente. Parmi ceux entrés dans la vie active, 95 % occupent un emploi au 1er décembre 2022. Leur taux d'insertion professionnelle à 18 mois et 30 mois est légèrement supérieur à celui enregistré en 2021 pour les diplômés 2019 (92 %, + 1 point ; 95 %, + 0,4 point). Bien qu'ils soient plus souvent en emploi à ces deux dates par rapport à la promotion précédente, leur insertion a été marquée par les effets de la crise sanitaire à leur entrée sur le marché du travail.

Yildiz, H. (2023b). **L'insertion professionnelle à 18 et 30 mois des diplômés 2020 de master.** *Note Flash du SIES*, (22). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-10/nf-sies-2023-22-29457.pdf>

En 2020, 114 400 étudiants ont été diplômés de master (hors enseignement) à l'université, 39 % ont poursuivi ou repris des études dans les 30 mois suivants contre 36 % des diplômés de la promotion précédente. Parmi ceux entrés dans la vie active, 93 % occupent un emploi au 1er décembre 2022. Leur taux d'insertion professionnelle à 30 mois s'élève très légèrement (+ 0,5 point) par rapport à la promotion précédente dont le taux d'insertion avait atteint le niveau le plus élevé jamais enregistré. Toutefois leur insertion sur le marché du travail a été entravée l'année de leur diplomation par les effets de la crise sanitaire. Mais ils étaient plus massivement en emploi 18 mois après leur diplomation que les diplômés de la promotion précédente qui eux subissaient, à ce moment, pleinement les effets de la crise sanitaire sur le marché du travail.

Yu, W., He, J., & Gong, Y. (2023). **A systematic review of information technology in workplace learning.** *Psychology in the Schools*, 60(12), 4904-4929. <https://doi.org/10.1002/pits.22901>

The application of information technology is ubiquitous in our work and learning, and information technology causes tremendous changes to workplace learning. This systematic review aims to summarize the roles and impacts of information technology on workplace learning. This study is guided by the following three research questions: What are the characteristics and trends of the existing research on information technology in workplace learning(RQ1)? What roles does information technology play in workplace learning(RQ2)? What changes and impacts have information technology brought to workplace learning(RQ3)? We identified 60 eligible articles using the guidelines of the PRISMA procedures. To respond to RQ1, the descriptive analysis of the eligible literature has been delineated. To respond to RQ2, we conducted an in-depth content analysis, and the roles of information technology were classified into four categories: at the organizational level, exploitative learning and explorative learning and at the individual level, learning resources and learning support. To respond to RQ3, the impacts of information technology were analyzed from both the positive and negative effects at the individual and organizational levels. Finally, we proposed an integrated framework of information technology on workplace learning.

Yuan, M., Dervin, F., Liang, Y., & Layne, H. (2023). **"Just Take Your Time and Talk to Us, Okay?" – International Education Students Facilitating and Promoting Interculturality in Online Initial Interactions.** *British Journal of Educational Studies*, 71(6), 637-661. <https://doi.org/10.1080/00071005.2023.2231526>

Meeting others abroad and/or online is considered important in the broad field of intercultural communication education (amongst others: international education,

minority and migrant education, but also teacher education, language education) to test out one's learning about interculturality. For several weeks, a group of university students from China and a group of local and international students studying at a Finnish university met regularly online to talk about global educational issues. Using a specific lens of interculturality, which focuses on the discursive co-construction of identities, we explore their initial interactions, how they deal with the uncertainty and potential awkwardness of their very first encounters, before they start working on their educational tasks. Based on the students' self-disclosure (practices, thoughts, identity construction), and adopting a dialogical discourse analysis, the authors examine their co-construction of interculturality. The results show that the students try to facilitate interculturality while promoting it together more or less successfully. Reasons are discussed. The authors argue that research on the underexplored case of online initial interactions, which represent crucial moments in establishing and negotiating interculturality, could provide important research and pedagogical input for intercultural telecollaboration.

Zancajo, A., Fontdevila, C., & Verger, A. (2023). **Markets in Education and School Segregation: Paths of Problematicization and Reform.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 81-101). https://doi.org/10.1007/978-3-031-36147-0_5

Over the last years, a broad consensus has been forged regarding the negative impact of market policies on educational equity, especially in terms of school segregation. The preoccupation with the equity effects of educational markets has penetrated the policy agenda of different countries, although it has not crystallized in a univocal reform approach. Building on the results of a systematic literature review, this chapter examines how educational markets have been problematicized in relation to the phenomenon of school segregation, as well as what policy and regulatory options have been adopted in different education systems to address them. The findings show that, while the problematicization of educational markets is generally motivated by their impact on educational inequalities, the specific axes of inequality and the factors and actors triggering problematicization processes vary greatly across contexts. The chapter also finds that educational reforms aimed at mitigating the role of markets on segregation tend to focus on three main regulatory areas – namely, school funding, school choice and admissions, and the authorization of educational providers. Finally, the chapter reflects on the political and implementation challenges, among other limitations, of these regulatory reforms, concluding that their effectiveness in countering market forces remain still an open question.

Zanchetta, M. S., Alidina, F.-M., Hared, A., Dumitriu, M. E., Mésenge, C., Zakus, D., ... Haag, C. (2023). **Health Promoter's Role in School Settings in African Francophone Countries.** *Journal of Asian and African Studies*, 58(7), 1093-1110. <https://doi.org/10.1177/00219096221076108>

The aim of this study is to describe the context, resources and procedures for planning/implementing health promotion initiatives targeting the children and youth population in African Francophone countries. The method of work used multiple case studies with an online survey (n = 11) and individual interviews (n = 6) (2017–2018). Strategies to mobilize/use community's available resources and assets were influenced by gender and professional status, as well as the stakeholder's valorization and degree of community interest and engagement in the proposed health promotion initiatives.

Major social impacts relate to the support provided by the community stakeholders with individual and collective assets. Evidence uncovered professional networking, collaboration and exchange that could help regional health promoters.

Zeira, A., Achdut, N., & Benbenishty, R. (2023). **Predicting Educational Attainments and Enrollment to Higher Education: A Longitudinal Study of Care Leavers in Israel.** *Research in Higher Education*, 64(8), 1165-1190. <https://doi.org/10.1007/s11162-023-09742-x>

Care leavers, one of the most vulnerable groups in society, are underrepresented in higher education (HE). This study follows 16 entire birth cohorts of alumni of youth villages in Israel (born 1982–1997, N = 44,164) and is based on national administrative data. Using Propensity Score Matching we created a double sized comparison group from the same birth cohorts in the general population (N=88,328). We use three indicators of educational outcomes: high-school educational attainments, enrollment to HE and HE track. To assess whether attending a youth village is associated with improved outcomes we employ a longitudinal quasi-experimental design and compare the outcomes of care leavers to the matched comparison group. Compared to their matched peers, care leavers were more likely to take at least one matriculation exam and to attain a regular matriculation diploma, but were less likely to gain a diploma that meets the threshold requirement to enter university. Consequently, care leavers were less likely than their matched peers to enroll into HE. Significantly fewer care leavers entered universities, but their rates of entering teachers' colleges were higher. Our findings suggest that youth villages are relatively successful in terms of high-school achievements. Yet, these are insufficient for care leavers to enter HE and they need further support to bridge the gap with the general population.

Zeng, Y., & Lo, L. N. (2023). **Leading as boundary crossing: How teacher leaders lead across a professional learning network in Shanghai China.** *Educational Management Administration & Leadership*, 51(6), 1383-1400. <https://doi.org/10.1177/17411432211055329>

This paper explores how teacher leaders enact leadership practice across a regional learning network, Master Teacher Studios, an officially initiated teacher learning program in Shanghai. It investigates the leadership strategies that are employed for cross-boundary endeavors in the network. The concepts of boundary and boundary crossing, as expounded by Wenger and others, are used to guide an examination of the process of teacher leadership enactment across a network, which is elucidated as interpreting the boundaries, selecting/designing boundary objects, and participating in communities of practice. The paper fosters an understanding of teacher leadership practice as boundary work in a network context, and delineates a process of teacher leadership enactment, as well as the importance of teacher leader identity in the process.

Zhang, H., & Galaup, M. (2023). **Réflexion sur la conception et l'impact d'un écosystème d'apprentissage adaptatif.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 125-138. <https://doi.org/10.18162/ritpu-2023-v20n2-10>

Zhang, S., Li, Y., Frimpong Boamah, E., & Mog, J. (2023). **Gender Disparity in Travel Demand Management of University Students and Employees.** *Journal of Planning Education and Research*, 43(4), 970-989. <https://doi.org/10.1177/0739456X20934190>

The Earn-a-Bike (EAB) program is a travel demand management (TDM) effort at the University of Louisville. It provides a \$400 bike shop voucher for students and university

employees to forgo their parking permits for two years. This research explores this program to answer three questions: Does gender affect people's willingness to participate in a TDM program such as the EAB? Does gender have different impacts on population segments at different life stages? How does a suburbanized spatial structure interact with gender and affect people's willingness to participate in the EAB program? The findings suggest that females are generally less willing to participate in the EAB program. However, when the student and faculty/staff populations are separated, this gender effect became insignificant for the student population, but became stronger for the faculty/staff population. Furthermore, females in suburban areas are less likely than males to participate in the program.

Zhang, Wenlan, Lu, M., & Yang, P. (2023). **An empirical study about the impact of project-based learning on reading literacy of primary students in a blended learning environment.** *Psychology in the Schools*, 60(12), 4930-4945. <https://doi.org/10.1002/pits.22949>

Reading literacy is the core component of Chinese literacy and the basic ability needed in students' personal development. From the experience of international curriculum and teaching reform, project-based learning is an important way to train students' core literacy. In this context, this paper explores the impact of project-based learning on reading literacy of primary school students in blended learning environment by adopting a mixed-method design. The results show that, compared with traditional teaching, project-based learning is more conducive to promoting primary students' reading behavior and attitude, improving their reading level and reading comprehension ability with two reading purposes. This finding provides empirical evidence and practical guidance for Chinese teachers in primary schools when implementing project-based learning.

Zhang, Wenxiao, & Li, Y. (2023). **Development and validation of a questionnaire to assess classroom assessment from the self-regulated learning perspective.** *Oxford Review of Education*, 49(6), 781-799. <https://doi.org/10.1080/03054985.2023.2174092>

This paper reports on the development and validation of the classroom assessment (CA) for self-regulated learning (SRL) Questionnaire (CASRLQ), a questionnaire intended to measure to what extent CA practices are SRL supportive. The original CASRLQ, consisting of 32 items to represent five SRL-supportive CA dimensions, was constructed and administered to a sample of 469 Grade 11 students. However, the preconceived structure was not supported. We then used the same dataset (split into two) to explore and verify a new factor structure employing exploratory and confirmatory factor analyses. The questionnaire was then revised. A new sample of 630 Grade 11 students were surveyed to confirm the structure of the revised questionnaire. The final form of the CASRLQ consisted of 28 items and addressed seven CA features: assessment tasks, student choice, self-assessment, peer-assessment, instruction, teacher feedback, and CA environment. The CASRLQ proved to be a reasonably reliable and valid instrument suitable for use in quantitative investigations on CA-SRL-related topics. It could also offer some guidance for teachers' CA practice.

Zhang, Z., Heydon, R., Chen, L., Floyd, L. A., Ghannoum, H., Ibdah, S., ... Swesi, H. (2023). **Household curricula during the COVID-19 pandemic: A collective biography.** *The Curriculum Journal*, 34(4), 674-688. <https://doi.org/10.1002/curj.206>

Households with school-aged children worldwide were affected by school closures caused by COVID-19. Using a sociomaterial orientation and collective biography methodology, this study examined the household curricula of diverse families in Ontario, Canada with children in pre-school through Grade 12. It found two distinct curricular phases to the pandemic, each with its own networked constituents, movements, and effects. Phase I involved learning at home during the lockdown in Spring and Summer 2020; Phase II involved online and face-to-face learning in the Fall of 2020. The constituents involved in curriculum making in Phase I were expansive and unexpected. Multiple timescales, modes, languages, and knowledge disciplines assembled to (re)configure households as learning spaces that produced novel opportunities for children's knowing, doing, and being. The makeup and movements of the Phase II assemblages were more of a return to the normalized boundaries of implemented school curricula that demarcated subject areas, languages, learning/play, learning/assessment, and body/mind. Concerned with questions of equity in/through curriculum, this study suggests a curriculum paradigm that foregrounds learners' and teachers' engagement with sociomaterial lifeworlds and their ethical relationship building with the more-than-human and the world.

Climat de l'école

Baines, E., & Blatchford, P. (2023). **The decline in breaktimes and lunchtimes in primary and secondary schools in England: Results from three national surveys spanning 25 years.** *British Educational Research Journal*, 49(5), 925-946. <https://doi.org/10.1002/berj.3874>
Breaktimes are ubiquitous in English schools. Research suggests they have social value for children, but school staff often have a range of concerns about breaktimes and tend to undervalue them. However, there is little understanding about these times, not least because data are not collected about their organisation and characteristics. This paper brings together data from three national surveys undertaken in 1995, 2006 and 2017 of head teachers of primary and secondary schools to provide an understanding of the nature, organisation and staff attitudes towards breaktimes and how they have changed over 25 years. At each survey point, completed questionnaires were received from representative random samples of over 1000 primary and secondary schools. Results showed marked reductions in the average total amount of time for breaks, the virtual abolition of afternoon breaks and a decline in time available for lunchtime breaks. The reductions were largely for behavioural reasons and to increase time for learning. Results also show variations in the length of breaktimes across school types and in relation to socioeconomic disadvantage, and changes to the amount of supervision provided by schools. Attitudes towards breaks varied across primary and secondary phases, and the withholding of breaks was used by schools to address poor pupil behaviour and disengagement. Schools continued to have concerns about the management of behaviour during breaktimes, even when breaks had already been shortened. It is suggested that staff undervalue the potential contribution that breaktimes afford the development and wellbeing of children and young people in school.

Borbely, D., Gehrsitz, M., McIntyre, S., & Rossi, G. (2023). **Permanent School Closures and Crime: Evidence from Scotland** (IZA Discussion Paper N° 16523). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16523.htm>

In this article we study the effects of permanent school closures on crime. We leverage the closure of over 300 schools in Scotland between the school years 2006/07 and 2018/19, and employ a staggered difference-in-differences design on a matched sample. We find that neighbourhoods affected by school closures experience a reduction in crime of about 9% of a standard deviation, relative to areas where schools remained open. This effect is mainly driven by a reduction in violent and property crimes. We provide evidence on several mechanisms explaining the negative crime effect, such as changes in neighbourhood composition and reductions in school-level segregation.

Bortolotti, R. M. (2023). **Des disputes amicales aux tribunaux numériques : la régulation des conflits par les adolescents via les réseaux sociaux numériques.** *Agora débats/jeunesses*, (95), 25-38. <https://doi.org/10.3917/agora.095.0025>

En mobilisant la sociologie du conflit, l'article propose de montrer à travers la vision des adolescents, comment ces derniers investissent les réseaux sociaux numériques comme des lieux de socialisation amicaux mais aussi de conflictualité. L'autrice s'appuie sur des entretiens réalisés avec une quarantaine de jeunes de quartiers populaires dans le cadre d'une recherche doctorale visant à analyser leurs pratiques numériques. Elle étudie comment leurs conflits se développent et se transposent dans les réseaux sociaux numériques tout en distinguant ce qui relève de situations de cyberviolence et de formes contemporaines de régulation des divergences.

Butzbach, M. (2023, novembre 7). **La gestion du harcèlement révèle les failles de l'Éducation nationale.** Consulté 8 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/gestion-harcelement-revele-failles-de-leducation-nationale/00108561>

La lutte contre le harcèlement demande de la coopération, de la transversalité, des moyens humains et du temps. Ce que le système scolaire a les plus grandes difficultés à proposer aux équipes sur le terrain.

Disterheft, A. (2023). **Student well-being and learning for sustainability.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3849> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3849>

Well-being (WB) and Learning for Sustainability (LfS) are two concepts and areas of concern for further action that are receiving increasing attention from policy makers, scholars, educators and many others, due to their relevance in developing of societies fit for the future. In the time of writing of this ad hoc paper, two important reports have recently been published: The World Happiness Report 2023 (Helliwell et al., 2023b), with its focus on the state of people's happiness and well-being around the globe, and the IPCC's Synthesis Report for the Sixth Assessment Report on Climate Change (IPCC, 2023), underlining the urgency for societal transformations in order to achieve the Paris agreement and limit global warming to a maximum temperature rise of 1.5°C. Both reports indirectly imply the importance of looking at interlinkages and synergies between well-being and LfS in maintaining Planet Earth as a liveable planet for human and non-human species. First, human well-being depends on the vitality of the planet's ecosystems. Second, both reports are based on the view that anthropogenic environmental changes can be reversed by increasing awareness and enhancing human capacities for positive change towards a more sustainable future. Third, both reports also share the idea of empowerment and agency – i.e. becoming aware of what

is, and being empowered to change it for the better. While the World Happiness Report demonstrates the current state of well-being around the globe, the IPCC Assessment Report provides us with current and future scenarios for human-made climate change, underlining the urgency and responsibility to take strong action to mitigate the consequences of global warming. The first section of this ad hoc paper introduces the conceptualisation and agendas for well-being and LfS in order to provide the essentials of their theoretical (and political) contexts. The second section maps out four synergies between the two concepts, beginning by explaining how these synergies were identified and going on to elaborate each of them, namely: (i) Synergy I – Becoming aware of the mind-body connection. (ii) Synergy II – Strengthening nature-connectedness. (iii) Synergy III – Facing and dealing with (difficult) emotions. (iv) Synergy IV – Fostering happiness and resilience. The third section of the paper provides selected inspiring examples of schools, projects and learning environments in which (some of) these synergies have been put into place. The ad hoc paper concludes by pointing to future avenues for research, and listing some of the shortcomings and necessary cautions to consider when advancing policies in these fields. In this ad hoc paper, LfS is used as an umbrella term for sustainability-related education, and is used interchangeably with Education for Sustainable Development (ESD) and Education for Sustainability (EfS). The term refers to all educational levels, from early childhood to lifelong learning; however, in this report the focus is placed on formal education – in particular, primary and secondary education.

Elipe, P., Sutil, D. T., Vera, L., & Mora-Merchán, J. A. (2023). **'Bullying is bullying, if they want to say it's because of being LGBT that's another story': Perceptions of educators on LGBTQ+ bullying.** *Teaching and Teacher Education*, 136, 104381. <https://doi.org/10.1016/j.tate.2023.104381>

The identification and response of teachers and other educational agents to LGBTQ + bullying is essential to prevent and eradicate it. The present study explored the perception of these agents regarding LGBTQ + bullying in their schools. A qualitative approach based on 15 semi-structured interviews was used. The answers were analyzed using a thematic analysis. The results show an advance in the sensitization regarding sexual and gender diversity in schools. However, they also show an under-identification of LGBTQ + violence, an individualization of this problem -focusing it on the characteristics of the victim-, and a predominance of punitive responses over more inclusive strategies.

Espinosa, G., Rousseau, N., & St-Vincent, L.-A. (2023). **La relation enseignant-élève dans le bien-être à l'école et les bonheurs d'apprendre et d'enseigner : la rencontre des perspectives d'élèves et d'enseignants.** *Phronesis*, 12(2-3), 222-240. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-222.htm>

Situant d'abord les concepts de bien-être et de bonheur à l'école, nous explorons ensuite le bien-être à l'école sous l'angle de la relation enseignant-élève, tant du point de vue des élèves que de celui des enseignants. Pour ce faire, les principaux résultats de deux recherches menées en 2019 et 2020, surtout au Québec, sont évoqués. Enfin, les deux perspectives, celle des élèves et celles des enseignants, sont mises en relation. Les fruits de notre analyse mettent en évidence l'importance de la relation enseignant-élève tant dans l'expérience scolaire de l'élève que dans la pratique professionnelle de l'enseignant. Le caractère affectif de la relation semble occuper une place centrale. Des pistes et des recommandations pour optimiser la qualité de la relation enseignant-élève, pour le bonheur d'apprendre ou d'enseigner, sont proposées.

Gendron, B. (2023). **La 'Bienvivance' à l'école dans l'ère du savoir-relation.** *Phronesis*, 12(2-3), 60-81. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-60.htm>

La montée du mal-être gagne l'école et préoccupe le politique. Il interroge nos modèles éducatifs au-delà de l'apprentissage traditionnel, sur le bien-être et le bonheur à l'école ; particulièrement, les approches pédagogiques et la formation du corps enseignant. Quel « enseignant heureux » pour « faire un élève heureux » ? Issue d'une recherche sur les composantes du bien-être des étudiants et leur résilience, et d'études de cas d'approches pédagogiques « ré-enchantant l'école », cet article souligne l'importance du capital émotionnel et du leadership capacitant de l'enseignant et la nécessité d'une approche du bien-être centrée sur les potentiels et la vitalité analysée dans une perspective positive et eudémonique du bien-être via le paradigme de la bienvivance.

Gilbertson, M., Pyun, Y., Laffoon, R., Jeong, R., Ogg, J., Demaray, M., & Malecki, C. (2023). **Did prepandemic perceptions of school climate protect students' internalizing symptoms during COVID-19 school closures?** *Psychology in the Schools*, 60(12), 5189-5208. <https://doi.org/10.1002/pits.23038>

The global COVID-19 pandemic significantly disrupted educational environments for all students when the majority of schools in the United States abruptly switched to remote learning. School climate, including support and structure, has been recognized as an important construct that influences student functioning. The current study explored student perceptions of school climate before school disruptions as a potential protective factor against negative outcomes during the pandemic. Middle school students (N = 225) completed assessments of their perceptions of school climate in Fall 2019 and self-reported internalizing symptoms in Spring 2020. Structural equation modeling was used to test both the association and directionality between school climate and internalizing symptoms. Positive perception of school climate before the pandemic was significantly associated with less internalizing symptoms during initial school closures, particularly for girls. The results highlight the importance of school climate in students' mental health, especially during periods of stress. Limitations and future directions are discussed.

Giraldo-García, R. J., Fogarty, L., Sanders, S., & Voight, A. (2023). **Urban secondary students' explanations for the school climate-achievement association.** *Psychology in the Schools*, 60(12), 4810-4825. <https://doi.org/10.1002/pits.22872>

This phenomenological qualitative study describes students' experiences and counter-stories of school climate and how school climate matters for their academic achievement in an urban school district. The study uses a critical race perspective to help understand contextual influences on school climate. Data were collected through eight focus group interviews comprised of students conducted in middle and high schools in a large Midwest urban school district. Themes emerged within each school climate domain: teacher support, teacher expectations, safety, and peer social and emotional competence. The study results describe how students experience and understand school climate—perception of safety in schools with a mix of safe and unsafe home-community climate—and demonstrate how students acknowledge the relationship between school climate and academic achievement. Urban secondary students are observant of the social-emotional learning of their peers and maintain awareness of group differences as expressed in their counter-stories. The findings advanced our understanding of school climate in urban contexts where social-contextual-struggles experienced by people of

color affect their school experiences. The discussion includes practical implications for educators and administrators and directions for future research.

Guinoun, L. (2023). **Prévenir les inégalités et la violence chez l'enfant : L'ordonnance culturelle avant 3 ans.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782336407081&utm_source=phplist&utm_campaign=message_particuliers_harmattan_dernieres_nouveautes_du_23_au_28_octobre_2023_36529&utm_medium=email&utm_content=lienTitre

Après les multiples mesures mises en place mais trop souvent couronnées d'échecs, comment réduire les inégalités, en particulier scolaires, et comment diminuer la violence, de plus en plus précoce chez certains enfants ? La pédiatre Leïla Guinoun fait le choix de proposer « l'ordonnance culturelle » pour les moins de trois ans. À cet âge où tout commence et quelle que soit l'origine des parents, la culture commune du pays de résidence peut naturellement s'insérer et s'harmoniser avec celle de la famille. Avec l'apport des neurosciences, les connaissances actuelles nous indiquent combien il est urgent de mettre en place l'information et la formation de l'ensemble des intervenants auprès des tout-petits. La plupart du temps, les parents sont ignorants de ces progrès, comme nombre de personnes en charge des nourrissons, notamment médecins et personnels de la petite enfance. Sans langue de bois, l'auteure renouvelle le débat sur la culture pour tous en traçant un lien puissant avec la violence qui se manifeste trop fort et trop tôt dans notre société.

Halliday, S., Taylor, A., Turnbull, D., & Gregory, T. (2023). **The relationship between early adolescent cyberbullying victimization and later emotional wellbeing and academic achievement.** *Psychology in the Schools*, 60(12), 5281-5301. <https://doi.org/10.1002/pits.23032>

This study addresses a knowledge gap in the literature about early adolescent cyberbullying victimization and the related positive and negative emotional wellbeing and academic achievement outcomes experienced over time. The study examines 9139 South Australian students (aged 10–13 years) who reported on cyberbullying status in Grade 6, and explores the relationship with emotional wellbeing and academic achievement outcomes measured in Grade 7 and Grade 9, while accounting for range of child, peer, school, and community covariates. Using mixed effects modeling, the results show that cyberbullying victimization is associated with significantly lower levels of happiness, life satisfaction, and higher levels of sadness, and worries over the shorter term (Grade 7), and significantly lower levels of reading and numeracy sustained across the longer term (Grades 7 and 9), compared to non-victimization. The results indicate that early adolescent cyberbullying may be associated with poor emotional wellbeing and academic achievement as one progresses through formal school and highlights the importance of considering the outcomes of bullying victimization beyond the immediate instance.

Hamouda, L. B. (2023a, novembre 9). **Eva Debray : Harcèlement, la sanction, une réponse adaptée ?** Consulté 9 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/09/harcelement-la-sanction-une-reponde-adaptee/>

Eva Debray, Maîtresse de conférences à l'université de Bourgogne, revient sur les différentes réponses au harcèlement scolaire. Elle met en évidence les tensions existantes

entre la Méthode de la Préoccupation partagée et la « tolérance zéro » brandie comme réponse efficace au problème de harcèlement. La chercheuse se défend de « pointer des insuffisances, de...

Hamouda, L. B. (2023b, novembre 9). **Harcèlement scolaire : « Un plan ne peut épuiser un système »**. Consulté 9 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/09/harcelement-scolaire-un-plan-ne-peut-epuiser-un-systeme/>

Aujourd'hui, jeudi 9 novembre, c'est la journée nationale de lutte contre le harcèlement scolaire. C'est aussi le jour où quelques millions d'écoliers, collégiens et lycéens répondront à un questionnaire d'auto-évaluation sur le harcèlement en milieu scolaire. Le chercheur en sociologie de l'éducation Benjamin Moignard, spécialiste de la question qui pilote les principales enquêtes de victimation...

Hice-Fromille, T., & London, R. A. (2023). **Making Space: Exploring the "Thirdspace" of Breaktime in Middle School**. *Youth & Society*, 55(8), 1520-1541. <https://doi.org/10.1177/0044118X221118949>

Although scholars are attuned to the particular transitional dilemmas faced by middle school students, inquiry into middle school breaktimes is largely limited to research on bullying and peer victimization. This study interrogates the geography of middle school breaktime to expand understanding of student safety and recognize the ways that the state's intervention in school spaces creates particular challenges for young learners. By investigating breaktimes at three middle schools and employing a critical geography lens in data coding and analysis, we demonstrate how the organization of space shapes student experiences. Findings suggest that scholars should consider breaktime as a "thirdspace" within the middle school day—one that offers vast potential for positive student development, but is marginalized due to its status as "non-academic" time. Findings reveal that school leaders and staff may better support students by addressing the ways that breaktimes are differently navigated by students along ethnic, socioeconomic, age, and gender lines.

Jaillet, A., & Jeannin, L. (2023). **Numérique et bien-être des enseignants du premier degré**. *Phronesis*, 12(2-3), 27-47. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-27.htm>

L'analyse de deux enquêtes en direction des enseignants au cours du programme TNE (Territoire Numérique Éducatif) de l'État français (2021) dans le cadre du plan de relance après les premiers confinements, permet d'étudier les liens entre le bien-être, le stress et les relations avec les élèves, du point de vue des conditions de leurs praxis numériques au regard du modèle proposé par Viac et Fraser (OCDE, 2020). Une double analyse statistique a été mise en œuvre. Le résultat saillant est que les conditions de l'environnement des pratiques professionnelles de l'enseignant du premier degré, chez lui et à l'école, et sa pratique numérique ancrée dans une praxis « ordinaire », sont des facteurs d'influence sur son bien-être et stress déclaré.

Jaillet, A., Jeannin, L., & Mabilon-Bonfils, B. (2023). **Du bien-être des professeurs au bonheur d'enseigner : peut-on former les enseignants au bonheur ?** *Phronesis*, 12(2-3), 1-7. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-1.htm>

Jeannin, L., Vicente, C., & Sellam, M. (2023). **Le bien-être à apprendre de l'apprenant au bien-être à faire apprendre de l'étudiant-professeur.** *Phronesis*, 12(2-3), 271-282. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-271.htm>

Le bien-être à apprendre et à faire apprendre est une question de fond qui peut se poser pour les professeurs des écoles. Qu'en est-il de ce questionnement du bien-être pour les enseignants. Nous analyserons les mémoires des étudiants de 2016 à 2021 afin de mettre en relief les spécificités d'appropriation de cette question du bien-être pour les futurs professeurs des écoles. Nous comparerons l'avant crise sanitaire aux recherches menées durant cette crise. Par la méthodologie de l'analyse texto-métrique des mémoires et par l'analyse des éléments contre-transférentiel de l'enseignant-chercheur, nous chercherons à préciser les points de blocages et les zones aveugles liés aux angoisses autour de cette notion du bien-être à apprendre et à faire apprendre.

Lehman, B. (2023). **Exposure to Aggressors at School and Cyberbullying Victimization.** *Youth & Society*, 55(8), 1568-1588. <https://doi.org/10.1177/0044118X221122492>

Scholars find that social dynamics in online environments help explain variation in cyberbullying victimization. The current study examines how students' in-person activities at school shape the odds of cyberbullying victimization. This focus is motivated by opportunity theory, which emphasizes that victimization can be shaped by involvement in dangerous activities, exposure to potential aggressors, and the suitability of targets in the eyes of potential aggressors. Key aspects of the students' in-school activities include involvement in fighting and participation in various extracurricular activities. These elements are analyzed using data from the 2013 School Crime Supplement to the National Crime Victimization Survey based in the United States. Findings indicate opportunity theory is applicable to explaining cyberbullying victimization regarding exposure to aggressors via extracurricular activity participation at school.

Loton Bidal, M.-P. (2023). **Le bien-être à l'école, une question de santé nécessaire pour s'épanouir.** *Phronesis*, 12(2-3), 184-208. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-184.htm>

Le Centre national d'étude des systèmes scolaires (CNESCO) a récemment souligné la corrélation entre la qualité du vécu scolaire et la qualité des apprentissages, pointant l'importance du bien-être des élèves. Nous formulons que la bien-traitance pédagogique, définie comme l'ajustement de l'accompagnement des élèves à leurs besoins psychoaffectifs, améliore la qualité du vécu scolaire, permet l'épanouissement personnel et produit du bonheur d'être à l'école (De la Garanderie, 2013). Notre recherche-action, dans une optique de bien-être partagé, s'est intéressée au confort de travail d'élèves de cycle 3 avec la mise en place d'un dispositif expérimental dont l'objectif était de prendre soin des enfants, tout en soutenant leurs enseignants dans cette démarche, avec un accompagnement à l'accompagnement. Une charte de bien-traitance pédagogique (Loton, 2020), issue de l'univers médical et traduite en praxies professionnelles enseignantes idoines aux besoins de chacun, a permis la mise en œuvre d'une pratique d'accompagnement pédagogique référée au bien-être. Le recueil du ressenti scolaire auprès des enfants à l'aide d'un outil créé spécifiquement pour mesurer la qualité du vécu : une Échelle de Mesure du Vécu Scolaire (Habib et Bidal, 2016) a permis d'obtenir des résultats qui révèlent l'augmentation de l'épanouissement personnel et valide la capacité du dispositif bientraitant mis en place à produire du bien-être scolaire.

Molinari, L., & Grazia, V. (2023). **A multi-informant study of school climate: student, parent, and teacher perceptions.** *European Journal of Psychology of Education*, 38(4), 1403-1423. <https://doi.org/10.1007/s10212-022-00655-4>

This paper presents a multi-informant study on school climate with the aim of (a) comparing students', teachers', and parents' perceptions of several school climate dimensions and (b) examining the associations between dimensions pertaining to classroom practices and school atmosphere in both students and teachers. Participants comprised 105 teachers, 320 parents, and 1070 students (49% female; Mage = 11.77) enrolled in four middle schools in Northern Italy. The latent mean comparison of students', teachers', and parents' perceptions revealed many significant differences, with teachers generally reporting better perceptions of the quality of the school environment. A multigroup path analysis highlighted associations between classroom practices and school atmosphere dimensions of school climate which varied for students and teachers. The findings are discussed in terms of their implications for school intervention and the fostering of a supportive school environment.

Pazhouhi, S. (2023). **Online and Offline Bullying/Harassment and Perceived Racial/Ethnic Discrimination among Iranian Adolescents.** *Canadian Journal of School Psychology*, 38(4), 333-348. <https://doi.org/10.1177/08295735231188008>

Bullying and cyberbullying are prevalent among school-age children. A considerable number of adolescents experience different forms of bullying due to various reasons, such as their race and ethnicity. Previous research has examined the effect of ethnicity and race on school bullying and victimization, mostly in Western cultures. Iran is a country with diverse ethnic backgrounds, and no research has investigated this issue in Iranian schools. This study aimed to examine the interplay of online and offline victimization and online and offline ethnic discrimination among adolescents in Iran. It also aimed to investigate gender differences in the experience of victimization and ethnic discrimination among Iranian adolescents. The participants were a sample of 156 Iranian adolescents (116 females and 40 males) who completed an online survey, including demographic questions and self-report measures of victimization and racial-ethnic discrimination. The results showed that non-Fars minority adolescents reported a greater experience of online victimization, online and offline ethnic discrimination than the majority of Fars ethnicity adolescents. Additionally, the minority group reported a higher victimization experience than the Fars majority in online settings, but not offline. Female participants reported a higher experience of online victimization and online ethnic discrimination than male adolescents.

Serina-Karsky, F. (2023). **Bien-être scolaire et communauté éducative inclusive : défis et enjeux d'une expérimentation pédagogique à l'Île Maurice pour penser le bonheur d'enseigner.** *Phronesis*, 12(2-3), 209-221. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-209.htm>

Cet article s'appuie sur une recherche-action mise en place durant cinq années dans des écoles primaires de l'Île Maurice ayant mobilisé les membres de la communauté éducative ainsi que différents partenaires, à partir de laquelle se révèlent les défis et les enjeux d'une expérimentation pédagogique vectrice de bien-être dans la perspective d'une communauté éducative inclusive. L'enquête qualitative et quantitative ayant mobilisé les différents acteurs a permis de mesurer les impacts de l'expérimentation notamment sur l'environnement scolaire, le bien-être des enfants et celui des enseignants. Elle a de plus permis de montrer que la réussite de la mise en place d'une

telle innovation pédagogique était corrélée à la prise en compte et à l'accompagnement de tous les acteurs de l'école : les élèves et leurs familles, les enseignants et leurs encadrants, les intervenants extérieurs.

Vella-Brodrick, D., Patrick, K., Jacques-Hamilton, R., Ng, A., Chin, T.-C., O'Connor, M., ... Hattie, J. (2023). **Youth experiences of co-designing a well-being intervention: reflections, learnings and recommendations.** *Oxford Review of Education*, 49(6), 838-857. <https://doi.org/10.1080/03054985.2023.2194621>

Co-design and youth participatory action research are promising methodologies for increasing youth engagement in well-being interventions. The current study included 10 recent high school graduates employed as youth advisors to co-design a youth-friendly positive psychology intervention targeting the post-school transition. The youth advisors received foundational training in positive psychology, psychological needs theory and emerging adulthood. They held regular meetings to develop a Positive Transitions programme (PTP) text messaging intervention, informed by discussion of key themes, issues and relevant practical tips. This paper aims to examine the co-design process from the perspective of the youth advisors. Each youth advisor completed a survey, and six of the advisors also participated in a focus group exploring their co-design experiences. Youth advisors noted a range of personal benefits from the co-design experience including learning, enjoyment, teamwork, achievement, and pride. Areas for improvement included clarity of the project scope and the provision of support and feedback. Insights from this process are discussed, with the aim of guiding future work seeking to design youth-friendly well-being interventions.

Évaluation des dispositifs d'éducation-formation

Azzolini, D., Bazzoli, M., Burlacu, S., & Rettore, E. (2023). **Starting the School Year on the Right Foot. Effects of a Summer Learning Program Targeting Vulnerable Students in Italy** (IZA Discussion Paper N° 16498). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16498.htm>

We conducted a randomized controlled trial to evaluate the impact of a summer learning program for vulnerable students across ten cities in Italy (N=1,038). The program had two components: educational workshops in small groups (88 hours) and personalized tutoring (12 hours). Results indicate significant improvements in reading comprehension and marginally in grammar. Improvements in arithmetic and geometry are smaller albeit significant when aggregated into a single mathematics score. Effects were most pronounced among primary school students and among students with special needs or from vulnerable environments. The program compensated for summer learning loss, as treatment group students returned to school in September with higher learning levels than before the summer, while the control group experienced learning setbacks, predominantly in mathematics. While the study clearly shows that students start the new year with a higher level of competencies, it does not definitively establish the lasting impact of these effects. An explorative analysis of noncognitive skills provides conflicting insights: an increase in students' interest in acquiring new competencies suggests potential enduring effects, but the emergence of dissatisfaction with traditional school activities and heightened school-related stress raises concerns about reduced engagement with conventional schooling.

Burdin, C. (2023). **Simuler des entretiens pour former des conseillers principaux d'éducation (CPE) : quel dispositif collectif pour quels effets sur la professionnalisation des étudiant.e.s ?** *Les métiers de la formation à l'épreuve du travail*. Présenté à TOURS, France. Consulté à l'adresse <https://hal.science/hal-04264130>

Simuler des entretiens pour former des conseillers principaux d'éducation (CPE) : quel dispositif collectif pour quels effets sur la professionnalisation des étudiant.e.s ? Résumé : Cette contribution s'intéresse à un dispositif de simulation d'entretien avec des parents proposé à des étudiant.e.s de première année du master Encadrement Educatif à l'INSPE de Nantes. Ce master est dédié à la formation des futur.e.s CPE (Conseiller Principal d'Education) dont une des missions, dans les établissements secondaires français, consiste à suivre les élèves pour accompagner leur parcours scolaire. Cette mission implique de savoir mener un entretien individuel, notamment avec un parent. Une analyse de l'activité d'entretien parents-CPE a été menée en didactique professionnelle (Burdin, 2020) et a permis de mettre en évidence certaines spécificités de cette activité ainsi que les schèmes mobilisés par les CPE dans une classe de situations où ils.elles interagissent à propos d'un problème de comportement de l'enfant. En formation, ces résultats sont partagés avec les étudiant.e.s ; ils sont aussi initiés à l'analyse de ces situations de travail. Mais afin de les préparer à y faire face, ils sont invité.e.s à produire en groupe un scénario d'entretien avec un parent qui sera ensuite joué par un autre groupe de pairs. L'analyse du dispositif de simulation proposé dans cette contribution s'appuie sur des questionnaires adressés aux étudiant.e.s et des enregistrements de l'activité de conception des scénarii et du débriefing. Elle met en évidence les inquiétudes des sujets dans ce type d'activité, la manière dont ils.elles construisent les scénarii et les problèmes professionnels et pistes qui émergent lors du débriefing.

Colay, É. (2021). **Effets d'une recherche collaborative basée sur un « dispositif d'écriture de type monographique »**. *Recherche & formation*, 98(3), 21-32. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-21.htm>

Pendant une « recherche avec » centrée sur la relation pédagogique en cours d'espagnol, basée sur un dispositif inspiré des groupes d'écriture monographique et ancrée dans l'approche clinique d'orientation psychanalytique, une sorte d'homologie entre l'expérience au sein du groupe et les pratiques avec les groupes-classes a pu être repérée. Un travail sur l'accueil des singularités dans les classes semble s'être effectué tandis que s'élaborait l'émergence des singularités dans le groupe, grâce à une énonciation subjectivée réassurant les participants dans leur posture enseignante pour s'ouvrir à l'imprévu.

Ecalte, J., Dujardin, E., Gomes, C., Cros, L., & Magnan, A. (2023). **Effects of a two-year literacy intervention from Kindergarten to Grade 1: a differential approach**. *Australian Journal of Learning Difficulties*, 0(0), 1-20. <https://doi.org/10.1080/19404158.2023.2271914>

Two groups were formed in a randomized, controlled trial: an Experimental group (n = 346), which benefited from specific interventions by trained teachers for a period of two years, and a Control group (n = 1354) with business as usual. For Experimental group in Kindergarten, the interventions were conducted in small groups and focused on code-related and language skills (mainly in comprehension), whereas in Grade 1, only code-related skills were addressed and the children received an amount of exposure that was a function of their performance level. Globally, Experimental group significantly outperformed Control group in code-related scores (Code) as well as on two reading

scores (fluency and comprehension) at the end of Grade 1. Results were subdivided into quintiles for analysis as a function of initial performance. The main results showed that in Code Experimental group in the lowest quintiles obtained better performance at the end of Grade 1.

Engeström, Y., Rantavuori, P., Ruutu, P., & Tapola-Haapala, M. (2023). **Finding life beyond the classroom walls: a Change Laboratory supporting expansive de-encapsulation of school.** *Éducation et Didactique*, 17(17-2), 125-141.
<https://doi.org/10.4000/educationdidactique.11773>

In an encapsulated classroom, the school text – the knowledge conveyed by teachers and textbooks and reproduced in tests and exams – tends to become the object of the activity instead of being an instrument for understanding the world. In order to understand and promote sustainable de-encapsulation, we need to identify, document, analyze, and foster a wide variety of actions and practices. Our article contributes to this need by presenting a practical, methodological, and conceptual framework for de-encapsulation in schools. In this study, 8th graders from one comprehensive school in Finland worked on projects chosen by themselves, with the support of researchers during the school year. The projects were carried out in Change Laboratory intervention, a method of participatory analysis and design based on the theory of expansive learning. We built an analytical framework to examine how students took actions to break out of the encapsulated classroom and school while working on the projects significant for them. The expansive de-encapsulation actions were analyzed using three dimensions: 1) the individual or collective nature of the de-encapsulation efforts; 2) the direction of the movement, and 3) the composition of the movement. The findings show significant variation of de-encapsulation actions in the four projects. None of the four project groups was unable or unwilling to engage in de-encapsulation. This indicates that there is a broad spectrum of possible student-led projects that can, in a variety of ways, involve and nourish actions of expansive de-encapsulation. Allowing students to create and lead their own projects has strong potential for the opening up of the school and creating partnerships with progressive actors outside the school.

Giguère, M.-H., Lussier, C., Godmaire, C., & Posso, S. (2023). **Une CAP en littérature : récit d'une expérience prometteuse.** *Revue hybride de l'éducation*, 7(3), 1-15.
<https://doi.org/10.1522/rhe.v7i3.1615>

Une communauté d'apprentissage professionnelle (CAP) sur la littérature a vu le jour dans une école secondaire afin de favoriser la réussite des élèves ayant un plan d'intervention. Cet article décrit l'année d'expérimentation, de l'émergence de l'idée à son évaluation, en passant par sa mise en œuvre. Il ressort de cette expérience que la collaboration, l'organisation des rencontres par la direction, la diversité des expertises de l'équipe et la bienveillance manifestée à l'égard de chaque personne ont permis de formuler des besoins de formation et se sont traduites par des essais prometteurs en classe.

Gruwé, E. (2023). **Dispositif d'accompagnement hybride dans un cours de physique de première année à l'université en Belgique.** *Recherches en éducation*, (53).
<https://doi.org/10.4000/ree.12094>

Notre étude s'articule autour de la mise en œuvre et l'analyse de la première version d'un dispositif d'accompagnement hybride de type « classe inversée », dans le cadre d'une recherche-action au sein d'un cours de physique en première année à l'université. Guidés par les apports de plusieurs champs de la littérature, nous avons conçu le

dispositif de manière à améliorer les interactions entre pairs et avec l'enseignant, et à atténuer la tendance à la passivité des étudiants durant les séances d'exercices en grand groupe. Nos analyses se sont tout d'abord penchées sur les perceptions du dispositif par les étudiants, recueillies dans un questionnaire à questions ouvertes et fermées. Afin d'identifier les profils d'étudiants à risque dans le cours, nous avons également construit des modèles statistiques destinés à explorer les liens entre les caractéristiques sociodémographiques et le passé scolaire des étudiants primo-inscrits, leur participation au dispositif et la note obtenue à l'examen. Sur la base des résultats, nous discutons des pistes à explorer lors de nos analyses futures et des adaptations à apporter à la deuxième version du dispositif.

Harvey, S., Tardif, S., & Pouliot, E. (2023). **La mise à l'essai du programme « T'ES prêt ! » au Cégep de Jonquière : ce qu'en pensent les enseignantes en éducation spécialisée.** *Revue hybride de l'éducation*, 7(3), 1-21. <https://doi.org/10.1522/rhe.v7i3.1302>

Pour mieux répondre aux besoins de leurs étudiants en situation de handicap, le département d'éducation spécialisée a participé à une recherche-action-formation permettant la conception et la mise à l'essai du programme « T'ES prêt ». Dans ce contexte, des entrevues qualitatives semi-dirigées ont été réalisées auprès des enseignantes (n=4) qui ont animé les activités du programme afin de connaître leur point de vue sur ce dernier. Les résultats montrent que les enseignantes avaient des appréhensions liées aux exigences que demande l'implantation d'un tel programme, mais soulèvent cinq éléments qui ont facilité son déploiement.

Hassan, H., Islam, A., Siddique, A., & Choon Wang, L. (2023). **Telementoring and Homeschooling during School Closures: A Randomized Experiment in Rural Bangladesh** (IZA Discussion Paper N° 16525). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16525.htm>

Using a randomized experiment in 200 Bangladeshi villages, we evaluate the impact of an over-the-phone learning support intervention (telementoring) among primary school children and their mothers during Covid-19 school closures. Post-intervention, treated children scored 35% higher on a standardized test, and the homeschooling involvement of treated mothers increased by 22 minutes per day (26%). We also found that the intervention forestalled treated children's learning losses. When we returned to the participants one year later, after schools briefly reopened, we found that the treatment effects had persisted. Academically weaker children benefited the most from the intervention that only cost USD 20 per child.

Jacquot, A. (2023). **Mises en œuvre et variations locales d'un dispositif de lutte contre le décrochage scolaire : les ateliers relais.** *Agora débats/jeunesses*, (95), 69-86. <https://doi.org/10.3917/agora.095.0069>

Cet article analyse le processus de mise en œuvre différenciée d'un dispositif de lutte contre le décrochage scolaire en collège (ateliers relais) et ses formes partenariales entre les mondes de l'éducation populaire et de l'éducation nationale. Grâce à la démarche ethnographique, il explique de quelles manières ce dispositif prend des configurations locales particulières alors qu'il possède un cadrage national fort. Ce dispositif interroge ainsi l'appropriation de règles et de recommandations par les acteurs opérationnels et organisationnels et les effets de cette appropriation sur la lutte contre le décrochage scolaire aux échelles nationale et locale.

Lacôte-Coquereau, C. (2023). **Dispositif d'accompagnement en réalité virtuelle pour adultes autistes dyscommunicants.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12101>

Malgré les injonctions institutionnelles, les personnes handicapées demeurent peu engagées dans des processus inclusifs au cœur de la cité. Ainsi, comment faciliter l'évolution du contexte de vie de jeunes adultes autistes résidant en institution, vers un habitat inclusif partagé en milieu urbain ? Il s'agit d'un enjeu sociétal et éthique de pleine participation citoyenne. Nous présentons ici un dispositif spécifique d'accompagnement, en recherche collaborative, en appui sur des systèmes innovants de réalité virtuelle, visant le développement d'interactions, de l'autonomie et du pouvoir d'agir de personnes autistes dyscommunicantes. En effet, si la littérature montre que les outils numériques peuvent favoriser la disponibilité cognitive et stimuler l'engagement d'individus autistes, comment permettre leur participation effective et étayer leurs apprentissages via des capsules de réalité virtuelle ? Les résultats, en preuves anthropologiques, s'inscrivent dans le cadre de la théorie de l'activité.

Roques, N. (2022). **Introduction au calcul de la taille d'effet globale d'une intervention dans les méta-analyses en sciences de l'éducation.** *Mesure et évaluation en éducation*, 45(3), 1-32. <https://doi.org/10.7202/1106852ar>

Quand plusieurs études par comparaison de groupes (intervention et témoin) portent sur une même intervention en milieu scolaire, la synthèse de leurs résultats permet d'évaluer l'effet de cette intervention et de répondre aux attentes des praticiens, mais aussi d'orienter les recherches futures. C'est dans ce but que sont réalisées des synthèses quantitatives ou encore des méta-analyses. Pour chacune des études sélectionnées, une taille d'effet est calculée, qui est le g de Hedges (différence standardisée des moyennes des deux groupes) quand la variable à expliquer est un score post-test. La taille d'effet globale est alors estimée en suivant dans la plupart des cas le modèle des effets aléatoires. Enfin, pour conclure quant à l'intérêt de l'intervention, les tailles d'effet sont traduites en nombre de mois de progrès. Un exemple numérique est proposé pour faciliter la compréhension des modèles analytiques mis en oeuvre dans une méta-analyse pour les cas les plus simples.

Segon, M., Bas, J., Galli, C., & Gayraud, L. (2023). **Évaluation qualitative du dispositif « Formation Accompagnée ».** Consulté à l'adresse <https://www.cereq.fr/evaluation-qualitative-du-dispositif-formation-accompagnee>

Silverman, R. D., Keane, K., Hsieh, H., Southerton, E., Scott, R. C., & Brunskill, E. (2023). **Texting and tutoring: Short-term K-3 reading interventions during the pandemic.** *The Journal of Educational Research*, 116(5), 254-267. <https://doi.org/10.1080/00220671.2023.2251432>

In the midst of the pandemic, we implemented and investigated short-term interventions to support K-3 reading. Specifically, we studied a text messaging program that provided caregivers with tips on supporting K-3 reading. Additionally, we studied combining the text messaging program for caregivers with one-on-one remote tutoring for their children. Survey data suggested that caregivers in the text messaging program gained self-efficacy, though they did not show gains in implementing home literacy activities or communicating with their children's teacher. Assessment data suggested that students whose caregivers participated in the text messaging program did not make gains

regardless of whether they received tutoring. We offer implications and directions for future research in the discussion.

Soyez Lozac'H, B., Gottsmann, L., & Fuchs, J. (2023). **Les Aires Marines Éducatives, un dispositif à contre-courant**. *Rencontres internationales de la classe dehors*. Présenté à Poitiers, France. Consulté à l'adresse <https://hal.science/hal-04267443>

The aim of this paper is to present a review of the literature on school-based environmental education schemes, and in particular their characteristics and the teaching practices identified as having a positive influence on pupils' relationship with nature. Indeed, the ecological transition is at the heart of collective concerns, and schools are gradually taking it on board, through a range of schemes. The aim is to « provide young people with the tools to analyze and understand the challenges of tomorrow's world, so that they can commit themselves to a sustainable and desirable future on a viable and liveable planet » (Vademecum - Education au développement durable, 2021, p. 1). Our aim is to analyze how environmental education can transform students' relationship with nature. This process of identifying an ideal type (Weber, 1965) aims to model what appears to be common to environmental education systems. According to Weber, the ideal type is not an empirical reality, but an analytical tool for comparing a wide variety of phenomena and understanding them within their contexts. This model, which allows us to take a critical look at the environmental education systems in place in the French education system, opens up a whole range of research avenues for understanding the processes involved in transforming a school audience's relationship with nature.

Formation continue

Annen, S. (2023). **The contribution of informal learning in the integration process of immigrants into the labour market: Individual and organisational perspectives in selected sectors**. *International Journal of Training and Development*, 27(3-4), 381-404. <https://doi.org/10.1111/ijtd.12312>

In Germany and Canada, the integration of immigrants into the labour market is closely related to the various approaches towards the recognition and validation of informal learning. This paper aims to analyse the informal learning measures undertaken by immigrants as well as those offered by employers in the health and information and communication technology sectors during the labour market integration process. The study focused on nurses as well as IT project managers and programmers. The comparison focuses on the occurrence and quality of the four dimensions of the dynamic model of informal learning from an individual and an organisation perspective. The results show similarities between these two perspectives regarding the relevance of the four dimensions in the integration of immigrants into the labour market. In addition, clear differences between the two investigated sectors as well as country-specific differences appear.

Assinger, P., & Biasin, C. (2023). **The notion of informal learning within policies for the validation of nonformal and informal learning: A comparison between Austria and Italy**. *International Journal of Training and Development*, 27(3-4), 422-441. <https://doi.org/10.1111/ijtd.12313>

In 2012, European Union Member States committed to implement policies for the Validation of Nonformal and Informal Learning (VNFIL). In this article, we examine Austria and Italy and ask how VNFIL policies in these two countries relate to informal learning (IL) and how this can be interpreted from a workplace learning (WPL) perspective. The notion of IL in VNFIL is largely based on a psychological understanding of learning. We argue that a WPL perspective complements this understanding and serves to better understand learning at work. Based on assumptions concerning the influence of national education and training systems on VNFIL, a comparison is made along three categories: the preferred type of VNFIL, the notion of IL, and the references to workplaces. Despite preferences for summative types of VNFIL, Austria acknowledges a range of types, while Italy is still in the process of development and prefers the so-called autonomous type. Findings suggest a minimalistic understanding of IL in Austria contrasting with Italy, in which IL is seen as firmly embedded within Lifelong Learning. The references to workplaces are weak in both countries. We finally address the role of employers as a delicate issue for VNFIL, when embedded in educational policies.

Bas, J., Galli, C., Gayraud, L., & Segon, M. (2023). **Vers un accompagnement «inclusif» des adultes handicapés dans la formation professionnelle ?** *Bref du Céreq*, (45), 1-4. Consulté à l'adresse <https://www.cereq.fr/accompagnement-adultes-handicap-formation>

Blandin, B. (2023). **Les mondes sociaux de la formation.** *Éducation Permanente*, 236(3), 47-58. <https://doi.org/10.3917/edpe.236.0047>

Cet article propose l'esquisse d'une approche sociologique des systèmes éducatifs qui prend en compte leur spécificité, c'est-à-dire la dimension pédagogique qui est partie intégrante de la « relation éducative ». Pour cela, l'auteur propose une analyse qui montre que les systèmes éducatifs sont composés de « mondes sociaux » différents. Le développement des « nouveaux dispositifs de formation », amènent à rapprocher plusieurs mondes sociaux, ce qui explique d'un point de vue sociologique les difficultés généralement rencontrées dans le cours de ces changements.

Bock, C. (2021). **La formation d'animateur socioculturel : de l'Union européenne au marché local.** *Recherche & formation*, 98(3), 75-87. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-75.htm>

Dans cet article, nous nous demandons dans quelle mesure l'éducation populaire s'inscrit dans le marché des nouvelles formations d'animateur. À ce titre, trois niveaux d'analyse sont proposés : tout d'abord, l'influence des directives européennes dans les formations, en particulier le processus de Bologne, afin d'appréhender l'influence de l'Union européenne sur les formations ; ensuite, les stratégies des pouvoirs publics en termes de plan de formation à l'échelle nationale dans le but de saisir les orientations nationales des formations ; enfin, l'interprétation des acteurs à un niveau local vise à mettre en lumière la place accordée à l'éducation populaire dans trois marchés locaux (Paris, Grenoble et Toulouse). L'intérêt est donc d'analyser l'influence des directives initiées par l'Union européenne sur les formations d'animateurs socioculturels. Par déclinaison, la place de l'éducation populaire est interrogée à la fois à travers les diplômes et les acteurs qui les proposent.

Boehme, L., Russ-Eft, D., Rovens, J., & Rovens, A. (2023). **HR managers stereotyping frontline managers.** *International Journal of Training and Development*, 27(3-4), 360-380. <https://doi.org/10.1111/ijtd.12304>

This study explored how human resource (HR) leaders' biased perceptions of frontline manager (FLM) effectiveness influence HR ratings of FLM competencies, resulting in insufficient training and job preparation for these critical employees. The literature review examined FLM research, ratings of supervisory competencies and the underlying theoretical frameworks of implicit leadership theory and leadership categorization theory, and their relationship to informal learning. The research used mixed methods, with a qualitative critical incident study to identify competencies, followed by a quantitative survey to compare ratings, followed by qualitative in-person interviews to confirm survey findings. Results revealed a significant difference between HR and other raters of FLMS, including the FLMS themselves, with regard to FLM effectiveness, and these differences are informed by HR stereotypes of FLMS. Recommendations and implications suggest HR's role in providing unbiased assessment could lead to essential FLM training and development.

Bourgeois, É. (2023). **Apprentissage, motivation et engagement en formation.** *Éducation Permanente*, 236(3), 37-46. <https://doi.org/10.3917/edpe.236.0037>

Qu'est-ce qui peut pousser l'adulte à s'engager en formation ? D'un certain nombre de travaux de recherche sur la motivation scolaire ou l'engagement en formation, il ressort que la signification (ou « valeur ») attribuée au sujet à son engagement en formation et aux apprentissages qu'il y réalise constitue une des composantes essentielles du processus de motivation. Parmi les travaux qui se sont penchés sur la question, certains mettent en relation la signification attribuée à la formation par le sujet et la dynamique identitaire qui accompagne sa trajectoire de vie. Plusieurs hypothèses de travail s'inscrivant dans cette perspective sont présentées dans la dernière partie de l'exposé.

Breton, H. (2023). **Les certifications professionnelles face aux mobilités européennes : ingénieries de formation et de certification.** *Formation emploi*, 163(3), 95-113. <https://doi.org/10.4000/formationemploi.11924>

Cet article présente une monographie d'une expérimentation ECVET (European Credit system for Vocational Education and Training). Elle mobilise une recherche-action conduite entre 2016 et 2018 auprès de responsables de formation ayant intégré, dans leurs ingénieries de formation, des périodes de mobilités certifiantes au sein de centres de formation d'apprentis (CFA). Il s'agit ici de rendre compte des ingénieries développées par ces acteurs pour structurer des dispositifs qui permettent la validation et la certification au cours de la mobilité. Cette recherche met également au jour le principe de codépendance entre ingénieries de formation et ingénieries de la certification, les situations de mobilité permettant de souligner à la fois les limites des référentiels et le caractère problématique, à ce stade, du processus ECVET.

Caillaud, P. (2023). **Ambivalences juridiques de la certification : la formation aspirée par le droit de la consommation ?** *Formation emploi*, 163(3), 15-38. <https://doi.org/10.4000/ormationemploi.11793>

À l'occasion des dernières réformes de la formation professionnelle de 2014 et 2018, la certification semble être devenue l'un des maîtres-mots du système français de formation. Ainsi, elle vise soit les compétences et connaissances du travailleur (certification professionnelle), soit la capacité d'un prestataire de formation à dispenser

une formation de qualité (certification qualité). Au-delà de l'emploi d'un même mot pour cibler des sujets différents – les travailleurs ou l'action de formation –, ce recours à une notion initialement au cœur des pratiques du droit commercial renvoie à des caractéristiques juridiques communes destinées à attester que les personnes comme les formations « certifiées » possèdent certaines qualités, dans lesquelles on peut légitimement avoir confiance. Mises en lien avec la réforme des dispositifs d'accès à la formation, notamment le Compte personnel de formation (CPF) dont sont aujourd'hui titulaires 40 millions de personnes, ces évolutions de la certification ne participent-elles pas à la construction d'un marché de la formation devenue objet de consommation ?

Crans, S., Froehlich, D., Segers, M., & Beausaert, S. (2023). **Measuring learning from others: The development and validation of the Proactive Social Informal Learning Questionnaire.** *International Journal of Training and Development*, 27(3-4), 461-479. <https://doi.org/10.1111/ijtd.12310>

The present study aims to develop, validate, and cross-validate an instrument measuring three proactive social informal learning activities, namely feedback seeking, help seeking and information seeking. Prior research mainly focused on detecting or measuring the frequency of these seeking behaviours and did not consider whether the information, help or feedback that has been sought was also used. Furthermore, although these seeking behaviours were studied extensively in different research fields, the current study takes a learning perspective and interprets feedback, help and information seeking as learning activities. The questionnaire was completed by a convenient sample of 650 professionals working in higher education, consultancy, retail and food production. We performed an exploratory factor analysis (N = 230 educators) to explore the structure of the questionnaire. This was followed by a confirmatory factor analysis (N = 230 educators) to confirm the structure. Finally, we cross-validated the questionnaire in a sample of business professionals (N = 190) by testing for measurement invariance. The final questionnaire resulted in a five-factor structure measuring the (1) Use of Feedback Seeking, (2) Frequency of Help and Information Seeking, (3) Use of Help seeking, (4) Use of Information Seeking and (5) Frequency of Feedback Seeking. The current study presents a preliminary, yet promising instrument that taps into proactive social informal learning.

Cristol, D. (2023). **Peut-on créer des communautés d'apprentissage ?** *Éducation Permanente*, 236(3), 59-67. <https://doi.org/10.3917/edpe.236.0059>

L'article pose la question de la création des « communautés d'apprentissage ». Il s'efforce de définir le sens du rapprochement entre ces deux termes, et donne des indications sur les motifs de renouveau des formes d'apprentissages collectives qu'il décrit. Il s'intéresse à la compréhension des processus et des dynamiques au mouvement de création des communautés, soit à partir de problèmes expérimentés par des acteurs, soit à partir de décisions de création par des institutions.

Denoyel, N. (2023). **Manifeste pour des alternants réflexifs, délibératifs et interrogatifs. Humanité des règles d'expérience du métier et travail libre dans les collectifs.** *Éducation Permanente*, 236(3), 127-140. <https://doi.org/10.3917/edpe.236.0127>

La raison articulative de l'alternance met en dialogue trois pratiques : une pratique réflexive en centre de formation ; une pratique délibérative en entreprise ; une pratique interrogative, transversale, si l'on espère une parité d'estime de savoirs. Essentielle, la compétence interrogative est au cœur des métiers. La dispute de métier lui est

corrélative. Il semble exister une compétence interrogative inhérente aux formations par alternance du fait d'un métier partagé avec un professionnel. Mettre en scène le métier-institution en formation par alternance stimule la réflexivité esthétique, la délibération éthique et l'interrogativité logique des alternants encourageant l'assertivité. La qualité du travail et de la formation ne serait-elle pas un reflet du plaisir à l'effectuer, à l'« opérer », à l'œuvrer, en coopération ?

Dominicé, P. (2023). **Expérience et apprentissage : faire de nécessité vertu.** *Éducation Permanente*, 236(3), 81-89. <https://doi.org/10.3917/edpe.236.0081>

Bien que l'apprentissage et l'expérience semblent liés par un lien de nécessité, dans la tradition francophone, l'expérience est reléguée au rang de médiation entre élaboration théorique et application pratique. La perspective d'apprentissage expérientiel, en proposant une équivalence et une complémentarité entre apprentissage et expérience, donne à l'expérience un statut de connaissance. Cette conception nouvelle de la place de l'expérience dans l'apprentissage modifie l'orientation de l'apport pédagogique, qui passe d'une technique d'enseignement à un appui réflexif accompagnant la dynamique du processus d'apprentissage.

Filliettaz, L. (2023). **L'apprentissage en formation des adultes : une quête outillée entre action, intersubjectivité et signification.** *Éducation Permanente*, 236(3), 17-26. <https://doi.org/10.3917/edpe.236.0017>

L'article vise à mettre en relief ce que les quatre textes disent de cet objet énigmatique et structurant qu'est l'apprentissage, et aussi ce qui se tisse dans les interstices de ce qu'ils ne disent pas, mais dont se font l'écho d'autres travaux dont ils sont contemporains et avec lesquels ils entrent en dialogue, parfois explicitement, et parfois de façon plus implicite. Qu'apprenons-nous sur l'apprentissage en formation des adultes à la lecture de ces quatre textes ? En quoi font-ils débat et sont-ils eux-mêmes imbriqués dans la production d'un champ de connaissance en cours de développement ? En quoi ont-ils été amenés à constituer des repères structurants, « emblématiques », dans le champ de l'éducation permanente et de la formation professionnelle ?

Geay, A. (2023). **L'alternance comme processus de professionnalisation : implications didactiques.** *Éducation Permanente*, 236(3), 153-164. <https://doi.org/10.3917/edpe.236.0153>

Un des effets majeurs de l'alternance concerne ce qu'on appelle aujourd'hui la professionnalisation des acteurs et des formations. Pourquoi l'alternance peut-elle être cette voie privilégiée de professionnalisation ? A quelles conditions ? C'est ce que propose d'explorer cet article en s'appuyant sur l'histoire et l'analyse des fondements anthropologiques de la formation des compétences professionnelles, afin d'en tirer les conséquences didactiques pour un système de formation en alternance : penser l'expérience autrement et considérer la réflexivité comme la clé de toute professionnalisation.

Girel, M. (2023). **L'expérience comme verbe ?** *Éducation Permanente*, 236(3), 115-126. <https://doi.org/10.3917/edpe.236.0115>

L'anglais philosophique dispose d'une ressource qui n'existe pas en français : la capacité à faire de l'expérience un verbe. To experience, fréquent chez Dewey, permet de décrire ce qui est un processus plus qu'un objet, tout en conservant au cœur de cette construction grammaticale le concept cardinal de l'empirisme, là où le français, s'il ne

recourt pas à un néologisme, doit se contenter d'« éprouver », de « ressentir » ou d'« expérimenter ». La solution la plus satisfaisante est sans doute « faire l'expérience de », mais elle perd la simplicité de la construction verbale anglaise... Sans trancher sur la question, l'auteur présuppose que l'on peut s'autoriser à utiliser en français le verbe « expérimenter », pour voir ce que cet usage permettrait d'ouvrir, mais aussi quels contresens il permettrait d'éviter. Cela conduit l'auteur à entrer dans le détail de deux sophismes que Dewey veut déraciner : la réduction de l'expérience à la connaissance de cette expérience, et la réduction de l'expérience aux éléments simples introduits pour l'analyser.

HEDINGER, F. (2023). **Microcertifications: développements récents à l'échelle suisse et internationale : rapport de fond.** Consulté à l'adresse https://alice.ch/app/uploads/2023/02/Microcertifications_developpements_recents.pdf

Ce rapport vise à informer les actrices et les acteurs de la formation continue en Suisse sur les développements des micro-certifications aux échelles nationale et internationale, et mettre en lumière leurs possibilités d'utilisation dans le système de formation suisse. L'autrice se penche d'abord sur les différentes définitions avant d'aborder les exigences techniques et thématiques pour les micro-certifications. Elle présente divers exemples d'offres internationales et aborde les développements politiques de l'Union européenne. Le rapport se penche ensuite sur la situation en Suisse et retrace les débats actuels. Enfin, des initiatives relatives aux micro-certifications sont présentées.

Jouet, E. (2023). **Récit de vie en santé mentale : enquête sur soi, en quête de soi.** *Savoirs*, (63), 89-106. <https://doi.org/10.3917/savo.063.0089>

Ce travail s'intéresse à des moments de construction de savoirs de « formateurs pairs » vivant avec des troubles psychiques, membres d'une communauté d'apprentissage où ils produisent leur récit de soi afin de pouvoir exercer dans des dispositifs de formation. La question est de voir en quoi une analyse lexicale peut aider à l'exploration de traces produites en éclairant les mécanismes à l'œuvre. Sont concernées (1) une analyse d'écritures à partir de la question « Qu'est-ce que vous avez appris de la maladie ? » ; (2) une analyse des verbatims produits par le groupe en vue de la réalisation d'un référentiel de compétences. Ce travail fait ressortir la complémentarité entre l'échange collectif, qui permet la thématisation et l'explication des savoirs, et l'écriture individuelle. Elle révèle des stratégies et des régimes narratifs différenciés, comme descriptifs, biographiques ou métaphoriques.

Kalenda, J., Kočvarová, I., & Boeren, E. (2023). **Impact of COVID-19 on participation and barriers in nonformal adult education in the Czech Republic.** *European Journal of Education*, 58(4), 681-698. <https://doi.org/10.1111/ejed.12580>

The impact that the COVID-19 pandemic has had on nonformal adult education has become a frequently discussed issue in lifelong learning. Nonformal adult education is understood here as all organised adult learning outside formal education that usually does not result in official certification. Many scholars have considered the pandemic as the leading cause of both decreased participation in nonformal adult education and increased inequality among adults. Nevertheless, it has not yet been empirically established how profound this outcome has been for participation patterns, inequality and perceived barriers to involvement in nonformal adult education. Accordingly, this study explored how much the pandemic contributed to a decrease in overall

participation, changes in participation patterns, as well as contributed to an increase in related inequalities in the Czech Republic. This article reports on results from a national representative survey in June 2020 (N = 1013) conducted between the first and second wave of the pandemic. Trends in participation in nonformal adult education along with barriers were mapped for the 12 months preceding the survey. To establish trends, we compared our results with data from the Adult Education Survey conducted in 2011 and 2016, respectively. Our analytical approach is primarily based on descriptive statistics and modelling factors influencing the involvement of adults in nonformal adult education. We found that overall participation in nonformal adult education decreased from June 2019 to June 2020 to its lowest recorded level. Furthermore, the results indicate that inequality based on educational attainment, as well as the perception of substantial institutional and situational barriers have significantly increased.

K/Bidy, J., & Escalié, G. (2023). **Accompagner le développement professionnel des entraîneurs pour optimiser la dynamique de leurs interactions avec les athlètes : les cas des entraîneurs de badminton.** *Staps*, 140(2), 11-30. <https://doi.org/10.3917/sta.140.0011>

Notre étude cherche à comprendre l'activité des entraîneurs eu égard à sa portée sur celle des athlètes. Elle s'inscrit dans un programme de recherche en anthropologie culturaliste permettant de conceptualiser les significations que deux acteurs associent aux expériences qu'ils vivent, mais également d'apprécier le niveau d'intersubjectivité entre eux. Les résultats d'une première étude ont montré que les interactions entraîneur-athlètes étaient régulièrement le lieu de désaccords pouvant mener à une collaboration improductive. Une étude à visée transformative a été menée pour permettre à l'entraîneur de tendre vers un plus haut niveau d'intersubjectivité avec son athlète. Méthodologiquement, après l'enregistrement audio-vidéo (EAV) d'une séance d'entraînement suivi d'un entretien d'autoconfrontation (EAC) mené avec l'entraîneur puis l'athlète, nous avons mené un second entretien dit « transformatif » avec l'entraîneur. Confronté à l'EAC de l'athlète, il devait interpréter les désaccords observés. L'EAV d'une seconde séance suivie des EAC de l'entraîneur et de l'athlète a été mis en place pour repérer un possible processus de développement chez l'entraîneur. Malgré certaines résistances qui accompagnent ce processus réflexif, les résultats montrent que l'accès au vécu de l'athlète et plus particulièrement le constat des désaccords de signification constituent une occasion pour l'entraîneur de s'engager dans une activité réflexive, source de développement professionnel.

Las Vergnas, O., Albaret, P., & Ricardou, R. (2021). **Conseil en matière d'évolution professionnelle : retour d'expérience de trois décennies de plateforme " Cité des métiers " à Paris-La Villette Été 2021, Rapport pour les Cités des métiers et leurs partenaires.** Consulté à l'adresse Réseau international des Cités des métiers ; Universcience - Paris website: <https://hal.science/hal-04268106>

Founded 28 years ago, the concept of the « Cité des métiers » (CdM) platform was developed in Paris-La Villette based on a mutualisation of partners in the service of guidance, integration and professional development at all ages. Built on a delicate balance between respect for the specific skills of the counsellors from various networks and the decompartmentalisation of counselling centres, CdMs have spread throughout France and to a dozen other countries. Their experience is of triple value for those interested in the institutionalisation of a career development counselling service. (1) Firstly, the CdMs are in themselves places of experimentation of a new type of relationship between people in demand and counsellors, outside the traditional patterns of

institutional follow-up: more than half a million people have been received at La Villette for counselling since it opened. (2) Secondly, they constitute a laboratory of good practices in consultation, coordination and co-training within multi-partner teams. (3) Finally, through their involvement - in a marginal-sequential position - in various national and international networks, they also offer an involved observation point on the intentions and contradictions of the public authorities in this area. Quoted as an example in France during the ephemeral policy of generalising "Maisons de l'Emploi" (just before the creation of Pôle Emploi, which rendered this policy obsolete in 2008) and then considered as a national reference during the implementation of the 2009 law instituting local conventions creating public guidance services, the CdM concept then appeared too heterogeneous to be supported at national level by the laws of 2014 and 2018, which enshrined a specialisation of the CEP by status. However, if there is one conclusion that emerges from 28 years of feedback from the CdMs, it is that it is the people who are torn between different statuses who have the greatest need for the CEP.

Lebreton Reinhard, M., & Attanasio, R. (2023). **Les effets d'une rupture de l'activité chez l'enseignant novice : approche sémio-didactique de l'écrit réflexif.** *Éducation Permanente*, 236(3), 201-212. <https://doi.org/10.3917/edpe.236.0201>

Lerbet, G. (2023). **Alternance et cognition.** *Éducation Permanente*, 236(3), 141-152. <https://doi.org/10.3917/edpe.236.0141>

L'auteur se propose de chercher à capter la signification des pratiques d'alternance dans leur relation dialectique entre les personnes qui les vivent, et les structures institutionnelles qui servent à les décrire. À partir de la description de ces interactions, il tente de faire émerger la pertinence cognitive qu'il peut y avoir à y recourir, pertinence qui tient au sens que produit cette forme d'apprentissage pour les personnes en quête de savoir et pour les ouvertures sociales qu'elles peuvent aider à esquisser dans la lutte contre l'échec scolaire.

Li, M., Holstein, J., & Wedekind, V. (2023). **The historical shifts of in/formality of learning within craft skills ecosystems in the United Kingdom.** *International Journal of Training and Development*, 27(3-4), 405-421. <https://doi.org/10.1111/ijtd.12308>

In this paper, we address the debate on local skills ecosystems and informal learning. We use the social ecosystem model as a tool to help us analyse the role played by various actors in learning and skills ecosystems and highlight the role of informal learning in vocational education and training. We draw on the case of craft pottery to discuss the historical shifts and transformations of ecosystems, including the centrality of informal learning occurring in different spaces and times, and subsequent transformation of the learning ecosystem. Our paper contributes in two ways. First, we add the lens of temporality to understanding of how learning and skills ecosystems are maintained and developed, in the absence of supportive government policy. Second, we show how multiple horizontal sectors contribute to reconstruct a learning and skills ecosystem, as an informal one, over time.

Liaroutzos, O. (2023). **L'alternance, un point de vue sur le travail.** *Éducation Permanente*, 236(3), 165-174. <https://doi.org/10.3917/edpe.236.0165>

L'alternance, qui ne peut pas être réduite à un instrument devant faire régresser le chômage, est une situation qui met en perspective les liens entre travail, emploi et qualité de vie. Tant pour les jeunes qui peinent à démarrer leur vie professionnelle que pour les

adultes qui craignent de ne pouvoir se maintenir en emploi, elle pointe avec insistance la difficulté de se projeter dans l'avenir. Est-elle alors appelée à devenir le viatique du travailleur itinérant ? Un des moyens de se prémunir des mobilités contraintes qui accentuent la dualisation entre emplois protégés et situations de travail dégradées ? Ces enjeux ne se traitent pas seulement avec des appels à multiplier les contrats d'alternance. Ils se déclinent au sein des collectifs de travail grâce à des leviers organisationnels faisant jouer les rapports entre confiance, coopération et apprentissage.

Lin, X., & Sun, Q. (2023). **Student-generated memes as a way to facilitate online discussion for adult learners.** *Psychology in the Schools*, 60(12), 4826-4840.
<https://doi.org/10.1002/pits.22884>

This qualitative study examines how a student-generated meme activity influences adult learners' interaction in online class discussions. A multiple-case design is applied to understand how this class discussion activity facilitates online threaded interactions. This study recruited 28 adult learners from a two-section graduate-level asynchronous online class. Findings show that entertaining and easy to relate to meme activity generated by students engages adult learners in discussion activities for active learning. It helps learners quickly open up to each other to share and learn from each other. This discussion activity offers an alternative to releasing their emotions and feelings individually and collectively benefits adult learners when approaching new learning. It also shows the advantages of using a discussion activity connecting diverse adult learners and building a sense of community for social support while supporting each other for new learning. Findings indicate a significant role also played by the instructor in facilitating interactions. Our study provides insights into integrating internet tools (memes) with discussion activity for active learning in a fully asynchronous online discussion board.

Lopez, M. S., de Viron, F., & Fecteau, F. (2023). **Les effets d'un réseau sociotechnique européen d'éducation et de formation tout au long de la vie en Belgique francophone. Le cas des certificats universitaires.** *Formation emploi*, 163(3), 67-93.
<https://doi.org/10.4000/formationemploi.11950>

Depuis 2014, on observe une forte augmentation des certificats inter-universitaires en Belgique francophone. Il s'agit d'une modalité particulière de certification de programmes de formation continue dans l'enseignement supérieur. Cet article soutient que les certificats sont un effet produit par un réseau sociotechnique européen d'éducation et de formation tout au long de la vie dont ils contribuent à étendre les ramifications. Il analyse ensuite les logiques véhiculées par les certificats dans la profession académique et montre en particulier deux nouvelles logiques dans la mission d'enseignement : marchande et de notoriété.

Malglaive, G. (2023). **Les rapports entre savoir et pratique dans le développement des capacités d'apprentissage chez les adultes.** *Éducation Permanente*, 236(3), 27-35.
<https://doi.org/10.3917/edpe.236.0027>

L'évolution des métiers requiert de nouvelles compétences des salariés. Les machines marchent toutes seules mais il faut les commander, prévenir leurs aléas, résoudre les problèmes qu'elles posent. L'importance des savoir-faire diminue au profit de la compréhension globale des processus. Cela exige de la logique, des connaissances, de la culture. Mais comment les acquérir ? La démarche traditionnelle fait appel aux disciplines scolaires : il faut élever le niveau, ce qui n'est pas sans difficulté lorsque cela

concerne des salariés depuis longtemps sortis de l'école. Aussi de nombreux formateurs se tournent-ils vers des démarches visant à développer les capacités de raisonnement. Mais peut-on raisonner sous vide de connaissances ? Une autre démarche consiste à partir des pratiques : le problème est alors de ne pas y rester et de trouver le moyen de passer des savoir-faire aux savoirs conceptualisés. Agir pour savoir et savoir pour agir. Cela suppose des cursus structurés non plus à partir de l'organisation académique des savoirs mais à partir de l'action. Cela suppose que les formateurs soient capables d'investir leur savoir dans l'action pour guider les formés sur les chemins menant de l'action au savoir.

Mayen, P. (2023). **Questions d'apprentissage dans les formations par alternance.** *Éducation Permanente*, 236(3), 175-184. <https://doi.org/10.3917/edpe.236.0175>

Cet article part des connaissances que nous avons sur quelques conditions et processus d'apprentissage pour réfléchir à la manière dont on pourrait penser la conception, la conduite et l'amélioration des formations par alternance. L'hypothèse est ici que les questions d'apprentissage sont relativement secondaires dans les décisions de conception des formations par alternance d'une part, et supposées résolues par quelques conceptions courantes et peu réinterrogées d'autre part.

Métral, J.-F. (2023). **Avec Mayen : Une didactique des conditions sociales pour le développement des compétences.** Consulté à l'adresse <https://institut-agro-dijon.hal.science/hal-04265580>

De la didactique professionnelle, la plupart d'entre nous savent qu'elle est née dans les années 90, à partir des développements de Pierre Pastré finalisés par la formation professionnelle des adultes, au croisement de la psychologie du développement, des sciences du travail (en particulier de l'ergonomie) et des didactiques des disciplines (Pastré et al., 2006). Nous connaissons les principaux contributeurs, les « pionniers » comme ils ont été désignés lors du 6ème colloque international de Didactique Professionnelle à Lausanne en 2022 : Pastré, Vergnaud, Mayen, Olry, mais aussi Rogalski, Samurçay, Rabardel, Raïsky, Caens-Martin... Nous en retenons une théorie cognitive fondée sur le schème (Vergnaud, 1996, 1996), la structure conceptuelle de la situation et les concepts pragmatiques (Pastré, 1999), le couple situation-activité (Mayen, 2004b) et l'expérience (Mayen, 2006; Mayen & Mayeux, 2003). Mais, aussi surprenant que cela paraisse, les présentations qui en sont faites et les critiques qui lui sont adressées donnent parfois l'impression que, pour beaucoup, la didactique professionnelle se résume à cette perspective qualifiée de cognitive (Mayen, 2020a). Dans cette introduction, je souhaite en particulier donner à voir comment les travaux de Patrick Mayen me permettent d'affirmer que la didactique professionnelle, loin de n'être qu'une théorie cognitive, est une théorie sociale du développement. Pour cela, je vais tout d'abord revenir sur la place qu'il donne aux autres et à la culture dans le développement des compétences. D'une part, à travers son intérêt pour les situations de travail avec et pour les autres, il introduit l'importance du langage dans l'élaboration des compétences professionnelles. D'autre part, en élargissant les conditions de ce développement à l'appropriation de tous les artefacts produits dans la culture humaine, il s'oriente in fine vers l'élaboration d'une théorie analytique des situations dans une perspective de développement des compétences. Ensuite, par ses développements sur la constitution de l'expérience dans la rencontre avec les situations, il oriente la didactique professionnelle vers une prise en compte de la dimension temporelle des parcours de formation et des processus du développement professionnel.

Ministère de la transformation et de la fonction publiques. (2023). **Guide pratique de la formation professionnelle dans la fonction publique d'État** (p. 46). Consulté à l'adresse Ministère de la transformation et de la fonction publiques website: <https://www.ih2ef.gouv.fr/guide-pratique-de-la-formation-professionnelle-dans-la-fonction-publique-detat>

Destiné aux agents et managers, ce guide de la DGAFP apporte des éclairages et des solutions pratiques pour mieux se former et mieux organiser la formation et le développement des compétences des agents. Il tient compte des évolutions réglementaires introduites par le décret du 22 juillet 2022 et l'arrêté du 1er août 2023. Il s'appuie sur les travaux du schéma directeur de la formation professionnelle tout au long de la vie des agents de l'État, notamment en matière d'hybridation.

Nizet, J. (2023). **Intégrer la dimension historique dans les recherches en formation des adultes**. *Éducation Permanente*, 236(3), 189-199. <https://doi.org/10.3917/edpe.236.0189>

Osty, F. (2023). **Devenir un professionnel : le rôle multiforme de l'expérience**. *Éducation Permanente*, 236(3), 103-114. <https://doi.org/10.3917/edpe.236.0103>

L'usage de l'expérience dans la professionnalisation d'une population d'éducateurs, recrutés et formés selon des modalités dérogatoires, souligne trois registres de l'expérience : l'expérience comme prérequis dans le recrutement, l'expérience de la formation institutionnelle et l'expérience qui signe le professionnel chevronné. Au final, l'expérience constitue le ressort d'un processus de socialisation professionnelle au long cours, qui ne distingue pas ces éducateurs de leurs collègues formés selon un cursus classique.

Paddeu, J., & Veneau, P. (2023a). **Genèse et institutionnalisation d'une nouvelle catégorie, la certification (1972/2018). Examen de l'activité de deux commissions**. *Formation emploi*, 163(3), 39-66. <https://doi.org/10.4000/ormationemploi.11868>

L'analyse sociohistorique de l'activité de deux commissions nationales, la Commission technique d'homologation (CTH) et la Commission nationale de la certification professionnelle (CNCP), permet de retracer l'émergence et l'institutionnalisation de la catégorie de certification, sur une période allant de 1972 à 2018. Ce processus articulé aux politiques de l'emploi a abouti à une nouvelle acception de ce qu'est un titre ou un diplôme homologué : non plus une formation et ses caractéristiques (durée, pédagogie...), acception qui prévaut jusqu'au début des années 1990, mais la validation/certification de compétences listées dans des référentiels. Toutefois, cette nouvelle définition ne s'imposera pas facilement.

Paddeu, J., & Veneau, P. (2023b). **Introduction. La certification : vers un nouveau compromis social et de nouvelles régulations**. *Formation emploi*, 163(3), 7-14. <https://doi.org/10.4000/formationemploi.11790>

Pilz, M. (2023). **Informal learning in the context of training and development**. *International Journal of Training and Development*, 27(3-4), 301-304. <https://doi.org/10.1111/ijtd.12309>

Plasman, J., & Thompson, C. (2023). **The value of informal learning within work-based learning: The economic benefits of WBL**. *International Journal of Training and Development*, 27(3-4), 305-326. <https://doi.org/10.1111/ijtd.12299>

Recent updates to federal policy governing career and technical education (CTE) in the United States have emphasised the need to include work-based learning (WBL) experiences as central components of CTE programming. Many of these experiences showcase an informal learning component which has strong ties to early career success as suggested by the Human Capital Theory. This study explores the following questions: What is the relationship between WBL and early career income? Are there differential relationships based on the type of WBL experience? The Education Longitudinal Study of 2002 (ELS) includes nationally representative data for student participation in WBL and early career income. We used school-fixed effects and propensity score matching techniques to respond to our questions regarding the potential relationship between WBL participation and early career income. We found that students who participated in at least one WBL experience in high school could expect to have an average 7% higher income compared to non-WBL participants. With respect to specific WBL experiences, job shadowing, community service, and mentoring had the largest positive relationship to higher early career income. Findings from this study indicate that participation in WBL experiences can have a positive impact on a high school graduate's college and career readiness as measured through early career income. Given the differential relationships observed for different types of WBL, schools, policymakers, and students should explore WBL options that best align with their personal goals.

Remington, T. F., Chou, P., & Topa, B. (2023). **Experiential learning through STEM: Recent initiatives in the United States**. *International Journal of Training and Development*, 27(3-4), 327-359. <https://doi.org/10.1111/ijtd.12302>

This paper reviews recent educational initiatives in science, technology, engineering and math (STEM) education in the United States, asking to what extent experiential learning methods are being incorporated into STEM education. We draw on a combination of qualitative and quantitative evidence. The quantitative evidence is from an analysis of the proposal abstracts for all 11,406 of the STEM education and workforce development-related projects funded by NSF grants from the end of 2018 to the beginning of 2022. The qualitative portion of the paper analyzes results from a number of scholarly studies of local initiatives from the last 10 years drawn from a range of published and conference papers, reports and media stories, and project websites, drawn from education research databases, secondary literature, and websites of specific organizations. We seek to classify and describe patterns observed among the projects examined, identifying common patterns and combinations of features. We believe that the paper represents the first comprehensive study of efforts to employ experiential learning methods in STEM education to link formal and informal aspects of learning.

Schwartz, Y. (2023). **L'expérience est-elle formatrice ?** *Éducation Permanente*, 236(3), 91-102. <https://doi.org/10.3917/edpe.236.0091>

S'interroger sur la fonction formatrice de l'expérience renvoie à une série de questions : qu'est-ce que l'« expérience »? S'agit-il de former celui qui « fait » expérience ou celui qui n'a pas cette expérience ? Former pour quoi faire ? Comment faire « parler » l'expérience ? Quelle est l'articulation possible entre le pôle du savoir formel et celui de l'expérience ? L'auteur aborde ces questions en regardant l'histoire philosophique du concept d'expérience. Ce passage par la philosophie indique qu'il faut penser autre chose que ce qui a été pensé jusque-là par « expérience » pour pouvoir donner un sens à la question de savoir si elle est formatrice.

Smith, E., & Smith, A. (2023). **Informal training and learning in Australian firms: The need for a new perspective**. *International Journal of Training and Development*, 27(3-4), 442-460. <https://doi.org/10.1111/ijtd.12307>

This paper examines the use of informal training for workers, by Australian companies and other organisations. Using survey data, it reports the prevalence of informal training and also the utilisation of different types of informal training. Differences are found by employer size, particularly for the different types. By examining qualitative responses, it is found that employers' perceptions of informal training are often not those reflected in existing literature. The paper therefore argues for a new definition of informal training which is comprehensible to employers and workers alike, so that more, and more reliable, research can be undertaken.

Ulmann, A.-L. (2023). **Quatre approches pour une question : comment se servir de l'expérience ?** *Éducation Permanente*, 236(3), 69-80. <https://doi.org/10.3917/edpe.236.0069>

Les quatre textes sont représentatifs des tensions et des usages de la notion d'expérience. L'auteure les analyse à l'aune de plusieurs questions visant à cerner les problématiques auxquelles se confrontent les formateurs et les chercheurs en mobilisant cette notion dans leurs pratiques de travail. Comment se construit l'expérience et comment contribue-t-elle au développement professionnel ? Comment porte-t-elle à conséquences sur l'action ? Quelle place accorder aux savoirs sensibles et au corps dans l'expérience ? Quelles modifications dans le rapport aux savoirs induit la prise en compte de la subjectivité ? En quoi l'expérience constitue-t-elle une ressource pour développer la créativité et faciliter le développement d'une éthique de travail ?

Veneau, P. (2023). **Certifier des compétences en formation a-t-il un sens ? Analyse des pratiques d'évaluation par des professionnels d'entreprises**. *Formation emploi*, 163(3), 115-138. <https://doi.org/10.4000/ormationemploi.11780>

Dans les pratiques d'évaluation, qu'en est-il de l'approche par compétences (APC) à laquelle est liée la notion de certification ? Cette question est examinée à partir d'une observation des pratiques d'évaluation par des professionnels d'entreprise pour la délivrance de titres professionnels du ministère du Travail. Ces professionnels sont porteurs d'une conception finalisée du travail compatible avec l'acceptation de la notion de compétence contenue dans les référentiels des titres. Néanmoins, la singularité de la situation d'épreuve par rapport aux situations de travail en entreprise les conduit à minorer les idées de performance et de résultats. Dès lors, pour évaluer les candidats, les professionnels s'intéressent à d'autres aspects (compréhension technique des exercices demandés, démarches...). Ce faisant, ils (re) mettent au premier plan la question des savoirs.

Marché du travail

Assaad, R., & Krafft, C. (2023). **Labour market dynamics and youth unemployment in the Middle East and North Africa: Evidence from Egypt, Jordan, and Tunisia**. *LABOUR*, 37(4), 519-553. <https://doi.org/10.1111/lab.12257>

Although it is well-established in the literature that unemployment is a labour market insertion problem in the Middle East and North Africa, the dynamics driving unemployment remain poorly understood. Using data from the Labor Market Panel

Surveys in Egypt, Jordan, and Tunisia, we offer insights into youth unemployment by studying flows into and out of unemployment. Female youth and Tunisian youth of both genders are particularly likely to experience long periods of unemployment. Educated youth from higher socioeconomic status backgrounds are more likely to experience unemployment, but there is not a strong relationship between background and unemployment duration.

Boehme, L., Russ-Eft, D., Rovens, J., & Rovens, A. (2023). **HR managers stereotyping frontline managers**. *International Journal of Training and Development*, 27(3-4), 360-380. <https://doi.org/10.1111/ijtd.12304>

This study explored how human resource (HR) leaders' biased perceptions of frontline manager (FLM) effectiveness influence HR ratings of FLM competencies, resulting in insufficient training and job preparation for these critical employees. The literature review examined FLM research, ratings of supervisory competencies and the underlying theoretical frameworks of implicit leadership theory and leadership categorization theory, and their relationship to informal learning. The research used mixed methods, with a qualitative critical incident study to identify competencies, followed by a quantitative survey to compare ratings, followed by qualitative in-person interviews to confirm survey findings. Results revealed a significant difference between HR and other raters of FLMS, including the FLMS themselves, with regard to FLM effectiveness, and these differences are informed by HR stereotypes of FLMS. Recommendations and implications suggest HR's role in providing unbiased assessment could lead to essential FLM training and development.

Bolli, T., & Pusterla, F. (2023). **Complementarities among types of education in affecting firms' productivity**. *LABOUR*, 37(4), 554-591. <https://doi.org/10.1111/lab.12256>

This article uses Swiss firm-level panel data to show that complementarities among workers with different types of education affect firms' productivity. We consider workers with four different types of education: no post-secondary education, upper secondary vocational education and training (VET), tertiary professional education, and tertiary academic education. To account for possible endogeneity, we exploit within-firm variation and employ a structural estimation technique that uses intermediate inputs as a proxy for unobserved productivity shocks. Our results suggest that workers with an upper secondary VET education are complementary to workers with a tertiary academic education, while workers with no post-secondary education are complementary to workers with a tertiary professional education. Altogether, our findings highlight the importance of vertical and horizontal education diversity within firms.

Chirol, A. (2023, octobre 12). **Ces étudiants d'école de commerce qui fuient les « early start-up » : « On ne veut plus être pris pour des pigeons »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/12/ces-etudiants-d-ecole-de-commerce-qui-fuient-les-jeunes-start-up-on-ne-veut-plus-etre-pris-pour-des-pigeons_6193872_4401467.html

Charge de travail trop lourde, absence d'avantages sociaux, manque d'encadrement... Beaucoup de jeunes diplômés préfèrent rejoindre des plus grosses entreprises.

Collectif. (2023). **Que sait-on du travail ?** Consulté à l'adresse <https://www.pressesdesciencespo.fr/fr/book/?GCOI=27246100782310>

Conditions de travail, qualité des emplois, choix managériaux et d'organisation, santé et sens du travail : un état de la situation française.

Davoine, T. (2023). **Flexicurity, education and optimal labour market policies**. *LABOUR*, 37(4), 592-625. <https://doi.org/10.1111/labr.12255>

The paper provides a theoretical rationale for flexicurity policies, consisting of low employment protection, generous unemployment insurance and active labour market programmes. Education efforts give access to high productivity firms, more likely to survive and thus exposing less their workers to unemployment risk. Activation programmes support reallocation from risky and unproductive to safer and more productive firms, reducing unemployment. Low employment protection can provide incentives for self-insurance against unemployment risk through education, mitigating the moral hazard cost of unemployment insurance and activation programmes. The paper identifies conditions for flexicurity to be optimal and confronts theoretical predictions to the data.

Elsenberger, F., & Kendzia, M. J. (2023). **Educational Reforms and Their Positive Externalities on the Labor Market** (IZA Discussion Paper N° 16435). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16435.htm>

Educational reforms aim to improve education quality and accessibility, creating positive externalities like individual growth and societal benefits. Although the global educational attainment has progressed, disparities still exist. This study applies the four-cell matrix developed by Münich and Psacharopoulos (2018) as analytical framework to classify the benefits of schooling into four different quadrants. It distinguishes between private and social benefits on the x-axis and market and non-market benefits on the y-axis. The survey finds that educational reforms and policies significantly impact society's development and progress, improving economic growth, social mobility, and health outcomes. By and large, the investigated reforms vary by country and education level, with some focusing on primary education and access to education while others focus more on tertiary education. The findings reveal that large differences exist in how far certain reforms were already implemented. Developing nations mainly experience non-market benefits like improved health and disease reduction, while developed countries show positive externalities in market and non-market areas. Reforms targeting tertiary education often translate into more positive externalities in the two private quadrants.

Giraud, B., & Signoretto, C. (2023, octobre 12). **La conférence sociale sur les bas salaires acte les difficultés à négocier des hausses collectives dans les entreprises**. Consulté 18 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/la-conference-sociale-sur-les-bas-salaires-acte-les-difficultes-a-negocier-des-hausses-collectives-dans-les-entreprises-215548>

La rencontre entre le gouvernement et les partenaires sociaux du 16 octobre intervient dans un contexte de recul des syndicats et de flexibilisation dans la fixation des revenus.

Kapitsinis, N., & Gialis, S. (2023). **The spatial division of precarious labour across the European Union regions: A composite index analysis of the 2008/2009 global economic crisis effects and COVID-19 initial implications**. *European Urban and Regional Studies*, 30(4), 380-403. <https://doi.org/10.1177/09697764231191631>

The successive crises of the 21st century (2008/2009 global recession, COVID-19) have significantly affected the organisation of work and increased the flexibilisation and

precarisation of labour, reflecting the changing needs of capital accumulation. Although employment reorganisation is unevenly distributed across space, the link between labour precarisation and cities or regions has not been studied in depth, with most research efforts focusing on the national scale. This article enriches the emerging literature for composite indices of labour market change by constructing an index of labour precarity at the regional scale. It estimates the very Flexible Contractual Arrangements Composite Index in the NUTS2 regions of the European Union from 2008 to 2020 to provide a comparative analysis of the impact of the global recession of 2008/2009 and the initial implications of COVID-19. The findings highlight a persistent division between peripheral and core regions. High precarity is a persistent feature of less developed regions, although it is also increasing significantly in urbanised, economically advanced regions. As found, the degree of labour precarity of a regional labour market is the complex result of national factors as well as regional characteristics such as specialisation, remoteness, path dependency, and local institutional practises and population dynamics.

Klaesson, J., & Wixe, S. (2023). **Place and immigrant labour market integration: A sequence analysis approach.** *European Urban and Regional Studies*, 30(4), 404-429. <https://doi.org/10.1177/09697764231166358>

Although the process of integrating immigrants into the labor market unfolds over many years, it is often modeled as outcomes (e.g. employment) at specific points in time. We contribute to the literature by providing empirical evidence of the sequence of events leading to active labor market participation of East African and EU15 immigrants to Sweden, whom we follow for up to 28 years. By combining the method of sequence analysis with binomial logit estimation, we can explain why individuals are sorted into different representative labor market sequences. A further contribution is that along the usual initial conditions (individual and geographic), we employ longitudinal micro data to find (1) representative sequences of movements between various types of neighborhoods and (2) an empirical estimate of individual ability, which turns out to be a strong predictor for immigrants entering an active labor market trajectory. Our results show that East Africans tend to reside in neighborhoods with a high degree of socioeconomic and ethnic segregation. Despite this, their labor market activity seems to be less influenced by neighborhood trajectories than EU15 immigrants. The labor market activity of EU15 immigrants and female East African immigrants is positively related to residing in less ethnically segregated and socioeconomically stronger neighborhoods. Our results are relevant to policy development since they point to the importance of the initial location of immigrants and their subsequent residential mobility.

Landour, J. (2023). **Quand l'articulation des temps éclaire les positions sociales. Le cas des travailleur se s indépendant e s.** *Travail, genre et sociétés*, 50(2), 135-153. <https://doi.org/10.3917/tgs.050.0135>

Si l'étude des indépendant e s connaît un récent essor, les derniers travaux ne fournissent encore qu'une vue éparpillée des logiques de structuration d'un espace non-salarié qui connaît des transformations importantes à la croisée des mutations de l'emploi et de la famille. Cet article propose, à l'appui d'analyses géométriques des données conduites sur la vague 2016 de l'enquête « Conditions de travail et risques psycho-sociaux », de contribuer aux analyses visant à éclairer le positionnement social des indépendant e s à partir de leurs pratiques en matière d'articulation entre les temps dédiés à l'emploi et ceux dédiés aux activités hors-emploi.

Moon, Y.-K., & O'Brien, K. E. (2023). **"I Put In My Two Weeks Notice!" Employee Behavior and Wellness Prior to Exit.** *Journal of Career Development*, 50(6), 1172-1188. <https://doi.org/10.1177/08948453231163499>

Previous research has identified four distinct "proximal withdrawal states" among employees. That is, employees can generally be distinguished by their desire to stay or leave (e.g., "stayers" or "leavers") and their control over this desire (e.g., "enthusiastic" versus "reluctant" staying or leaving). However, little is known about how these withdrawal states impact voluntary behavior and employee wellness. Thus, we examined these relationships in US (n = 516) and South Korea (n = 414). Latent profile analysis indicated that there are two profiles of stayers (i.e., embedded stayers and detached stayers) and two of seekers (i.e., dissatisfied seekers and script-driven seekers) in both samples. US and Korean profiles were consistent, except seekers differed by country based on planning, job seeking, and socio-emotional reasons. We also found that profiles differentially predicted work behaviors and wellness outcomes, such that embedded stayers showed most adaptive behavioral patterns, whereas script-driven seekers reported the least wellness.

Moysan, E. (2023, novembre 8). **Les jeunes plombent-ils la productivité française ?** Consulté 9 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/jeunes-plombent-productivite-francaise/00108573>

Pour expliquer la baisse de la productivité en France, certains observateurs pointent du doigt les jeunes, jugés fainéants. Un discours qui ne résiste pas à l'analyse.

Observatoire des inégalités. (2023, octobre 3). **Chômage : femmes et hommes à égalité.** Consulté 6 novembre 2023, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Chomage-femmes-et-hommes-a-egalite>

L'égalité entre femmes et hommes existe au moins dans un domaine : le chômage. Depuis quinze ans, les taux de chômage masculin et féminin sont proches. Extrait du Centre d'observation de la société.

Ogbonna, A. E., Adediran, I. A., Oloko, T. F., & Isah, K. O. (2023). **Information and Communication Technology (ICT) and youth unemployment in Africa.** *Quality & Quantity*, 57(6), 5055-5077. <https://doi.org/10.1007/s11135-022-01600-9>

Africa is lagging in infrastructural development including Information and Communication Technology (ICT). As there are rising employment opportunities in the ICT-intensive industries globally including Africa, enhanced knowledge and use of ICT may tend to reduce youth unemployment in Africa. Thus, this study investigates the effect of ICT on youth unemployment in Africa using a sample of 41 African countries between 2003 and 2018. The study employs a dynamic Generalized Method of Moment (GMM) approach and constructs a composite ICT index to combine key indicators of ICT, using the principal component approach. We also account for the interactive role of education in the ICT-youth unemployment nexus. Relying on the Phillip curve theoretical model, the effect of inflation, physical capital accumulation, level of corruption, and economic growth are also examined. The results show that youth unemployment in Africa can be reduced by higher ICT deployment and usage, which confirms our hypothesis in this study. There is also evidence that education enhances the potential of ICT usage to reduce youth unemployment. Furthermore, we find that the Phillip curve hypothesis

holds, as the inflation rate has a negative effect on youth unemployment. More so, there is evidence that youth unemployment in Africa can be reduced by higher physical capital accumulation, lower level of corruption, and higher economic growth. With falling economic growth and looming economic recession in many African countries, governments would need to revise educational curricula to include ICT-based training to reduce the level of youth unemployment in the medium to long term period.

Raybaud, A. (2023, octobre 30). **Face à l'intensification du travail, les jeunes plongent dans un malaise profond : « Je m'enfonçais dans le travail, je n'avais plus de distance »**. Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/30/face-a-l-intensification-du-travail-les-jeunes-plongent-dans-un-malaise-profond-je-m-enfoncais-dans-le-travail-je-n-avais-plus-de-distance_6197297_4401467.html

Tâches absurdes, rythme intense, précarité de l'emploi, absence de seniors pour les guider... les transformations du monde professionnel génèrent de la souffrance chez les jeunes salariés. Le nombre d'arrêts-maladie explose chez les moins de 30 ans.

Métiers de l'éducation

Abdenbi, S. (2023). **Le concours de l'expérience du métier dans la transition vers la profession enseignante des enseignants débutants de la formation professionnelle au Québec**. Consulté à l'adresse <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32041>

Cette recherche porte sur la transition de l'exercice d'un métier vers son enseignement des enseignantes et enseignants débutants de la formation professionnelle au Québec et vise à comprendre leur expérience vécue lors de leur transition. Elle traite d'abord de leur insertion professionnelle caractérisée par des conditions de travail précaires. Elle aborde ensuite la transition de l'identité professionnelle vécue et les tensions qu'elle entraîne. Le concept d'expérience de Dewey a été utilisé pour penser la transition vers l'enseignement comme un processus d'apprentissage basé sur le principe de la continuité et de l'interaction avec l'environnement. Les travaux de Dubar sur la socialisation professionnelle et son concept de transaction se sont avérés pertinents pour comprendre les transformations identitaires en jeu. Nous avons recueilli des données qualitatives issues de douze entretiens semi-dirigés que nous avons analysés à l'aide d'une méthode d'analyse thématique. Les résultats montrent que l'expérience professionnelle dans leur propre métier est la ressource la plus importante que les enseignantes et enseignants mobilisent à la fois pour composer avec la transition et dans le cadre de leurs pratiques en enseignement. Cependant, la recherche montre que la transition vers l'enseignement peut être représentée et accomplie de deux manières très différentes par les personnes participantes : en parallèle à la pratique continue de leur métier, où l'enseignement va de pair avec la pratique continue du métier, ou plutôt comme un engagement entier dans une carrière d'enseignement, où la pratique du métier est considérée comme une ressource sous la forme d'expériences passées.

Adams, P. (2023). **Initial Teacher Education Partnership: Bureaucracy, Policy, and Professional Agency**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 151-171). https://doi.org/10.1007/978-3-031-36970-4_9

Initial teacher education partnership as an example of 'educational nexus', often signals particular responses to normative questioning. Set within the 'theory-practicePractice' nexus, partnership is positioned as the interleaving of various pedagogic/didactic D/discourses (Gee JP. Social linguistics and literacies. Ideology in Discourses. Routledge, 2012) to realise systemic development. Since the publication of Teaching Scotland's Future (Donaldson G, Teaching Scotland's future. Report of a review of teacher education in Scotland, In Education (Issue December), 2010) Scottish initial teacher education has spent considerable time developing supportive local authority/higher education institution/school partnership arrangements. Problematically, inter-group practicePractice has been privileged over shared theoretical debate. This chapter proposes a 'spatial heuristic' centring on the epistemological matters of 'identifying', 'knowing' and 'doing' teaching. It proposes agency '...in which the agent is clearly decentred, an approach in which the achievement of agency is not an achievement of the agent alone but of the agent-in-interaction-with-others' (Biesta G, Tedder M, How is agency possible? Towards an ecological understanding of agency-as-achievement. 44(0), 1–40, 2006) as a key part of professional development and that partnership, subsequently should be reconceptualised as 'existing' in the overlaps 'between' theory and practicePractice.

Álvarez Marinelli, H., Berlinski, S., Busso, M., & Martínez Correa, J. (2022). **Improving Early Literacy through Teacher Professional Development: Experimental Evidence from Colombia** (IDB Publications (Working Papers) N° 12473). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/12473.htm>

Teachers are the most fundamental input of students' learning. For this reason, developing teaching skills is a policy priority for most governments around the world. We experimentally evaluate the effectiveness of « Let's All Learn to Read, » a one-year professional development program that trained and coached teachers throughout the school year and provided them and their students with structured materials. Following a year of instruction by the trained teachers, students' literacy scores in treated schools grew by 0.386 of a standard deviation compared to students in the control group. These gains persisted through the second and third grades. We also show that an early intervention in first grade is more cost-effective at improving literacy skills than implementing remediation strategies in third grade.

Arnot, M., Swartz, S., & Singal, N. (Éd.). (2023). **Educational Research Practice in Southern Contexts: Recentring, Reframing and Reimagining Methodological Canons.** <https://doi.org/10.4324/9781003355397>

Bringing together a unique collection of 18 insightful and innovative internationally focused articles, Educational Research Practice in Southern Contexts offers reflections, case studies, and critically, research methods and processes which decentre, reframe, and reimagine conventional educational research strategies and operationalise the tenets of decolonising theory. This anthology represents a valuable teaching resource. It provides readers with the chance to read high-quality examples of research that critique current ways of doing research and to reflect on how research methods can contribute to the project of decolonising knowledge production in and about education in, for example, Africa, South Asia, Asia, and Latin America. It grapples with everyday dilemmas and tricky ethical questions about protection, consent, voice, cultural sensitivity, and validation, by engaging with real-world situations and increasing the potential for

innovation and new collaborations. Educational Research Practice in Southern Contexts will be essential reading for anyone teaching educational research methods and will encourage novice and experienced researchers to rethink their research approaches, disentangle the local and global, and challenge those research rituals, codes, and fieldwork practices which are often unproblematically assumed to be universally relevant.

Badenhorst, P., Martin, D., & Smolcic, E. (2023). **Critical consciousness development for teachers of multilingual learners: A cultural/linguistic immersion program shaping early teaching careers.** *Teaching and Teacher Education*, 136, 104376. <https://doi.org/10.1016/j.tate.2023.104376>

This study offers a long-term developmental pathway view of three early career K-12 teachers who participated in a practical TESOL preparation-based language/cultural immersion program abroad. Research continued across 5-years from pre-service through early career years, enabling the researchers to illustrate the curricular and extra-curricular developmental pathways implicated in development of sociopolitical and pedagogical dispositions and skills required to work in a culturally/linguistically sustaining manner alongside multilingual learners. The inquiry identifies the relevance of findings for the broader U.S. teacher education context and beyond with added emphasis on immersion-abroad teacher preparation programs and experiences for teachers of multilingual learners.

Barringer, S. N., Riffe, K. A., & Collier, K. (2023). **University presidents as agents of connection: an exploratory study of elite presidential ties in the United States, 2005–2020.** *Higher Education*, 86(5), 1129-1150. <https://doi.org/10.1007/s10734-022-00965-y>

The boundaries of higher education organizations (HEOs) are becoming increasingly porous both in the USA and globally. Research has shown that individuals within universities (e.g., trustees and faculty) can serve as boundary spanners who connect universities to their external environments. However, our knowledge of how individuals span HEO boundaries is limited, especially for university leaders. University presidents are leaders that bridge the boundaries of universities via the internal and external aspects of their role. We evaluate the connections presidents establish between universities and external organizations and how they change over time to expand our knowledge of boundary spanners. Drawing on literature on academic capitalism and the interdependencies between organizations, individuals, and environments, we conceptualize how presidents connect their institutions to external organizations and how these connections may differ across institutions over time. Using social networks and latent profile analyses, we examine the connections between elite US universities and external organizations via presidents between 2005 and 2020. Results show growth in connections over time as well as three distinct patterns of connections across institutions. This suggests that presidential connectivity differs across institutions and has changed over time in ways that have implications for university governance, decision making, policies (e.g., conflict of interest), and organizational inequality.

Bastian, K. C., & Fuller, S. C. (2023). **Educator Attrition and Mobility During the COVID-19 Pandemic.** *Educational Researcher*, 52(8), 516-520. <https://doi.org/10.3102/0013189X231187890>

Using 7 years of administrative data from North Carolina public schools (NCPS), we track changes in teacher and principal attrition and mobility during the COVID-19 pandemic

and assess how attrition is related to characteristics of educators and schools. We find that educator attrition and mobility increased sharply between Fall 2020 and Fall 2022. Data from the pandemic period indicate that educators of color and more effective educators have experienced larger increases in attrition than their White and less effective peers. Gaps in teacher attrition have narrowed between schools educating many versus few historically marginalized students.

Batiste, H., Benson, W. L., & Garcia, C. (2023). **I am not worthy: How interpersonal experiences influence perceived value and worth of full- and part-time faculty.** *Management in Education*, 37(4), 169-177. <https://doi.org/10.1177/08920206211027633>

Positive interpersonal relationships between college administration and faculty are necessary as they contribute to organizational climate measures, such as a sense of belonging and perceived organizational worth. Furthermore, such relationships may combat against faculty cynicism. Interpersonal experiences are particularly relevant in a post-coronavirus disease 2019 workplace in which interactions with colleagues are infrequent. Little is known about the effects of interpersonal experiences on part-time faculty specifically, as compared with full-time faculty. This study investigates teamwork experiences and interpersonal constraints as predictors of the attitudes and perceptions of full- and part-time faculty at a four-year public teaching college in the southwestern United States. After controlling for years working at the college, teamwork was a consistent predictor of higher sense of belonging, perceived organizational worth, and lower cynicism among full- and part-time faculty. Furthermore, the presence of negative coworker relationships was a significant predictor of lower sense of belonging and perceived organizational worth among full-time faculty. Inadequate help or lack of contact with co-workers was not a significant predictor of faculty attitudes and perceptions. The results of this study suggest the need for fostering teamwork and positive relationships among full- and part-time faculty in a meaningful and systemic manner within institutions of higher education. Additionally, this study provides support for institutionalizing a team-based approach to working among all faculty to foster perceived belonging and worth, while limiting cynicism.

Baumgartner, M., Jeisy, E., & Berthold, C. (2023). **From knowledge to performance in physical teacher education: A Delphi study and a pretest for the content validation of the test instruments.** *Swiss Journal of Educational Research*, 45(2), 151-163. <https://doi.org/10.24452/sjer.45.2.6>

The basis for evaluating the effectiveness of interventions in the education and continuing professional development of physical education (PE) teachers involves valid, reliable, and objective instruments, which are largely lacking. Content validity is a necessary basis for the development of such instruments. Accordingly, this study presents the content validation of a test for the assessment of (classroom management-related) professional knowledge and the perception, interpretation, and decision-making (PID) of prospective PE teachers. The result is a content-validated knowledge test (110 test items) as well as a video-based test for the assessment of PID (ten vignettes, 217 items). In a next step, the instruments are empirically validated.

Benoit, A., Knobé, S., & Pichot, L. (2021). **Du gestionnaire à l'entrepreneur : rôles et figures différenciés du responsable de diplôme dans l'enseignement supérieur.** *Recherche & formation*, 98(3), 33-46. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-33.htm>

À partir des points de vue des responsables de diplôme, cet article s'intéresse aux processus de sélection à l'entrée en formation à travers notamment les catégories de jugement et d'appréciation mobilisées. L'article étudie aussi le rôle d'intermédiation des responsables de diplôme dans le lien entre formation et emploi. Deux figures principales émergent, le gestionnaire et l'entrepreneur, traduisant la variabilité des manières de s'approprier ce rôle et de s'engager pour favoriser l'insertion professionnelle des diplômés.

Bojica, A. M., Olmos-Peñuela, J., & Alegre, J. (2023). **A cross-country configurational approach to international academic mobility: exploring mobility effects on academics' career progression in EU countries.** *Higher Education*, 86(5), 1081-1105. <https://doi.org/10.1007/s10734-022-00963-0>

This study takes a novel perspective on mobility as career script compliance to explore the factors that might influence how mobile academics in a country perceive the impact of international mobility on their overall academic career progression and job options. We conduct a country-level qualitative comparative analysis on a sample of 24 European Union (EU) countries, based on data from European Commission's MORE3 indicator tool. We find that these perceptions about the impact are shaped by the dominant patterns of mobility in that country, and the general perception of academics in that particular country that international mobility is rewarded in the institutional promotion schemes. This study introduces new explanatory factors for the career script for international mobility. In so doing, we provide a richer understanding of how countries might influence academics' mobility, which sheds light on previous inconclusive empirical evidence linking international mobility and academics' careers. Our findings have implications for the policy design of international mobility and open up new lines of inquiry for cross-country comparisons.

Bressoud, N. (2023). **Le bonheur d'enseigner est-il enseignable ? Réflexions et propositions issues de la formation à l'enseignement en Suisse Romande.** *Phronesis*, 12(2-3), 114-129. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-114.htm>

La formation des enseignants peut se donner les moyens d'accueillir une sensibilisation au bonheur d'enseigner. L'enjeu est de taille, en un contexte d'éducation inclusive qui demande aux professionnels une implication entière dans la prise en compte de la diversité des élèves dont ils ont la charge. À travers le modèle PERMA développé au sein du champ de la psychologie positive par Martin Seligman (2011), une formation des enseignants au bonheur paraît possible. Si le modèle PERMA (acronyme se référant aux émotions positives, à l'engagement, aux relations positives, au sens et à l'accomplissement) permet d'identifier des déterminants à prendre en compte dans cet apprentissage, il permet également de mettre en lumière le rôle fondamental de la relation entre l'enseignant et l'élève. C'est à travers les relations qui caractérisent le climat de classe que l'enseignant peut ancrer et cultiver, pour lui et pour ses élèves, le bonheur d'être ensemble, de vivre un projet scolaire partagé, de progresser vers un but commun. Ainsi, la formation des enseignants peut se donner les moyens de favoriser l'émergence de compétences socio-émotionnelles propices au bonheur d'enseigner. Elle pourra offrir aux futurs professionnels des occasions de vivre des programmes d'intervention de psychologie positive tout en soutenant des réflexions sur le développement de leur identité professionnelle (pratique réflexive). Les pratiques de gratitude, les activités sur la régulation émotionnelle ou encore les méthodes de

reconnaissance et d'utilisation des forces personnelles sont des leviers en ce sens qui touchent à la relation à soi et à l'autre.

Brière, F. (2023). **The professional development of physical education student trainees at the articulation of didactic and meta-didactic systems.** *Swiss Journal of Educational Research*, 45(2), 178-189. <https://doi.org/10.24452/sjer.45.2.8>

Our research focuses on the processes of professional knowledge elaboration by physical education student trainees in an initial training system in France. This system combines classroom teaching situations and practice analysis situations, characterizing respectively the didactic and meta-didactic systems. The results reveal that, in their analyses, the student trainees jointly mobilize knowledge to be taught and for teaching, some of which are subject to a real co-elaboration supported by an evolution of their reflexive modalities. The discussion returns to the didactic and developmental stakes of the training situations at the articulation of the didactic and meta-didactic systems.

Broitman, C., & Novembre, A. (2023). **Mathématiques scolaires, recherche didactique et formation des enseignants en Argentine : acquis et tensions** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 99-109. <https://doi.org/10.4000/ries.14240>

Cet article présente quelques caractéristiques de la situation de l'enseignement des mathématiques en Argentine au niveau primaire (de 6 à 11 ou 12 ans) et au niveau secondaire (de 12 ou 13 ans à 17 ans). Après un aperçu du système éducatif et des programmes actuels, il expose la tradition de didactique des mathématiques dans ce pays, ainsi que les modalités de formation initiale des enseignants du primaire et du secondaire, avant d'analyser, pour finir, les résultats des évaluations internationales et nationales.

Brugar, K. A., Allen, A., Roberts, K. L., Ratcliff, K., & Capps, C. (2023). **Preparing the Expert Novice: Preservice Teacher Thinking and Efficacy in Inquiry Design.** *Journal of Teacher Education*, 74(5), 495-507. <https://doi.org/10.1177/00224871231202956>

In this study, we share the understandings and the reflections of preservice teachers as they engage in focus group interviews about inquiry in social studies, generally, and their reactions to publicly available Inquiry Design Model blueprints. These preservice teachers first discussed their understanding of inquiry, which was rooted in their university coursework. They then described their self-efficacy for implementing inquiry, generally, and the IDM blueprint, specifically, in their current field placements and future classrooms. This envisioned implementation often involved adaptations of the blueprints. Our goal in this research was to reconsider how preservice teachers experience and learn about social studies inquiry and, as a result of these experiences, whether and how they see themselves implementing social studies inquiry with students. This study can inform teacher educators to proactively address common barriers and better support preservice teachers.

Büchel, S., Kruse, F., & Brühwiler, C. (2023). **Zur Bedeutung von inhaltsbezogenem Interesse und professionellem Weiterentwicklungsverhalten für das Professionswissen von Sportlehrpersonen.** *Swiss Journal of Educational Research*, 45(2), 138-150. <https://doi.org/10.24452/sjer.45.2.5>

Whereas in other subjects it has already been possible to generate a wide range of findings on the relationships and effects between professional knowledge and other aspects of teacher competence, these are still largely lacking for the subject of physical

education. The present study is based on a sample of $n = 329$ (future) physical education teachers and aims to test a theory-based mediator model describing the relationships of content-related interest with continuing professional development behavior and professional knowledge of physical education teachers. The results confirm the theoretically hypothesized mediator model, according to which the effect of content-related interest on professional knowledge is mediated by continuing professional development behavior.

Burdin, C. (2023). **Simuler des entretiens pour former des conseillers principaux d'éducation (CPE) : quel dispositif collectif pour quels effets sur la professionnalisation des étudiant.e.s ?** *Les métiers de la formation à l'épreuve du travail*. Présenté à TOURS, France. Consulté à l'adresse <https://hal.science/hal-04264130>

Simuler des entretiens pour former des conseillers principaux d'éducation (CPE) : quel dispositif collectif pour quels effets sur la professionnalisation des étudiant.e.s ? Résumé : Cette contribution s'intéresse à un dispositif de simulation d'entretien avec des parents proposé à des étudiant.e.s de première année du master Encadrement Educatif à l'INSPE de Nantes. Ce master est dédié à la formation des futur.e.s CPE (Conseiller Principal d'Education) dont une des missions, dans les établissements secondaires français, consiste à suivre les élèves pour accompagner leur parcours scolaire. Cette mission implique de savoir mener un entretien individuel, notamment avec un parent. Une analyse de l'activité d'entretien parents-CPE a été menée en didactique professionnelle (Burdin, 2020) et a permis de mettre en évidence certaines spécificités de cette activité ainsi que les schèmes mobilisés par les CPE dans une classe de situations où ils.elles interagissent à propos d'un problème de comportement de l'enfant. En formation, ces résultats sont partagés avec les étudiant.e.s ; ils sont aussi initiés à l'analyse de ces situations de travail. Mais afin de les préparer à y faire face, ils sont invité.e.s à produire en groupe un scénario d'entretien avec un parent qui sera ensuite joué par un autre groupe de pairs. L'analyse du dispositif de simulation proposé dans cette contribution s'appuie sur des questionnaires adressés aux étudiant.e.s et des enregistrements de l'activité de conception des scénarii et du débriefing. Elle met en évidence les inquiétudes des sujets dans ce type d'activité, la manière dont ils.elles construisent les scénarii et les problèmes professionnels et pistes qui émergent lors du débriefing.

Callahan, P. C., & Brantlinger, A. (2023). **Altruism, Jobs, and Alternative Certification: Mathematics Teachers' Reasons for Entry and Their Retention.** *Education and Urban Society*, 55(9), 1089-1119. <https://doi.org/10.1177/00131245221110559>

This study examines the relationship between alternatively certified mathematics teachers' stated reasons for entry and their odds of retention at the school level and at the district level. Study participants were members of the 2006 and 2007 cohorts of New York City Teaching Fellows who completed three surveys over a 9-year period. Administrative data sets from the New York City Department of Education (NYCDOE) provided employment history of cohort members as well as demographic information about the teachers and sites of employment in New York City (NYC) public schools. Drawing on retention and survey data, we found that, of the four reasons for entry factors, two were predictive of NYCTF mathematics teacher retention (i.e., job benefits and alternative certification) and two were not (i.e., altruism and meaningful job). Given the cost associated with recruiting and training alternatively certified teachers, information

to improve the initial selection process and increase the rate of retention makes financial sense for districts that employ alternatively certified teachers.

Carrasco, A., & Díaz, M. E. (2023). **The construction of a leadership identity based on empathy, care, and participation: María Eliana's history.** *Educational Management Administration & Leadership*, 51(6), 1322-1339. <https://doi.org/10.1177/17411432211038012>

Recent academic research highlights the role of leadership identity when thinking about the improvement of the educational field. Based on this research, this article aims to identify and analyze the elements that affect the development of leadership identity in female school principals within the Chilean context. This is achieved by working from a biographical-narrative approach, specifically from the life history technique. This analysis emerges from a considerate reflection on the teachings, and personal and professional milestones highlighted in the biogram. Both personally and professionally, a multiplicity of elements is observed in the life history of María Eliana, influencing the development of her leadership identity, particularly highlighting her self-recognition as a woman. This identity is oriented towards social justice, based on socio-emotional tools such as care, empathy, and participation; and understands and values the role these elements must take in Chilean education. The case study presents tensions for the Chilean educational system, which must be able to address the complexities that women experience while holding leadership positions, especially when challenged with the perspective that school is an inclusive space of social justice.

Chalifoux, A., & Myre-Bisaillon, J. (2021). **Développement professionnel et réflexion sur le travail d'éducatrices en services de garde en milieu scolaire : enjeux professionnels et enjeux de recherche.** *Les dossiers des sciences de l'éducation*, (45), 141-160. <https://doi.org/10.4000/dse.5478>

L'objectif de cet article consiste, d'une part, à rendre compte d'un dispositif de formation visant à favoriser le développement professionnel d'éducatrices en service de garde en milieu scolaire et, d'autre part, à présenter l'amorce d'une démarche de réflexion plus large sur le travail de celles-ci. Les données ici publiées sont de nature qualitative et ont été recueillies dans le cadre d'une démarche collaborative de recherche. Les principaux résultats présentés sont de deux ordres. D'abord, ils portent sur la perception des éducatrices à propos des effets de la formation et de l'accompagnement autour d'activités d'éveil à la lecture et à l'écriture. Puis, ils soulèvent des éléments du cheminement de la perception des acteurs par rapport à leur travail auprès des enfants. La conclusion soulève des enjeux de la recherche en éducation dont l'objet porte sur le développement professionnel.

Chiro, P., Raffin, C., & Ghedir, S. (2023). **Représentations du métier d'enseignant du secondaire avant et après expérience : de la transmission de savoirs à la prise en compte d'un relationnel de confiance.** *Phronesis*, 12(2-3), 166-183. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-166.htm>

Les enseignants se représentent couramment leur activité comme la possibilité de transmettre des savoirs. Une enquête récente menée auprès d'enseignants du secondaire, touchant à leurs représentations, avant d'entrer dans le métier et après expérience, montre une évolution marquée par le surgissement d'une préoccupation de préserver un relationnel enseignant-élèves satisfaisant et caractérisé par un ressenti partagé de confiance. En appui, les méthodes pédagogiques connaissent une mutation

dans laquelle l'outil numérique joue un rôle majeur. Cette étude pose donc la question de la possibilité de mesurer la satisfaction d'enseigner aujourd'hui, dans la perspective du développement professionnel de l'enseignant qui se trouve face à des enjeux socio-éducatifs impensés à son entrée dans le métier. Ainsi, le sens donné à l'activité enseignante, à travers le postulat de son utilité, confère, aujourd'hui, tout son relief à l'identité métier subjectivée et serait un facteur qui, interprété comme tel, pourrait s'associer au sentiment de bonheur.

Cirkony, C. (2023). **Flexible, creative, constructive, and collaborative: the makings of an authentic science inquiry task.** *International Journal of Science Education*, 45(17), 1440-1462. <https://doi.org/10.1080/09500693.2023.2213384>

To promote scientific literacy in school science, students need to learn key concepts in science, along with the nature of scientific knowledge and how it is generated. Ideally, this learning mirrors authentic scientific inquiry through student engagement in three key epistemic practices: flexibility and creativity, knowledge construction, and collaboration. This paper draws on findings from a larger research study investigating the implementation of a guided-inquiry multimodal approach to teaching science. It reports on a case study of three Australian Year 9 science students investigating sustainable design strategies for houses, as a summative task. Through a post-hoc analysis, this paper explores how, and to what extent, the task supported the epistemic practices of authentic scientific inquiry. To address these questions, the author developed and applied an Authentic Inquiry Framework (AIF) to analyse the students' dialogue and interactions during this task. The findings reveal that the students applied a flexible and creative approach to addressing their inquiry questions, through their own experimental design and engagement in provisional and collaborative knowledge construction. To support their investigation, the students were also able to productively integrate disciplinary-specific tools and technologies.

Coleman, A. (2023). **A systematic review of research into executive headship, 2001–2021.** *Educational Management Administration & Leadership*, 51(6), 1244-1259. <https://doi.org/10.1177/17411432211042880>

While extensive understanding of headship has emerged over the last half-century, the notion of executive headship remains under-explored. This article summarizes a systematic review of evidence relating to executive headship published since 2001. This review found the overwhelming majority of peer-reviewed articles into executive headship are small-scale or largely theoretical in nature. Meanwhile, the few larger-scale studies completed have generally been published directly by their commissioning body. Consequently, much is known about the policy and philosophical drivers behind the emergence of this role in English schools, but markedly less on its operationalization in practice. Furthermore, while few attempts have been made to assess the prevalence of this role, there is nevertheless some evidence (albeit limited) that executive headship can positively impact on organizational effectiveness and pupil outcomes. This article recommends that further research be undertaken into understanding how the role is performed in practice, its strengths and limitations, implications for governance, the characteristics it demands of leaders in practice and the support they require. Furthermore, parallels between this and similar roles in other countries (such as superintendents in the US) should also be examined to identify further lessons on how executive headship can best be utilized both strategically and operationally.

Coleman, S., & Lowery, K. (2023). **“You Asked, I Answered, Now What?”: A White Principal’s Struggle to Confront Race(ism) and Address Black Teacher Retention.** *Journal of Cases in Educational Leadership*, 26(4), 128-141. <https://doi.org/10.1177/15554589231173879>

After viewing a video about Black teachers' experiences, Vince Matthews, a White male middle school principal, invited Black teachers to a listening session to learn about their school experiences. He was certain that it would be a short, pleasant meeting because he believed he did not have a racist bone in his body. Instead, four teachers shared stories that revealed patterns of racism within the school. Furthermore, they said they considered leaving the school. Principal Matthews was challenged by how to shift from color evasiveness to centering race in decision-making, move beyond listening to implementing racial equity through policy and practice, and facilitate uncomfortable conversations with White faculty.

Colinet, S., Durpaire, F., Hunyadi, M.-E., & Mabilon-Bonfils, B. (2023). **Le bonheur, une idée neuve dans la formation des acteurs de l'éducation : le savoir-relation au service d'une « formation transformationnelle ».** *Phronesis*, 12(2-3), 283-302. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-283.htm>

L'objectif de l'article consiste à comprendre en quoi un dispositif d'ingénierie du bonheur centré sur le savoir-relation permet une « formation transformationnelle ». La méthodologie repose sur une enquête par entretiens semi-directifs et sur une analyse de contenu thématique des mémoires. Elle a été menée auprès de stagiaires CPE et de stagiaires professeurs. Les résultats analysent les types de savoirs-relations dans la réalisation du dispositif expérimental par les stagiaires et les dimensions formatives associées aux apprentissages dans une telle ingénierie.

Corbett, S. (2023). **Developing contextualised literature-informed competency frameworks for middle managers in education.** *Educational Management Administration & Leadership*, 51(6), 1401-1421. <https://doi.org/10.1177/17411432211043873>

The role of a manager within any organisation is often complex and multifaceted. Overtime management theory has developed in an effort to appreciate these complexities and suggest frameworks from which managers should operate. However, should management and the role of a manager be considered generic? Or, instead should we appreciate the distinctions dependant on the context in which a manager is operating in? This paper focuses on education middle managers working in vocational education and training using the Further Education sector in England as a case study to investigate the role. Utilising systematic review the paper will discuss literature on management theory, competency theory and further education management. It considers a range of management theories such as scientific, human relations and open systems theory discussing how these have informed the development of competency theory and frameworks, highlighting the strengths and limitations of prior studies. Building from these studies, this paper creates a new way to develop management competency frameworks. This is illustrated by proposing a contextualised literature-informed competency framework for further education middle managers. Challenging the generic approach to management competency frameworks and providing a platform for empirical studies that develop frameworks contextualised to the external operating environment of the manager.

Craig, C. J., Flores, M. A., & Orland-Barak, L. (2023). **A “life of optimism” in curriculum, teaching, and teacher education: the legacy of Miriam Ben-Peretz.** *Journal of Curriculum Studies*, 55(6), 734-745. <https://doi.org/10.1080/00220272.2023.2257259>

In 2020, Miriam Ben-Peretz, the Israel Scholar of 2006 and a member of the U.S. National Academy (in addition to being a recipient of Israel's EMET Prize for Research in Education and an American Educational Research Association Fellow) passed away. Ben-Peretz, whose life patterned Israel's contested history (including its wars), was equally well known worldwide and at home. This intellectual biography captures her career trajectory, her abridged academic family tree, her research interests, and how her scholarship spread at home and abroad. Her knowledge creations: curriculum making, curriculum potential and curriculum encounters, are spotlighted. Her longstanding relationship with, and support of MOFET (Institute for Research and Curriculum Development in Teacher Education), which was founded Israel's Ministry of Education, formed a seedbed for her knowledge utilization, knowledge mediation, and knowledge dissemination. Ben-Peretz's career illuminates how she, as a pioneering female and founding citizen of Israel, made headway so that others, could follow in her footsteps. How to live optimistically, despite encountering barriers that would break others, is the legacy that Miriam Ben-Peretz left.

Cramer, C., Brown, C., & Aldridge, D. (2023). **Meta-Reflexivity and Teacher Professionalism: Facilitating Multiparadigmatic Teacher Education to Achieve a Future-Proof Profession.** *Journal of Teacher Education*, 74(5), 467-480. <https://doi.org/10.1177/00224871231162295>

The present work discusses the relevance of meta-reflexivity, both for the professionalization of the teaching profession and for teacher education. Meta-reflexivity is based on the multiparadigmatic system of teacher education, which finds itself grounded in diverse scientific disciplines. The approach takes uncertainty as an essential element characterizing the act of teaching. Inherent rationales of specific theories and empirical findings are made explicit, thus creating a referential framework for situation-specific interpretations and professional action. Based on a theoretical reconstruction, we propose meta-reflexivity as an essential element of pedagogic practice and, consequently, teacher professionalism. Such professionalism is characterized by teachers being able to undertake exemplary-typifying interpretations of situations, based on a deep understanding of multiple approaches. While assessing specific situations in school, a teacher can refer to these interpretations. Possible principles of a meta-reflexive teacher education are proposed that can potentially enrich the practice of teacher education for a future-proof profession.

Croll, P. (2023). **The Nature of Contemporary Studies of Education: An Analysis of Articles Published in Leading Journals.** *British Journal of Educational Studies*, 71(5), 537-547. <https://doi.org/10.1080/00071005.2023.2231523>

The article is based on a Keynote Lecture at the 2022 Colloquium of the Society for Educational Studies. It analyses the articles published in four leading journals in 2021 and compares these with the same journals 20 years earlier. Key findings include a considerable increase in authorship and multiple authorship and a very strong international dimension to authorship in current UK-based journals. Two-thirds of the papers were empirical, and by far the most common type of research design was qualitative interview studies, often of a very small-scale nature. Aspects of the teaching profession were the most common form of content, and there was also a focus on social class and multi-cultural issues.

Culpepper, D., White-Lewis, D., O'Meara, K., Templeton, L., & Anderson, J. (2023). **Do Rubrics Live up to Their Promise? Examining How Rubrics Mitigate Bias in Faculty Hiring.** *The Journal of Higher Education*, 94(7), 823-850. <https://doi.org/10.1080/00221546.2023.2168411>

Many colleges and universities now require faculty search committees to use rubrics when evaluating faculty job candidates, as proponents believe these "decision-support tools" can reduce the impact of bias in candidate evaluation. That is, rubrics are intended to ensure that candidates are evaluated more fairly, which is then thought to contribute to the enhanced hiring of candidates from minoritized groups. However, there is scant — and even contradictory — evidence to support this claim. This study used a multiple case study methodology to explore how five faculty search committees used rubrics in candidate evaluation, and the extent to which using a rubric seemed to perpetuate or mitigate bias in committee decision-making. Results showed that the use of rubrics can improve searches by clarifying criteria, encouraging criteria use in evaluation, calibrating the application of criteria to evidence, and in some cases, bringing diversity, equity, and inclusion work (DEI) into consideration. However, search committees also created and implemented rubrics in ways that seem to perpetuate bias, undermine effectiveness, and potentially contribute to the hiring of fewer minoritized candidates. We conclude by providing stakeholders with practical recommendations on using rubrics and actualizing DEI in faculty hiring.

Damon-Tao, L., Virat, M., Hagège, H., & Shankland, R. (2023). **Effets du développement des compétences émotionnelles des enseignants sur la relation enseignant-élève : une revue systématique de la littérature anglophone.** *Phronesis*, 12(2-3), 97-113. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-97.htm>

Une relation enseignant-élève (REE) de proximité favorise l'engagement des élèves et le ressenti d'émotions positives chez les professeurs. La présente revue systématique interroge ce que rapporte la littérature anglophone quant à l'effet de formations dédiées au développement des compétences émotionnelles (CE) des enseignants sur ces compétences et sur la qualité de la REE. Les 17 études recensées mettent en évidence la capacité de formations courtes à développer de façon durable les CE des enseignants. Le faible nombre d'articles ayant également mesuré la qualité de la REE ne permet pas de conclure quant aux effets de ces formations sur cette variable.

Dancey, C. (2023). **Statistiques sans maths pour psychologues** (3e édition). Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807335790-statistiques-sans-maths-pour-psychologues>

David, V. (2023). **Les enseignants en seconde carrière : un vivier de recrutement aux motivations spécifiques ?** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12054>

Les difficultés croissantes pour attirer les candidats traditionnels des concours de l'enseignement, couplées à l'augmentation des flux de candidats précédemment actifs dans ces mêmes concours, amènent à s'interroger sur les raisons différenciées qui poussent ces individus à rejoindre le métier d'enseignant. Des analyses issues d'une méthodologie quantitative indiquent que les enseignants titulaires en reconversion dans le secondaire général français ont un score de motivation extrinsèque inférieur à leurs homologues en première carrière. Des facteurs différenciés influencent en outre les

motivations de ces deux populations. Enfin, les enseignants en reconversion apparaissent comme une population hétérogène en matière de motivations : les analyses suggèrent que certaines caractéristiques de l'activité précédente influencent la manière dont est perçu l'enseignement comme carrière potentielle. Ces résultats soulignent la nécessité d'une prise en compte plus large de la socialisation professionnelle précédente comme facteur explicatif du choix d'une carrière enseignante.

Denney, F. (2023). **A glass classroom? The experiences and identities of third space women leading educational change in research-intensive universities in the UK.** *Educational Management Administration & Leadership*, 51(6), 1440-1460. <https://doi.org/10.1177/17411432211042882>

In today's universities, women are still underrepresented in senior leadership positions. The research-focused systems and structures that support the progression of men often work against women who are drawn to alternative career paths within the academy for a variety of reasons. UK universities have seen an increase in teaching-focused career paths as well as 'Third Space' roles, which navigate an increasing space between purely professional and purely academic jobs. Since 2018, four research-intensive universities in the UK have appointed women to the position of PVC Education who have come from Third Space, academic development backgrounds. This paper explores their career paths and experiences and identifies that they have had to constantly navigate between professional and academic contracts in order to negotiate their own progression, thus creating their own space in which they are able to advance. The paper considers whether women in the Third Space end up trapped in a 'glass classroom' or whether a more fundamental political and transformational act in gender and Third Space career progression is emerging.

Derrington, M. L., Jackson, T., & Campbell, J. W. (2023). **Do principals really know what their teachers believe about evaluation? Exploring principals' reactions to teachers' beliefs in the United States.** *Educational Management Administration & Leadership*, 51(6), 1340-1361. <https://doi.org/10.1177/17411432211051915>

This study explored principals' reactions to findings from a survey regarding their teachers' evaluation beliefs. As participants in a longitudinal study, these principals were invited to focus group meetings to discuss the teacher survey data, which were sent to them for review prior to the meetings. They were asked to consider data that were puzzling, surprising, inconsistent, or consistent with their perceptions of conducting teacher evaluation. The focus group data were analyzed using the Johari Window, consisting of four domains of awareness. Based on the Johari Window analysis, principals shared teachers' awareness of a checklist approach to observations but maintained different beliefs about a checklist's intentions and efficiencies. Principals were unaware of or disagreed with the following teacher beliefs: (a) principal feedback is marginally effective for teachers' instructional improvement, (b) the evaluation ratings are applied unfairly, and (c) too much of principals' time is allotted to the evaluation process. This study illustrates that principals and teachers have contradictory beliefs regarding the practice and value of teacher evaluation. The researchers suggest that principals should consider applying the Johari Window construct to reveal and explore teacher perceptions that could hinder an effective supervision and evaluation process.

Descoeurdes, M. (2023). **L'activité des stagiaires en éducation physique et sportive à travers des situations émotionnellement marquantes vécues en stage.** *Swiss Journal of Educational Research*, 45(2), 190-201. <https://doi.org/10.24452/sjer.45.2.9>

This study aims to understand the development of PE trainee teachers based on emotionally significant situations. The first part aims to draw a topography of emotionally significant situations from 139 PE trainee teachers. The second part, clinical, with five trainee teachers, aims to understand how emotionally significant situations hinder or enhance their activity's development. The results show that PE trainee teachers experience emotionally significant situations which promote a development through the control of new operations. These results open up possibilities for current dual education systems, particularly by taking into account the subjective dimension of the profession.

Dietze, T., Wolf, L. M., Moser, V., & Kuhl, J. (2023). **Fragmentation Management from Policy to Practice. Special Educational Needs Teachers (SEN Teachers) in Mainstream Schools in Germany.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 175-194). https://doi.org/10.1007/978-3-031-36970-4_10

Inclusive education is one of the most far-reaching reform projects in school policy since decades in Germany. In the perspective of educational governance the chapter examines how and by which stakeholders the job profile and role clarification of special educational needs teachers (SEN teachers) in primary schools in Germany is steered. The analysis is based on data from the project FOLIS, which used a mixed-methods design to interview school administration experts, school principals, and SEN teachers from 4 out of 16 federal states. The results show a "fragmentary form" of steering, which is in essence limited to measures of input control and largely excludes elements of output control. Within the single schools, several ways of negotiation on tasks and task distributions of the SEN teachers were found. The responsibility for daily inclusive education is shifted to the responsibility of each individual school, and within the individual school largely to the SEN teachers themselves. Written agreements to clarify the SEN teachers' areas of responsibility are rarely used and SEN-teachers are pushed into the role of a "fragmentation-manager". The results of the study show that inclusive education is a very fruitful field of research in the policy-practice nexus.

Dubet, F. (2023, octobre 28). **Et si l'enseignement était un métier ?** Consulté 30 octobre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/francois-dubet/lenseignement-etait-un-metier/00108232>

La crise de recrutement des enseignants n'est pas seulement un phénomène français.

Dupriez, V., Périsset, D., & Tardif, M. (2023). **Les pénuries dans l'enseignement: Marchés du travail, attractivité et expériences.** Consulté à l'adresse <https://www.pulaval.com/livres/les-penuries-dans-l-enseignement-marches-du-travail-attractivite-et-experiences>

Alors que de nombreux pays connaissent des pénuries de personnel enseignant, cet ouvrage collectif propose une analyse scientifique rigoureuse de cette thématique. Il le fait en assumant un point de vue précis. Certes, les pénuries de personnel enseignant s'expliquent par l'évolution du métier, la multiplication des attentes envers l'école et les nouveaux modes de gouvernance. Mais il faut éviter de se contenter d'explications génériques. En s'appuyant sur des recherches menées en France, au Québec, en Suisse, en Belgique, en Angleterre et au Brésil, cet ouvrage propose une double entrée. D'une

part, des analyses approfondies des marchés du travail enseignant révèlent une diversité de réalités professionnelles permettant de comprendre des situations singulières de pénuries ; d'autre part, l'analyse des expériences professionnelles d'enseignantes et d'enseignants, novices ou avec de l'expérience, permet de saisir la manière dont le métier est perçu et soumis à de nouveaux défis pouvant conduire à des réorientations professionnelles.

Edeburn, E. K., Bagwell, J., & Howell, T. (2023). **Countering the Conspiracy of Silence: Leveraging Race Talk and Data Dialogues as Equity Leaders Challenge Whiteness in Schools.** *Journal of Cases in Educational Leadership*, 26(4), 102-115. <https://doi.org/10.1177/15554589231173365>

While facilitating a data dialogue concerning racial opportunity gaps in an elementary school, Evelyn Nguyen, a preservice principal candidate, overheard a disturbing and racialized dialogue among third-grade teachers. Evelyn had to decide whether to move an uncomfortable and emotional discussion forward or segue to the next item on the agenda to manage her discomfort. The value and importance for school leaders to model anti-racist leadership by utilizing race talk while addressing whiteness, power, and positionality are key to the academic and social opportunities of racially minoritized students of color. This case explores equity-centered leadership and racial equity.

Elacqua, G., & Rosa, L. (2023). **Teacher transfers and the disruption of Teacher Staffing in the City of Sao Paulo** (IDB Publications (Working Papers) N° 12702). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/12702.htm>

This paper analyzes preferences for certain school attributes among in-service teachers. We explore a centralized matching process in the city of Sao Paulo that teachers must use when transferring schools. Because teachers have to list and rank their preferences for schools, we can estimate the desirability of school attributes using a rank-ordered logit model. We show that the schools distance from the teachers home, school average test scores, and teacher composition play a central role in teacher preferences. Furthermore, we show that preferences vary according to teacher characteristics, such as gender, race, age, and academic subject.

ElAtia, S., Essiomle, K., Rousseau, P., Corsi, E., & Mechkouri, K. (2022). **Les besoins et les défis de l'évaluation des compétences linguistiques des enseignants et des enseignantes d'immersion française et de français langue seconde en Alberta.** *Mesure et évaluation en éducation*, 45(3), 135-161. <https://doi.org/10.7202/1107236ar>

Les enseignants et les enseignantes d'immersion française (IF) et de français langue seconde (FLS) doivent être des modèles langagiers pour les élèves. Les directions d'école et les cadres des conseils scolaires ont l'obligation de s'assurer, à travers un processus d'évaluation, que le personnel enseignant embauché dispose de compétences linguistiques suffisantes pour fournir un cadre d'apprentissage bilingue aux élèves et qu'il s'engage à les améliorer constamment. À travers une enquête administrée auprès de 48 professionnels et professionnelles d'IF et de FLS, suivie de quatre entrevues semi-dirigées menées auprès des membres des équipes de direction d'école, nous avons analysé les perspectives d'éducateurs et d'éducatrices de l'Alberta sur les besoins et les défis liés à l'évaluation du français. Les résultats indiquent qu'il n'existe pas de processus d'évaluation linguistique uniforme durant l'embauche du personnel enseignant et que la planification des activités de perfectionnement linguistique dépend souvent de la

taille du conseil scolaire, de l'emplacement de l'école, des ressources disponibles et de l'insécurité linguistique du personnel enseignant.

Elipe, P., Sutil, D. T., Vera, L., & Mora-Merchán, J. A. (2023). **'Bullying is bullying, if they want to say it's because of being LGBT that's another story': Perceptions of educators on LGBTQ+ bullying.** *Teaching and Teacher Education*, 136, 104381. <https://doi.org/10.1016/j.tate.2023.104381>

The identification and response of teachers and other educational agents to LGBTQ + bullying is essential to prevent and eradicate it. The present study explored the perception of these agents regarding LGBTQ + bullying in their schools. A qualitative approach based on 15 semi-structured interviews was used. The answers were analyzed using a thematic analysis. The results show an advance in the sensitization regarding sexual and gender diversity in schools. However, they also show an under-identification of LGBTQ + violence, an individualization of this problem -focusing it on the characteristics of the victim-, and a predominance of punitive responses over more inclusive strategies.

Elkin, O., Marushchenko, O., Masalitina, O., Rasskazova, O., Drozhzhyna, T., & Zhurba, K. (2023). **Civil society organisations transforming teacher professional development: Social, Emotional, and Ethical Learning in wartime Ukraine.** *European Journal of Education*, 58(4), 595-610. <https://doi.org/10.1111/ejed.12596>

A unique model of government and civil society cooperation has emerged in Ukraine since the Revolution of Dignity in 2014 and grew even more important amid the full-scale invasion of Russia. Recent reforms and teacher professional development in Ukraine build on this model that promotes addressing national-level challenges in equitable partnerships between government and civil society organisations (CSOs). This paper considers examples and results of their cooperation and draws on: (1) experiences in teacher education—specifically, from the EdWay national platform and the SEE Learning programme, both implemented by EdCamp Ukraine NGO (EdCamp); (2) national sociological studies—specifically, the 2018 study Teach and Learn, and the 2021 Feasibility Study on Opportunities for Social and Emotional Learning in Ukraine; (3) and data from the 2022 case study SEE Learning in Ukraine Through Teachers' Eyes: Before, During, and After the War. Experiences and study data demonstrate the need to support Ukrainian teachers in developing social and emotional skills both for self-help and for students. These findings align with the requirements of the current New Ukrainian School reform. The authors discuss the potential education CSOs possess in addressing teacher needs for developing emotional and ethical competence and corresponding soft skills. It may be predicted that government and civil sector collaboration will continue to play an important role in the development of education in Ukraine. These expectations are supported by Ukraine's involvement in the 2023 OECD Survey on Social and Emotional Skills where EdCamp is the designated national research centre in Ukraine.

Europe, E. : réseau d'information sur l'éducation en & Eurydice : réseau d'information sur l'éducation en Europe. (2023). **Teachers' and school heads' salaries and allowances in Europe 2021/2022.** Consulté à l'adresse https://eurydice.eacea.ec.europa.eu/sites/default/files/2023-10/Teachers_school_heads_salaries_2021_2022_0.pdf

European Education and Culture Executive Agency (European Commission). (2023). **The impact of eTwinning on initial teacher education: placing teacher educators and student**

teachers in the spotlight: full monitoring report. Consulté à l'adresse <https://data.europa.eu/doi/10.2797/908466>

The 2023 monitoring report focuses on initial teacher education and specifically on the initiative 'eTwinning for future teachers', with the aim of exploring the impact of eTwinning on student teachers, teacher educators and initial teacher education institutions. The data were obtained through focus groups and interviews conducted with student teachers and teacher educators from seven institutions nominated for the 'eTwinning for future teachers' European award for initial teacher education in 2022.

Foster-Collins, H., Mattick, K., & Baumfield, V. (2023). **Workplace support for newly qualified doctors and secondary school teachers: A comparative analysis.** *British Educational Research Journal*, 49(5), 1005-1043. <https://doi.org/10.1002/berj.3879>

Doctors and teachers in their first year of practice face steep learning curves and increased stress, which can induce poor mental health, burnout and attrition. Informal workplace support from colleagues can help smooth transitions and aid professional development. A three-phase comparative research design was used to explore who provides informal workplace support to early-career professionals, types of support and influencing factors. Phase 1 was a systematic secondary analysis of interviews and audio diaries from 52 UK doctors in their first year of foundation training (F1s). Phase 2 involved new narrative interviews with 11 newly qualified teachers (NQTs) from English secondary schools. Phase 3 was a comparative analysis to produce a model of workplace support. Given barriers to accessing senior doctors, F1 doctors drew upon nurses, pharmacists, microbiologists, peers/near-peers and allied healthcare professionals for support. NQTs gained support from allocated mentors and seniors within subject departments, as well as teaching assistants, allied support staff and wider professional networks. Support types for both professions included information and advice on practice, orientation to local settings, collaborative development activities, observation and feedback, and socioemotional support. Influencing factors included variable departmental cultures, limited opportunities for informal contact, sometimes negative inter-group perceptions and the agentic responses of novices. The resulting workplace model of support could underpin future research and evaluations of support in similar 'hot-action' environments. In medicine and teaching, greater utilisation of near-peers and allied staff, improved role understanding and communication, increased informal contact and sharing successful strategies across professions could enhance supportive relationships.

Frisk, S., Apelgren, B.-M., & Sandoff, M. (2023). **Leadership for teaching and learning: Exploring a department-level educational leadership role at a Swedish comprehensive university.** *Educational Management Administration & Leadership*, 51(6), 1461-1477. <https://doi.org/10.1177/17411432211051882>

As excellence in teaching and learning, in combination with a focus on student performance rates, are guiding the demands placed on higher education institutions, modern universities are attributing strategic importance to leadership of teaching and learning. Previous studies on educational leadership have, nevertheless, identified significant challenges to such leadership due to lack of clear role descriptions, lack of recognition, and lack of access to professional development and support. Using empirical data from a Swedish comprehensive university, we explore the experiences of an appointed leadership role for teaching and learning, that is, the Education Leader, at the department level. Our findings show that a university-wide policy establishing the role and a support structure around it has resulted in a clearly visible and valued role across

the university. Furthermore, Education Leaders experience being positioned at the heart of the department's educational activities, performing hub-like work in relation to those they lead. However, some challenges related to the complexity of the department contexts are also identified.

Gagnon, M.-C. (2023). **La pratique du mindfulness comme modalité de développement de la présence attentive, de la présence thérapeutique des stagiaires en sciences de l'orientation et des conseillers, conseillères d'orientation novices** (Université de Sherbrooke). Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/21184>

Dans le cadre du doctorat professionnel en éducation, je me suis intéressée à la présence attentive et la présence thérapeutique en counseling individuel. Le projet I a été l'occasion d'interviewer sept stagiaires ayant réalisé leur stage dans le cadre de la maîtrise en sciences de l'orientation à l'Université Laval et de mieux comprendre les modalités d'adaptation utilisées lorsqu'elles étaient confrontées à des émotions désagréables et à des situations inattendues lors de consultations individuelles. Les résultats m'ont incité à mettre en place une démarche offerte en petit groupe à des stagiaires de la Clinique et à des conseillères, conseillers d'orientation (c.o.) novices. Les objectifs du projet II étaient : o D'accompagner les participantes et les participants dans l'expérimentation d'exercices associés à la pratique du mindfulness avec leurs collègues dans un espace empreint de respect et de bienveillance; o De favoriser le développement d'une posture réflexive permettant de mieux saisir et d'appréhender l'inattendu et les doutes inhérents à l'exercice du counseling pour des débutants et des c.o. novices; o Dégager individuellement et collectivement les effets observés sur la présence attentive et sur la présence thérapeutique dans sa pratique professionnelle actuelle à la suite de l'expérimentation d'exercices de mindfulness. o Générer une démarche organisationnelle de développement personnel et professionnel spécifique à la pratique du mindfulness auprès de stagiaires et des c.o. novices. Cette présentation met l'accent sur l'accompagnement proposé à ces professionnelles et professionnels en devenir (stagiaires et c.o. novices), ainsi que sur les retombées et les bénéfices observés par les cochercheuses et les cochercheurs qui s'initiaient à la pratique de counseling individuel. La COVID s'est donc imposée dans la vie professionnelle et personnelle des stagiaires et des c.o. exigeant davantage d'adaptation et de souplesse dans leurs pratiques professionnelles émergentes.

Gaus, N., Larada, N., Jamaluddin, S., Paramma, M. A., & Karim, A. (2023). **Understanding the emergence of females as leaders in academia: The intersections of gender stereotypes, status and emotion.** *Higher Education Quarterly*, 77(4), 693-708. <https://doi.org/10.1111/hequ.12426>

AbstractDrawing on the expectation state theory, this paper seeks to analyse the social cognitive process of the impacts of gender stereotypes along with their culturally derived schemas of status belief, status characteristics and emotion at the early stage of women's endeavour to emerge as leaders in academia. Employing a convenience sampling and interviews held with five women academic participants from three public and private universities in the western region of Indonesia, this research reveals that two social cognitive practices affect women's endeavour to emerge as leaders; (1) the incongruities of cultural and cognitive expected status belief and status characteristics about females with the expected performance of leadership. The pervasive effect of these can be mitigated when women adopt a strategy of neglection, coupled with a strategy of networking both via their own networks and their husband's networks; (2) the

incongruities of cultural and cognitive expected ways of emotional expression on women with the expected performance of leadership. This impacts the status conferral that shapes the worthiness of females to emerge as leaders, leading female leaders in our study to build a protective shield of emotion display to keep them perceived as worthy individuals for leadership roles.

Geiger, V., Beswick, K., Fraser, S., & Holland-Twining, B. (2023). **A model for principals' STEM leadership capability.** *British Educational Research Journal*, 49(5), 900-924. <https://doi.org/10.1002/berj.3873>

In this paper we develop a model for the capabilities required by principals for effective Science, Technology, Engineering and Mathematics (STEM) leadership. The model underpinned a large national cross-sectional research and development project across Australian states in both primary and secondary schools. This model is developed via synthesis of research literature across leadership and STEM education. The model consists of five dimensions of principals' STEM capability: (1) STEM discipline-specific and integrated knowledge and practices; (2) contexts; (3) dispositions; (4) tools; and (5) critical orientation. These dimensions represent distinct, but interrelated, capacities required by principals to establish and maintain positive STEM learning cultures within schools. Elaborations have been provided, in the form of capabilities, for each of these dimensions. The model has the potential for shaping principals' STEM leadership development trajectories and structuring targeted professional learning programmes for principals, teachers and other members of the school community.

George, S., & Thornby, J. (2023). **The impact of 'bursary tourism' or the desire for a 'fulfilling, challenging, and emotionally rewarding career'? Career entry motivations and perceptions of preservice teachers from England.** *British Educational Research Journal*, 49(5), 1065-1087. <https://doi.org/10.1002/berj.3887>

Why teachers choose their career has been a popular topic of research in many contexts since the introduction of the FIT-Choice framework by Watt and Richardson in 2007 to study teacher motivations. Although altruistic motivations have been identified as the common driving factor behind preservice teachers' (PSTs') decision to enter the field, there are other motivational factors—such as teaching being a career that fits well with family commitments, or choosing teacher education as a 'fallback' option—that are widely reported in different contexts. The introduction of incentives for student teachers in certain subjects has been subject to media criticism in England as promoting 'bursary tourism'. This study investigates the career entry motivations and teaching perceptions of PSTs from a university that is one of the key teacher education providers in the country, using the FIT-Choice framework. The paper discusses the findings (N = 115), including validation of the FIT-Choice scale, collecting data on 12 motivations and six perceptions, along with preliminary findings. It was identified that intrinsic career values were the highest rated motivation, followed by altruistic values such as the desire to make a social contribution and being a part of shaping the future of children and adolescents. Perceived abilities were also rated higher, while personal utility values and task returns—including monetary rewards—were rated very low. While the participants agreed that the job is professionally and emotionally demanding, it was promising to note that they were highly satisfied with their career choice, implicitly indicating their intention to continue in the teaching profession. Gender differences, along with field of study and training pathway differences in motivations and teaching perceptions are also discussed, with practical implications.

González San Martín, I., Aravena Vásquez, M. J., & Pérez Wilson, C. (2023). **Le regard de chercheurs sur l'enseignement actuel et futur des mathématiques au Chili**. *Revue internationale d'éducation de Sèvres*, (93), 91-97. <https://doi.org/10.4000/ries.14215>

Cet article présente le contexte et les fondements conceptuels de l'enseignement des mathématiques au Chili, ainsi que des expériences menées dans le système éducatif. Ces aspects permettent d'étayer une réflexion qui porte sur l'état actuel et futur de l'enseignement des mathématiques ainsi que sur la perception de cette discipline dans la société chilienne. À la lumière des changements observés dans le système scolaire au cours des dernières décennies, ces observations visent à susciter une réflexion sur la réalité des cours de mathématiques en classe.

Goyette, N. (2023). **Améliorer l'insertion professionnelle d'enseignantes novices par le développement d'une identité professionnelle positive prenant appui sur la psychopédagogie du bien-être**. *Phronesis*, 12(2-3), 130-149. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-130.htm>

Cet article présente les résultats préliminaires d'une recherche¹ qui vise à documenter le parcours d'enseignantes novices du préscolaire et du primaire, pour comprendre l'évolution de leur développement identitaire et établir leur profil qui tient en compte du bien-être afin de favoriser leur persévérance et une meilleure insertion professionnelle. En s'appuyant sur les principes d'un nouveau champ en sciences de l'éducation, la psychopédagogie du bien-être, l'étude des éléments du bien-être et des forces de caractère chez les novices permettront d'explorer en quoi une approche axée sur le développement de leur plein potentiel lors de rencontres d'accompagnement, peut les aider au développement d'une identité professionnelle positive, afin de faire face aux multiples défis de la profession.

Haag, P., & Martin, M. (2023). **Bonheur d'enseigner et bonheur d'apprendre : quels liens ?** *Phronesis*, 12(2-3), 150-165. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-150.htm>

Satisfaction, bien-être, plaisir ou bonheur sont quelques-uns des termes utilisés par les chercheurs qui s'attachent à caractériser les émotions et le vécu positifs des enseignants dans leur exercice professionnel. Sans trancher entre ces différents cadres conceptuels, le présent article vise à identifier les déterminants de ce "bonheur", notamment en fonction des attentes à l'entrée dans la profession. Il souligne l'importance des facteurs liés aux élèves, en particulier la qualité relationnelle que les enseignants entretiennent avec eux et celle des apprentissages réalisés, et leur influence réciproque. Les formations visant à renforcer les compétences des enseignants dans ces deux domaines sont alors envisagées comme un moyen d'accroître le bonheur d'apprendre et d'enseigner. L'article insiste finalement sur l'importance de l'évaluation des formations, en présentant un dispositif en cours de conception pour évaluer une action de formation visant à renforcer les compétences psychosociales d'élèves de Cours Préparatoire, menée dans une académie de la région parisienne. Ce dispositif utilise notamment l'outil CLASS (Classroom Assessment Scoring System), encore peu connu en France.

Habicht, I. M. (2023). **Do mothers get lost at the postdoc stage? Event history analysis of psychologists at German universities (1980–2019)**. *Higher Education*, 86(4), 913-932. <https://doi.org/10.1007/s10734-022-00949-y>

Women in academia are typically outnumbered by men, a phenomenon metaphorically known as “the leaky pipeline.” This study contributes by showing a motherhood penalty in the career pipeline at the postdoctoral stage in Germany—that is, during habilitation. Based on CV information and an email survey, the paper examines which factors are associated with being awarded a habilitation and whether these factors differ between women and men as well as mothers and fathers. Using Cox regressions of retrospective career trajectories of almost all psychologists at German universities in 2019 (2527 scientists with 37,423 publications), the study shows that SSCI/SCIE articles and having a PhD from abroad increase the habilitation risk more strongly for women and mothers than for men and fathers. Net of career factors observed by CVs, however, mothers have a 42% significantly lower habilitation risk.

Han, X., Zhou, Q., Li, M., & Wang, Y. (Éd.). (2024). **Handbook of Technical and Vocational Teacher Professional Development in the Digital Age**. <https://doi.org/10.1007/978-981-99-5937-2>

This is an open access book. Covering both theories and practices in Technical Vocational Education and Training (TVET) teacher development, this book provides up-to-date discussions and recommendations on issues relating to TVET teacher development in the digital age. It caters for the needs of in-service teachers and trainers, as well as TVET leaders who want to upscale their professional learning and development in terms of vision, knowledge, expertise, and industry skills needed in the transition to the digital era. What is particularly useful to TVET teachers/trainers are the proposed competency development framework, competency indicators, and the assessment instrument. Drawing on extensive research regarding TVET teachers' competency development and today's industry needs, the proposed framework and indicators can be readily used to inform the self-assessment of one's professional competency level, so as to plan one's career trajectory accordingly. Teachers and trainers may also find the exemplary cases of teachers' professional development from various countries inspiring and motivating. The book also serves as a useful reference for TVET leaders, administrators and teacher trainers. The book's competency framework, indicators, and strategies are an adaptable reference for planning professional development policies, evaluation mechanisms, and programs for teachers.

Hanna, F., Andre, L., & Zee, M. (2023). **Student teachers' future time perspective and teacher identity: A longitudinal study about students who will become primary school teachers**. *Teaching and Teacher Education*, 136, 104382. <https://doi.org/10.1016/j.tate.2023.104382>

This three-wave study examined associations between a motivational construct future time perspective (FTP) and teachers' identity (TI) in a sample of Dutch student teachers (N = 368). Additionally, gender and educational level were included as factors affecting FTP and TI. Random intercept cross-lagged panel models indicated that FTP and TI were moderately and positively correlated at the between-person level. At the within-person level, positive cross-lagged effects from wave 2 FTP on wave 3 TI were uncovered. Male student teachers and those that are academically educated reported weaker FTP and TI relations compared to their counterparts. Implications for practice are discussed.

Hanna, P., Erickson, M., & Walker, C. (2023). **UK Higher Education staff experiences of moral injury during the COVID-19 pandemic**. *Higher Education*, 86(5), 985-1002. <https://doi.org/10.1007/s10734-022-00956-z>

Jonathan Shay argued that social, relational, and institutional contexts were central to understanding moral injury and conceptualised moral injury as a normative response to the betrayal of an individual's understanding of what is right by a more senior/authoritative "other". Using the conceptual lens of moral injury, this paper investigates academic staff experiences of HE during the COVID-19 pandemic and explores the rapid transition back to face-to-face teaching that took place in autumn 2020. To collect data, we used an online survey that opened in January 2021 and ran until the end of March 2021. A total of 663 complete questionnaires were received across the survey period. The questionnaire was comprised of ten topic-related questions, each of which included follow-up sub-questions and also invited participants to write in additional information. The majority of participants felt that during the course of the COVID-19 pandemic, they had acted in ways that put their own health and wellbeing at risk. Of those who had acted in ways that put their health and wellbeing at risk, they believed that their senior management were the most responsible for them acting in such ways, followed by the UK government. Qualitative data showed a systemic absence of leadership in the sector during the time, a sense of betrayal of staff and students by senior management and the government, and feelings of compulsion to act in ways which put lives at risk. On the basis of these results, we argue that there could be synergies between the situation facing healthcare staff and academics during the pandemic. Many of the experiences of HE academic staff during the pandemic reported to us in this research are resonant with the concepts of betrayal and moral injury and resulted in affective responses which we understand here in relation to feelings of guilt, shame, and anger, leading ultimately to poor mental health and wellbeing. This paper discusses implications for the HE sector going forward.

Hayoz, C., Ferrari, I., & Baumgartner, M. (2023). **Education and continuing professional development of physical education teachers – structures, challenges and current research tendencies.** *Swiss Journal of Educational Research*, 45(2), 98-100. <https://doi.org/10.24452/sjer.45.2.1>

Hayward, C., & Ohlson, M. (2023). **Teachers' Perspectives on Teacher Self-Efficacy and Principal Leadership Characteristics.** *International Journal of Education Policy and Leadership*, 19(2), 26 pp-26 pp. <https://doi.org/10.22230/ijepl.2023v19n2a1291>

The purpose of this study was to investigate how elementary teachers rate their level of self-efficacy and to examine the characteristics of school leaders influencing teacher self-efficacy, including when teachers worked from home during the COVID-19 school shutdown. On the Teachers' Sense of Efficacy Scale (TSES), all 287 participating teachers rated their self-efficacy in the high or moderate range. On the Principal Rating and Ranking Scale (PRRS), teachers reported that Communication, Inspiring Group Purpose, Consideration, and Empowering Staff were the most important characteristics of leaders related to teacher self-efficacy. The teachers interviewed reported that Communication and Flexibility were their principals' most supportive leadership characteristics during the COVID-19 school shutdown, and that areas for improvement were more Communication, Situational Awareness, and Modelling Instructional Expectations. This work gives district leaders a clearer understanding of practices, strategies, and behaviours they can implement to improve teacher self-efficacy, teacher practice, and student achievement.

Heinitz, B., & Nehring, A. (2023). **Instructional quality in science teacher education: comparing evaluations by chemistry pre-service teachers and their advisors.** *International Journal of Science Education*, 45(17), 1419-1439. <https://doi.org/10.1080/09500693.2023.2213382>

Evaluating and improving instructional quality is important in pre-service teacher education, given it is a crucial factor for students' learning gains. This process is complex and involves multiple classroom events with various interpretations. Criteria for instructional quality are rarely applied systematically in teacher education, leading to divergent evaluations and hindering comparable development. Comparability has rarely been researched in science pre-service teacher education. Therefore, we compared evaluations from 17 chemistry-specific advisors and 17 science pre-service teachers with regard to their choice of criteria, their respective rating and grading of a videotaped chemistry lesson, in Germany. Their evaluations were compared using the Science Education Perspectives (SEP) framework for instructional quality. Although advisors can be considered evaluation experts, our findings show differences in the choice of criteria, ratings, and how the lesson was graded within and between both groups. Pre-service teachers focused more on aspects of classroom and time management, and gave higher average ratings, whereas their advisors focused more on cognitive activation. Overall, 16 different criteria were used by the majority of participants. These criteria show a strong science-specific focus. Our findings have implications for science pre-service teacher education, showing a need for a common approach in evaluations, with extended observation periods.

Hernández-Johnson, M., Taylor, V., Singh, R., Marrun, N. A., Plachowski, T. J., & Clark, C. (2023). **"Like where are those teachers?": a critical race theory analysis of teachers of color who have "left" teaching.** *International Journal of Qualitative Studies in Education*, 36(10), 1924-1944. <https://doi.org/10.1080/09518398.2021.1956634>

In seeking to address teacher shortages in the United States, teacher preparation programs, and state education department leaders in particular, have largely focused on the recruitment of new teachers. To some extent, recruitment efforts have also included attention to racially diversifying the teacher ranks. Using a Critical Race Theory framework, this article challenges hegemonic narratives about Teacher of Color absence in, and departure from, teaching, calling attention to their enduring presence in the profession and their experiences as teachers. Findings reveal that despite the persistent and pervasive spiritual, psychological, physiological trauma Teachers of Color suffer, their pride in their identities and commitment to their work as Teachers of Color persist.

Herrmann, C., Niederkofler, B., & Seelig, H. (2023). **Evaluation der Qualität des Lehrens und Lernens im Fach Sport – Validierung des QUALLIS-Instruments.** *Swiss Journal of Educational Research*, 45(2), 202-219. <https://doi.org/10.24452/sjer.45.2.10>

An important subfield of educational research is the description of teaching quality. This raises questions about quality characteristics in the subject of physical education and how the quality of teaching and learning in physical education (QUALLIS) can be systematically evaluated. The article elaborates twelve characteristics of good physical education and operationalizes the characteristics in a multi-perspective way. A validation study with 40 secondary school classes (634 students and their teachers) confirmed the expected twelve-factorial structure and the correlations with student motivation via confirmatory factor analyses. The QUALLIS instrument provides an

empirical approach to teaching quality in physical education and thus offers added value for teacher education and training.

Huang, L., Huang, Y., & Zhou, S. (2023). **Examining principal leadership effects on teacher professional learning in China: A multilevel analysis.** *Educational Management Administration & Leadership*, 51(6), 1278-1300. <https://doi.org/10.1177/17411432211041626>

While principal leadership has been exercised in day-to-day practices to address the needs of teachers as professional learners, empirical studies regarding its effects on teacher professional learning have not increased proportionally. Using a sample of 255 secondary school principals and 2756 teachers from four provinces of Beijing, Shanghai, Jiangsu, and Guangdong in China (B-S-J-G-China) who participated in the 2015 Program for International Student Assessment (PISA 2015), this study employed a two-level hierarchical linear modeling to examine principal leadership effects on teacher professional learning. Results showed that principal leadership practices explained a large proportion of between-school variance in teacher learning. Principals' developing people had positive effects on both personal and collaborative learning. Principals' instructional improvement had a positive effect on collaborative learning, while principals' facilitating teacher participation had a negative effect on collaborative learning. The implications for improving principals' role in promoting teacher learning are also discussed.

Hung, Y.-H. (2023). **Exploration of teachers' teaching of civic engagement in Taiwan.** *Education, Citizenship and Social Justice*, 18(3), 314-326. <https://doi.org/10.1177/17461979221097359>

This study utilizes the term "teacher as stranger-teacher as public citizen" from Greene's Teacher as Stranger to explore how teachers develop students' civic engagement in Taiwan. Using a case study design, this study documents how six social studies teachers make curricular decisions about whether to develop/advocate for students' civic engagement or not, and how teachers develop the curriculum and pedagogy for civic engagement. Findings illuminate that teachers' personal background and life experiences are influential factors in their teaching of civic engagement. In addition, the findings also indicate teachers who act as citizens involved in the public world develop students' civic engagement, critical awareness, and political talk.

Hunter, S. B. (2023). **The (In)Consistency of Teacher Survey Responses About Teacher Evaluation Implementation: Implications for Principal Professional Development.** *Educational Researcher*, 52(8), 512-515. <https://doi.org/10.3102/0013189X231189273>

Principals can affect several consequential schooling processes and outcomes. However, their effectiveness varies substantially and is distributed across schools inequitably, underscoring the importance of effective principal professional development (PPD), which begins by using needs assessments to inform PPD content. A researcher-practitioner partnership assessed principal needs via monthly teacher surveys about specific teacher evaluation skills. While internal consistencies were high, test-retest reliabilities were low, implying that reports regarding the quality of specific principal practices may fluctuate substantially over short periods, potentially hampering the design of effective PPD.

Huynh, H. V., Proeschold-Bell, R. J., Sohail, M. M., Nalianya, M., Wafula, S., Amany, C., ... Whetten, K. (2023). **What processes or key components do teachers attribute to their well-being? A cross-cultural qualitative study of teacher well-being in Cambodia, Kenya, and Qatar.** *Psychology in the Schools*, 60(12), 4967-4987. <https://doi.org/10.1002/pits.23043>

The study of teacher well-being is critically important. However, teacher well-being studies are lacking in Africa, Asia, and the Middle East, and also generally in low-income countries. This exploratory case study sought to identify teachers' perceptions of work-related characteristics and personal practices associated with well-being and burnout in three underrepresented, diverse sites: Battambang, Cambodia; Bungoma, Kenya; and Doha, Qatar. Ninety teachers participated in in-depth interviews (Qatar N = 21, Cambodia N = 33, Kenya N = 36), as well as 16 principals and 11 policymakers. Qualitative analysis was conducted using data-driven, emergent codes. Findings revealed that teachers attributed remarkably similar processes and key components to their well-being (e.g., engagement school-wide or district-wide, schools attending to teachers' personal needs) and burnout (e.g., administrative burden, student misbehavior) across all three sites, with a few notable differences worthy of future follow-up. Few teachers could name any well-being programs at their school.

Jaillet, A., & Jeannin, L. (2023). **Numérique et bien-être des enseignants du premier degré.** *Phronesis*, 12(2-3), 27-47. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-27.htm>

L'analyse de deux enquêtes en direction des enseignants au cours du programme TNE (Territoire Numérique Éducatif) de l'État français (2021) dans le cadre du plan de relance après les premiers confinements, permet d'étudier les liens entre le bien-être, le stress et les relations avec les élèves, du point de vue des conditions de leurs praxis numériques au regard du modèle proposé par Viac et Fraser (OCDE, 2020). Une double analyse statistique a été mise en œuvre. Le résultat saillant est que les conditions de l'environnement des pratiques professionnelles de l'enseignant du premier degré, chez lui et à l'école, et sa pratique numérique ancrée dans une praxis « ordinaire », sont des facteurs d'influence sur son bien-être et stress déclaré.

Jaillet, A., Jeannin, L., & Mabilon-Bonfils, B. (2023). **Du bien-être des professeurs au bonheur d'enseigner : peut-on former les enseignants au bonheur ?** *Phronesis*, 12(2-3), 1-7. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-1.htm>

James, D., Garner, S., & Husband, G. (2023). **Understanding practices of UK college governing: Rethinking strategy and accountability.** *Educational Management Administration & Leadership*, 51(6), 1422-1439. <https://doi.org/10.1177/17411432211053691>

College governing boards are widely held to be the keystone of institutional strategy and the prime locus of support, challenge and accountability in respect of the actions of the senior Executive. Whilst there are many normative prescriptions about the conditions and arrangements required for effective college governance, relatively little is known about how and to what extent the practices of boards reflect or realise these prescriptions. This paper draws upon a unique research study of eight further education colleges across the four nations of the UK. Following Chia and MacKay and Hendry et al., our 'strategy as practice' approach gives primacy to emergence and immanence through board practices. Video and observational data, supplemented by some interview and documentary data are used to develop an understanding of governing practices. Our analysis suggests that current normative prescriptions lack the conceptual sophistication

required to support governing as it really happens. We offer a reconceptualisation of both strategy and accountability suggesting that the latter includes lateral, inward- and outward-facing functions that make conflicting demands on governors. We argue that these distinctions are vital in enabling further positive development of governing in the college sector.

Kingsley, T., & Grabner-Hagen, M. M. (2023). **It's a Winning Condition! Examining the Impact of Meaningful Gamification with Preservice Teachers.** *College Teaching*, 71(4), 260-272. <https://doi.org/10.1080/87567555.2021.2019665>

Meaningful gamification is the use of game elements and play to build engagement and help learners find personal connections in real-world settings. This study examined the impact of meaningful gamification design on preservice teachers' perceptions, performance, and motivation levels within a gamified lesson planning unit. Participants were enrolled in a language arts teacher preparation course at a regional campus over five semesters. Results show meaningful gamification incorporating mastery learning and leveled curriculum created a learning condition where preservice teachers surpassed expectations and felt intrinsically motivated. Challenges to gamification included waiting on feedback and learning within a new format.

Kolly, B., & Legris, P. (Éd.). (2023). **Actrices et pratiques de l'accueil du jeune enfant (France, 1880-1960).** *Recherches & éducations*, (Hors-série 1). <https://doi.org/10.4000/rechercheseducations.14879>

Krakovich, V., Coates, D., & Shakina, E. (2023). **Research-teaching nexus: The new answer to the old question.** *Higher Education Quarterly*, 77(4), 831-852. <https://doi.org/10.1111/hequ.12435>

AbstractThe study tests 3 research hypotheses on the teaching-research nexus using the administrative data of the HSE University in Russia for 7 years. We confirmed the hypothesis that a lower classroom teaching load is associated with higher research output. Undergraduate courses have a relatively higher negative effect, especially on the probability of producing research output at all. A higher concentration of teaching in some semesters or quarters looks rather ineffective as a way to stimulate higher research productivity. Only a moderate share of English-taught classes (about 20% of the teaching load) is associated with higher research output and only for publications in good international journals. The empirical part of the study is based on zero-inflated Poisson and zero-inflated negative binomial models. This study comes to contribute to the development of literature discussing a mechanism and possible implications in teaching load composition as an essential part of the academic contract.

Lebaudy, M. (2023). **En 2021-2022, 47 600 enseignants sont directeurs d'école.** *Note d'Information*, (23.44), 1-4. <https://doi.org/10.48464/ni-23-44>

Au global, les enseignants deviennent plus souvent directeurs que les enseignantes. Néanmoins la part des femmes directrices dans les petites écoles est proche de celle des femmes qui enseignent dans le premier degré. Dans les territoires ruraux où les petites écoles sont concentrées, les directeurs sont aussi plus jeunes. N'étant pas ou peu déchargés, ils assurent à la fois les missions d'enseignement et celles de direction. En milieu urbain et en éducation prioritaire, les écoles sont plus grandes et dirigées par des enseignants plus expérimentés. Leur activité se concentre alors sur les missions de direction. Enfin, comme tout enseignant, les directeurs peuvent participer à des

formations continues. Ce sont principalement ceux qui accèdent à cette fonction pour la première année qui en bénéficient.

Lebreton Reinhard, M., & Attanasio, R. (2023). **Les effets d'une rupture de l'activité chez l'enseignant novice : approche sémio-didactique de l'écrit réflexif.** *Éducation Permanente*, 236(3), 201-212. <https://doi.org/10.3917/edpe.236.0201>

Lee, Y.-J. (2023). **Job, career and calling: A teacher's work orientation is/as discursive work during research interviewing.** *Oxford Review of Education*, 49(6), 749-763. <https://doi.org/10.1080/03054985.2023.2172389>

Three categories of work orientation – job, career and calling – have been widely used to characterise how people perceive and behave towards their work. While this typology has been generative, this paper adopts a different perspective (based on Discursive Psychology) by prioritising what and how teachers talk about their work on their own terms during research interviewing. Even though the sample of primary and secondary school teachers from Singapore drew on aspects of these work categories, these teachers were also flexibly managing moral accountability and identities for specific interactional purposes. Specifically, the three work orientations were discursively enlisted to validate, justify, censure and so forth during research interviews. We argue that social-science categories are not just 'ready-made' items to be transplanted from the world of research but are indubitably participants' categories as part of their available rhetorical toolkit. The findings warrant a greater examination than what is currently being done methodologically to understand the world of teachers' work through research interviews.

Legrand, J. (2023). **Pénurie d'enseignant.es qualifié.es au Québec et planification stratégique des ressources humaines en éducation.** Consulté à l'adresse <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32043>

La pénurie de personnel enseignant qualifié constatée dans les écoles québécoises depuis plus d'une décennie serait engendrée par de multiples facteurs dont un manque d'attraction de la profession enseignante, un grand nombre d'abandons de la formation initiale, le décrochage enseignant, l'augmentation des effectifs scolaires et des difficultés rencontrées par les Centres de services scolaires (CSS) pour combler des postes vacants en enseignement dans un contexte où la pénurie de main-d'œuvre bat son plein dans divers secteurs économiques au Québec. Des études menées antérieurement ont cherché à comprendre cette situation de pénurie du point de vue de l'enseignant et de celui des établissements scolaires. Cependant, peu de recherches québécoises, voire aucune, n'ont étudié le phénomène sous l'angle de la planification stratégique des ressources humaines au palier intermédiaire. Ainsi, dans la présente recherche, nous avons entrepris d'analyser un corpus de 13 documents stratégiques élaborés par trois CSS francophones entre 1998 et 2022 afin de répondre à la question suivante : quelles actions ont été planifiées dans ces documents pour assurer la disponibilité des ressources humaines en enseignement ou pour contrer la pénurie de main-d'œuvre en enseignement ? Nous avons également cherché à connaître, par entretien semi-dirigé, les points de vue des planificateurs ou gestionnaires des ressources humaines sur les liens qui pourraient exister entre les pratiques de planification des RH en enseignement et la pénurie des personnes enseignantes actuelle. L'analyse documentaire nous a permis de produire une compréhension de la pénurie de personnel enseignant au Québec, en mettant en évidence des facteurs potentiels du phénomène dans des pratiques de planification ainsi que des tendances résidant dans ces pratiques

durant la période de référence susmentionnée. Ainsi, dans les documents stratégiques des trois CSS, nous avons identifié neuf activités d'attraction, 11 activités de rétention et quatre activités de développement professionnel. Considérées généralement comme des pratiques en raison de leur transversalité et leur fréquence d'apparition dans une période de référence, elles constituent un cadre d'analyse empiriquement construit de la planification des RH en enseignement dans les CSS. À la lumière des écrits scientifiques recensés, il est justifié d'avancer que l'absence ou la négligence de ces pratiques dans les processus de planification et de mise en œuvre des actions relatives à la gestion du personnel enseignant, pourrait, en quelque sorte, contribuer à créer ou à renforcer des situations de pénurie de personnel enseignant qualifié dans les trois CSS et d'autres. Pour prévenir ces situations, nous formulons cinq recommandations à l'attention à la fois des décideurs, des planificateurs, des gestionnaires, et des chercheuses et chercheurs. En outre, pour dépasser une des limites de cette recherche, à savoir un corpus documentaire exclusivement basé sur des plans stratégiques et d'autres documents accessibles, il serait utile d'y ajouter les documents produits et utilisés à l'interne par les CSS dans l'évaluation et la planification des besoins de personnel enseignant. Enfin, il est souhaitable de s'entretenir avec un plus grand nombre de planificateurs et gestionnaires des CSS afin de recueillir plus d'informations sur les pratiques réelles de planification. Cela permettrait de mettre en lumière des pratiques gagnantes de certains CSS transférables et applicables dans d'autres.

Leininger, A. (2023). **Contribution à la connaissance des déterminants de la performance des organisations publiques : une analyse de l'influence du leadership des chefs d'établissement sur la performance des établissements publics locaux d'enseignement** (Phdthesis, Université de Lorraine). Consulté à l'adresse <https://hal.univ-lorraine.fr/tel-04277783>

Cette recherche s'inscrit dans les champs de la gestion des ressources humaines, de la stratégie et du management public. Ses objectifs sont, d'une part, d'élaborer un cadre d'analyse qui permette d'expliquer l'émergence et le développement de la logique de performance au sein du système éducatif français, et d'autre part d'étudier la relation entre le leadership du chef d'établissement et la performance des établissements scolaires. L'étude de la performance des établissements scolaires supposant une connaissance du système éducatif français, un préliminaire est consacré à l'analyse diachronique de sa construction. Puis, après une présentation des caractéristiques de la performance des établissements scolaires, une synthèse des approches théoriques de la logique de performance permet d'appréhender l'émergence de cette logique et sa diffusion dans l'action publique, plus particulièrement dans le service public d'éducation et dans les établissements scolaires. L'approche adoptée propose de retenir le rôle joué par le leadership du chef d'établissement dans la performance de l'établissement scolaire. Cette approche se traduit par l'élaboration d'une revue systématique de la littérature internationale et de méta-analyses relatives plus particulièrement aux résultats des élèves d'une part, et par la réalisation d'une étude empirique d'autre part. L'étude empirique de cette recherche s'établit en deux étapes, quantitative puis qualitative. L'étude quantitative s'attache à mettre en évidence une nouvelle définition du leadership du chef d'établissement dans le contexte français, à identifier une typologie de leaders scolaires et à étudier la relation entre leadership du chef d'établissement et résultats des élèves. Elle est complétée par une étude qualitative venant enrichir les résultats quantitatifs, renforcer l'intérêt de certains résultats et révéler de nouvelles perspectives de recherche.

Lelièvre, C. (2023, octobre 16). **Face aux attaques terroristes, comment protéger les enseignants ?** Consulté 18 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/face-aux-attaques-terroristes-comment-protoger-les-enseignants-215724>

Trois ans après la mort de Samuel Paty, l'assassinat de Dominique Bernard, professeur de français à Arras, relance le débat sur les portiques de sécurité et protections des établissements scolaires.

Lenzen, B. (2023). **Formation initiale à l'enseignement secondaire et formation continue diplômante à l'enseignement primaire en éducation physique à Genève : Quelle(s) tradition(s) d'enseignement ?** *Swiss Journal of Educational Research*, 45(2), 112-123. <https://doi.org/10.24452/sjer.45.2.3>

This paper aims to describe and analyze the development of two physical education teacher training programs at the University of Geneva, regarding the teaching traditions that have shaped them: (a) FORENSEC (secondary education); (b) DAS MDAS (primary education). Its methodology follows the usual steps of document analysis. The analysis of these programs' main reference documents shows that they are mainly anchored in a teaching tradition of physical education as physical culture education. This anchoring is the result of both a conscious choice of the teaching staff and structural factors that are favorable to it, or even determine it.

Liao, W., Li, X., Dong, Q., & Wang, Z. (2023). **Non-university-based teacher educators' professional learning: A systematic review.** *Teaching and Teacher Education*, 136, 104374. <https://doi.org/10.1016/j.tate.2023.104374>

This systematic review synthesizes 51 empirical studies on non-university-based teacher educators' (NUBTEs) professional learning published between 2000 and 2022. The results show that NUBTEs strive to develop a host of professional qualities that enable them to support preservice and in-service teachers' growth through formal and informal learning experiences. The reviewed studies are predominantly qualitative research and have produced context-specific knowledge about NUBTEs' professional learning, but cross-contextual and large-scale empirical evidence is currently scarce. These findings suggest theoretical, practical, and methodological implications for advancing the research field of teacher educators' professional learning.

Liu, X., Mearns, T., & Admiraal, W. (2023). **Teacher-student relationship as a lens to explore Teacher identity in an intercultural context.** *Teaching and Teacher Education*, 136, 104379. <https://doi.org/10.1016/j.tate.2023.104379>

The present study explores international teachers' identity in an intercultural context as manifested through their interpersonal behaviors. In this study with fourteen native speaker Chinese language teachers and one hundred and ninety-two students, survey and interview methods were used as primary sources of data, and classroom observations were stimuli for interviews. The findings reveal that overseas teaching experiences strengthen teachers' professional identity, although they also bring teachers tensions. The study demonstrates that the teacher-student relationship is a useful lens to explore and interpret teacher identity in an intercultural context. The findings not only highlight how pre-existing beliefs and working context influence teachers' identity development but also illuminate the distinctions of identity among teachers with different interpersonal profiles.

Lohmann, J., Hapke, J., & Töpfer, C. (2023). **Health-related professional competence of physical education teachers: Narrative review and heuristic model.** *Swiss Journal of Educational Research*, 45(2), 164-177. <https://doi.org/10.24452/sjer.45.2.7>

Physical education (PE) is one setting in which pupils may acquire knowledge and skills to lead physically active lives. PE teachers play a key role in fostering respective health-related competences in pupils. For this, they themselves need appropriate professional competences. The purpose of this article is to highlight research trends on, and to propose a heuristic model for PE teachers' health-related professional competence. Research trends and gaps are identified by a narrative literature review. The heuristic model describes several knowledge domains, beliefs, motivational orientations, and self-regulation as subdimensions of health-related professional competence. It is intended to provide an overview of important competence aspects and to serve as an orientation for further work.

Lovakov, A., & Yudkevich, M. (2023). **The multidisciplinary roots of higher education research: An analysis of citation patterns.** *Higher Education Quarterly*, 77(4), 890-910. <https://doi.org/10.1111/hequ.12438>

Researchers in higher education (HE) are a community of academics with backgrounds and experiences in a variety of scientific disciplines. For this reason, HE research is influenced by other disciplines from which HE researchers take theories, constructs and research methods. This article describes a large-scale analysis of the impact of different scientific fields on HE research. Special attention is paid to the analysis of the influences of psychology, sociology & political science, and economics as the disciplines that have the greatest impact on HE research. To assess this impact, we analyse citation patterns in seven key HE journals. Our empirical analysis confirms that HE research is indeed a multidisciplinary field and experiences a different impact of identified scientific fields for HE articles of different topics. We analyse the dynamics of such an impact and discuss the factors that may cause the growth of multidisciplinary in HE research.

Marcel, J.-F. (2023). **Le bonheur du métier. Le cas des enseignants du primaire en France.** *Phronesis*, 12(2-3), 82-96. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-82.htm>

Dans le contexte d'une école française en crise, l'article défend une idée force : l'exercice professionnel, aussi dégradé et cabossé soit-il, ne peut « tenir » que s'il existe entre l'enseignant et son métier un lien allant bien au-delà des contingences du travail au quotidien. C'est ce lien, qui subsiste malgré tout, que nous identifions comme le « bonheur du métier » de l'enseignant du primaire. La problématisation mobilise les réflexions de Kant et d'Osty pour circonscrire l'objet en positionnant le bonheur du côté du métier (et pas du travail réalisé). Elle est prolongée par une théorisation du « bonheur du métier », qui s'appuie sur Freire et Jullien pour le définir comme une potentialité, une promesse inaccessible. Elle est ensuite opérationnalisée par la fréquentation des recherches sur des notions voisines dans le cas des enseignants qui se traduisent dans le choix méthodologique d'un questionnaire. Administré par les réseaux et comporte un volet quantitatif (l'appréciation de la potentialité de 45 situations concrètes au « bonheur du métier ») et un volet qualitatif (une définition ouverte et spontanée rédigée par les répondants). Les résultats de l'enquête développent les 10 composantes du « terreau du bonheur du métier » (approche quantitative) et le triptyque de la définition de ce bonheur (approche qualitative).

Mauseithagen, S., & Hermansen, H. (2023). **'Research Use' in Education: Conceptualising the Teaching Profession Within the Policy–Research–Practice Nexus.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 75-89). https://doi.org/10.1007/978-3-031-36970-4_5

In this chapter, we examine 'research use' as a concept that informs the role of the teaching profession in the policy–research–practice nexus. As a policy construct, research use has gained significant attention over the past decade. However, the concept and particularly its translation to practice are often left undefined, both regarding the meaning of 'research' and of 'use'. In this chapter, we examine how the specification of these terms contributes to producing particular manifestations of the policy–research–practice nexus. We pursue two lines of argument. The first line of argument is that the approaches to defining, operationalising, and discussing research use have implications for the construction of the policy–research–practice nexus. The second line of argument is that the characteristics of this nexus will inform the understanding of the role of the profession in simultaneously relating to education policy, researchers, and the development of professional practice. Finally, we present an analytical framework that aims to advance a multidimensional approach to studies on research use, which provides opportunities for developing more profession-sensitive understandings of research use. The framework also facilitates analytically unpacking relations between policy, research, and practice.

McCall, S. A. (2023). **"Radical edits": anarchiving qualitative research.** *International Journal of Qualitative Studies in Education*, 36(10), 2072-2085. <https://doi.org/10.1080/09518398.2021.1962563>

With waves of fake news, many see the truth in decline. The resulting "post-truth" panic provokes methodological defensiveness, heightening scrutiny over what qualifies as qualitative research. At the same time, post qualitative research rejects qualitative research to imagine new possibilities. These debates involve a reassessment of how researchers relate to archives. While some suggest an exacting adherence, others advise dismissal. However, archives never close, leaving the future of qualitative research uncertain. Rather than strict adherence or dismissal, this paper argues for anarchiving, which involves an experimental relationship with archives. To illustrate, this paper considers the work of an archival artist, Alexandra Bell, who engages with problematic archives of white supremacy in journalism. As the field of qualitative research entertains the potential of post qualitative research, anarchiving creates an alternative way of relating to archives, unmooring qualitative research from the constraints of its archive.

McNaughtan, J., Garza, T., Eicke, D., Garcia, H. A., & Bodine Al-Sharif, M. A. (2023). **Being our best: Understanding the relationship between empowerment and employee engagement among midlevel student affairs professionals.** *Higher Education Quarterly*, 77(4), 774-791. <https://doi.org/10.1111/hequ.12432>

Over the last few decades, there has been a significant increase in the number of student service personnel, yet demand has outstripped this growth leading to turnover and low employee satisfaction. Scholars and practitioners alike have called for increased levels of empowerment of these workers, but the outcomes of this approach need further analysis. We utilize data from a survey of international centre directors in the United States and employ a partial least squares-based structural equation modelling to investigate the relationship between empowerment and employee perceptions including work

satisfaction, organizational commitment, perspective of leadership and personal engagement. Specifically, trust meaning and personal consequence are strong components of empowerment in this sample. Our results indicate a positive relationship between empowerment and job satisfaction, organizational commitment and perspectives on leadership. In addition, we find that organizational commitment mediates the relationship between empowerment and personal engagement.

Meirieu, P. (2023, octobre 21). « **N'attendons pas le prochain assassinat pour dire l'importance du métier d'enseignant** ». Consulté 24 octobre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/philippe-meirieu-nattendons-prochain-assassinat-dire-limpor/00108352>

Philippe Meirieu, chercheur et professeur en sciences de l'éducation, revient sur le drame d'Arras, mais aussi sur les exigences excessives et inadaptées de la société et des politiques vis-à-vis des enseignants.

Mulhern, C. (2023). **Beyond Teachers: Estimating Individual School Counselors' Effects on Educational Attainment**. *American Economic Review*, 113(11), 2846-2893. <https://doi.org/10.1257/aer.20200847>

Beyond Teachers: Estimating Individual School Counselors' Effects on Educational Attainment by Christine Mulhern. Published in volume 113, issue 11, pages 2846-93 of *American Economic Review*, November 2023, Abstract: Counselors are a common school resource for students navigating complicated and con...

Munthe, E., & Westergård, E. (2023). **Parents', teachers', and students' roles in parent-teacher conferences; a systematic review and meta-synthesis**. *Teaching and Teacher Education*, 136, 104355. <https://doi.org/10.1016/j.tate.2023.104355>

The primary objectives of this review are (1) to provide an overview of what characterizes the research on Parent-Teacher Conferences (PTCs), and (2) to contribute to the understanding of the roles of parents, teachers, and students during PTCs. A systematic literature search was conducted in five databases, yielding 33 studies that met the inclusion criteria, representing 13 countries. Analyses of the data resulted in the identification of seven roles for teachers, nine roles for parents, and three roles for students. Across contexts, topics discussed during PTCs were found to be similar. These results have implications for the development of teachers' communicative competence, home-school collaboration, and the emphasis on PTCs in teacher education. Limitations of the study and areas for future research are discussed.

Mwantimwa, K., & Kassim, M. (2023). **Why does researchers' collaboration matter in research activities?** *Higher Education Quarterly*, 77(4), 741-755. <https://doi.org/10.1111/hequ.12431>

There has been a global increase in research and discussions surrounding research collaboration in recent years. This study mainly establishes why collaboration matters in research activities. Specifically, the study has ascertained patterns of collaboration, exposed moderating factors of collaboration and established the perceived importance of collaboration in research activities. This has been done using a cross-sectional descriptive design that employed both quantitative and qualitative approaches. The study used questionnaires and interview methods to collect data from 236 researchers. Statistical Package for Social Sciences (SPSS Version 20) was used to analyse quantitative data while thematic analysis was used to analyse qualitative data. The study notes

different patterns of collaboration between researchers. The findings also suggest that researchers with high ranks such as lecturers, senior lecturers and professors have multiple collaboration patterns than those in the lower ranks. Besides this, the study ascertains several moderating factors that foster collaboration in research activities. Apart from this, the study discloses different perceived impacts of collaboration on research activities. Based on its findings, the study recommends that university managements should not underestimate the domestic and international collaborations their researchers establish, manage and maintain. To see a difference in research performance, visibility and reputation, university managements should encourage their researchers to establish domestic and international research collaborations.

Neville, P. (2023). **La persévérance des professeurs des écoles : étude des effets d'un dispositif d'espace de dons encouragés.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12064>

Cet article porte sur un dispositif d'accompagnement de la persévérance des professeurs des écoles : les espaces de dons encouragés (EDE). Ce dispositif cherche à encourager l'émergence et la réalisation durables des actions de persévérance des professionnels. Dans cette recherche, a été formulée l'hypothèse selon laquelle la persévérance des enseignants et des élèves en classe émerge au sein d'une situation auto-organisée, à la fois normative et relationnelle. Cet article présente les transformations issues de ce dispositif en s'inscrivant dans un programme de recherche mené en anthropologie culturaliste hybridé avec une conception anti-utilitaire de l'activité développée à partir du paradigme du don. Les résultats montrent une transformation des actions de persévérance des enseignants envers leurs élèves décrocheurs en situation ordinaire de travail et le développement réflexif des professeurs des écoles par l'émergence d'alternatives fécondes d'actions de persévérance induite par leur connaissance du point de vue des élèves.

Niang, A. Y. (2023). **La pratique de la réflexivité, un moyen de satisfaire aux nouvelles exigences liées à la sobriété numérique en formation continue des enseignants.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9313>

En ce xxe siècle, les formateurs d'enseignants se trouvent face à deux systèmes de contraintes ambivalentes. Ils doivent, d'une part, obéir aux injonctions des autorités éducatives, en procédant impérativement à la numérisation en formation continue et, d'autre part, intégrer dans leurs pratiques, les défis de la sobriété numérique. On pourrait, dans ce contexte, se contenter de réduire sur le plan quantitatif l'empreinte du numérique dans la formation. Mais pour notre part, nous avons voulu explorer une autre voie. En effet, ne peut-on pas s'inspirer du paradigme du « praticien réflexif » et examiner s'il n'y a pas là un moyen de favoriser la réduction considérable du nombre de FAD et raisonner ainsi dans les enjeux environnementaux en lien avec la sobriété numérique. Il s'agit de s'interroger sur l'utilisation de la pratique réflexive, et se demander si elle ne peut pas faire l'objet d'un dispositif chez les formateurs permettant de trouver un compromis face à ces injonctions contradictoires. La méthodologie appliquée est qualitative et porte sur des entretiens avec 3 maîtres et 1 formateur, l'analyse de 3 films d'entretien formateur/formé et des textes réflexifs. Il ressort de l'étude que si les maîtres usaient de la pratique réflexive, cela favoriserait la sobriété numérique.

Niesche, R., Eacott, S., Keddie, A., Gobby, B., MacDonald, K., Wilkinson, J., & Blackmore, J. (2023). **Principals' perceptions of school autonomy and educational leadership.** *Educational Management Administration & Leadership*, 51(6), 1260-1277. <https://doi.org/10.1177/17411432211034174>

This paper examines principals' perceptions of school autonomy and leadership as part of a 3-year research project looking at the implications of school autonomy on social justice across four states of Australia (Victoria, New South Wales, Western Australia and Queensland). Drawing on interviews with principals and representatives from principal stakeholder organisations in these four state jurisdictions, the paper identifies a number of key issues for school principals and the implications for understandings and practices of educational leadership. These include varied understandings of autonomy, practices of leadership and implications for health, workload and well-being. The paper argues that while principals have mixed perceptions of school autonomy policies, there has been a narrowing of leadership experiences by principals in the form of managerialism and compliance. Furthermore, principals continue to experience high levels of workload, and some principals, depending on career stage and experience level, feel better able to work within and sometimes against these policies in their schools and communities. These practices are sometimes felt to be despite the system and not due to school autonomy policies themselves. The implication of these findings is that principals are inequitably able to respond to and implement school autonomy policies, an issue often glossed over in educational leadership research.

Pelletier, M.-A., & Goyette, N. (2023). **Les habiletés relationnelles chez les enseignantes à la maternelle au Québec: un domaine de compétences socio-émotionnelles à développer pour favoriser leur bien-être.** *Phronesis*, 12(2-3), 257-270. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-257.htm>

Cet article présente les résultats d'une recherche qualitative menée auprès de 16 enseignantes à la maternelle. L'objectif général était de déterminer les besoins de formation continue qui sont perçus prioritaires en ce qui a trait au développement des compétences socio-émotionnelles. Pour approfondir les données recueillies, les enseignantes ont été rencontrées en entrevues semi-dirigées. Les résultats révèlent entre autres des besoins liés aux habiletés relationnelles, l'un des domaines définis dans plusieurs travaux de la Collaborative for Academic, Social, and Emotional Learning [CASEL] (Zins et al., 2004). Ces résultats permettront de formuler des hypothèses de réflexion et d'action pouvant être mises en œuvre dans le cadre de la formation continue des enseignantes de la maternelle, et ce, pour assurer non seulement leur bien-être, mais surtout, des relations interpersonnelles positives avec tous les partenaires impliqués dans ce travail dit relationnel.

Pham, L. D. (2023). **Teachers Are Not Lemons: An Examination of Spillover Effects When Teachers Transfer Away From Turnaround Schools.** *Educational Researcher*, 52(7), 422-433. <https://doi.org/10.3102/0013189X231175148>

Under the Every Student Succeeds Act, whole-school reforms will continue to be a prominent strategy for improving student outcomes in low-performing schools. As reform models have proliferated, so has research evaluating the impact in reform schools. However, previous evaluations have rarely examined unintended spillover effects in nonreform schools. With data from Tennessee, this study uses difference-in-differences models to estimate spillover effects from teachers who transfer when their school begins implementing turnaround reforms. Results show that teachers who transfer tend to be less

effective than teachers who stay, and they tend to move into nearby schools that are themselves low-performing. However, after transferring, these teachers produce modest positive spillover effects on student test scores in nonreform schools, which is likely explained by improvements in their effectiveness. Moreover, I find that working with more effective peers is a likely mechanism to explain improved teacher effectiveness after they transfer. Overall, this study draws attention to the need for future educational policy evaluations that quantify both intended and unintended spillover effects.

Phelps-Ward, R., Latz, A. O., Turner Kelly, B., & Kortegast, C. (2023). **Re-examining and reimagining power in participatory visual methodologies: a collaborative autoethnography.** *International Journal of Qualitative Studies in Education*, 36(10), 2138-2155. <https://doi.org/10.1080/09518398.2021.1982049>

The purpose of this study is to re-examine and reimagine the role of power in participatory visual methodologies (PVM) research. From our four unique standpoints as higher education faculty (two of us identify as queer white women and two of us identify as Black women; all of us as ciswomen), we engage a collective autoethnographic approach to reflect on power and its influence in our work as visual methods researchers. We (re)present the findings from this study in the format of a scholarly discussion about power discussing the affordances and constraints we experience and our resistance to either/or thinking as we navigate tensions and contradictions that emerge while carrying out research using PVM. We end with recommendations for liberating research practices through PVM.

Power, S. (2023). **Confronting the 'Coming Crisis' in Education Research.** *British Journal of Educational Studies*, 71(5), 477-491. <https://doi.org/10.1080/00071005.2023.2221720>

This paper examines the current crisis in education research and how we might confront it. It begins by arguing that the 'coming crisis' facing empirical sociology identified by Savage and Burrows (2007) applies equally – if not more so – to empirical education research. Education researchers can no longer lay claim to specialist expertise in the analysis of social institutions and our 'tools of the trade' are increasingly unviable. These developments are compounded by the dominance of the 'cultural turn' within British education research which has made it difficult for education researchers to develop a cumulative evidence base, leading to a lack of traction with policymakers and a privileging of cultural inequalities in education over economic inequalities. The paper discusses how the education research community might respond to the challenges and considers whether we might do worse than follow the suggestion offered to sociologists that they should take 'a descriptive turn'. Taking such a turn will not be easy, but the alternative may be that education research in the UK will be even more marginalised as it becomes increasingly out-of-step with the developments in data, evidence and analysis being fostered outside the academy.

Prøitz, T. S., & Rye, E. (2023). **Actor Roles in Research–Practice Relationships: Equality in Policy–Practice Nexuses.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 287-304). https://doi.org/10.1007/978-3-031-36970-4_15

This chapter offers insights into an education policy–practice nexus operationalised in a recent nationwide government initiative for the development of solid and stable research–practice relationships (RPRs) in education. Among the main challenges for productive RPRs are physical, linguistic, work-related, financial and cultural distances,

which characterise and separate education research and education practice. Governments and universities alike have introduced initiatives aimed at strengthening these relationships through practitioner involvement in education research. Although practitioner involvement in research is not new, today's expectations of newer ways of working collaboratively in education research bring forward several issues regarding the roles of the actors involved. In this chapter, we study and discuss the roles of practitioners in successful RPRs and the requirements for developing ownership and relevance in these research collaborations. The analysis shows that the equality issue of practitioners and researchers in RPRs is more of an epistemological question regarding how practitioner knowledge and researcher knowledge are activated in relationships rather than a practical question of how practitioners can become more involved in research work.

Quin, G. (2023). **Former des « profs de gym » ou promouvoir les sciences du sport ? Les formations 'initiales' des enseignant·e·s d'éducation physique en Suisse entre fédéralisme, universitarisation et sportivisation (1972-1995).** *Swiss Journal of Educational Research*, 45(2), 101-111. <https://doi.org/10.24452/sjer.45.2.2>

With this contribution, our ambition is to produce an analysis of the structuration process of initial training for physical education teachers in the decades preceding the establishment of the universities of teacher education, between the first dynamics of the sport sciences' universitarisation and an accelerating sportivisation, in a singular political framework, with a school branch - physical education - whose governance is partly federal, in a country where schools are cantonal. The timeframe of our investigation starts in 1972 with the implementation of the first federal law supporting gymnastics and sport and extends to the beginning of the 2000s, around the entry into force of the federal law on universities of applied sciences.

Reupert, A., Sullivan, A., Tippet, N., White, S., Woodcock, S., Chen, L., & Simons, M. (2023). **An Exploration of the Experiences of Substitute Teachers: A Systematic Review.** *Review of Educational Research*, 93(6), 901-941. <https://doi.org/10.3102/00346543221149418>

This article reports on a systematic review of literature on the experiences of substitute teachers, also known as casual or relief teachers. This occupational group are an essential part of school improvement efforts, allowing release time for other teachers to participate in professional learning, complete administrative duties, and attend to personal matters. Although a ubiquitous component of the teaching workforce, little is known about their work conditions, motivations, experiences, and support. This study involved a mixed-methods research synthesis approach. Peer-reviewed studies and dissertations that examined the experiences and needs of substitute teachers in primary/elementary, middle, and secondary/high schools were examined. The study found that, although substitute teachers are a heterogeneous group, their conditions and experiences are less than satisfactory, exacerbated by a lack of targeted support. Education systems need to consider professionalizing this occupational group further. In addition, systems need to develop policies and practices that improve substitute teachers' work.

Reuter, Y. (2023). **Point de vue : Heureux comme un enseignant dans une pédagogie « alternative » ?** *Phronesis*, 12(2-3), 48-59. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-48.htm>

Cet article porte sur les relations entre pédagogies différentes et bonheur d'enseigner. Il s'appuie sur plusieurs recherches menées sur des établissements scolaires pratiquant des

pédagogies alternatives ainsi que sur des expérimentations liées à l'article 34 de la loi « Fillon ». Plusieurs dimensions sont mises au jour : la rupture avec le mal-être vécu dans les pratiques classiques, la cohérence entre valeurs et pratiques, la place de l'engagement dans l'histoire de l'enseignant et dans ses relations personnelles, le développement professionnel, les effets sur les élèves, le rapprochement avec les familles, la reconnaissance sociale.

Reymert, I., Vabø, A., Borlaug, S. B., & Jungblut, J. (2023). **Barriers to attracting the best researchers: perceptions of academics in economics and physics in three European countries.** *Higher Education*, 86(5), 1173-1193. <https://doi.org/10.1007/s10734-022-00967-w>

Recruitment is one of the main strategic tools for universities, which aim to hire the best possible candidates for their academic positions. However, not every institution can hire whom they perceive as the best. Our paper investigates what are perceived to be the most pressing hindrances to attracting the best researchers. We focus on national and disciplinary differences in researchers' perceptions of barriers to recruiting the best scholars in their fields. We surveyed researchers in economics and physics in the Netherlands, Norway, and the UK and find that economists emphasize salary level and institutional prestige as the main barriers, while physicists underline competition from non-academic actors and career development opportunities. We further find differences by country. In Norway, limited institutional prestige is a key barrier to attracting the best researchers, while researchers in the UK highlight salary levels. Respondents at Dutch universities claim that they experience multiple, equally important barriers.

Rissanen, I., & Kuusisto, E. (2023). **The role of growth mindset in shaping teachers' intercultural competencies: A study among Finnish teachers.** *British Educational Research Journal*, 49(5), 947-967. <https://doi.org/10.1002/berj.3875>

Cultural heterogenisation of classrooms and existing achievement gaps have led to an acknowledgement of the need to develop teachers' intercultural competencies. A growth mindset (a belief that intelligence, personality and other such qualities can be cultivated) predicts positive intergroup attitudes and reduces stereotyping, but has not been researched as an aspect of teachers' intercultural competence. This study analyses the role of growth mindset in shaping three aspects relevant to teachers' intercultural competencies: process versus trait orientation to students, diversity beliefs and orientation to social justice and equity. Fifteen Finnish comprehensive schoolteachers were interviewed. Significant differences were found between teachers with fixed and growth mindsets. Teachers with a growth mindset were more likely to hold polyculturalist beliefs about the interconnectedness and changeability of cultures, and to recognise and combat issues of social injustice and inequity. Teachers with a fixed mindset made trait-focused interpretations of their students and did not easily recognise problems of social justice in school or in society. These results encourage us to suggest that a growth mindset is a construct with a lot of potential to introduce novel approaches to multi/intercultural and social justice teacher education, but more research is needed. The implications of the findings for teacher education and further research are discussed.

Roberts, L., Ebejer, M., Wong, L.-S., & Johnson, D. (2023). **Critical Cases for Antiracist Leadership: A Contribution to the Movement.** *Journal of Cases in Educational Leadership*, 26(4), 3-9. <https://doi.org/10.1177/15554589231204062>

Rodgers, A. J., & Liera, R. (2023). **When Race Becomes Capital: Diversity, Faculty Hiring, and the Entrenchment of Racial Capitalism in Higher Education.** *Educational Researcher*, 52(7), 444-449. <https://doi.org/10.3102/0013189X231175359>

Faculty hiring is an important dimension of diversity efforts across many postsecondary institutions. Many U.S. colleges and universities have released faculty job announcements establishing a demonstrated commitment to diversity, equity, and inclusion as a necessary criterion for applicants. This move is significant because it entrenches diversity as a commodity—an exchangeable good that universities value and are willing to pay for. This conceptual paper explores how underlying racialized cultures in academia incentivize People of Color to commodify their racial identity when participating in the faculty job market. By interrogating the racial character of capitalist exploitation, we expose how diversity imperatives shape the faculty hiring process at historically white institutions in ways that commodify, exploit, and devalue People of Color.

Roland, E., & Warren, D. (2023). **Assignment Negotiation: Critical Race Theory and Educational Leadership Preparation Program.** *Journal of Cases in Educational Leadership*, 26(4), 89-101. <https://doi.org/10.1177/15554589231173356>

The current tensions around racism in public schooling prompted Dr. Edwards, an assistant professor in educational leadership and policy studies, to teach critical race theory and assign a racism audit for doctoral students to use the theory in practice. Students were to complete their racism audit on their school campus. However, several students refused to complete the assignment. Some students refused for fear of job repercussions, while others accused Dr. Edwards of indoctrinating them with liberal political ideologies. This case explores the complexity and dilemmas that faculty encounter as they engage in antiracism leadership teaching during a time of racial reckoning.

Roy, G. J., Guest, J. D., Baker, M. A., Compton-Lilly, C., Adgerson, A., & Crooks-Monastra, J. (2023). **Compelling cases: The complexities of a paraprofessional becoming a teacher.** *Teaching and Teacher Education*, 136, 104366. <https://doi.org/10.1016/j.tate.2023.104366>

Teachers are leaving the classroom at greater rates while traditional teacher pathways are not yielding enough teacher candidates. These factors create a need for teachers that is especially evident in rural communities. Paraprofessionals (e.g., teaching assistants, instructional aides, paraeducators) who provide classroom support are uniquely positioned to fill these vacancies. In this paper, we examine the experiences of paraprofessionals prior to applying to a teacher residency program. Based upon the experiences shared by the participants, intrapersonal characteristics needed to become a teacher were highlighted, and policy requirements identified, surfacing challenges paraprofessionals encounter impacting their desire to become a teacher.

Sancho Sora, C. (2021). **Former pour transformer la profession enseignante : le cas d'une formation en établissement.** *Recherche & formation*, 98(3), 47-58. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-47.htm>

Cet article, qui étudie la réception d'une formation en établissement dont les contenus sont présentés comme innovants, vise à mieux comprendre ce que l'Institution nomme parfois la résistance des enseignants au changement. Au-delà des contenus qui semblent, à première vue, adaptés aux problèmes rencontrés par l'établissement, nous étudions les modalités de leur mise en œuvre pour tenter d'expliquer les tensions

suscitées par cette action de formation. Celles-ci apparaissent comme le résultat d'une construction collective à laquelle participent les orchestrateurs de la formation.

Schulze-Hagenest, T., Carstensen, B., Weber, K., Jansen, T., Meyer, J., Köller, O., & Klusmann, U. (2023). **Teachers' emotional exhaustion and job satisfaction: How much does the school context matter?** *Teaching and Teacher Education*, 136, 104360. <https://doi.org/10.1016/j.tate.2023.104360>

The current article investigated the role that the school context plays in teachers' well-being in terms of emotional exhaustion and job satisfaction. First, we analyzed between-school variation in well-being and indicators of social interactions. Second, we examined the association between these indicators and well-being on the teacher and school levels. Based on two large teacher samples (Study 1: N = 1022; Study 2: N = 2886), the results of multilevel regression analyses showed low between-school variance in well-being but substantial variation in indicators of social interactions. Moreover, well-being was tendentially related to interindividual differences in the perception of social climate.

Shahjahan, R. A. (2023). **Temporality and academic mobility: Shomoyscapes and time work in the narratives of Bangladeshi faculty.** *Higher Education*, 86(5), 1195-1211. <https://doi.org/10.1007/s10734-022-00968-9>

Academic mobility has been predominantly investigated as a resource for career development and progression of individuals or as a contributor to national economic growth and advancement (brain-drain/gain). Yet, despite its significance, the temporal dimensions of academic immobility/mobility remain undertheorized in academic mobility studies. By temporal, I am going beyond clock-time to include any phenomenon tied to making meaning and related to time-related changes. Drawing on Shahjahan et al.'s (2022) notion of shomoyscapes, this paper focuses on Bangladeshi faculty's experiences as an example of how a temporal lens can help illuminate the interrelationships between academic immobility/mobility and temporality to enliven scholarly understandings of such a migration process. It showcases three Bangladeshi scholars' narratives to highlight different temporal rationales, constraints, and agencies of migration among aspiring, returnee, and/or immigrant mobile scholars' experiences, which are often studied separately in academic mobility studies. It argues that a temporal lens showcases how mobility begins and continues temporally in people's lives before and/or after spatial movements (i.e., physical movements from one space to another). Such time work was interconnected with relational entanglements, constituting complex temporal landscapes (i.e., shomoyscapes) encompassing future, present, and past. It concludes with implications of a temporal lens for future academic mobility studies.

Shirrell, M., Glazer, J. L., Duff, M., & Freed, D. (2023). **The Winds of Changes: How Research Alliances Respond to and Manage Shifting Field-Level Logics.** *American Educational Research Journal*, 60(6), 1221-1257. <https://doi.org/10.3102/00028312231193401>

Research alliances, like other research-practice partnerships (RPPs), aim to bridge the historic divide between educational research and practice and improve education in particular local contexts. Yet, although these demands reflect multiple and contested field-level logics, little prior research has examined the ways these logics impact the work of RPPs. This longitudinal, qualitative study explores the field-level logics that dominated the local contexts of two research alliances; how these logics shifted over time; and how research alliances responded to these shifts. Results show that field-level logics of

research, practice, and community contended in both local contexts, and that alliance design, resources, and local contexts shaped research alliances' efforts to respond to and manage shifting demands.

Silvera, R. (2023, novembre 6). **Les accompagnants des élèves en situation de handicap sont en lutte**. Consulté 6 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/rachel-silvera/accompagnants-eleves-situation-de-handicap-lutte/00108403>

La journée d'action du 3 octobre est passée presque sous silence : ce sont les accompagnants et surtout les accompagnantes d'élèves en situation de handicap (AESH) qui se sont mobili

Singh, K., Southcott, J., & Lyons, D. (2023). **From our post qualitative kitchen: a Langar meal of knowledge**. *International Journal of Qualitative Studies in Education*, 36(10), 2213-2228. <https://doi.org/10.1080/09518398.2021.1982051>

Ways of knowing in social sciences and educational research are sculpted by normative knowing of ways that are rooted in prescriptive histories of positivist and qualitative traditions. In this paper, by subscribing to what St. Pierre and Lather initiated as the "postqualitative movement", we turn from tradition to re-search research praxis and nominate "Langar" (a Sikh cultural practice of congregational cooking and consumption) as an alternative site of knowledge creation and postqualitative resistance. We approximate Langar to establish a "research commune" in which we prepare a metaphorical meal of knowledge and argue that with its salient openness, enriching philosophy and non-hierarchical texture, Langar can inform educational research and bring into its fold some intriguing philosophical and processual dimensions that originate from varied cultural contexts. This can, herald into educational research, a newness that can potentially re-negotiate boundaries, re-order research norms and interrupt hierarchies to foster creative ways of knowing.

Tremblay, C. (2023). **Apports et limites de la formation à distance pour la formation initiale des futurs enseignants et enseignantes**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 53-67. <https://doi.org/10.18162/ritpu-2023-v20n2-06>

van Dijk, E. E., Geertsema, J., van der Schaaf, M. F., van Tartwijk, J., & Kluijtmans, M. (2023). **Connecting academics' disciplinary knowledge to their professional development as university teachers: a conceptual analysis of teacher expertise and teacher knowledge**. *Higher Education*, 86(4), 969-984. <https://doi.org/10.1007/s10734-022-00953-2>

Disciplinary knowledge lies at the heart of academic work. However, connecting academics' disciplinary knowledge to their professional development as teachers has been a longstanding challenge for (research-intensive) universities. This is reflected in criticism of the practices that aim to support the professional development of university teachers. In order to create better connections, a deeper understanding is needed of how academics' disciplinary knowledge relates to the development of their teaching. In this paper, we therefore aim to advance theoretical insights about how academics' disciplinary knowledge connects to their professional development as university teachers. We do so by providing a conceptual analysis of teacher expertise and teacher knowledge perspectives. Literature discussed as part of the teacher expertise perspective provides insights into how knowledge is structured in order to perform teacher tasks. In our discussion of the teacher knowledge perspective, we include bodies

of literature about teachers' knowledge base to explore the role of disciplinary knowledge in how to teach and about powerful knowledge to explore the role of disciplinary knowledge in what to teach. Insights from these bodies of literature can, from a teacher knowledge perspective, offer theoretical underpinnings for connecting academics' disciplinary knowledge to their professional development as university teachers. Adaptive expertise and practical knowledge are identified as concepts that include elements of both teacher expertise and teacher knowledge perspectives. Based on the conceptual analysis, we identify and discuss three aspects related to supporting the professional development of university teachers where attention to connection with teachers' disciplinary knowledge is important.

Voulgarides, C. K., & Jean-Pierre, P. (2023). **Creating Anti-Racist Building Leadership Teams Through Structural, Interpersonal, and Personal Anti-Racist Efforts.** *Journal of Cases in Educational Leadership*, 26(4), 116-127. <https://doi.org/10.1177/15554589231173875>

In this case study, we show how building and/or instructional leadership teams (BLTs and ILTs) were repurposed to meet the challenge of the global health pandemic and the racial unrest associated with the murder of George Floyd in 2020. We outline how anti-racist work flourished during this critical time in one school district and led to the development of anti-racist BLTs (ARBLTs). Educators had to manage tensions associated with anti-racist work that both empowered them and made them feel vulnerable in their personal and professional identities. We conclude by providing insights into how systemic anti-racist leadership practices and structures can be developed at the local level and leveraged to enact change via well-established practices such as BLTs and ILTs.

Waite, S. R., & Wilkerson, C. (2023). **Are Educational Leaders of Color Truly Able to Lead for Equity? Maintaining the Status Quo or Disrupting Unequitable Systems?** *Journal of Cases in Educational Leadership*, 26(4), 75-88. <https://doi.org/10.1177/15554589231198443>

Dr. Gabriella Ramirez is the first female Latinx superintendent to lead Metropolitan City Public Schools a large urban public school district in the Northeast United States. Dr. Ramirez's successful record of leading culturally responsive and sustaining education initiatives in several districts throughout her career made her the top choice for Metro City Public Schools (MCPSs). As an anti-racist, culturally responsive leader, she initiated several successful programs. However, she also recommended a major policy shift for the district. As a result, she faced the threat of a public smear campaign that would injure her professional reputation and career. This case study challenges current and aspiring leaders to consider how essential the development of their own critical consciousness is for leaders who identify as anti-racist and culturally responsive school leaders.

Watkins, N., & Clark, L. (2023). **Ur Dad Is My Gardener: Antiracist Conversations for Educational Leaders.** *Journal of Cases in Educational Leadership*, 26(4), 10-28. <https://doi.org/10.1177/15554589231184795>

Racism, social media, and free speech collide on a high school campus when a student creates an offensive poster that a classmate posts on social media. This case describes a school administrator's conversations and actions with students, teachers, and the community addressing bigotry, race, and free speech on campus. The scenario is presented from the perspective of a school leader leading a campus through an incident of offensive speech aimed at a rival high school and posted on social media. This case focuses on educators' responses to the issues presented through critical

conversations and an intergroup dialogue protocol. The case elicits questions about hate speech, antiracist conversations, and accountability.

Westerlund, R. (2023). **Becoming a physical education teacher: Preservice teachers' meaning-making process in the transition between a subject didactics course and the practicum.** *Teaching and Teacher Education*, 136, 104363. <https://doi.org/10.1016/j.tate.2023.104363>

Research has shown that a critical teaching perspective is at risk if preservice teachers perceive a gap between university- and field-based courses. This study explores how preservice physical education (PE) teachers make meaning out of their participation in a subject didactics course and the practicum. Interviews conducted across 1 year revealed that preservice teachers experienced PE teaching as practical skills and the advocacy of movement and health during the university-based course but not during the practicum. In both contexts, teaching as didactic and embodied knowledge was perceived as being meaningful. The study suggests that emotional learning occasions, role models, and clear purposes are supportive for a critical teaching perspective.

Wiley, K. E., & Starr, J. P. (2023). **The Resolution Passed, Now What? A Superintendent's Commitment to Racial and Social Justice and the Complexities of a Police-Free Schools' Resolution.** *Journal of Cases in Educational Leadership*, 26(4), 29-38. <https://doi.org/10.1177/15554589231173872>

Following a wave of racial justice activism during the summer of 2020, nearly 40 school districts passed resolutions ending the use of law enforcement in schools. In such districts, school superintendents then faced the challenge of implementing these "police-free schools' resolutions," while sometimes encountering strong resistance, from White parents and community members in particular. This case explores the challenges of implementing a police-free schools' resolution through the perspective of a White superintendent committed to anti-racism and social justice in a fictitious district called Union Public Schools. Informed by real events, the authors invite education leaders to articulate their stance and strategy as it relates to anti-racist leadership, law enforcement in schools, and White resistance to equity-oriented policy change.

Wilson, R., Sellman, E., & Joseph, S. (2023). **'Doing well' and 'being well'—secondary school teachers' perspectives.** *British Educational Research Journal*, 49(5), 987-1004. <https://doi.org/10.1002/berj.3878>

The mental health and wellbeing of young people is increasingly a concern in schools. This study explores how English secondary school teachers perceive and engage with the concept of wellbeing. By asking teachers to reflect on their practice, we can draw out their relational experience and knowledge about wellbeing in the classroom. Twenty teachers were interviewed about their practice in the context of the Covid-19 pandemic and during the academic year 2020–21. Reflexive thematic analysis reveals the challenges experienced by teachers. Specifically, we find a perceived role conflict for teachers between giving care and purveying knowledge. We draw on recent policy research and the work of Nel Noddings to account for this conflict in terms of conceptualisations of teaching practice and purpose. We illustrate how an emphasis within schools on 'doing well' academically undermines and marginalises a more holistic sense of 'being well', which contributes to a set of strains on teachers personally, professionally and relationally in terms of their interactions with students and colleagues. We propose that 'doing well' arises out of 'being well', rather than the converse, and

should hence be an educational policy priority. Finally, we offer implications for how wellbeing may be woven into school culture.

Wittwer, M., Messmer, R., & Büchel, S. (2023). **Fachspezifisches professionelles Wissen und Können von Sportlehrpersonen.** *Swiss Journal of Educational Research*, 45(2), 124-137. <https://doi.org/10.24452/sjer.45.2.4>

While theoretical conceptions and empirical findings regarding the structure of subject-specific professional knowledge (CK & PCK) exist in various teaching subjects, they are largely lacking in the area of PE. This article addresses the question of how this knowledge can empirically be structured for PE teachers. To answer this question, in addition to classical MC tests, video and text vignettes were used in order to measure non-contextualized as well as contextualized knowledge. The findings of the survey of 181 physical education teachers confirm the reliability and validity of the test instruments and show very high correlations between the assumed dimensions. However, these high correlations indicate that a further differentiation of the subject-specific professional knowledge of physical education teachers is hardly possible.

Zanchetta, M. S., Alidina, F.-M., Hared, A., Dumitriu, M. E., Mésenge, C., Zakus, D., ... Haag, C. (2023). **Health Promoter's Role in School Settings in African Francophone Countries.** *Journal of Asian and African Studies*, 58(7), 1093-1110. <https://doi.org/10.1177/00219096221076108>

The aim of this study is to describe the context, resources and procedures for planning/implementing health promotion initiatives targeting the children and youth population in African Francophone countries. The method of work used multiple case studies with an online survey (n = 11) and individual interviews (n = 6) (2017–2018). Strategies to mobilize/use community's available resources and assets were influenced by gender and professional status, as well as the stakeholder's valorization and degree of community interest and engagement in the proposed health promotion initiatives. Major social impacts relate to the support provided by the community stakeholders with individual and collective assets. Evidence uncovered professional networking, collaboration and exchange that could help regional health promoters.

Zeng, Y., & Lo, L. N. (2023). **Leading as boundary crossing: How teacher leaders lead across a professional learning network in Shanghai China.** *Educational Management Administration & Leadership*, 51(6), 1383-1400. <https://doi.org/10.1177/17411432211055329>

This paper explores how teacher leaders enact leadership practice across a regional learning network, Master Teacher Studios, an officially initiated teacher learning program in Shanghai. It investigates the leadership strategies that are employed for cross-boundary endeavors in the network. The concepts of boundary and boundary crossing, as expounded by Wenger and others, are used to guide an examination of the process of teacher leadership enactment across a network, which is elucidated as interpreting the boundaries, selecting/designing boundary objects, and participating in communities of practice. The paper fosters an understanding of teacher leadership practice as boundary work in a network context, and delineates a process of teacher leadership enactment, as well as the importance of teacher leader identity in the process.

Numérique et éducation

Agraib, L. M., Alkhatib, B., Al Hourani, H., & Al-Shami, I. (2023). **Are online and face-to-face questionnaires equally valid and reliable methods of assessing preconception care?** *Quality & Quantity*, 57(6), 5563-5576. <https://doi.org/10.1007/s11135-023-01614-x>

Face-to-face interviews using paper-based or online survey questionnaires are used interchangeably to allow the strengths of each method to complement each other. Preconception care is important for maternal and infant health. Thus, this study aims to assess the reliability and validity of a preconception care questionnaire using online and face-to-face interviews. Additionally, this study examines the preconception care status of Jordanian women of reproductive age. Online and face-to-face interview questionnaires were conducted with a random sample of Jordanian women of reproductive age (18–44 years) in a cross-sectional design between March 2022 and May 2022. A total of 1367 participants from the online questionnaire and 416 participants from the face-to-face interview questionnaire were included in this study. The preconception care questionnaire was found to be valid and reliable in both online ($\alpha = 0.874$) and face-to-face ($\alpha = 0.722$) interviews. Both methods showed a high prevalence of good knowledge and positive attitudes but poor practices among women between the ages of 18 and 29 years. Women aged 30–45 had poor knowledge and practices as well as negative attitudes. Married women had inadequate knowledge and practices as well as negative attitudes. While single women had good knowledge, they had negative attitudes.

Atenas, J., Havemann, L., Kuhn, C., & Timmermann, C. (2023). **Critical Data Literacy in Higher Education: Teaching and Research for Data Ethics and Justice.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 293-311). https://doi.org/10.1007/978-3-031-24193-2_12

Navigating the turbulent waters of data and algorithms, in order to participate in today's datafied society, requires a series of transversal skills. Educators, students and citizens need both technical abilities and a set of literacies, interwoven with a critical approach, to understand the sociopolitical and cultural mechanisms governing, shaping and transforming our lives. Our chapter will reflect on the impact of datafication in society and address some questions about embracing the concept of ethics as a method for working with data towards addressing bias, ensuring that the demands of data justice are adopted in teaching and research. Our open and critical pedagogic approach calls for educators to explore data issues from a social justice perspective and through research-based learning activities. To exemplify our model, we showcase an academic development programme piloted in Uruguay which was part of a bigger research project, Understanding Data: Praxis and Politics. As part of the project, we have developed a critical pedagogic approach to support academics in teaching critical data literacies. This approach bridges research and real-world problems, using open data as open educational resources (OER) to support learners and educators to co-create knowledge in an interdisciplinary manner through research-based learning activities. Our curriculum provides academics with a data ethics framework and solid theoretical background, alongside analytical tools, and activities to develop lifelong learning. This approach enables participants to understand and challenge datafication and support informed and transformative democratic practices and dialogue, empowering citizens to address social justice concerns.

Bacci, S., Bertaccini, B., Del Sarto, S., Grilli, L., & Rampichini, C. (2023). **Statistical methods to estimate the impact of remote teaching on university students' performance.** *Quality & Quantity*, 57(6), 5513-5531. <https://doi.org/10.1007/s11135-023-01612-z>

The COVID-19 pandemic manifested around the World since February 2020, leading to disruptive effects on many aspects of people social life. The suspension of face-to-face teaching activities in schools and universities was the first containment measure adopted by the Governments to deal with the spread of the virus. Remote teaching has been the emergency solution implemented by schools and universities to limit the damages of schools and universities closure to students' learning. In this contribution we intend to suggest to policy makers and researchers how to assess the impact of emergency policies on remote learning in academia by analysing students' careers. In particular, we exploit the quasi-experimental setting arising from the sudden implementation of remote teaching in the second semester of academic year 2019/2020: we compare the performance of the cohort 2019/2020, which represents the treatment group, with the performance of the cohort 2018/2019, which represents the control group. We distinguish the impact of remote teaching at two levels: degree program and single courses within a degree program. We suggest to use Difference-In-Differences approach in the former case and multilevel modeling in the latter one. The proposal is illustrated analysing administrative data referred to freshmen of cohorts 2018/2019 and 2019/2020 for a sample of degree programs of the University of Florence (Italy).

Baillifard, A., Bonvin, M., & Guiard, N. (2023). **AMUQuiz et Kairos : regards croisés sur la création et le développement de deux plateformes d'apprentissage adaptatives.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 139-153. <https://doi.org/10.18162/ritpu-2023-v20n2-11>

Bhargava, R. (2023). **Teaching Data That Matters: History and Practice.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead* (p. 267-292). https://doi.org/10.1007/978-3-031-24193-2_11

The massive growth in data learning offerings in higher education is mainly focused on technical skill and tool training. There is a growing movement to educate with "data that matters," introducing students to the social structure and processes that have produced data, and in which it can have the most impact. This chapter introduces case studies of some of these efforts and summarizes four guiding principles to support them. These examples encourage creating playgrounds in which to learn, connecting students to real data and communities, balancing learning goals with student interests, and letting learners take risks. We close with a "call to arms," supporting data educators in challenging the historical structures of power embedded in data, diving into the ethical complexities of the real work, and teaching how to use data for the overall social good.

Black, N. L., Bouchard, C., Potvin, C., Michelot, F., & Levesque, M. (2023). **Perspectives expérientielles postpandémiques de réinvestissement technopédagogique chez le personnel enseignant universitaire.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 241-259. <https://doi.org/10.18162/ritpu-2023-v20n2-17>

Boboc, A., & Metzger, J.-L. (2023a). **Entretien de Lionel Valet.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9540>

Maître de conférences en Informatique à l'université Savoie Mont-Blanc, Lionel Valet s'est intéressé dès 2012 à l'appui du numérique dans les pratiques pédagogiques, en

tant que chargé de mission pour son établissement. À cette époque, l'arrivée du numérique dans l'enseignement supérieur était présentée sous le terme de « TICE » (Technologie de l'Information et de la Communication pour l'Enseignement). Depuis plusieurs années, ce sont les approches par compétence (APC), l'hybridation des ense...

Boboc, A., & Metzger, J.-L. (2023b). **La formation professionnelle entre injonction à la numérisation et impératif de sobriété**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9219>

L'incitation à pratiquer la sobriété numérique s'est ajoutée aux processus de rationalisation gestionnaire auxquels les acteurs de la formation sont soumis. Or, la sobriété ne consiste pas seulement à réduire les empreintes environnementales et énergétiques, mais aussi sociales. Ces trois types d'empreintes, interdépendantes et en tension, sont inégalement distribuées selon les catégories socioprofessionnelles, le genre, l'âge, le lieu, etc. Aussi, les mesures envisagées pour réduire ces empreintes, faute d'être adaptées aux différentes configurations, peuvent aggraver des inégalités ou en créer de nouvelles, ce qui pèse sur leur acceptabilité et leur efficacité. Ce risque de rejet est accru par la complexité des régulations à différents niveaux, aussi bien nationaux qu'internationaux. Pratiquer la sobriété dépend alors des capacités d'initiatives des formateurs, de leurs marges d'action, donc des facteurs collectifs et organisationnels propres à chaque contexte local. Mais les solutions « clés-en-main » n'existent pas. Tout est à construire, à commencer par les indicateurs ad hoc permettant d'évaluer localement l'importance de ces empreintes et de mesurer, ultérieurement, l'efficacité des mesures expérimentées. En remettant au centre le travail des formateurs, cet article propose un cadre de réflexions exploratoire et prospectif, et pose la question d'une désindustrialisation de la formation.

BORGONOV, F., CALVINO, F., CRISCUOLO, C., SAMEK, L., SEITZ, H., NANIA, J., ... O'KANE, L. (2023). **Emerging trends in AI skill demand across 14 OECD countries**. Consulté à l'adresse <https://doi.org/10.1787/7c691b9a-en>

En analysant les informations sur les offres d'emploi en ligne entre 2019 et 2022 dans 14 pays de l'OCDE, ce document explore les tendances récentes de la demande de compétences pour développer ou travailler avec des systèmes d'intelligence artificielle (IA). Si la part des offres d'emploi en ligne liées à l'IA a considérablement augmenté, elle représentait moins de 1% de l'ensemble des offres d'emploi. Les compétences liées à l'apprentissage automatique (« Machine Learning ») sont les plus recherchées. La partie de l'étude consacrée aux États-Unis révèle une demande constante de compétences socio-émotionnelles, fondamentales et techniques de la part de tous les employeurs du secteur de l'IA.

Bortolotti, R. M. (2023). **Des disputes amicales aux tribunaux numériques : la régulation des conflits par les adolescents via les réseaux sociaux numériques**. *Agora débats/jeunesses*, (95), 25-38. <https://doi.org/10.3917/agora.095.0025>

En mobilisant la sociologie du conflit, l'article propose de montrer à travers la vision des adolescents, comment ces derniers investissent les réseaux sociaux numériques comme des lieux de socialisation amicaux mais aussi de conflictualité. L'autrice s'appuie sur des entretiens réalisés avec une quarantaines de jeunes de quartiers populaires dans le cadre d'une recherche doctorale visant à analyser leurs pratiques numériques. Elle étudie comment leurs conflits se développent et se transposent dans les réseaux sociaux

numériques tout en distinguant ce qui relève de situations de cyberviolence et de formes contemporaines de régulation des divergences.

Boullier, D., Chessel-Lazzarotto, F., Liégeois, G., Mondada, F., Badoux, D., & Agrebi, S. (2023). **Un modèle pluraliste d'éducation numérique, l'expérience du canton de Vaud en Suisse**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9344>

Le canton de Vaud en Suisse a lancé depuis 2019 un nouveau format d'éducation numérique pour tous les niveaux, de la maternelle au gymnase, qui associe étroitement informatique et sciences sociales. Dans ce compte-rendu d'expérience, nous présentons à la fois le modèle qui l'a inspiré, les références conceptuelles auxquelles il se rattache, des exemples de sa mise en œuvre ainsi que les conditions de sa réalisation. Le modèle est pluraliste car il combine plusieurs visées pédagogiques : comprendre l'algorithmie comme principe de modularité dans le traitement des problèmes, comprendre les environnements socio-techniques historiques et contemporains dans lesquels il sont déployés, s'engager dans des décisions de délégation aux machines à divers niveaux, s'engager dans une autorégulation éthique dans ces choix. Dans ce cadre, une variante du modèle centrée sur les enjeux écologiques est présentée.

Bruneault, F., & Mondoux, A. (2023). **Vers des environnements propices à la formation de citoyennes et citoyens numériques responsables en enseignement supérieur**. Consulté à l'adresse Fonds de recherche Société et culture website: https://frq.gouv.qc.ca/app/uploads/2023/10/frederick-bruneault_rapport-recherche-1.pdf

Parmi les multiples activités effectuées par les étudiantes et les étudiants de cégep sur leurs téléphones mobiles, un élément se détache - une incroyable

Charalampopoulou, C., Valente, G., Tali, F., & Céci, J.-F. (2023). **Le(s) changements(s) dans l'ESR et la place du numérique dans les pratiques enseignantes post-pandémie**. *Fin d'un monde, nouveau monde ? Penser les changements des systèmes d'enseignement supérieur et de recherche*. Présenté à Grenoble, France. Consulté à l'adresse <https://hal.science/hal-04251857>

Cette proposition de communication vise à présenter les premiers résultats de la recherche EVARIATION dont l'objectif est de porter un éclairage sur les changements des pratiques d'enseignement-apprentissage que la pandémie de Covid-19 aurait suscités dans l'enseignement supérieur. Nous faisons l'hypothèse que la crise pandémique avec l'injonction à la «continuité pédagogique» aurait accéléré les changements relevant de l'usage du numérique dans l'enseignement chez les enseignants-chercheurs, tout en participant à une augmentation de leur sentiment d'efficacité personnelle (SEP) à enseigner avec le numérique.

Crawford, L., Evans, D., Hares, S., & Sandefur, J. (2023). **Live Tutoring Calls Did Not Improve Learning during the COVID-19 Pandemic in Sierra Leone** (Working Paper N° 591). Consulté à l'adresse Center for Global Development website: <https://econpapers.repec.org/paper/cgdwpaper/591.htm>

Education systems regularly face unexpected school closures, whether due to disease outbreaks, natural disasters, or other adverse shocks. In low-income countries where internet access is scarce, distance learning—the most common educational solution—is often passive, via TV or radio, with little opportunity for teacher-student interaction. In this

paper we evaluate the effectiveness of live tutoring calls from teachers, designed to supplement radio instruction during the 2020 school closures prompted by the COVID-19 pandemic. We do this with a randomised controlled trial with 4,399 primary school students in Sierra Leone. Tutoring calls led to some limited increase in educational activity, but had no effect on mathematics or language test scores, whether for girls or boys, and whether provided by public or private school teachers. Even having received tutoring calls, one in three children reported not listening to educational radio at all, so limited take-up may partly explain our results.

D'Agostino, A., Longobardi, S., Migali, G., & Russo, F. (2023). **Measuring teachers' readiness to use ICT before the COVID-19 pandemic in Italy**. *Quality & Quantity*, 57(6), 5007-5033. <https://doi.org/10.1007/s11135-022-01586-4>

This study seeks to measure teachers' readiness to use ICT in Italy by exploiting the data collected by the National Institute for the evaluation of education and training system (INVALSI) in 2018–2019. We propose a fuzzy set approach to provide a multidimensional picture of how much teachers were ready to integrate ICTs into educational practice. In addition, we use empirical bootstrap intervals to test whether significant differences exist in teacher readiness over several personal and socioeconomic characteristics. The study reveals that teachers' readiness for ICT is composed of three dimensions and varies by teachers' characteristics and regions. These results are a useful tool for understanding the relationship between teachers and ICTs so as to develop more appropriate educational policies.

Daguet, H. (2023). **L'accompagnement à distance : perceptions et usages postpandémiques des tutorats formels et informels pour des étudiants et étudiantes en licence 3 Sciences de l'éducation à distance**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 86-99. <https://doi.org/10.18162/ritpu-2023-v20n2-08>

Descamps, S., Boumazguida, K., Temperman, G., & De Lièvre, B. (2023). **Sobriété numérique et acteurs de l'éducation : analyse croisée de leur sentiment de compétence et de leurs usages déclarés**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9259>

Selon l'Ademe, l'empreinte numérique contribue au changement climatique. L'éducation joue un rôle essentiel dans la promotion de la sobriété numérique. En 2022, une enquête a été menée afin de recueillir les perceptions de compétence ainsi que les usages auto-déclarés des enseignants en ce qui concerne leur maturité numérique. Les résultats révèlent leur manque d'expérience dans ce domaine, même s'ils reconnaissent généralement l'impact environnemental des technologies. Ils ne se sentent pas capables d'adopter des pratiques réflexives, comme l'utilisation de l'analyse du cycle de vie ou l'application de mécanismes écoresponsables lors des achats d'équipements. De plus, ils estiment ne pas être aptes à exercer des compétences numériques écoresponsables comme la collaboration en ligne ou la création de contenu numérique écoconçu. Bien que les participants aient des comportements écoresponsables en matière de consommation, d'autres domaines tels que la gestion de l'environnement, la navigation et la communication en ligne présentent des résultats plus mitigés. Ces lacunes peuvent être attribuées à un faible sentiment de compétence et à un manque de connaissances techniques. Ces constatations soulignent l'importance de la formation des professionnels de l'éducation. C'est pourquoi, sur la base de nos résultats, nous

proposons des recommandations, notamment concernant la sensibilisation à la sobriété numérique et l'acquisition de compétences écoresponsables.

Devauchelle, B. (2023). **La fabrique de la présence**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9530>

La rubrique débat proposée par D. Peraya et D. Paquelin nous invite à approfondir le concept de présence, en particulier dans le cadre des dispositifs d'enseignement et de formation hybrides ou à distance. La circulation des termes est significative de la manière dont les acteurs s'approprient les situations auxquelles ils sont confrontés (Ardoïno, 2000). C'est pourquoi nous proposons d'aborder la présence en partant d'une part de ce qu'elle est au quotidien dans les salles de classe des écol...

Dufort, D. (2023). **Sarah Descamps, Gaëtan Temperman, et Bruno De Lièvre, Vers une éducation à la sobriété numérique**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9509>

Face à l'urgence climatique, les acteurs de l'enseignement, au niveau national comme international, se sont saisis de la question de la transition écologique. En France, l'éducation à l'environnement est évoquée dès la fin des années 70 dans une circulaire. Il faut cependant attendre 2004 pour que ces thématiques commencent à être intégrées dans les programmes scolaires, intégration qui sera renforcée successivement en 2007, 2011 et 2015, 2019 et 2020 (Dussaux, 2010 ; ministère de l'Éducation...

Duguet, A., Morlaix, S., & Corbin, L. (2023). **Les étudiantes et étudiants face à l'emploi de plateformes d'enseignement en ligne : représentations et engagement cognitif**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 173-191. <https://doi.org/10.18162/ritpu-2023-v20n2-13>

El Bahi, A., Bourjila, M., & Charef, F. (2023). **Le E-learning comme une stratégie de résilience de l'enseignement supérieur marocain durant la crise de Covid-19**. *International Journal of Accounting, Finance, Auditing, Management and Economics*, 4(5-2 (2023)), 608-621. Consulté à l'adresse <https://hal.science/hal-04256662>

E-learning is part of information and communication technologies for education (ICTE) and allows teaching without the presence of the teacher or learner. This 'non-presential' character has clearly shown the place of this form of teaching in situations where we cannot be physically present, such as during the Covid-19 crisis. In such a situation, distance education has become the only way to providing education and training for all levels and types of institutions, while ensuring the protection of health. The examination of the choice of this mode of teaching will therefore arise as a necessity in order to show the degree of its success as a strategy of resilience to adopt in the face of potential crises. From these considerations, the importance of this work derives its legitimacy. the purpose of this paper is to determine first, to what extent we can consider E-learning as a resilience strategy according to the perception of the actors of the Moroccan university, and second, to identify the factors that influence this perception. The data used in this article were collected through 127 answers to a questionnaire consisting of several questions, where each question reveals to an explanatory variable taken from the literature review or deemed to have a logical link with the variable explained, distributed electronically to actors of Moroccan higher education. The response database is treated by SPSS under the logistic regression model. The choice of the Moroccan context demonstrates the originality of the work and, at the same time, it constitutes the main limitation of this work,

by limiting the generalizability of the results to other contexts or cultures. The results show that distance learning can be a resilience strategy that needs to evolve.

Emehi, A., & Nwosu, B. O. (2023). **Influence of the Use of E-Learning Technologies on the Learning of Business Education Courses as Perceived by Business Education Students in South-South, Nigeria.** *British Journal of Education*, 11(12). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/influence-of-the-use-of-e-learning-technologies-on-the-learning-of-business-education-courses-as-perceived-by-business-education-students-in-south-south-nigeria/>

The study was carried out to determine perceived influence of the use of e-learning technologies on the learning of Business Education courses in Public Universities in South-South, Nigeria. The study was guided by two research questions and two null hypotheses. The study adopted descriptive survey research design. The population of the study is eight hundred and seventy-nine final year students in public universities in South-South, Nigeria. The sample of size of 275 Business Education students, through Yaro Yamane formula was studied. Structured questionnaire containing 25 item entitled "Perceived influence of the use of e-learning technologies on the learning of Business Education courses" were used for data collection. The instrument was validated by three (3) experts. The Cronbach Alpha Reliability coefficient was 0.97 and 0.91. 275 copies of instrument were distributed; 250 copies were successfully retrieved from students. Mean (X) and Standard Deviation (SD) were used in analyzing the research questions. The null hypotheses were tested at 0.05 level of significance using t-test statistical tool. The findings showed that the use of digital library, video conference and Google search engine have positive influence on the learning of Business Education in Public Universities in South-South, Nigeria. The hypotheses tested showed there is no significant difference between the opinion of students in Federal and State Universities perceived influence of digital library in learning of Business Education courses, there is no significant difference in the mean ratings of male and female Business Education students on the perceived influence of the use of video conferencing in learning of Business Education courses, Nigeria and there is no significant difference in the mean ratings of Business Education Students in Federal and State Universities on the perceived influence of the use of Google Search Engine in learning of business education courses in public universities based on school ownership. Based on the findings of the study, it was concluded that, the use of digital camera, digital library, video conferencing and Google search engine are believed to have influence on the learning of Business Education courses in public universities in South-South, Nigeria. The study recommended among others that management of public universities in South-South zone of Nigeria should endeavour to adequately provide e-learning technologies identified in order to sustain e-learning in learning of business education courses. The educational implication is that the e-learning technologies for teaching and learning of Business Education courses influence teaching and learning of Business Education courses. Training and re-training of lecturers in the utilization of e-learning technologies should be adopted, because it will improve lecturers' skills in business education courses and also help students to learn better and faster in the classroom.

Ferrière, S., & Ailincal, R. (2022). **Representations and uses of digital technology in primary school teaching: A comparative study between two French overseas collectives in the South Pacific.** *The International Education Journal: Comparative Perspectives*, 21(1), 61. Consulté à l'adresse <https://hal.univ-reunion.fr/hal-04282760>

The aim of this descriptive, qualitative study was to collect the representations and feelings concerning the use of digital technology in the education of teachers and educational consultants in two French overseas territories, French Polynesia and New Caledonia. As this is an exploratory study, we did not formulate hypotheses, but rather sought information regarding expectations regarding differences and trends in perceptions and practices according to (1) the territory, (2) the status and (3) the gender of the individuals interviewed. The results indicated that (1) social representations associated with digital technology are almost identical in the two territories, a similarity most likely linked to the influence of French educational directives on local policies regarding digital technology in schools; (2) the duties carried out by the interviewees seem to influence the representations and discourses: the teachers are concerned by the use of digital technology in the classroom, versus the educational consultants by training issues; (3) the discourse appears to be gendered: the men's discourse is centred on digital tools, the women's discourse is centred on the pupil and the contribution of digital technology (difficulties and advantages).

Fluckiger, C., & Vandeveld, I. (2023, octobre 18). **Ce que les enfants comprennent du monde numérique**. Consulté 24 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/ce-que-les-enfants-comprennent-du-monde-numerique-214295>

De quelle culture numérique les enfants disposent-ils quand ils arrivent en classe ? En quoi l'enseignement de l'informatique reste-t-il important ?

Fotsing, J., Njingang Mbadjoin, T., & Talla Tankam, N. (2023). **Tuteur intelligent d'aide à l'apprentissage mobile pour la continuité pédagogique en période de post-COVID-19 : cas de l'apprentissage de la langue anglaise**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 154-172. <https://doi.org/10.18162/ritpu-2023-v20n2-12>

Gleason, B., & Manca, S. (2023). **"We Used to Have Fun But Then Data Came into Play...": Social Media at the Crossroads Between Big Data and Digital Literacy Issues**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead* (p. 123-142). https://doi.org/10.1007/978-3-031-24193-2_5

With the significant growth of social media use for formal and informal learning, research scholarship has also progressively focused on the threats that the manipulation of user behavior via algorithms and the misinformation pushed in disparate ways are causing to democratic participation and online civic engagement. In this chapter, we address the main potential and pitfalls of social media use in higher education and how the increased challenges posed by big data and the growing datafication demand new literacy practices. Whether it is to analyze the teaching and learning practices in the university lecture halls or academic staff's professional learning, it has become imperative to be aware of the inner mechanisms that may hinder the deployment of social media both for educational aims and for social media research. In this light, we adopt a learning ecologies perspective to explore issues of data literacy applied to social media and provide indications for professional development and problems of use of social media data.

Gruslin, É., Roy, N., & Poellhuber, B. (2023). **Satisfaction des besoins fondamentaux lors d'un processus de développement professionnel lié au changement de pratique : le cas**

de deux personnes enseignant au collégial. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 5-21. <https://doi.org/10.18162/ritpu-2023-v20n2-02>

Guitert, M., Romeu, T., & Romero, M. (2023). **How to Integrate Data Culture in HE: A Teaching Experience in a Digital Competence Course.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead* (p. 245-265). https://doi.org/10.1007/978-3-031-24193-2_10

In 2006, the European Commission defined digital competence as a key competence for the citizens of the twenty-first century. Over the years, the concept of digital competence has evolved into a less tool-orientated vision. As a consequence, elements such as attitude when using digital technologies (digital attitude) and data literacy are considered in the actual frameworks such as DigComp 2.1.

Hassan, H., Islam, A., Siddique, A., & Choon Wang, L. (2023). **Telementoring and Homeschooling during School Closures: A Randomized Experiment in Rural Bangladesh** (IZA Discussion Paper N° 16525). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16525.htm>

Using a randomized experiment in 200 Bangladeshi villages, we evaluate the impact of an over-the-phone learning support intervention (telementoring) among primary school children and their mothers during Covid-19 school closures. Post-intervention, treated children scored 35% higher on a standardized test, and the homeschooling involvement of treated mothers increased by 22 minutes per day (26%). We also found that the intervention forestalled treated children's learning losses. When we returned to the participants one year later, after schools briefly reopened, we found that the treatment effects had persisted. Academically weaker children benefited the most from the intervention that only cost USD 20 per child.

Hernández-Leo, D., Amarasinghe, I., Beardsley, M., Hakami, E., García, A. R., & Santos, P. (2023). **Responsible Educational Technology Research: From Open Science and Open Data to Ethics and Trustworthy Learning Analytics.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead* (p. 179-200). https://doi.org/10.1007/978-3-031-24193-2_7

This chapter unfolds some elements of responsible research in the educational technology field and provides examples about how these elements have been considered in initiatives by the Interactive and Distributed Technologies for Education (TIDE) research group at Universitat Pompeu Fabra in Barcelona. First, it focuses on open science, an ongoing movement that promotes, on the one hand, transparent and frequent open-access updates of the research progress and the collected data and, on the other hand, reproducible, accurate, and verifiable research, bringing benefits for the individual researchers, the research community, and the society. Second, the chapter discusses ethics perspectives in educational technology research, relevant when collecting and sharing data and also in the design and development of technologies, especially when they are based on data analytics or artificial intelligence techniques. The latter aspects relate to the capacity of educational software systems to support human agency and preserve human well-being.

Jaillet, A., & Jeannin, L. (2023). **Numérique et bien-être des enseignants du premier degré.** *Phronesis*, 12(2-3), 27-47. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-27.htm>

L'analyse de deux enquêtes en direction des enseignants au cours du programme TNE (Territoire Numérique Éducatif) de l'État français (2021) dans le cadre du plan de relance après les premiers confinements, permet d'étudier les liens entre le bien-être, le stress et les relations avec les élèves, du point de vue des conditions de leurs praxis numériques au regard du modèle proposé par Viac et Fraser (OCDE, 2020). Une double analyse statistique a été mise en œuvre. Le résultat saillant est que les conditions de l'environnement des pratiques professionnelles de l'enseignant du premier degré, chez lui et à l'école, et sa pratique numérique ancrée dans une praxis « ordinaire », sont des facteurs d'influence sur son bien-être et stress déclaré.

Jerrim, J. (2023). **Who Responds to Phishing Emails? An International Investigation of 15-Year-Olds Using Pisa Data.** *British Journal of Educational Studies*, 71(6), 701-724. <https://doi.org/10.1080/00071005.2023.2234456>

Young people are facing an ever-increasing array of online dangers. One of the most common is receipt of a phishing email. This paper presents new evidence on the characteristics of young people most likely to respond to such emails. I find approximately one-in-seven 15-year-olds are at risk of responding to a phishing email, rising to one-in-five amongst those from disadvantaged socio-economic backgrounds. Such risks are particularly high amongst young people with low levels of cognitive skill. Unfortunately, students who are taught about the dangers posed by phishing emails at school are just as likely to take inappropriate actions following their receipt as their peers who have not. I thus conclude that greater emphasis and higher quality instruction needs to be provided to young people about the online risks they face, particularly to those from disadvantaged socio-economic backgrounds and low academic achievers.

Julien-Saavedra, R. (2023). **Les badges numériques ou open badges : dossier.** Consulté à l'adresse

https://wp.unil.ch/digitalskills/files/2023/07/P8_Future_University_Dossier_Open_Badges.pdf

Ce dossier propose un état de la question sur les Open Badges, un sujet qui touche à la micro-certification. La première partie est consacrée à une revue de la littérature afin de formaliser quelques définitions clés à propos des badges en question tout en décrivant le contexte de leur émergence. Elle se concentre également sur l'analyse des avantages et des limites de l'utilisation de badges, notamment au sein de l'enseignement supérieur. La deuxième partie est consacrée à la présentation d'expériences concrètes de mises en place de ces outils. À la lumière de ces expériences, la troisième partie s'attache à formuler un ensemble de recommandations et de perspectives utiles pour l'implémentation des badges numériques au sein de l'enseignement supérieur.

Kucirkova, N., & Leaton Gray, S. (2023). **Beyond Personalization: Embracing Democratic Learning Within Artificially Intelligent Systems.** *Educational Theory*, 73(4), 469-489. <https://doi.org/10.1111/edth.12590>

This essay explains how, from the theoretical perspective of Basil Bernstein's three "conditions for democracy," the current pedagogy of artificially intelligent personalized learning seems inadequate. Building on Bernstein's comprehensive work and more recent research concerned with personalized education, Natalia Kucirkova and Sandra Leaton Gray suggest three principles for advancing personalized education and artificial intelligence (AI). They argue that if AI is to reach its full potential in terms of promoting

children's identity as democratic citizens, its pedagogy must go beyond monitoring the technological progression of personalized provision of knowledge. It needs to pay more careful attention to the democratic impact of data-driven systems. Kucirkova and Leaton Gray propose a framework to distinguish the value of personalized learning in relation to pluralization and to guide educational researchers and practitioners in its application to socially just classrooms.

Kuhn, C. (2023). **Exploring Possible Worlds: Open and Participatory Tools for Critical Data Literacy and Fairer Data Culture**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 201-226). https://doi.org/10.1007/978-3-031-24193-2_8

This chapter is inspired by the webinar I was invited to give earlier in 2020 as part of the project Fair Data Cultures in HE. My doctoral research looks into the interplay between structure, culture and students' agency in the context of open educational practices in HE from a critical realist perspective. Thus, this chapter is being addressed from that standpoint. That is, looking into the deeper levels of social reality where young people are embedded, in particular, students' relationship with open and participatory tools in HE. I will explore how educators can offer pedagogical opportunities for open educational practices that enable students' explorative and critical mindset, so that they transcend the blind acceptance of the socio-political structures within which they are embedded. In so doing, they can question apparatuses and structures that perpetuate mechanisms of surveillance capitalism (Zuboff, S, *The age of surveillance capitalism: the fight for a human future at the new frontier of power*. Profile Books, 2019). Hopefully, students will be able to shape an alternative world in which they reflexively engage with alternative and more holistic digital practices.

Lacôte-Coquereau, C. (2023). **Dispositif d'accompagnement en réalité virtuelle pour adultes autistes dyscommunicants**. *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12101>

Malgré les injonctions institutionnelles, les personnes handicapées demeurent peu engagées dans des processus inclusifs au cœur de la cité. Ainsi, comment faciliter l'évolution du contexte de vie de jeunes adultes autistes résidant en institution, vers un habitat inclusif partagé en milieu urbain ? Il s'agit d'un enjeu sociétal et éthique de pleine participation citoyenne. Nous présentons ici un dispositif spécifique d'accompagnement, en recherche collaborative, en appui sur des systèmes innovants de réalité virtuelle, visant le développement d'interactions, de l'autonomie et du pouvoir d'agir de personnes autistes dyscommunicantes. En effet, si la littérature montre que les outils numériques peuvent favoriser la disponibilité cognitive et stimuler l'engagement d'individus autistes, comment permettre leur participation effective et étayer leurs apprentissages via des capsules de réalité virtuelle ? Les résultats, en preuves anthropologiques, s'inscrivent dans le cadre de la théorie de l'activité.

Ledent, A., Brotcorne, F., Delcourt, J., Poncin, P., & Hindryckx, M.-N. (2023). **Quand un dispositif d'apprentissage numérique ne peut se substituer à l'enseignement en présentiel : les travaux pratiques postpandémiques du supérieur en témoignent**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 100-124. <https://doi.org/10.18162/ritpu-2023-v20n2-09>

Lison, C., & Verchier, Y. (2023). **Des pratiques pédagogiques revisitées en postpandémie? Compte rendu d'une expérience dans un établissement d'enseignement supérieur français.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 28-34. <https://doi.org/10.18162/ritpu-2023-v20n2-04>

Macedo-Rouet, M. (2023, octobre 24). **À l'école, apprendre à évaluer l'information dans un monde numérique.** Consulté 25 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/a-lecole-apprendre-a-evaluer-linformation-dans-un-monde-numerique-215279>

Si l'évaluation de l'information est plus que jamais une compétence essentielle à tous les citoyens, elle est complexe à acquérir. Retour sur les défis qu'elle pose à l'école.

Maclure, J., Gagné-Trudel, S., Therriault, P.-Y., Lacombe, M.-È., & Tardif, L. (2023). **Activité de formation clinique : intégration du numérique.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 207-219. <https://doi.org/10.18162/ritpu-2023-v20n2-15>

Mercier, C., & Trichet, F. (2023). **Accompagner les formateurs et les étudiants à la sobriété numérique.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9449>

Depuis l'apparition des outils numériques, les institutions éducatives, en particulier dans l'enseignement supérieur, ont intégré diverses plateformes numériques pour l'enseignement telles que les systèmes de gestion de l'apprentissage (SGA), l'informatique en nuage et les serveurs multimédias, entre autres. La pandémie de COVID-19 a encore accéléré l'adoption de ces technologies, entraînant une augmentation de l'empreinte écologique et numérique liée à cette transformation numérique. L'utilisation intensive de salles de classe virtuelles pendant la pandémie a entraîné une augmentation des émissions de carbone, et cette tension entre l'innovation et l'impact écologique est un défi continu. L'utilisation des technologies numériques dans l'éducation met également en évidence la nécessité de s'attaquer aux inégalités sociales en matière de compétences numériques et de les travailler chez tous les citoyens. La mission de chargée au numérique au sein d'un département universitaire a pour objectif d'apporter un soutien aux enseignants et aux apprenants pour favoriser l'émergence de comportements numériques responsables. Cette démarche nécessitera une planification à long terme et un changement dans les pratiques existantes, ainsi qu'une emphase sur le développement de pratiques durables et respectueuses de l'environnement. Dans l'ensemble, une action concertée s'avère indispensable pour cultiver des compétences numériques à la fois efficaces et durables.

Michelot, F. (2023). **De l'utilisation contrainte de la formation à distance à la « normalisation » des pratiques? Une étude de cas à l'Université de Moncton, campus de Shippagan.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 220-240. <https://doi.org/10.18162/ritpu-2023-v20n2-16>

Mostafa, M. M. (2023). **Twenty years of Wikipedia in scholarly publications: a bibliometric network analysis of the thematic and citation landscape.** *Quality & Quantity*, 57(6), 5623-5653. <https://doi.org/10.1007/s11135-023-01626-7>

Wikipedia has grown to be the biggest online encyclopedia in terms of comprehensiveness, reach and coverage. However, although different websites and social network platforms have received considerable academic attention, Wikipedia has

largely gone unnoticed. In this study, we fill this research gap by investigating how Wikipedia is used in scholarly publications since its launch in 2001. More specifically, we review and analyze the intellectual structure of Wikipedia's scholarly publications based on 3790 Web of Science core collection documents written by 10,636 authors from 100 countries over two decades (2001–2021). Results show that the most influential outlets publishing Wikipedia research include journals such as Plos one, Nucleic Acids Research, the Journal of the Association for Information Science and Technology, the Journal of the American Society for Information Science and Technology, IEEE Access, and Information Processing and Management. Results also show that the author collaboration network is very sparsely connected, indicating the absence of close collaboration among the authors in the field. Furthermore, results reveal that the Wikipedia research institutions' collaboration network reflects a North–South divide as very limited cooperation occurs between developed and developing countries' institutions. Finally, the multiple correspondence analysis applied to obtain the Wikipedia research conceptual map reveals the breadth, diversity, and intellectual thrust of the Wikipedia's scholarly publications. Our analysis has far-reaching implications for aspiring researchers interested in Wikipedia research as we retrospectively trace the evolution in research output over the last two decades, establish linkages between the authors and articles, and reveal trending topics/hotspots within the broad theme of Wikipedia research.

Motz, R., & Díaz-Charquero, P. (2023). **Fair Learning Analytics: Design, Participation, and Trans-discipline in the Techno-structure**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead* (p. 71-87). https://doi.org/10.1007/978-3-031-24193-2_3

The digitalisation of education is increasingly embracing intensive data collection practices. Sentiment analysis – the semantic analysis of social networks and human-computer interaction models among other data-driven practices, helps to understand human behaviour. However, it also poses a great dilemma regarding the invasion of privacy and triggers a reflection on the ethics for the use of data for improving learning. Consequently, the developers of artificial intelligence must engage in active dialogue with educators, sociologists, psychologists, educational technologists, pedagogues, communicators, and experts in data privacy to understand how their solutions have an impact on this educational practice. In this context, an approach based on human rights and ethics must be considered. This chapter presents an interdisciplinary work in an institutional project focused on the adoption of learning analytics. The experience was carried out by the Group of Open and Accessible Educational Resources from the University of the Republic of Uruguay. The two main pillars of fair learning analytics are design-by-privacy and the relationship between learning analytics and open and inclusive education. Furthermore, such phenomena are discussed in an attempt to generate recommendations for this practice in the regional context, and based on it, to contribute to the international debate.

Naffi, N., Davidson, A.-L., Winer, L., Beatty, B., Germain-Rutherford, A., Diab, R., ... Kropf, V. (2023). **Aller de l'avant après la pandémie de la COVID-19 : nouvelles orientations pour l'enseignement et la conception des cours dans l'enseignement supérieur**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 68-85. <https://doi.org/10.18162/ritpu-2023-v20n2-07>

Niang, A. Y. (2023). **La pratique de la réflexivité, un moyen de satisfaire aux nouvelles exigences liées à la sobriété numérique en formation continue des enseignants**.

Distances et médiations des savoirs. Distance and Mediation of Knowledge, (43).
<https://doi.org/10.4000/dms.9313>

En ce xxi^e siècle, les formateurs d'enseignants se trouvent face à deux systèmes de contraintes ambivalentes. Ils doivent, d'une part, obéir aux injonctions des autorités éducatives, en procédant impérativement à la numérisation en formation continue et, d'autre part, intégrer dans leurs pratiques, les défis de la sobriété numérique. On pourrait, dans ce contexte, se contenter de réduire sur le plan quantitatif l'empreinte du numérique dans la formation. Mais pour notre part, nous avons voulu explorer une autre voie. En effet, ne peut-on pas s'inspirer du paradigme du « praticien réflexif » et examiner s'il n'y a pas là un moyen de favoriser la réduction considérable du nombre de FAD et raisonner ainsi dans les enjeux environnementaux en lien avec la sobriété numérique. Il s'agit de s'interroger sur l'utilisation de la pratique réflexive, et se demander si elle ne peut pas faire l'objet d'un dispositif chez les formateurs permettant de trouver un compromis face à ces injonctions contradictoires. La méthodologie appliquée est qualitative et porte sur des entrevues avec 3 maîtres et 1 formateur, l'analyse de 3 films d'entretien formateur/formé et des textes réflexifs. Il ressort de l'étude que si les maîtres usaient de la pratique réflexive, cela favoriserait la sobriété numérique.

Nwosu, B. O., & Agha, U. J. (2023). **Strategies for Effective Utilization of Hybrid Approaches for Improve Instruction in Office Technology and Management (OTM) In Public Tertiary Institutions in South East, Nigeria.** *British Journal of Education*, 11 (12). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/strategies-for-effective-utilization-of-hybrid-approaches-for-improve-instruction-in-office-technology-and-management-otm-in-public-tertiary-institutions-in-south-east-nigeria/>

This study was carried out to investigate strategies for effective utilization of hybrid instructional approaches in Office Technology and Management (OTM) in public tertiary institutions in South East, Nigeria. The study answered two (2) research questions which were raised based on two (2) variables. Two null hypotheses were tested at 0.05 level of significance. The study adopted descriptive survey research design and the study area was South East geo-political zone of Nigeria. The population of the study consisted of two hundred and sixty-eight (268) business educators employed under Business Education Department of public tertiary institutions in South-East Geopolitical zone, Nigeria. The instrument for data collection was a structured questionnaire titled "Strategies for effective utilization of hybrid instructional approaches in office technology and management questionnaire (SEUHIAOTMQ)" with 18 items. The instrument was validated by three experts, two in business education and one in science education. Reliability of the instrument was determined through pilot test using Cronbach Alpha Reliability Statistical Tool. The analysis yielded a reliability coefficient of 0.85. Mean and standard deviation were used to answer the research questions while independent t-test was used to test the hypotheses at 0.05 level of significance. The result of the analysis revealed that utilization of flipped model and rotational teaching strategies can enhance effective teaching of Office Technology and Management (OTM) in public tertiary institutions. The study also revealed that gender and years of experiences did not affect the opinion of business educators' opinion on strategies for effective utilization of hybrid or blended instructional approaches in Office Technology and Management (OTM) in public tertiary institutions in South East, Nigeria. The implication of the findings was that that every business educator should attend regular in-service education so as to keep abreast of current and future innovations in teaching. Based on the findings, it was recommended, among others, that management of public tertiary institutions in South East, Nigeria

should from time to time train business educators on emerging technologies which can be adopted for hybrid instructional approaches in public tertiary institutions.

Ovcharuk, O., Ivaniuk, I., & Leshchenko, M. (2023). **Impact of school lockdown on access to online instruction during the war in Ukraine**. *European Journal of Education*, 58(4), 561-574. <https://doi.org/10.1111/ejed.12589>

Quarantine measures in connection to the COVID-19 pandemic challenged the education system in Ukraine, like the education systems of other countries. This manifested over the course of three years in an increased need to develop distance learning online. Also, teacher ability to use digital tools, such as information communication technology (ICT), for instruction online is crucial in wartime circumstances in Ukraine. We describe the effects of school lockdown on teachers in Ukraine and how this affected teacher abilities to use distance instruction online in wartime circumstances. Drawing on a large-scale survey of 54,254 educators conducted in January–February 2022, we report on challenges and needs identified by teachers in Ukraine. The survey collected responses from teachers and other categories of educators. Our analysis of survey findings focus on key challenges and needs of teachers and schools during the COVID-19 quarantine. Respondents identified the following challenges: (1) lacking access to ICT equipment; (2) lacking access to stable high-speed internet; (3) an insufficient level of knowledge and skills in using ICTs (digital competence). The study on which this article reports outlined possibilities for the professional development of teachers in Ukraine, complemented with a teacher self-assessment of digital competence. The findings demonstrate that methods for organising online education in wartime circumstances in Ukraine benefit from the active interaction of all participants in the education process, their adaptability to changing learning conditions, continued communication about needs, notably teacher abilities to use ICT, and the ICT capacity of institutions.

Parent, S., Depover, C., & Poellhuber, B. (2023). **La formation à distance et l'apprentissage à l'aide du numérique : une perspective postpandémique – Introduction au numéro thématique**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 1-4. <https://doi.org/10.18162/ritpu-2023-v20n2-01>

Peltier, C. (2023). **Présence, distance et absence. Diversité des représentations liées à la baisse de fréquentation des cours présentiels et des usages des cours enregistrés**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9535>

Introduction Depuis la fin des mesures de mise à distance forcée dans les institutions de formation, liées à la pandémie de COVID-19, un phénomène semble prendre de l'importance : la baisse de fréquentation des cours présentiels dans les universités au profit de l'usage des enregistrements de cours. Si ce phénomène intitulé « lecture attendance crisis » dans la littérature anglo-saxonne (Uekusa, 2023) n'est pas nouveau (Macfarlane, 2013), il représente actuellement une source de préoccupation...

Peraya, D., & Paquelin, D. (2023). **Entre société et institutions de formation : les sens de la présence**. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (43). <https://doi.org/10.4000/dms.9539>

Deux auteurs, Bruno Devauchelle et Claire Peltier que les lectrices et les lecteurs de DMS connaissent déjà, alimentent la rubrique Débat-discussion de ce numéro. Leur

contribution se distingue par le niveau d'enseignement qui constitue leur terrain : l'enseignement scolaire pour l'un, l'enseignement supérieur pour l'autre. Leur approche respective aussi les différencie. B. Devauchelle analyse les notions d'absence et de présence en s'appuyant sur un cadre d'inspiration psychanalytique à part...

Pleau, J. (2023). **La compréhension de l'information en ligne par l'intégration, la navigation et l'évaluation : étude de cas d'internautes de 6e année du primaire** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/17037/>

La réorganisation de l'éducation autour du numérique soulève l'urgence du développement d'une connaissance plus approfondie et adaptée de la littératie informationnelle. S'informer et apprendre à partir d'informations consultées en ligne requiert du lecteur qu'il s'approprie des formes multiples de discours non linéaires (Gervais et Saemmer, 2011), multimodaux (Lebrun et al., 2012), tout en adoptant une posture critique (Leu et al., 2012). Le lecteur internaute apprend à articuler des compétences au sein d'un processus cognitif complexe qu'il développe dès l'âge du primaire (Coiro et Dobler, 2007; Kiili et al., 2020; Potocki et al., 2020). Plus fréquemment exploré en recherche auprès de lecteurs experts, le déploiement de ce processus par des apprenants du primaire demeure méconnu. Comment les jeunes internautes comprennent-ils les informations textuelles, visuelles et sonores qu'ils rencontrent durant leurs recherches sur Internet ? La présente recherche propose une conceptualisation de la littératie informationnelle numérique validée empiriquement à travers une étude de cas multiples menée auprès de neuf internautes du primaire. Elle permet l'induction, à partir de manifestations des compétences d'intégration, de navigation et d'évaluation, du processus menant à la compréhension d'informations consultées en ligne. Cette recherche met de l'avant un protocole expérimental développé selon quatre phases, soit l'entretien dirigé, la méthode de la pensée à haute voix, l'entretien libre de verbalisation de la compréhension et l'entretien rétrospectif semi-dirigé. Ces phases ont été mises en place à deux reprises lors de deux navigations situées à une semaine d'intervalle. Il ressort notamment de cette thèse que les participants s'appuient principalement, pour s'informer au sujet du neurone et de la synapse, sur des textes écrits qu'ils peinent à décoder, mais également sur des écrits vulgarisés, des images et des vidéos. En plus d'offrir une description fine des activités de navigation et de leurs explications par les internautes, la présence de résultats saillants a permis de faire émerger des tendances générales. Nous relevons entre autres une certaine stabilité du nombre de sites consultés durant les navigations pour cinq des neuf cas, et ce, indépendamment de la durée de la navigation. Il ressort également de cette recherche que tous les participants ont consacré plus de 50 % du temps de leurs navigations à l'exploration de sites, une proportion qui a dépassé le seuil des 78 % pour quatre d'entre eux. En ce qui concerne la prise de notes, les comportements variaient grandement. Certains participants ont voué le cinquième du temps de leurs navigations à consigner des informations dans leur carnet de notes, tandis que d'autres n'ont pris aucune note. Dans huit des neuf cas, nous avons aussi remarqué une forte capacité d'inhibition des distractions que représentent les publicités. Nous avons également relevé que dans l'ensemble, les internautes de 6e année évaluaient les informations rencontrées en ligne pour leur pertinence avec leur intention de recherche, mais très peu pour leur fiabilité. Outre ces données générales, cette thèse a mis en évidence différentes stratégies d'intégration, de navigation et d'évaluation des participants, propres à la littératie informationnelle numérique. Elle a également permis d'émettre une hypothèse de cinq

profils d'internautes au départ des points de convergence et de divergence dans la mobilisation des compétences du processus menant à la compréhension d'informations consultées en ligne : le rigide, l'explorateur, le vérificateur, le synthétique et le tenace.

Pluton, L., & Stattner, E. (2023). **Influence de l'environnement de formation à distance sur l'engagement des apprenants et apprenantes : une expérimentation autour de la réalité virtuelle.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 192-206. <https://doi.org/10.18162/ritpu-2023-v20n2-14>

Poellhuber, B., & Michelot, F. (2023). **Les résultats d'un programme de formation à visée transformatrice sur le sentiment d'efficacité personnelle et les pratiques pédagogiques des enseignantes et enseignants.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 22-27. <https://doi.org/10.18162/ritpu-2023-v20n2-03>

Raffaghelli, J. E., & Grion, V. (2023). **Beyond Just Metrics: For a Renewed Approach to Assessment in Higher Education.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 89-121). https://doi.org/10.1007/978-3-031-24193-2_4

Assessment and evaluation in education were a subject of quantification early in the history of the educational systems, given their crucial role to allegedly support transparency, accountability and effectiveness. The aim of this chapter is to scrutinise the evolution of recent discourses relating assessment in higher education, to uncover the fallacies of quantification, later transformed into data-driven practices, connected to assessment.

Raffaghelli, J. E., & Sangrà, A. (2023a). **Conclusion: Building Fair Data Cultures in Higher Education.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 355-383). https://doi.org/10.1007/978-3-031-24193-2_15

This chapter presents the conclusions of the book *Data Cultures in Higher Education: Current Practices and Emergent Challenges*. It is divided in three parts. The first part introduces the contributions of the initial chapters in the book, highlighting the idea of complexity in the current landscape of data practices. It also reviews the cases introduced along the several chapters, placing them in a symbolic space which highlights the tensions between reactive and proactive data epistemologies. The second part characterises "the challenge ahead", basing the reflections on the conceptual lens of data cultures. In fact, building on cultural-historical activity theory, we purport the need for a dynamic approach to data cultures in higher education. This idea is further explored through examples and a case study. To conclude, the third part of the chapter makes some final remarks for future practice and research, emphasising the relevant role of academics' professionalism, participation and activism to build fair data cultures in higher education.

Raffaghelli, J. E., & Sangrà, A. (2023b). **Data Cultures in Higher Education: Acknowledging Complexity.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 1-39). https://doi.org/10.1007/978-3-031-24193-2_1

This chapter introduces the book "Data Cultures in Higher Education: Emerging Practices and the Challenges Ahead". It is based on four sections that frame several chapters'

work and present it. In the first section, we briefly explain the problem of data and datafication in our contemporary society. To offer conceptual lenses, the idea of complexity is applied to the entropic and chaotic way with which datafication appears in several areas of higher education, triggering fragmented responses, ambiguity, and in the worst cases, harm. Hence, we offer the idea of higher education institutions' data culture as potential apparatus to explore and understand the above-mentioned complexity. Data cultures characterise an institution and its tradition, people, narratives, and symbols around data and datafication. We purport here that awareness about their existence is crucial to engage in transformation to achieve fairness, equity, and even justice, beyond the subtle manipulation embedded in many of the assumptions behind data-intensive practices. Over these bases, we present the twelve central chapters composing this book, highlighting their perspectives and the way they contribute to study, act, and change data cultures. Finally, space is left to the book's conclusions and the afterword by invited scholars as a point of arrival for the reader. Several threads conjoin in a web that will hopefully inspire future research and practice.

Raffaghelli, J. E., & Sangrà, A. (Éd.). (2023c). **Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead**. <https://doi.org/10.1007/978-3-031-24193-2>

Raffaghelli, J. E., & Sangrà, A. (2023d). **Data, Society and the University: Facets of a Complex Problem**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 41-68). https://doi.org/10.1007/978-3-031-24193-2_2

This chapter complements the introduction to the book "Data Cultures in Higher Education: Emerging Practices and the challenges ahead". This chapter explores policy-making areas that impact higher education directly or indirectly. These areas are (a) transformation of higher education (from discourses of modernisation to the problem of managerialism, (b) open science and data connected to research practices and (c) the evolution of Artificial Intelligence (AI). In our view, the aforementioned areas support the initial theoretical assumption that data practices are based on several perspectives on how data are produced and used; hence, they encompass complexity. Moreover, this complexity sets the basis for different reactions from Higher Education Institutions (HEIs), which shape their situated institutional data cultures. Through the evidence of concrete evolution of policy-making around data in society and in education, our goal is to provide a frame to understand the relevance of the cases and proposals presented in each of the following chapters.

Rivera-Vargas, P., Cobo, C., Jacovkis, J., & Passerón, E. (2023). **Data Centres in the University: From Tools to Symbols of Power and Transformation**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 329-353). https://doi.org/10.1007/978-3-031-24193-2_14

The almost compulsory and compulsive use of digital platforms through which the university community connects to knowledge, research, teaching and management activities has intensified in the pandemic. Faced with this challenge, higher education institutions must address fundamental questions about learning in a postdigital landscape. This chapter explores how universities have created or adapted research centres to deal with data generation in their day-to-day activities. Although the centres analysed in this chapter have different profiles and expertise, they all seek to better prepare higher education institutions to cope with the datafication of society manifested

in different ways (e.g. digital inclusion, artificial intelligence, privacy, ethical use of data, etc.). Based on a co-design and virtual ethnography, this work is structured in two phases: (1) identification and analysis of 31 websites affiliated to university datafication centres and (2) selection and deepening on four core dimensions of work of these centres. These comparative results highlight global trends, research agendas and priorities, but also illustrate the need to move towards a more multidisciplinary approach, understanding data not only as "tools" but also as "subjects" with an increasingly economical and symbolic power.

Roy, N., Cuerrier, M., & Poellhuber, B. (2023). **Santé mentale, bien-être et formation : les transformations institutionnelles et facultaires opérées lors de la pandémie de COVID-19 répondent-elles aux besoins des personnes apprenantes et aux exigences de la formation à distance en milieu universitaire?** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 35-52. <https://doi.org/10.18162/ritpu-2023-v20n2-05>

San Juan Llano, A., Nguyen, T.-M.-T., Rodriguez, D., & Chardy, M. (2023a). **Opening Telecommunication Data for Inclusive Education.** *NetMob 2023 Data Challenge*. Présenté à Madrid, Spain. Consulté à l'adresse <https://hal.science/hal-04256509>
In this paper, we present the main stages of our research in the context of the NetMob 2023 Data Challenge. Following our global research work in cloud continuum infrastructures for inclusive education, we aim to evaluate the impact of telecommunication infrastructures on digital access from an open data perspective in education. We will analyze the French National Education use case crossing the 4G dataset provided by the French telecommunications operator Orange with open datasets for inclusive education in order to propose the first definition of a new Inclusiveness Education KVI (Key Value Indicator) compatible with the Hexa-X 6G KVI definition.

San Juan Llano, A., Nguyen, T.-M.-T., Rodriguez, D., & Chardy, M. (2023b). **POEMA: a Personal Cloud for Inclusive Education.** In F. of Organization & U. of Z. Informatics (Éd.), *Central European Conference on Information and Intelligent Systems. CECIIS 2023* (p. 509-515). Consulté à l'adresse <https://hal.science/hal-04256875>
The COVID-19 pandemic has evolved the way that education takes place. Distant or hybrid learning has confirmed the importance of cloud computing and network infrastructure for maintaining education activities in this situation. However, lessons learned from these experiences also show the problems of education exclusion and digital infrastructure limitations. In this paper, we analyze these two problems and propose a solution named POEMA, a Personal Cloud for inclusive education based on the cloud continuum concepts and beyond with explicit consideration of inclusiveness workloads by design. Likewise we propose an Inclusiveness Education Key Value Indicator (KVI) definition compatible with the 6G Key Value Indicator concept of Hexa-X.

San Juan Llano, A., Nguyen, T.-M.-T., Rodriguez, D., & Chardy, M. (2023c, octobre). **Opening Telecommunication Data for Inclusive Education.** Consulté à l'adresse <https://hal.science/hal-04256613>

In this poster, we present the main stages of our research in the context of the NetMob 2023 Data Challenge. Following our global research work in cloud continuum infrastructures for inclusive education, we aim to evaluate the impact of

telecommunication infrastructures on digital access from an open data perspective in education. We will analyze the French National Education use case crossing the 4G dataset provided by the French telecommunications operator Orange with open datasets for inclusive education in order to propose the first definition of a new Inclusiveness Education KVI (Key Value Indicator) compatible with the Hexa-X 6G KVI definition.

Santos-Hermosa, G., Quarati, A., Loría-Soriano, E., & Raffaghelli, J. E. (2023). **Why Does Open Data Get Underused? A Focus on the Role of (Open) Data Literacy**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead* (p. 145-177). https://doi.org/10.1007/978-3-031-24193-2_6

Open data has been conceptualised as a strategic form of public knowledge. Tightly connected with the developments in open government and open science, the main claim is that access to open data (OD) might be a catalyser of social innovation and citizen empowerment. Nevertheless, the so-called (open) data divide, as a problem connected to the situation of OD usage and engagement, is a concern.

Sharrock, R., Hamonic, E., Bonfert-Taylor, P., Goudzwaard, M., Memmi, G., Chow, C., & Meise, J. (2023, octobre 11). **Designing a unique revision loop updating courses simultaneously on different MOOC platforms**. Présenté à Learning With MOOCs. Consulté à l'adresse <https://telecom-paris.hal.science/hal-04255412>

This study introduces a content revision loop for simultaneous course updates across MOOC platforms. It uses a single source of truth and iterative, data-driven methodologies, enabling efficient dissemination of updates and assessment improvement. The approach provides a model for instructors managing courses on multiple platforms.

Sheridan, L., & Gigliotti, A. (2023). **Designing online teaching curriculum to optimise learning for all students in higher education**. *The Curriculum Journal*, 34(4), 651-673. <https://doi.org/10.1002/curj.208>

Disruptions to higher education teaching have raised significant concerns over the best curriculum design for teaching online and for the inclusion of all students. Universal design for learning (UDL) together with curriculum research models – taxonomy of significant learning and integrated curriculum design (ICD), provides a curriculum approach to optimising students' learning and building engagement with learning online. This paper outlines the redesign process and decisions made to improve the curriculum design in an online sociology course in teacher education. The goals of the redesign were to optimise all student learning, engagement and perceived satisfaction. Data collection included student responses (pre and post), course evaluation, analytics and reflections from an expert reviewer. Analysis was guided by the UDL curriculum design principles of engagement, representation and action/expression. Emerging from this research is the need to ensure that online learning redesign is user-friendly and engaging, with multiple supported learning opportunities for the students. This redesign strengthens the quality of online learning, with learning becoming more meaningful and learning activities incorporating elements that are reflective, instructional and social. One interesting aspect that emerged was the importance of the partnership between the academic and the instructional designer in the redesign process.

Stewart, B. (2023). **Toward an Ethics of Classroom Tools: Educating Educators for Data Literacy**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 229-244). https://doi.org/10.1007/978-3-031-24193-2_9

In a world of pervasive digital surveillance, data mining, and skyrocketing online participation due to COVID-19, does higher education have a responsibility to approach digital datafication with policies and practices that center equity? This chapter outlines two projects that aim to foster data literacies among educators, and to understand the data practices and perspectives that they bring to their roles as knowledge workers in systems that structure learning and knowledge. The chapter overviews the development of each project and explores the reality that higher education has not yet grappled with the complexity that datafictions pose. Ultimately, it posits that higher education needs ethics-focused conversations about the risks and implications of datafied platforms, and faculty development initiatives that foster data literacies among educators and learners.

Tremblay, C. (2023). **Apports et limites de la formation à distance pour la formation initiale des futurs enseignants et enseignantes**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 53-67. <https://doi.org/10.18162/ritpu-2023-v20n2-06>

Unesco. (2023). **L'école à l'heure de l'intelligence artificielle**. *Le Courrier de l'UNESCO*, (4). Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000387029>

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2022). **Enseigner l'intelligence artificielle au primaire et au secondaire : une cartographie des programmes validés par les gouvernements**. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000380602_fre

Yang, N., & Li, T. (2023). **How Stakeholders' Data Literacy Contributes to Quality in Higher Education: A Goal-Oriented Analysis**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 313-327). https://doi.org/10.1007/978-3-031-24193-2_13

Quality is a complex concept in higher education due to its value-laden nature, that is, different people mean different things. There are five notions of quality in higher education: quality as fitness for purpose, quality as excellence, quality as cost-effectiveness, quality as consistency, and quality as transformation. In the era of big data, most higher education data have not been transformed into actionable insights than other fields such as business intelligence in the companies. Quality is the lifeline of higher education in the universal stage of higher education development. Based on the five notions of quality, this paper aims to discuss how the five notions of quality relate to each other, who the key stakeholders are for each notion of quality, and how their data literacy will impact the quality of higher education.

Zhang, H., & Galaup, M. (2023). **Réflexion sur la conception et l'impact d'un écosystème d'apprentissage adaptatif**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 125-138. <https://doi.org/10.18162/ritpu-2023-v20n2-10>

Orientation scolaire et professionnelle

Baerg MacDonald, K., Benson, A., Sakaluk, J. K., & Schermer, J. A. (2023). **Pre-Occupation: A Meta-Analysis and Meta-Regression of Gender Differences in Adolescent Vocational Interests.** *Journal of Career Assessment*, 31(4), 715-738. <https://doi.org/10.1177/10690727221148717>

Vocational interests have important implications for a range of life outcomes, such as satisfaction with career choice. Extending research on gender differences in vocational interests with adult samples, we sought to evaluate whether a similar pattern emerged during adolescence in a meta-analysis and explored moderators via meta-regression. Examining 41 studies using 3-level meta-analysis, gender differences in vocational interests are substantially accounted for using Holland's RIASEC framework. Male adolescents have higher interests in Realistic and Investigative careers and female adolescents have higher interests in Social and Artistic careers. The differences were not moderated by year, national gender inequality ratings, or scale type. The study highlights that there are patterns in gender differences in the vocational interests of adolescents, that these differences reflect those found with adult samples, and that the differences have been stable over the past 80 years.

Bhatia, A., Rana, S., & Gregor, M. (2023). **The Relationship Between Parental Attachment and Career Aspirations in Indian Female Undergraduate Students.** *Journal of Career Assessment*, 31(4), 631-647. <https://doi.org/10.1177/10690727221129615>

The purpose of the present study was to examine the career aspirations of Indian female undergraduate students, by utilizing a theoretical framework integrating Attachment Theory and Social Cognitive Career Theory (SCCT). Data were collected from 157 female Indian undergraduate students at a Liberal Studies college in India to study the contribution of self-reported maternal and paternal attachment security in predicting career aspirations. In particular, the mediating effects of student-reported self-esteem and career decision self-efficacy were examined in the relationship between their perceptions of maternal and paternal attachment security and career aspirations. Secure attachment to mothers, but not fathers, was found to relate to self-esteem and career decision self-efficacy, which in turn predicted career aspirations. Findings from the study contribute to the literature on career aspirations of women in India and lend support for the integration of attachment theory and SCCT. Future research and practical implications of these findings are discussed.

Boulet, P. (2023). **Parcoursup 2023 : les propositions d'admission dans l'enseignement supérieur.** *Note Flash du SIES*, (24), 1-2. Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-10/nf-sies-2023-24-29745.pdf>

La campagne Parcoursup 2023 s'est caractérisée par une phase principale plus courte, des propositions aux élèves plus rapides et 95 % des néo-bacheliers qui ont reçu au moins une proposition d'admission.

Cangiano, C. (2023). **La jeunesse populaire face à l'enseignement supérieur. Manières de s'orienter en Italie et en France.** *Agora débats/jeunesses*, (95), 39-52. <https://doi.org/10.3917/agora.095.0039>

La jeunesse populaire, longtemps exclue de l'enseignement supérieur, représente désormais une composante de plus en plus importante de la population étudiante dans la plupart des pays occidentaux. L'ouverture sociale de la formation postsecondaire est allée de pair avec un processus de convergence européenne sur les questions éducatives, qui a conduit à la définition de stratégies communes pour renforcer le lien entre le monde de l'éducation et le monde du travail. En s'appuyant sur une enquête de terrain qualitative menée auprès de 50 étudiant·e·s, cet article vise à comparer les parcours d'orientation des jeunes issus des classes populaires vers les études supérieures en Italie et en France.

Coke, Hite, & Harper. (2023). **Perceived Barriers to Transfer that Rural Community College Students Experience when Transitioning to a Regional University.** *Community College Journal of Research and Practice*, 47(11), 709-714.
<https://doi.org/10.1080/10668926.2023.2238653>

This exploratory, phenomenological study explored how rural community college students perceived barriers from the transfer process and the support services they had needed for their successful transfers to 4-year universities in rural Texas. Transfer shock and transfer student capital were the two frameworks employed to model sampled students' transfer experiences and the barriers to transfer. Data sourced from questionnaires and one-on-one interviews with 15 representative transfer students illuminated major barriers in academic advising and financial aid, which mirror the experiences of urban transfer students. Results also indicate that sampled students wanted more remote options and infrastructure (e.g., internet) for learning in rural areas. Most striking among the study's findings was the nature of personal barriers experienced among the nonwhite students sampled, their unique challenges suggested there may be demographic differences among minoritized sub-groups in rural areas as they held different types of transfer capital and experienced transfer shock differently.

Couppié, T., & Sawadogo, A. F. (2023). **Débuter un bac pro : pour quels diplômes et quelle insertion ?** Consulté à l'adresse <https://www.cereq.fr/bac-professionel-insertion>

Fox, R., Rodriguez, J., Joseph, R., & Anderson, A. (2023). **Career Building Among Formerly Incarcerated College Graduates.** *Journal of Career Development*, 50(6), 1189-1205.
<https://doi.org/10.1177/08948453231170211>

The California State University (CSU) Project Rebound is a re-entry program that provides educational, social, financial, and case management to formerly incarcerated college students with the goal of helping them become successful post-incarceration and post-graduation. This exploratory study examines successful career-building strategies reported by formerly incarcerated college graduates (FICG) who participated in a CSU-sponsored re-entry program. In this qualitative study, semi-structured interviews were conducted with 13 alumni of a specific Project Rebound program (N = 13). Results from thematic analysis revealed five major themes depicting the post-graduation employment trajectory of FICG, the challenges that are unique to FICG, and strategies for improving career success among this population. Implications of the findings for theory, research, practice, and policy are discussed.

Hall, K. R., Gong, B., & Andrade, M. S. (2023). **Meaningful Work Linking High-Quality Relationships and Commitment: A Conditional Process Study with Career Orientation.**

Journal of Career Development, 50(6), 1247-1262.
<https://doi.org/10.1177/08948453231182101>

This study aimed to examine the relations between high-quality relationships, meaningful work, and affective commitment, and evaluate whether protean career orientation moderates the relationship between meaningful work and affective commitment. We collected survey data from a sample of working adults to test the research hypotheses. The findings provide support for the proposed model. Consistent with the tenets of the work-as-meaning model, high-quality relationships were positively related to meaningful work, which, in turn, predicted affective commitment. Furthermore, the relationship between meaningful work and affective commitment was stronger for those high in protean career orientation. This study extends the literature on meaningful work and relational coordination. It offers practical insight for managers and others who can help foster high-quality relationships and meaningful work.

Hirschi, A., & Pang, D. (2023). **Pursuing Money and Power, Prosocial Contributions, or Personal Growth: Measurement and Nomological Net of Different Career Strivings.** *Journal of Career Development*, 50(6), 1206-1228. <https://doi.org/10.1177/08948453231182928>

There is considerable agreement that individuals need an "inner compass" to manage their careers as self-directed and values-driven. However, how different career strivings (i.e., long-term, values-related career goals) affect career development remains largely unaddressed. To tackle this issue, we conducted a study to develop and validate new scales to assess self-enhancement, self-transcendence, and personal growth career strivings, representing key self-focused and other-focused extrinsic and intrinsic career goals. The validation of the scales among 389 U.S. and 490 German workers confirmed that career strivings are differentially related to existing measures of intrinsic and extrinsic career goals, work values, and motivational work strivings. Moreover, we confirmed with a time-lagged study among 354 German workers that career strivings (especially personal growth strivings) relate positively to career commitment, career satisfaction, and life meaningfulness. The studies support the utility of examining different career strivings as critical motivational factors in self-directed career management in future research.

Jones, H. (2023). **Young people's schooling trajectories and transitions to social adulthood in the context of Brazil's Bolsa Família.** *Critical Social Policy*, 43(4), 718-738. <https://doi.org/10.1177/02610183221137818>

As cash transfers have become key tenets of social protection systems in the global South, much effort has gone into evaluating their outcomes. Less attention has been paid, however, to young beneficiaries' experiences of cash transfers and the contextualised and differentiated impacts on their lives at the micro-level. Based on a qualitative study of young recipients of Brazil's Bolsa Família programme, this article explores the factors that shape young people's schooling trajectories. The article demonstrates the complexity of young people's lives vis-à-vis the CCT policy model; particularly, how their trajectories do not conform to its linear logic, but rather reflect a more complex interaction of gender norms and social and economic inequalities. The tension between the linearity of the policy model and these differentiated and gendered trajectories in turn complicates how young people navigate the transition to social adulthood, by marking out 'problematic' vs 'successful' transitions and trajectories.

Kaganovich, M. (2023). **Trade-Offs in Choosing a College Major** (CESifo Working Paper Series N° 10650). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f10650.htm>

Recent empirical analyses reveal substantial differences in the choices of college majors between demographic and socio-economic groups that are further amplified upon students' adjustment of their educational choices in the course of studies. The best documented and salient are the differences between genders, whereby women tend to be significantly underrepresented in some quantitatively oriented academic fields such as STEM, Business, and Economics, which also happen to be associated with relatively more lucrative careers, and overrepresented in others, such as Humanities and Education. Among potential explanations for this gender imbalance, some scholars noted that those more lucrative fields tend to have a more competitive environment and assign, on average, lower grades and conjectured that female students exhibit stronger aversion to low grades, hence their relative aversion to low-grading disciplines. The empirical literature also brings up a competing reasoning that gender biases in the choices of disciplines are directly driven by differences in preferences toward fields and pecuniary as well as non-pecuniary aspects of careers associated with them. This paper develops a theoretical model, which proposes a foundation for the latter explanation as a predominant one and reconciling it with the empirical evidence of gender differences in responsiveness to grades mentioned above. The paper argues that a student's responsiveness to grades, in terms of the initial choice of and persistence in majors, is field-specific and is the stronger, the weaker is the student's preferential attachment to the field. A key implication is that categories of students who attach high importance to pecuniary benefits of post-college careers, will be more tolerant toward inferior grades they may receive in the disciplines which promise such lucrative careers. It further explains why such students also tend to exhibit higher dropout rates from college.

Lee, Y.-J. (2023). **Job, career and calling: A teacher's work orientation is/as discursive work during research interviewing.** *Oxford Review of Education*, 49(6), 749-763. <https://doi.org/10.1080/03054985.2023.2172389>

Three categories of work orientation – job, career and calling – have been widely used to characterise how people perceive and behave towards their work. While this typology has been generative, this paper adopts a different perspective (based on Discursive Psychology) by prioritising what and how teachers talk about their work on their own terms during research interviewing. Even though the sample of primary and secondary school teachers from Singapore drew on aspects of these work categories, these teachers were also flexibly managing moral accountability and identities for specific interactional purposes. Specifically, the three work orientations were discursively enlisted to validate, justify, censure and so forth during research interviews. We argue that social-science categories are not just 'ready-made' items to be transplanted from the world of research but are indubitably participants' categories as part of their available rhetorical toolkit. The findings warrant a greater examination than what is currently being done methodologically to understand the world of teachers' work through research interviews.

Lehoux, E. (2023). **Les discours et les présupposés des nouveaux acteurs de l'orientation. La définition de l'orientation et des finalités de l'école en question.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12031>

L'orientation est désormais considérée non plus comme la seule sélection et affectation des élèves sur la base de leurs résultats mais comme un processus, progressif, de

construction d'un projet personnel. Depuis une dizaine d'années, outre les coachs scolaires, la présence d'acteurs étrangers à l'école, intervenant en son sein ou en dehors, à titre marchand ou non, afin d'aider les élèves dans la construction de ce projet, s'est développée. Malgré leur hétérogénéité, en termes de statut comme sur le plan des actions qu'ils mettent en œuvre, ces acteurs partagent un certain nombre de caractéristiques – leur proximité avec le monde de l'entreprise, un rapport ambigu à l'école et, surtout, une conception de l'orientation reposant sur des présupposés communs – que cet article propose d'interroger à partir d'une analyse des discours dont ils sont porteurs.

Maloshonok, N., Shcheglova, I., & Zhuchkova, S. (2023). **Undergraduates' orientations towards student–university relationships: Measurement and associations with student characteristics and engagement.** *Higher Education Quarterly*, 77(4), 722-740. <https://doi.org/10.1111/hequ.12430>

This study explored students' orientations towards student–university relationships and how they differ with regard to student characteristics and engagement. We developed an instrument measuring student orientations and utilised it in a survey of Russian undergraduates. Using latent class analysis, we identified the following types of Russian students' orientations: instructivists, consumerists, constructivists, and students with mixed orientations. As the results showed, the majority of our respondents have consumerist or mixed orientations that mostly mismatch with the actual models of student–university relationships at Russian universities. We also found that students with these orientations are less engaged than instructivists and constructivists. These findings demonstrate the importance of seeking an optimal match between diverse undergraduate orientations and the actual educational model, which fits national and institutional contexts.

Mizzi, A. (2023). « **La file d'attente, ça fait un peu déprimer** ». **Parcoursup : épreuve d'attente et sentiment d'injustice.** *Agora débats/jeunesses*, (95), 87-102. <https://doi.org/10.3917/agora.095.0087>

S'appuyant sur le suivi qualitatif de 34 lycéens en cours d'affectation sur Parcoursup, cet article propose une lecture de ce dispositif en tant qu'épreuve, défi standardisé. En France, les difficultés relatives à l'orientation des bacheliers vers l'enseignement supérieur aboutirent en 2018 à la réforme sur l'orientation et la réussite des étudiants dans laquelle s'inscrit Parcoursup. Si le dispositif antérieur « admission post-bac » apparaissait injuste du fait du tirage au sort pratiqué dans certaines universités, Parcoursup peine à répondre à ces enjeux de justice à cause de son opacité. Plus encore, du fait de l'absence de hiérarchisation des vœux par le candidat, la procédure les plonge dans des horizons temporels moins bornés et plus diffus via des listes d'attente, dont les difficultés sont différemment appréhendées d'un individu à un autre.

Moreno, D. (2023). **Compétences non académiques des élèves et jugement professoral : quels effets sur l'orientation des élèves en fin de troisième ?** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://shs.hal.science/tel-04193573>

Ce travail prend appui sur tout un corpus de travaux portant sur les compétences non académiques (Duru-Bellat, 2015; Fanchini, 2016; Giret, 2015; Giret & Morlaix, 2016; Morlaix, 2015) et sur le jugement professoral (Dechamboux, 2013; Dépret & Filisetti, 2001; Glevarec, 2019; Lafortune & Allal, 2008; Merle, 1996; Mottier Lopez & Allal, 2010) d'une part, puis sur l'orientation des élèves d'autres part (Duru-Bellat & Mingat, 1988; Duru-Bellat & Perretier, 2007; André, 2012). Trois grands axes de CNA, relevés dans la littérature

scientifique, apparaissent incontournables. Il s'agit des compétences : I) Relationnelles (Camus, 2011, 2012; Persais, 2004) ; II) Émotionnelles (Gendron, 2006, 2007, 2010; Gibb, 2014) ; III) Vocationnelles (Bréhaut & Demeuse, 2016; Canzittu & Demeuse, 2017; Demeuse et al., 2010). Le but de ce travail est de décrire les effets des compétences non académiques (CNA) sur l'orientation. Ces CNA, développées par les collégiens en classe de troisième, sont abordées du point de vue du jugement professoral (évaluation) et, dans le même temps, au regard de la perception que se fait l'élève de son identité scolaire (autoévaluation). Fondé sur un échantillon de 1286 élèves, 55 professeurs principaux, répartis dans deux académies, nous avons mis à jour (1) l'impact des caractéristiques de l'élève, tant objectives que subjectives sur le jugement professoral. (2) l'impact des caractéristiques de l'élève sur ses CNA. De là (3) les effets du jugement professoral sur les CNA. Enfin, (4) les effets des CNA de l'élève sur la proposition d'orientation (PP) et sur le choix d'orientation (élève).

Nakra, N., & Kashyap, V. (2023). **Linking Career Adaptability and Psychological Well-Being: A Test of Moderated Mediation Model Among Indian Employees**. *Journal of Career Development*, 50(6), 1139-1154. <https://doi.org/10.1177/08948453231157763>

The present study attempts to investigate how career adaptability predicts psychological well-being (PWB) among employees based on career construction theory (CCT). Precisely, the study examined the role of career sustainability as a mediator and sustainable career climate (SCC) as a moderator establishing the relationship between career adaptability and psychological well-being. Data collected from 550 Indian employees in the Indian banking and IT organizations indicate that career adaptability has a significant effect on career sustainability that eventually predicts PWB. In addition, the findings on the interaction effect of career adaptability and SCC on PWB via career sustainability highlighted the significance of unison between individual and contextual factors in realizing important employee outcomes. The results revealed that the indirect effect of career adaptability on PWB through career sustainability is stronger among employees who perceived their organizational career climate to be sustainable.

Orellana, A., & Tan, K. T. K. (2023). **Skills, Aspirations, and Occupations** (Working Paper N° 2023-027). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://econpapers.repec.org/paper/hkawpaper/2023-027.htm>

It is well documented that children often « inherit » the occupations of their parents. This paper studies the role of early occupational aspirations in determining later life outcomes, a potentially important channel for intergenerational correlations in occupations. Using the Wisconsin Longitudinal Study, we estimate a lifecycle model of college choice and occupation choice to quantify the effect of aspirations on education and wages. We find that aspirations have a sizeable impact on educational attainment and wages, even conditional on latent skills that we recover from the choice model. We also simulate the importance of family background conditional on skills through the strong correlation between family background and aspirations. Our findings suggest that aspirations may be a valuable lever for reducing intergenerational inequality.

Pietrolucci, A., & Albertini, M. (2023). **Not all wealth is the same: types and levels of wealth and children's university enrolment**. *European Sociological Review*, 39(5), 789-803. <https://doi.org/10.1093/esr/jcad009>

A number of studies suggest that parental wealth has both primary and secondary effects on offspring's educational decisions, net of other measures family's socio-economic status. The article documents that there is a positive association between parental wealth and children's university enrolment in Italy, a country characterized by comparatively low levels of wealth inequality and a low enrolment rate in tertiary education. The positive association is confirmed when controlling for children's performance in secondary school, too. Moreover, complementing previous studies, the analyses explore the extent to which different types of wealth have a different effect on children's university enrolment, and on how this effect varies along the wealth distribution and depending on parents' educational level. A positive effect is found only for families with non-negative net wealth and up to the 35th percentile of the wealth distribution. A threshold effect is found for financial wealth as well, being the association positive and significant up to the median of the financial wealth distribution. Real assets show a positive, albeit weaker, association up to the 30th percentile. Next, parental wealth is found to be positively associated with a higher likelihood of enrolment at university only for children of parents with a lower secondary degree or less, whereas the effect is not statistically significant for children of parents with at least an upper secondary degree.

Soto Sullivan, C. M., Deemer, E. D., & Yadav, A. (2023). **Work–Family Balance Satisfaction of Racially and Ethnically Minoritized Postdoctoral Scholars in the STEM Fields**. *Journal of Career Development*, 50(6), 1263-1278. <https://doi.org/10.1177/08948453231185772>

Postdoctoral scholars encounter challenges as they navigate the gap between graduate school and employment positions, one of which includes the challenge of work–family conflict and balance. We used structural equation modeling to test goal endorsement as a possible cultural moderator of the indirect relationship between work demand and work–family conflict. Results revealed that the indirect effect between work demand and work–family conflict was significant at low, but not high, levels of communal goal endorsement. In turn, work–family conflict was found to be a significant negative predictor of work–family balance satisfaction. Results suggest that minoritized postdoctoral scholars' high value of communion serves as a protective factor in reducing the deleterious effects of challenging work environments on work–family conflict and satisfaction with work–family balance. Empirical and practical implications of the findings are presented.

Politique de l'éducation et système éducatif

Aasen, P., & Prøitz, T. S. (2023). **Merging Traditions and Emerging Tensions**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 129-150). https://doi.org/10.1007/978-3-031-36970-4_8

The development of teacher professionalism is contextualised in timely and spatial configurations. Historically educational policy and reforms have influenced the development of the teaching profession. In this chapter we discuss how educational policy and reforms in primary and secondary education and teacher education have influenced the construction of the teacher profession in Norway. We limit our examination of this policy—practicePractice nexus starting from the end of the nineteenth century. In analysing policies and politics that have shaped developments of the teaching profession, we focus on three nexuses or connections crucial in any analysis of professional development: Policies influencing (1) the organization of arenas for

professional development, (2) the steering, management and organisation of the professional field and occupational practicePractice and (3) the professional knowledge, skills, and standards. We argue that different knowledge regimes in educational policy historically have influenced the construction of the teacher profession and laid foundations for new forms of differentiation within the teaching profession. To meet emerging tensions and new forms of differentiation, the challenge seems to be how teacher education can strengthen research-based and value-based professionalism and how teacher training can ensure that the profession is developing a coherent conceptual framework, a common language, a unified theory, an intellectual community, and a frame of reference for value-based and evidence-informed reflection and action.

Adams, P. (2023). **Initial Teacher Education Partnership: Bureaucracy, Policy, and Professional Agency**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 151-171). https://doi.org/10.1007/978-3-031-36970-4_9

Initial teacher education partnership as an example of 'educational nexus', often signals particular responses to normative questioning. Set within the 'theory-practicePractice' nexus, partnership is positioned as the interleaving of various pedagogic/didactic D/discourses (Gee JP. Social linguistics and literacies. Ideology in Discourses. Routledge, 2012) to realise systemic development. Since the publication of Teaching Scotland's Future (Donaldson G, Teaching Scotland's future. Report of a review of teacher education in Scotland, In Education (Issue December), 2010) Scottish initial teacher education has spent considerable time developing supportive local authority/higher education institution/school partnership arrangements. Problematically, inter-group practicePractice has been privileged over shared theoretical debate. This chapter proposes a 'spatial heuristic' centring on the epistemological matters of 'identifying', 'knowing' and 'doing' teaching. It proposes agency '...in which the agent is clearly decentred, an approach in which the achievement of agency is not an achievement of the agent alone but of the agent-in-interaction-with-others' (Biesta G, Tedder M, How is agency possible? Towards an ecological understanding of agency-as-achievement. 44(0), 1-40, 2006) as a key part of professional development and that partnership, subsequently should be reconceptualised as 'existing' in the overlaps 'between' theory and practicePractice.

Adi, B. (2023). **A Relational Realist Vision for Education Policy and Practice**. <https://doi.org/10.11647/obp.0327>

This volume argues that relational realism can help us to make better educational policy that is more effective in practice. Basem Adi draws on critical realism to thoroughly re-examine fundamental assumptions about how government policymaking works, developing an ontological basis from which to examine existing government approaches and imagine an alternative approach based on a relational realist-informed critical pedagogy.

Agosto, V., Still, C. D., & Angelo-Rocha, M. (2023). **A cartography of controversy concerning MAGA: political rhetoric, racism, and symbolism in schools**. *International Journal of Qualitative Studies in Education*, 36(10), 2053-2071. <https://doi.org/10.1080/09518398.2021.1962562>

This study explored incidents in schools involving the controversial campaign slogan, Make America Great Again (MAGA). Using a cartography of controversies approach, we located news reports to understand how educators, students, and families engaged with MAGA as a cultural symbol. In addition to mapping the location of each incident and grade level, we interpreted news reports through a cultural studies lens during weekly meetings. While discussing MAGA related incidents in schools we scripted a blogcast as we worked thematically with data. Our interpretations coalesced into three key findings. First, MAGA's symbolism, as an extension of Trumpian rhetoric, aroused emotions. Second, actors wielding the symbols exhibited entitlement racism. Third, those provoked to act in response to fear and anger faced a double-bind—they were at risk of punishment for reacting to MAGA and at risk of harm (i.e. political trauma) if they ignored it. We discuss the implications of the findings for educational leadership and offer recommendations for future research.

Ahlers, A. L., & Christmann-Budian, S. (2023). **The politics of university rankings in China.** *Higher Education*, 86(4), 751-770. <https://doi.org/10.1007/s10734-023-01014-y>

Over the past decade, universities in the People's Republic of China have notably progressed in international rankings. Most of the existing literature interested in this development describes the adoption of university rankings in China as a recent import of a global institution, and as being driven by a governmental agenda that seeks to bolster the country's competitiveness and overall status on the world stage, including in the academic realm. The wider domestic environment that determines Chinese universities' participation in the global ranking competition is usually left out of the picture. As this article demonstrates, university rankings and other performance indicators have been an organic part of Chinese science and higher education policy and a prominent element in state-directed national reform and development planning processes since at least the 1980s. In addition to the crucial role of the state and a lack of university autonomy, what further distinguishes the case of China from other countries in the rankings is a strong and accepted tradition of utilizing quantification, competition, and rating as political tools. Another reason, we argue, why Chinese universities were able to insert themselves into the ranking race relatively seamlessly and with some quick successes. Yet, after decades of following so-called "Western" standards and indicators for academic performance and reputation evaluation, domestic policy is changing again and taking a seemingly nationalist turn which may bring about some changes in the practice and significance of university rankings in China—and potentially beyond, as we discuss in conclusion.

Alcaíno, M., Jaimovich, A., Méndez, C., & Vásquez, D. (2022). **Government fragmentation and educational outcomes: evidence on the creation of municipalities in Chile** (IDB Publications (Working Papers) N° 11987). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbriks/11987.htm>

We explore how government fragmentation affects public education provision by examining the case of Chile, which created 11 municipalities between 1994 and 2004. Using territories that sought, but failed to, achieve independence as controls, we find that schools in newly created municipalities, on average, experienced a standard deviation decline of 0.2 in elementary school mathematics performance. In addition, fragmentation led to a high turnover and increased job insecurity of classroom teachers and school management teams in newly created municipalities. In contrast, we found that reducing the size of the original municipalities school networks does not impact

student outcomes or school personnel. Overall, our findings point to specific unintended educational effects of policies that seek to enhance horizontal decentralization.

Al-Shehri, K. (2023). **Teaching English Intensively by NESTs in the Saudi EFL Setting: Status and Implications.** *British Journal of Education*, 11(12). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/teaching-english-intensively-by-nests-in-the-saudi-efl-setting-status-and-implications/>

Intensive EFL programs become the current mainstream in the Saudi educational system in most undergraduate tracks. They are aimed at compensating students' previous lack of exposure to English. These programs are chiefly staffed by NESTs. The policy makers believe that native-English instruction is an ideal teaching model that can offer authentic English in the EFL classrooms. There is, however, a dearth of the conducted research studies that examine such a trend. This paper endeavors to assess NESTs' teaching performance based on a list of teaching competencies at Jeddah's intensive English program. The data are qualitatively collected via an observation checklist of seven NESTs. The main findings reveal that NESTs significantly perform high in almost 60% of these competencies. Also, there are no significant differences between the median ranks of NESTs in all the teaching competencies according to these variables: nationality, experience and qualification. This paper recommends that the ideal EFL instruction requires NESTs to be aquatinted with a wide range of technical, contextual and cultural competencies along with their nativeness.

Apple, M. W. (2023). **Rethinking Agents of Transformation: Social Mobilizations and Official Knowledge.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 19-38). https://doi.org/10.1007/978-3-031-36970-4_2

Questions of structures and agency are significant in any serious considerations of the possibilities, limits, and effects of educational reforms. But the interrelations between educational policy and practice cannot be answered unless we deal directly with a number of issues: Who are the agents and what are the structures, movements, and identities that might lead to actions that support or resist dominant educational policies and practices. In this chapter, I critically examine three examples of agentic work. Each has its basis in successful struggles over knowledge, over what are considered to be "legitimate" or official understandings, and over the educational mechanisms that make these understandings available. The first two examples direct our attention to a set of agents who are not talked about enough—students as political/epistemological actors. The third asks whether tactical "hybrid" alliances between ideologically different movements can successfully challenge dominant structures and policies. All of them demonstrate the importance of our understanding the nature of collective alliance building and the creation of activist identities. Each of them contributes to the larger questions that I raised above.

Arnold, I. J. M. (2023). **A high bar may benefit weak students.** *Higher Education*, 86(5), 1027-1047. <https://doi.org/10.1007/s10734-022-00959-w>

This paper uses a large sample of students from a Dutch university to describe variations in academic performance following a change in the strictness of academic dismissal policies. The research setting includes one moment in which the performance threshold for academic dismissal has been changed, keeping constant other characteristics of the educational system. Using a descriptive approach, we show that after the threshold has

been raised the number of credits earned by academically weak students increases. A higher threshold level also brings their study effort forward in time, as evidenced by a decrease in the number of no-shows and an increase in the number of credits earned during regular exams. We also show that some students perceive the minimum performance level as a target level. The evidence suggests that variations in the implementation of academic dismissal policies affect students' tendency to procrastinate, especially among weaker students.

Arnoux, P., Artigue, M., & Grapin, N. (2023). **Caractéristiques, évolutions récentes et résultats de l'enseignement des mathématiques en France**. *Revue internationale d'éducation de Sèvres*, (93), 155-164. <https://doi.org/10.4000/ries.14304>

Cet article décrit et analyse l'enseignement des mathématiques aux niveaux primaire et secondaire en France. Après une présentation synthétique du système éducatif français, l'analyse est organisée autour de trois axes : la représentation sociétale des mathématiques, les objectifs, contenus et méthodes de leur enseignement, les résultats de cet enseignement et leur prise en compte. Les auteurs soulignent l'ambivalence de la représentation sociétale des mathématiques, décrivent les principales caractéristiques de leur enseignement et des évolutions récentes majeures, et montrent que les résultats sont globalement insatisfaisants, ce qu'ils relient, en conclusion, à des faiblesses systémiques.

Association pour le développement de l'éducation en Afrique (ADEA). (2023). **Note de politique sur les réponses réussies dans le domaine de l'éducation pendant la pandémie de COVID-19: Enseignements tirés de sept pays d'Afrique** (p. 7). Consulté à l'adresse Association pour le développement de l'éducation en Afrique (ADEA) website: <https://www.adeanet.org/fr/publications/note-politique-reponses-reussies-domaine-education-pandemie-covid-19-enseignements>

La présente note de politique propose des messages politiques basés sur des initiatives sélectionnées que les pays d'Afrique ont mises en œuvre pendant la pandémie de COVID-19 pour faciliter le fonctionnement des systèmes éducatifs, notamment la formation des enseignants et la réouverture des écoles, ainsi que le bien-être des apprenants, en mettant l'accent sur la nutrition, le soutien aux personnes déplacées, le soutien psychosocial et le soutien contre la violence sexuelle et basée sur le genre. La note permettra aux parties prenantes de l'éducation dans les ministères de l'éducation, les ministères de la planification et les experts en curriculum au niveau national et infranational d'obtenir des informations sur la façon de faire face aux crises futures et sur la façon de mettre en place des systèmes d'éducation résilients. Les études de cas qualitatives ont été menées dans sept pays africains à savoir le Burkina Faso, le Kenya, le Malawi, le Mali, le Mozambique, le Niger et le Nigéria dans le cadre du projet de l'Observatoire.

Ayaya, G., Makoelle, T. M., & Van Der Merwe, M. (2023). **Developing a framework for inclusion: a case of a full-service school in South Africa**. *International Journal of Qualitative Studies in Education*, 36(10), 1996-2014. <https://doi.org/10.1080/09518398.2021.1956616>

South Africa has adopted a policy on inclusive education through which White Paper 6 (2001) became the roadmap for implementation. One hundred and sixty-four (164) full-service schools were established to provide education to diverse learners. The extent to which these schools practise inclusion has not been well documented. This critical

participatory action research (PAR) study was therefore aimed at exploring the development (if necessary) of an inclusion framework for full-service schools. PAR was adopted as a design through which 12 teachers and 15 learners at a full-service school in Johannesburg East District were engaged in action research over a 6-month period, entailing observations, interviewing and focus group meetings. The inductive content analysis of data has resulted in an inclusive teaching framework modelled on Booth and Ainscow's Inclusive Education Index (2002), to address the identified key pillars of inclusive teaching for diverse classes in a full-service school context.

Baba-Moussa, A. R., Hounkpodoté, H., Diallo, L. L., & Kaba, G.-R. (2023). **Une analyse des résultats en mathématiques des pays francophones d'Afrique subsaharienne dans l'évaluation Pasec 2019**. *Revue internationale d'éducation de Sèvres*, (93), 111-119. <https://doi.org/10.4000/ries.14260>

Cet article se base sur les données de l'évaluation Pasec 2019 et apporte de nouveaux éléments d'information sur l'enseignement et l'apprentissage des mathématiques dans les pays francophones d'Afrique subsaharienne. Il met en évidence non seulement les faibles niveaux des acquis des élèves du primaire, mais également la fragilité des connaissances de contenus et didactiques des enseignants. Quelques facteurs explicatifs de ces constats, comme les différences entre écoles, zones urbaines/rurales, secteurs public/privé, sont explorés. Enfin, l'article montre comment la Conférence des ministres de l'éducation des États et gouvernements de la Francophonie (Confemen) accompagne les pays dans l'amélioration de l'enseignement et l'apprentissage des mathématiques.

Baines, E., & Blatchford, P. (2023). **The decline in breaktimes and lunchtimes in primary and secondary schools in England: Results from three national surveys spanning 25 years**. *British Educational Research Journal*, 49(5), 925-946. <https://doi.org/10.1002/berj.3874>

Breaktimes are ubiquitous in English schools. Research suggests they have social value for children, but school staff often have a range of concerns about breaktimes and tend to undervalue them. However, there is little understanding about these times, not least because data are not collected about their organisation and characteristics. This paper brings together data from three national surveys undertaken in 1995, 2006 and 2017 of head teachers of primary and secondary schools to provide an understanding of the nature, organisation and staff attitudes towards breaktimes and how they have changed over 25 years. At each survey point, completed questionnaires were received from representative random samples of over 1000 primary and secondary schools. Results showed marked reductions in the average total amount of time for breaks, the virtual abolition of afternoon breaks and a decline in time available for lunchtime breaks. The reductions were largely for behavioural reasons and to increase time for learning. Results also show variations in the length of breaktimes across school types and in relation to socioeconomic disadvantage, and changes to the amount of supervision provided by schools. Attitudes towards breaks varied across primary and secondary phases, and the withholding of breaks was used by schools to address poor pupil behaviour and disengagement. Schools continued to have concerns about the management of behaviour during breaktimes, even when breaks had already been shortened. It is suggested that staff undervalue the potential contribution that breaktimes afford the development and wellbeing of children and young people in school.

Bank, W. (2023). **Strengthening Basic Education System and Improving Learning Outcomes in Tanzania: A World Bank Policy Note for Tanzania - Mainland.** <https://doi.org/10.1596/40468>

The implementation of the fee-free basic education policy (FBEP) in Tanzania since 2015 has led to consistent growth in the education sector. However, the rapidly increasing school-age population has been creating demands for additional resources and capacity that are often not met. Persistent challenges related to institutional governance and insufficient education spending toward core teaching and learning matters further hinder service delivery and result in inadequate learning outcomes. This note draws evidence from existing studies and available data, taking a holistic approach to assess the performance of the basic education system in Mainland Tanzania in the last decade. It describes the basic service delivery indicators but also goes beyond to analyze the underlying challenges in institutional governance and basic education financing. Recognizing that basic education can deliver fundamental literacy, numeracy, as well as socioemotional skills which are crucial building blocks for continued education and training, employment, and lifelong fulfillment for all Tanzanian citizens, the policy note highlights the following areas that require attention: equitable access; learning outcomes; quantity, quality, and management of teachers; school learning environment; the curriculum and language of instruction; national examinations and learning assessments; and governance and finance.

Barbosa, A., & Vale, I. (2023). **Vers un apprentissage des mathématiques plus autonome et flexible au Portugal** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 133-142. <https://doi.org/10.4000/ries.14284>

Cet article aborde différents aspects de l'enseignement et de l'apprentissage des mathématiques au Portugal, en se concentrant sur les vingt dernières années de réformes éducatives. Afin d'éclairer la nature et le fondement des réformes curriculaires survenues dans le pays, notamment celles qui ont concerné l'enseignement des mathématiques, ainsi que leurs effets sur les résultats des élèves, il montre comment les changements survenus aux niveaux politique et social ont eu un impact non seulement sur le curriculum, sur la dynamique au sein des établissements, mais également sur les pratiques des enseignants. Une réforme curriculaire est actuellement en cours dans l'enseignement de base et l'enseignement secondaire, dans l'objectif d'améliorer l'enseignement des mathématiques dans le pays.

Barrachina-Palanca, M., Gonzalez-Sanchez, M. B., & Gutiérrez-López, C. (2023). **Effects of performance management systems–strategy alignment on lecturers' engagement with knowledge transfer: A perspective from Spain.** *Higher Education Quarterly*, 77(4), 874-889. <https://doi.org/10.1111/hequ.12437>

Abstract Growing competition among higher education institutions (HEIs) explains their increasing interest in reinforcing strategies by incorporating knowledge transfer (KT) objectives into their strategic plans. However, this strategic formulation must be aligned with the implementation of performance management systems (PMSs) to properly achieve KT objectives. Thus, the aim of this paper is to examine whether aligning PMSs with KT strategic objectives improves KT performance while misalignment worsens it. To that end, PMSs are measured with respect to planning; cybernetic control; policies and procedures and reward and compensation elements. KT is specified as R&D contracts, extended patents, patents and licences. With a sample of 3812 Spanish university lecturers, we test the theoretical positive and negative effects of PMS–KT strategy

alignment and misalignment on KT performance respectively. The results show not only that this alignment is effective for KT strategy implementation but also that misalignment has unintended effects on the achievement of long-term KT objectives. Therefore, lecturers' behaviour is influenced by how closely KT strategy and PMSs are aligned. The findings are useful for managers and academics to develop PMSs that effectively contribute to the achievement of universities' strategic goals.

Barringer, S. N., Riffe, K. A., & Collier, K. (2023). **University presidents as agents of connection: an exploratory study of elite presidential ties in the United States, 2005–2020.** *Higher Education*, 86(5), 1129–1150. <https://doi.org/10.1007/s10734-022-00965-y>

The boundaries of higher education organizations (HEOs) are becoming increasingly porous both in the USA and globally. Research has shown that individuals within universities (e.g., trustees and faculty) can serve as boundary spanners who connect universities to their external environments. However, our knowledge of how individuals span HEO boundaries is limited, especially for university leaders. University presidents are leaders that bridge the boundaries of universities via the internal and external aspects of their role. We evaluate the connections presidents establish between universities and external organizations and how they change over time to expand our knowledge of boundary spanners. Drawing on literature on academic capitalism and the interdependencies between organizations, individuals, and environments, we conceptualize how presidents connect their institutions to external organizations and how these connections may differ across institutions over time. Using social networks and latent profile analyses, we examine the connections between elite US universities and external organizations via presidents between 2005 and 2020. Results show growth in connections over time as well as three distinct patterns of connections across institutions. This suggests that presidential connectivity differs across institutions and has changed over time in ways that have implications for university governance, decision making, policies (e.g., conflict of interest), and organizational inequality.

Barron, G. R. S. (2023). **How university rankings are made through globally coordinated action: a transnational institutional ethnography in the sociology of quantification.** *Higher Education*, 86(4), 809–826. <https://doi.org/10.1007/s10734-022-00903-y>

The sociologies of quantification, university rankings, and infrastructure are a loosely connected set of scholarly endeavors. Research in these areas typically examines production of certain types of quantification, their effects, and institutionalization. Despite these commonalities, scholars have noted a lack of conceptual coherence, debates on how to study quantification, a need to examine their socio-epistemological prerequisites, and research that crosses organization and national boundaries. In this paper, I argue that institutional ethnography—an alternative sociology for people—provides a unifying ontology for the sociology of quantification and studies of rankings and metrics in higher education. Institutional ethnography examines socio-epistemological prerequisites of quantification and facilitates a collaborative transnational project due to its focus on the extra local coordination of action. I also share results of the first transnational institutional ethnography of university rankings and related metrics, demonstrating coordinated action across several junctures of what has been called a global university ranking surveillance assemblage.

Baudry, M. (2023). **Prévisions des effectifs dans l'enseignement supérieur – Rentrées 2023 et 2024**. Note Flash du SIES, (23). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-10/nf-sies-2023-23-29529.pdf>

Au total, 2,92 millions d'étudiants seraient inscrits à la rentrée 2023 dans l'enseignement supérieur, effectif en repli de 0,5 % par rapport à l'année précédente. Au total, 2,92 millions d'étudiants, y compris BTS en apprentissage, devraient être inscrits à la rentrée 2023 dans l'enseignement supérieur, effectif en baisse de 0,5 % par rapport à l'année précédente, soit 13 500 étudiants en moins. Cette diminution serait plus modérée que celle constatée entre les rentrées 2021 et 2022. Selon le type de formation, les évolutions seraient contrastées, les baisses d'effectifs universitaires étant en partie compensées par des hausses dans les établissements privés. À la rentrée 2024, en suivant des hypothèses tendancielle, 2,93 millions d'étudiants pourraient être comptabilisés, soit une quasi-stagnation (+0,2 %).

Benger, A. (2023). **Social realism and school history: the role of the historical discipline in substantive knowledge selection**. *Journal of Curriculum Studies*, 55(6), 646-660. <https://doi.org/10.1080/00220272.2023.2253551>

This paper addresses the question of what role the historical discipline might play in informing the selection of substantive knowledge for school history curricula. In the process, it seeks to clarify the usefulness and limitations of Young's social realist theory of powerful knowledge in the case of school history. The paper proposes that assessing the potential of the historical discipline for informing substantive knowledge selection in school history requires a more thorough account of the historical discipline's horizontal knowledge structure. Having attempted such an account, it is argued that while the historical discipline offers no consensus on exactly what substantive knowledge to teach, it does offer resources for tackling political and ethical questions inherent in substantive knowledge selection in school history. This is exemplified through the case of environmental history. The paper concludes that realizing the potential of the historical discipline to contribute to questions of substantive knowledge selection in school history requires that history educators move beyond theorizing the distinction between vertical and horizontal discourses, central to Young's theory of powerful knowledge, and, drawing on Bernstein, consider the historical discipline's particular horizontal knowledge structure and its dialogic, often critical, entanglement with horizontal discourses.

Bojica, A. M., Olmos-Peñuela, J., & Alegre, J. (2023). **A cross-country configurational approach to international academic mobility: exploring mobility effects on academics' career progression in EU countries**. *Higher Education*, 86(5), 1081-1105. <https://doi.org/10.1007/s10734-022-00963-0>

This study takes a novel perspective on mobility as career script compliance to explore the factors that might influence how mobile academics in a country perceive the impact of international mobility on their overall academic career progression and job options. We conduct a country-level qualitative comparative analysis on a sample of 24 European Union (EU) countries, based on data from European Commission's MORE3 indicator tool. We find that these perceptions about the impact are shaped by the dominant patterns of mobility in that country, and the general perception of academics in that particular country that international mobility is rewarded in the institutional promotion schemes. This study introduces new explanatory factors for the career script for international mobility. In so doing, we provide a richer understanding of how countries might influence academics' mobility, which sheds light on previous inconclusive

empirical evidence linking international mobility and academics' careers. Our findings have implications for the policy design of international mobility and open up new lines of inquiry for cross-country comparisons.

Bolhaar, J., Kuijpers, S., Webbink, D., & Zumbuehl, M. (2023). **Does replacing grants by income-contingent loans harm enrolment? New evidence from a reform in Dutch higher education** (CPB Discussion Paper N° 451). Consulté à l'adresse CPB Netherlands Bureau for Economic Policy Analysis website: <https://econpapers.repec.org/paper/cpbdiscus/451.htm>

This paper evaluates the impact of a reform which replaced universal basic grants by income-contingent loans on enrolment in Dutch higher education using administrative data of ten complete student cohorts. Estimates of differences between cohorts show no negative effect of the policy on enrolment. Moreover, difference-in-differences estimates exploiting variation in eligibility for supplementary grants show no negative effect on enrolment. These findings suggest that a system of income-contingent loans can facilitate an increase of private contributions without harming access to higher education.

Bollecker, M. (2023, octobre 24). **Les universités françaises dans la tourmente budgétaire**. Consulté 25 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/les-universites-francaises-dans-la-tourmente-budgetaire-216247>

Les évolutions règlementaires de ces 20 dernières années en termes de financement ont plongé les établissements d'enseignement supérieur et de recherche dans la difficulté.

Bonal, X., & Bellei, C. (2023). **School Segregation in Times of Globalization: Research and Policy Challenges**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 57-80). https://doi.org/10.1007/978-3-031-36147-0_4

In this chapter we situate school segregation as an increasingly relevant field of study within educational policy. In the introduction we map the origins of the study of segregation and its unbalanced development in the USA, Europe and Latin America, showing how the trends of change in contemporary society have repositioned the importance and interest in school segregation. In the second section we synthesize the social mechanisms that generate school segregation, considering both external and internal factors within the educational field. Next, we describe and discuss the evidence on public policies that have sought to prevent, contain or reduce segregation, distinguishing those implemented in traditional educational contexts from those applied in educational systems oriented by market dynamics. Finally, we reflect on the reasons why school desegregation policies have been given low priority, despite the enormous amount of evidence on their adverse effects. We identify significant political, cultural and institutional limits that hinder desegregation policies, particularly their potential for social and political conflict, which tends to dissuade public authorities from giving them the priority that this policy deserves.

Bordry, G., Engel, O., Girardin, A., Kervadec, D., & Raimbault, P. (2023). **Le réseau Cnous-Crous: points forts, points faibles et évolution possible du modèle**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3843> [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche

(IGÉSR) website: <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-07/rapport-igesr-22-23-002b-28831.pdf>

Le rapport analyse la structuration et le fonctionnement de l'un des opérateurs essentiels de

Borgen, J. S., & Hallås, B. O. (2023). **Conceptualisations of Extra-Curricular Cross-Sector Partnerships in the Context of The Cultural Schoolbag and Physical Activity Health Initiatives in Norwegian Schools.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 195-225). https://doi.org/10.1007/978-3-031-36970-4_11

Over the past decades, cross-sector partnership and collaborations in schools have been embraced and developed in many countries as a form of joint work that requires mutual engagement across boundaries within the education policy and practice nexus. However, the addition of extra-curricular content into the school by external partners can be challenging, as it requires the restructuring of the kind of content and knowledge that should be ground in school. How those involved in the cross-sector partnerships negotiate the knowledge ground for certain extra-curricular content and practices is influenced by the context-dependent relationships within the research-policy-practice nexus. Building on previous empirical research conducted by the authors and a document analysis, this article investigates the conceptualisations and key events of two empirical examples of such extra-curricular cross-sector partnerships in the context of compulsory education in Norway. The chapter contributes new knowledge about the research-policy-practice nexus in these partnerships.

Borodiyenko, O., Melnyk, O., & Nychkalo, N. (2023). **The role of international cooperation in the development of vocational education in Ukraine.** *European Journal of Education*, 58(4), 665-680. <https://doi.org/10.1111/ejed.12586>

Since gaining independence, Ukraine has recognised the need to reform its vocational education and training (VET) system to better align with new economic realities. This necessity was largely driven by the country's increasing openness to the world and its desire to integrate with the European Union, which became especially pronounced after the Euromaidan protests in 2014. As a result, the government has pursued policies that are more closely aligned with the European Union. This led to greater international cooperation in the sphere of VET in Ukraine. The study on which this article reports analyses the impact of international organisations and cooperation programmes, as well as actions, initiatives and projects, on the changes and reforms in the Ukrainian VET system from 2013 to 2022 on normative and institutional levels. We adopt a theoretical framework that explains the areas and instruments of influence on policymaking in education used by international organisations. The method applied in the study is interviews with experts from international projects and initiatives currently active in Ukraine. Our findings indicate that international cooperation programmes have had a significant impact on the development of vocational education in Ukraine, particularly in areas such as the governance of the VET system, public-private partnerships, quality assurance, qualifications frameworks, and digitalisation.

Bowers, A. J., & Choi, Y. (2023). **Building School Data Equity, Infrastructure, and Capacity Through FAIR Data Standards: Findable, Accessible, Interoperable, and Reusable.** *Educational Researcher*, 52(7), 450-458. <https://doi.org/10.3102/0013189X231181103>

Despite increasing calls to build equitable data infrastructures, the education field has yet to have a shared guideline around equitable education data management and stewardship. To address this gap, we propose one framework from the data governance literature: the FAIR (Findable, Accessible, Interoperable, Reusable) data management principles complemented by the CARE (Collective benefits, Authority to control, Responsibility, Ethics) principles. We argue that making education data Findable, Accessible, Interoperable, and Reusable (FAIR) is a matter of equity and central to equity-focused data reuse. We illustrate the importance of FAIR education data by synthesizing our research experience and literature at the intersection of data governance and equity-focused data use.

Brankovic, J., Hamann, J., & Ringel, L. (2023). **The institutionalization of rankings in higher education: continuities, interdependencies, engagement.** *Higher Education*, 86(4), 719-731. <https://doi.org/10.1007/s10734-023-01018-8>

In this article, we introduce the special issue of Higher Education that centers on the question of the institutionalization of rankings in higher education. The article has three parts. In the first part, we argue that the grand narratives such as globalization and neoliberalism are unsatisfactory as standalone explanations of why and how college and university rankings become institutionalized. As a remedy, we invite scholars to pay closer attention to the dynamics specific to higher education that contribute to the proliferation, persistence, and embeddedness of rankings. In the second part, we weave the articles included in the issue into three sub-themes—continuities, interdependencies, and engagement—which we link to the overarching theme of institutionalization. Each contribution approaches the subject of rankings from a different angle and casts a different light on continuities, interdependencies, and engagement, thus suggesting that the overall story is much more intricate than often assumed. In the third and final part, we restate the main takeaways of the issue and note that systematic comparative research holds great promise for furthering our knowledge on the subject. We conclude the article with a hope that the special issue would stimulate further questioning of rankings—in higher education and higher education research.

Broitman, C., & Novembre, A. (2023). **Mathématiques scolaires, recherche didactique et formation des enseignants en Argentine : acquis et tensions** (P. Rabaté, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 99-109. <https://doi.org/10.4000/ries.14240>

Cet article présente quelques caractéristiques de la situation de l'enseignement des mathématiques en Argentine au niveau primaire (de 6 à 11 ou 12 ans) et au niveau secondaire (de 12 ou 13 ans à 17 ans). Après un aperçu du système éducatif et des programmes actuels, il expose la tradition de didactique des mathématiques dans ce pays, ainsi que les modalités de formation initiale des enseignants du primaire et du secondaire, avant d'analyser, pour finir, les résultats des évaluations internationales et nationales.

Brooks, R. (2023). **Higher Education Studies Today and for the Future: A UK Perspective.** *British Journal of Educational Studies*, 71(5), 517-535. <https://doi.org/10.1080/00071005.2023.2199828>

This article explores the state of higher education studies today, suggesting that in many ways it can be considered a vibrant field. In the UK, this is evidenced by the relatively large number of REF2021 submissions that had a higher education focus, and the emphasis higher education institutions are increasingly placing on conducting their own

pedagogical research (in some respects, driven by market imperatives). In addition, the field has become more strongly international in its orientation, with more collaborative work, and a greater number of scholars engaging with issues beyond their own nation-state. However, the article also argues that there are various 'threats' bound up with this greater internationalisation – not least, the limited definition of the 'international' that is often implicit in our scholarship.

Brown, M., Sowl, S., & Steigleder, K. M. (2023). **"May I Contribute Some Data to the Discussion?": Negotiating Data Politics Through General Education Reform.** *The Journal of Higher Education*, 94(7), 851-895. <https://doi.org/10.1080/00221546.2023.2203629>

We present a historical case study of "data-driven" general education policy reform at the City University of New York, where within-system transfer issues prompted the need for curricular reform that was debated and eventually implemented from 2011 to 2017. Through an empirical examination of artifacts such as meeting minutes, internal memoranda, institutional reports, speeches, testimonies and position statements, and recordings of public meetings, we trace the emergence of a policy problem, contests over its framing, and the development of a policy solution for a curricular crisis across competing strands of collaborative governance and conflict over curriculum-making. We illustrate how administrators and their allies engage informatic power to unify the means and ends of curriculum reform- producing curricular policy and new language practices for discussing curriculum that facilitate increased managerialism and the rise of audit culture. When curricular conversation primarily focuses on the use of data, normative questions about the purpose and organization of undergraduate curricula are elided. In this case, policy proponents and opponents focused on a narrow definition of what kind of data "counts" for policy making. We argue that governance actors need to allow for and incorporate an array of data resources into their curricular conversation.

Bueno, C., & Bonal, X. (2023). **Fragmented spaces in the urban landscape: A socio-spatial analysis of educational supply in the city of Madrid.** *British Educational Research Journal*, 49(5), 1108-1132. <https://doi.org/10.1002/berj.3889>

The geography of school choice critically shapes families' educational opportunities. Residential segregation, social inequalities and the educational marketplace interact in complex ways and produce spatialised educational opportunities for families. This paper analyses the link between these dimensions and how they structure families' educational opportunities in the city of Madrid. Based on several administrative datasets that capture students' residential location, their socio-economic position, the schools they attend and the characteristics of school supply, our analysis reveals the uneven spatial distribution of the different school modalities in Madrid, where advantaged families and neighbourhoods have more diversified and socio-economically homogenous nearby schooling options. The results also depict the way the city is spatially divided along a continuum of 'privileged' residential and educational assets. The paper reflects on how reforms expanding school choice and diversification of the educational market undertaken by the regional government may have increased the link between residential and school segregation.

Buisson-Fenet, H. (2021). **Piloter ou conduire ? Ce que fait l'instrumentation néo-gestionnaire à l'encadrement scolaire « de proximité » : leçons d'enquêtes en lycée dans l'académie de Lyon.** *Les dossiers des sciences de l'éducation*, (45), 99-115. <https://doi.org/10.4000/dse.5362>

Si l'analyse des instruments d'action publique a montré son caractère heuristique dans la lecture des recompositions administratives sous l'effet du New Public Management, les rares enquêtes sur les politiques éducatives qui mettent ce cadre théorique à l'épreuve montrent le relatif découplage du niveau intermédiaire (les académies) avec le niveau local (les lycées) dans la mise en œuvre du changement. Il n'en va pas de même lorsqu'on observe les cadres scolaires au travail : l'instrumentation donne alors à voir que piloter n'est pas conduire, et que les outils partagés pourraient redessiner des frontières juridictionnelles qu'on croyait gravées dans les statuts.

Bush, T. (2023). **System leadership in England: Changing the landscape, for better or worse?** *Educational Management Administration & Leadership*, 51(6), 1241-1243. <https://doi.org/10.1177/17411432231201718>

Butzbach, M. (2023a, octobre 10). **Au lycée, la filière STMG victime de son succès.** Consulté 24 octobre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/lycee-filiere-stmg-victime-de-succes/00108240> Dans l'ombre du lycée général et professionnel, la voie technologique peine à exister mais continue d'attirer, en particulier la série STMG (Sciences et technologies du management et de la gestion), au point que l'offre ne suit pas.

Butzbach, M. (2023b, novembre 7). **La gestion du harcèlement révèle les failles de l'Éducation nationale.** Consulté 8 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/gestion-harcelement-revele-failles-de-leducation-nationale/00108561>

La lutte contre le harcèlement demande de la coopération, de la transversalité, des moyens humains et du temps. Ce que le système scolaire a les plus grandes difficultés à proposer aux équipes sur le terrain.

Capriotti, P., Martínez-Gras, R., & Zeler, I. (2023). **Does universities' posting strategy influence their social media engagement? An analysis of the top-ranked higher education institutions in different countries.** *Higher Education Quarterly*, 77(4), 911-931. <https://doi.org/10.1111/hequ.12439>

Abstract To ensure the widespread dissemination of information and to foster interaction and dialogue with users, higher education institutions need to develop an active profile on the social networks. This paper analyses the influence of universities' posting strategy on their followers' engagement (reaction, virality and conversation) by measuring the level of activity and type of presence on their social networks. A content analysis was conducted to analyse 90,000 posts by 70 universities from Europe, the United States and Latin America on their institutional profiles on Twitter, Facebook and LinkedIn. The universities' posting activity on their social media is moderate (with an overall mean of 7.04 posts per day), but the interaction rate is very low (0.237), far below the recommended levels of engagement. Notably, increased activity by universities on social networks does not lead to greater engagement but points to an inverse relationship between the two. Our findings also indicate that university-created content (UCC) achieves a higher level of engagement ($\bar{x} = 169.41$) than university-shared content (USC) ($\bar{x} = 126.18$). This study explores the effect of universities' posting strategy dimensions on their follower's interaction.

Charazas, C. (2023). **Les « diagnostics scolaires » : symptôme d'un changement de paradigme éducatif? : variété des jeux de langage, idéologies noosphériennes et enjeux des politiques éducatives** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://theses.hal.science/tel-04267881>

Depuis les années 2000, nous assistons au plein essor de catégories médicalisées, désignant les élèves en difficulté voire en échec scolaires (troubles dys, trouble déficit de l'attention avec ou sans hyperactivité, phobie scolaire, etc.). La préoccupation sociale se manifeste par des mesures prises par les pouvoirs publics, visant l'inclusion scolaire de ces élèves ainsi qu'un repérage précoce des troubles afin d'aménager la scolarité en conséquence. Ces mesures et dispositifs contribuent-ils à plus d'égalité ou, au contraire, à accroître les inégalités (Roiné, 2009) ? Cette recherche propose d'interroger ces nouvelles catégories de marges scolaires, en révélant l'hétérogénéité des représentations qu'elles recouvrent chez les acteurs, mais aussi les enjeux politiques qui leur sont sous-jacents. Nos analyses invitent à avancer l'idée d'un changement de paradigme éducatif, qui marquerait le passage du principe républicain d'une égalité de moyens fournis par l'État à un principe libéral centré sur les individus, associé à une individualisation grandissante des parcours scolaires.

Chesné, J.-F., & Yebbou, J. (2023). **L'enseignement des mathématiques : des enjeux aux apprentissages des élèves**. *Revue internationale d'éducation de Sèvres*, (93), 57-67. <https://doi.org/10.4000/ries.14158>

L'enseignement des mathématiques figure parmi les préoccupations importantes de tous les systèmes éducatifs. À travers dix études de cas, réparties sur quatre continents et réunies dans une perspective comparatiste, ce numéro se propose de cerner quelles mathématiques sont enseignées dans le monde, et dans quels buts. Les articles présentent et analysent les enjeux, les contenus, la mise en œuvre, le rôle des enseignants et l'évaluation de l'enseignement des mathématiques dans une approche historique, mettant en avant la nécessité de mobiliser tous les acteurs et toutes les ressources pour faire face à la complexité des défis éducatifs actuels.

Chiappa, R. (2023). **Unpacking (un)conscious social class bias in faculty hiring processes in Chile: PhD prestige granting university and network**. *Higher Education Quarterly*, 77(4), 756-773. <https://doi.org/10.1111/hequ.12421>

Abstract Social class of origin is apparently an imperceptible attribute among doctorate holders seeking academic jobs. Yet, recent studies in different countries reveal that social class of origin may still be influencing the chances of PhD holders from low social class being hired at prestigious universities. Drawing from the theory of social and cultural reproduction, normative 'fair' academic hirings frameworks, and qualitative evidence collected in Chile, this research identifies the mechanisms that trigger (un)conscious social class bias in the stages of recruitment and selection of candidates in seven academic departments in economics and industrial engineering (46 interviews). Findings did not prove explicit classism manifestations, but practices of inclusion/exclusion of candidates based on the prestige of PhD-granting universities, and networks. These reproduce the relationship between social class and unequal chances of being connected to prestigious universities. Recommendations to address (un)conscious social class bias in academic hiring are discussed.

Chimène, L. (2023). **Les effets « établissements » dans l'éducation au développement durable : une analyse secondaire de l'enquête PISA 2018.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12109>

Depuis l'avènement de l'éducation au développement durable, l'École est chargée d'une nouvelle mission, celle de développer des acquis « développement durable » chez les apprenants. Fruit de prescriptions internationales, tous les systèmes éducatifs sont invités à se saisir de cet enjeu majeur du XXI^e siècle faisant ainsi de l'établissement scolaire un acteur clé dans l'acquisition de valeurs et compétences « développement durable ». Si les établissements, notamment à travers leur organisation, composition ou encore choix pédagogique, peuvent avoir un effet sur les compétences cognitives des élèves, la question se pose quant à leur impact sur le développement d'acquis « développement durable » chez les jeunes. À partir des données issues de l'enquête PISA 2018, nos résultats montrent un effet positif, mais limité des établissements dans l'acquisition de ces compétences et valeurs.

Chirikov, I. (2023). **Does conflict of interest distort global university rankings?** *Higher Education*, 86(4), 791-808. <https://doi.org/10.1007/s10734-022-00942-5>

Global university rankings influence students' choices and higher education policies throughout the world. When rankers not only evaluate universities but also provide them with consulting, analytics, or advertising services, rankers are vulnerable to conflicts of interest that may potentially distort their rankings. The paper assesses the impact of contracting with rankers on university ranking outcomes using a difference-in-difference research design. The study matches data on the positions of 28 Russian universities in QS World University Rankings between 2016 and 2021 with information on contracts these universities had for services from QS—the company that produces these rankings. The study compares the fluctuations in QS rankings with data obtained from the Times Higher Education rankings and data recorded by national statistics. The results suggest that the universities with frequent QS-related contracts had an increase of 0.75 standard deviations (~140 positions) in QS World University Rankings and an increase of 0.9 standard deviations in reported QS faculty-student ratio scores over 5 years, regardless of changes in the institutional characteristics. The observed distortions could be explained by university rankers' self-serving bias that benefits both rankers and prestige-seeking universities and reinforces the persistence of rankings in higher education.

Chong, K. L. (2023). **Sinophobia + Sinocentrism— An AsianCrit Analysis of the US Military's Wartime Curricular [Re]racialization of Chinese [Americans].** *Journal of Curriculum Studies*, 55(6), 682-699. <https://doi.org/10.1080/00220272.2023.2267100>

In this paper, the author uses an AsianCrit analysis of US Department of War Educational Manual No. 42, Our Chinese Ally (EM42), a document of military curriculum from WWII. Their argues that EM42 demonstrates both a state-sanctioned [re]racialization of Chinese and Chinese Americans through simultaneous technologies of Sinophobia and Sinocentrism. Their analysis of EM42 has implications for the construction of Asian Americans as a 'model minority' in the United States, and highlights EM42's contemporary reverberations on the construction of Asian American identity, as well as how nation-states challenged stereotypes of Chinese people without decentring whiteness.

Chowdhuri, M. N. (2023). **L'exclusion des communautés marginalisées dans l'enseignement des mathématiques en Inde** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 81-90. <https://doi.org/10.4000/ries.14208>

L'enseignement des mathématiques en Inde s'inscrit dans un paysage complexe, où le principal problème est l'exclusion des communautés marginalisées de l'enseignement général des mathématiques à l'école. À travers l'examen des cadres curriculaires nationaux qui se sont succédé au fil des ans, cet article entend mettre au jour les trois principaux discours sur les inégalités qui dominent le champ de l'enseignement des mathématiques en Inde : celui en faveur d'une perspective de justice sociale, celui du nationalisme hindou et enfin celui sur les résultats qui prévaut à l'échelle internationale. Si l'influence de ces discours est perceptible dans les différents curriculums nationaux, il est nécessaire de s'intéresser aux processus pédagogiques quotidiens, si l'on souhaite véritablement remédier aux inégalités structurelles dans l'enseignement des mathématiques en Inde.

Chun, H., & Sauder, M. (2023). **The power in managing numbers: changing interdependencies and the rise of ranking expertise.** *Higher Education*, 86(4), 771-790. <https://doi.org/10.1007/s10734-022-00823-x>

As rankings have become increasingly institutionalized in higher education, so too have the strategic responses adopted by universities to address them. A key component of these responses is the development of new expertise, embodied in personnel and organizational units, dedicated to managing quantitative assessments. We draw on a qualitative study of rankings management departments in South Korea to investigate the effects of these new actors in the field of higher education. We find that the rise of new expertise in rankings has reshaped key interdependencies both within universities and between universities and external constituents. This transformation has helped rankings management departments effectively challenge existing work routines and introduce new organizational practices. More generally, this work builds on theories of micro-level institutional change, identifying new mechanisms through which local actors effect lasting alterations in the organizational environment.

Chung, B. W., & Zou, J. (2023). **Teacher Licensing, Teacher Supply, and Student Achievement: Nationwide Implementation of edTPA** (Working Paper N° 2023-04). Consulté à l'adresse University of South Florida, Department of Economics website: <https://econpapers.repec.org/paper/usfwpaper/2023-04.htm>

The recent controversial roll-out of the educative Teacher Performance Assessment (edTPA) - a performance-based exam - raises the bar of initial teacher licensure and makes teacher recruitment difficult. We leverage the quasi-experimental setting of different adoption timing by states and analyze multiple data sources containing a national sample of prospective teachers and students of new teachers in the US. With extensive controls of concurrent policies, we find that the edTPA reduced prospective teachers in undergraduate programs, less-selective and minority-concentrated universities. Contrary to the policy intention, we do not find evidence that edTPA increased student test scores.

Commission européenne. Direction générale éducation, jeunesse, SCHMIDT, N. Š., MATIJEVIC, A. S., ANIĆ, Z., & Commission européenne. Direction générale éducation, jeunesse, sport et culture. (s. d.). **Linking quality assurance and the social dimension of higher education : literature review and mapping national practices : analytical report.** Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/33a6037a-6687-11ee-9220-01aa75ed71a1/language-fr>

Corriveau, C. (2023). **L'évolution des programmes de mathématiques au Québec : le souci de la continuité**. *Revue internationale d'éducation de Sèvres*, (93), 165-176. <https://doi.org/10.4000/ries.14320>

Dans un contexte de réforme de l'éducation au Québec, cet article étudie les performances des jeunes Québécois aux évaluations internationales (Timss et Pisa) en mathématiques. Les résultats enviables et leur constance suscitent une réflexion pour mieux comprendre la culture des mathématiques en contexte scolaire au Québec. L'observation de l'évolution des programmes de mathématiques depuis les années 1950 permet de dégager des éléments constants et inhérents à la discipline, qui traversent les décennies et les différents courants en éducation.

Couppié, T., & Sawadogo, A. F. (2023). **Débuter un bac pro : pour quels diplômes et quelle insertion ?** Consulté à l'adresse <https://www.cereq.fr/bac-professionel-insertion>

Craig, C. J., Flores, M. A., & Orland-Barak, L. (2023). **A "life of optimism" in curriculum, teaching, and teacher education: the legacy of Miriam Ben-Peretz**. *Journal of Curriculum Studies*, 55(6), 734-745. <https://doi.org/10.1080/00220272.2023.2257259>

In 2020, Miriam Ben-Peretz, the Israel Scholar of 2006 and a member of the U.S. National Academy (in addition to being a recipient of Israel's EMET Prize for Research in Education and an American Educational Research Association Fellow) passed away. Ben-Peretz, whose life patterned Israel's contested history (including its wars), was equally well known worldwide and at home. This intellectual biography captures her career trajectory, her abridged academic family tree, her research interests, and how her scholarship spread at home and abroad. Her knowledge creations: curriculum making, curriculum potential and curriculum encounters, are spotlighted. Her longstanding relationship with, and support of MOFET (Institute for Research and Curriculum Development in Teacher Education), which was founded Israel's Ministry of Education, formed a seedbed for her knowledge utilization, knowledge mediation, and knowledge dissemination. Ben-Peretz's career illuminates how she, as a pioneering female and founding citizen of Israel, made headway so that others, could follow in her footsteps. How to live optimistically, despite encountering barriers that would break others, is the legacy that Miriam Ben-Peretz left.

Cristia, J. P., Bastos, P., Beomsoo, K., & Malamud, O. (2022). **Good Schools or Good Students?: Evidence on School Effects from Universal Random Assignment of Students to High Schools** (IDB Publications (Working Papers) N° 12394). Consulté à l'adresse Inter-American Development Bank website: <https://econpapers.repec.org/paper/idbbrikps/12394.htm>

How much do schools differ in their effectiveness? Recent studies that seek to answer this question account for student sorting using random assignment generated by central allocation mechanisms or oversubscribed schools. However, the resulting estimates, while causal, may also reflect peer effects due to differences in peer quality of non-randomized students. We exploit universal random assignment of students to high schools in certain areas of South Korea to provide estimates of school effects that may better reflect the effects of school practices. We find significant effects of schools on scores in high-stakes college entrance exams: a 1 standard deviation increase in school quality leads to 0.06-0.08 standard deviations higher average academic achievement in Korean and English languages. Analogous estimates from areas of South Korea that do not use random assignment, and therefore include the effects of student sorting and peer effects, are substantially higher.

Darolia, R., & Sullivan, A. (2023). **The Dynamics and Measurement of High School Homelessness and Achievement.** *Educational Researcher*, 52(7), 413-421. <https://doi.org/10.3102/0013189X231175142>

How school districts measure homelessness among their students has implications for accountability and funding, as well as for supporting student success. Yet, measuring homelessness among high school students is challenging because students move in and out of experiencing it. Using administrative student-level data from a mid-sized public school district in the southern United States, we show that different commonly used procedures to measure which students are considered homeless can yield markedly different estimates of high school graduation rates for these students. This is largely because of differences in how districts classify students who experience homelessness but later become housed. To address the potentially negative effects of housing insecurity on academic achievement, it is important to first identify a common way to diagnose the problem.

Dépléchin, M. (s. d.). **La domination du livret scolaire au Japon - L'Asie en 1000 mots.** Consulté 8 novembre 2023, à l'adresse <https://asie1000mots-cetase.org/La-domination-du-livret-scolaire-au-Japon>

DEPP. (2023). **L'état de l'École 2023** (p. 105). Consulté à l'adresse Ministère de l'Éducation nationale et de la jeunesse website: <https://education.gouv.fr/media/158436/download> Véritable panorama du système éducatif français, L'état de l'École rassemble les indicateurs statistiques les plus pertinents pour analyser les évolutions et les tendances dans l'éducation.

Dietze, T., Wolf, L. M., Moser, V., & Kuhl, J. (2023). **Fragmentation Management from Policy to Practice. Special Educational Needs Teachers (SEN Teachers) in Mainstream Schools in Germany.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 175-194). https://doi.org/10.1007/978-3-031-36970-4_10

Inclusive education is one of the most far-reaching reform projects in school policy since decades in Germany. In the perspective of educational governance the chapter examines how and by which stakeholders the job profile and role clarification of special educational needs teachers (SEN teachers) in primary schools in Germany is steered. The analysis is based on data from the project FOLIS, which used a mixed-methods design to interview school administration experts, school principals, and SEN teachers from 4 out of 16 federal states. The results show a "fragmentary form" of steering, which is in essence limited to measures of input control and largely excludes elements of output control. Within the single schools, several ways of negotiation on tasks and task distributions of the SEN teachers were found. The responsibility for daily inclusive education is shifted to the responsibility of each individual school, and within the individual school largely to the SEN teachers themselves. Written agreements to clarify the SEN teachers' areas of responsibility are rarely used and SEN-teachers are pushed into the role of a "fragmentation-manager". The results of the study show that inclusive education is a very fruitful field of research in the policy-practice nexus.

Dinh, N. B. K., Zhu, C., Qi, Z., & Kondakci, Y. (2023). **Developing a comprehensive leadership development model in higher education context: A co-design approach.** *Higher Education Quarterly*, 77(4), 792-816. <https://doi.org/10.1111/hequ.12433>

Higher education (HE) in the changing context requires leadership training and development as a vital element for university governance and innovation. While there are several theoretical frameworks on leadership development, most of them are outcome evaluation-oriented. Consequently, there is a lack of a leadership development model which emphasises both design process and expected outcomes. In addition to this, HE leadership development has been gradually transformed toward complexity and flexibility due to the volatile external environment of the 21st century. Thus, instead of having a development programme that simply focuses on individual skill enhancement, a comprehensive leadership development programme that equally fosters leaders' competencies (leader development) and develops collective leadership (leadership development) is increasingly utilised. Unfortunately, previous theoretical frameworks fail to take into consideration these new features. The main aim of this study was to develop a comprehensive theoretical model for academic leadership development (ALD) that promotes both leader development and leadership development. In the present study, 24 academic leaders, lecturers and researchers from five European and six Chinese HE institutions co-designed the ALD model. The constructed model consists of four main dimensions: theoretical core, types of training and providers, training format and ultimate goals. The results contribute to developing, promoting and enhancing leadership development in academic settings.

Disterheft, A. (2023). **Student well-being and learning for sustainability.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3849> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3849>

Well-being (WB) and Learning for Sustainability (LfS) are two concepts and areas of concern for further action that are receiving increasing attention from policy makers, scholars, educators and many others, due to their relevance in developing of societies fit for the future. In the time of writing of this ad hoc paper, two important reports have recently been published: The World Happiness Report 2023 (Helliwell et al., 2023b), with its focus on the state of people's happiness and well-being around the globe, and the IPCC's Synthesis Report for the Sixth Assessment Report on Climate Change (IPCC, 2023), underlining the urgency for societal transformations in order to achieve the Paris agreement and limit global warming to a maximum temperature rise of 1.5°C. Both reports indirectly imply the importance of looking at interlinkages and synergies between well-being and LfS in maintaining Planet Earth as a liveable planet for human and non-human species. First, human well-being depends on the vitality of the planet's ecosystems. Second, both reports are based on the view that anthropogenic environmental changes can be reversed by increasing awareness and enhancing human capacities for positive change towards a more sustainable future. Third, both reports also share the idea of empowerment and agency – i.e. becoming aware of what is, and being empowered to change it for the better. While the World Happiness Report demonstrates the current state of well-being around the globe, the IPCC Assessment Report provides us with current and future scenarios for human-made climate change, underlining the urgency and responsibility to take strong action to mitigate the consequences of global warming. The first section of this ad hoc paper introduces the conceptualisation and agendas for well-being and LfS in order to provide the essentials

of their theoretical (and political) contexts. The second section maps out four synergies between the two concepts, beginning by explaining how these synergies were identified and going on to elaborate each of them, namely: (i) Synergy I – Becoming aware of the mind-body connection. (ii) Synergy II – Strengthening nature-connectedness. (iii) Synergy III – Facing and dealing with (difficult) emotions. (iv) Synergy IV – Fostering happiness and resilience. The third section of the paper provides selected inspiring examples of schools, projects and learning environments in which (some of) these synergies have been put into place. The ad hoc paper concludes by pointing to future avenues for research, and listing some of the shortcomings and necessary cautions to consider when advancing policies in these fields. In this ad hoc paper, LfS is used as an umbrella term for sustainability-related education, and is used interchangeably with Education for Sustainable Development (ESD) and Education for Sustainability (EfS). The term refers to all educational levels, from early childhood to lifelong learning; however, in this report the focus is placed on formal education – in particular, primary and secondary education.

Dryden-Peterson, S., & Horst, C. (2023). **Education for Refugees: Building Durable Futures?** *Journal of Refugee Studies*, fead063. <https://doi.org/10.1093/jrs/fead063>

Education is one of the key tools of nation-building, as it aims to create future citizens. Yet what happens in seemingly 'futureless' contexts where refugees cannot access even social membership, let alone legal citizenship? In this introduction to our special issue on education for refugees, we explore the aspirations and conceptions of possible futures that students, teachers, governments, international non-governmental organizations (INGOs), and funders have when they promote and pursue education as the solution to the liminal position that refugees in protracted refugee situations find themselves in. Based on insights from the articles, we analyse disconnects between aspirations for education and realities of access to quality education and to opportunities after completing education. We argue that to address these disconnects requires us to move beyond temporal and spatial binaries—present vs. future, here vs. there—that are so common in refugee education discourse and policy. Our suggestion is to draw on and support stakeholders' work, powerfully exemplified in this special issue, to contribute to improved conditions through pedagogies, practices, and policies that address these binaries.

Dunn, A. H. (2023). **Teacher Self-Care Mandates as Institutional Gaslighting in a Neoliberal System.** *Educational Researcher*, 52(8), 491-499. <https://doi.org/10.3102/0013189X231174804>

In this manuscript, I argue that narratives of self-care for educators in the midst of pandemic teaching are a form of gaslighting, supported and exacerbated by a neoliberal school system that reinforces individualist, White-normed conceptions of teaching and learning. To make this argument, I use several excerpts from practicing teachers' writing to illustrate the deep sense of frustration and betrayal that teachers felt when inundated with self-care messages without regard for more systemic support and change.

Dupriez, V., Valenzuela, J. P., Verhoeven, M., & Corvalán, J. (Éd.). (2023). **Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile.** <https://doi.org/10.1007/978-3-031-36147-0>

Dupriez, V., & Verhoeven, M. (2023). **School Desegregation Policies in Belgium**. In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 151-166). https://doi.org/10.1007/978-3-031-36147-0_8

In this chapter, recent policies to regulate school enrolment in French-speaking Belgium are presented, emphasizing the reformist character of these initiatives, which avoid questioning the historical principle of free choice of school by families. After the presentation of such political initiatives, this chapter reports on various studies that have attempted to assess the effects of these policies on the state of segregation in the education system. Data show that these decrees failed to result in any significant reduction in the level of social segregation between schools. This text also gives space to the debates and arguments that have accompanied the emergence of these policies, showing, in a sort of adaptation to what public opinion is willing to hear, a shift from fighting segregation to promoting non-discrimination in the use of parental freedom to choose a school.

Dupriez, V., Verhoeven, M., Valenzuela, J. P., & Corvalán, J. (2023). **Conclusion: What Can We Learn from Belgium and Chile for a Less Segregated Education?** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 295-311). https://doi.org/10.1007/978-3-031-36147-0_16

This conclusion begins with a reminder of some of the findings of the international literature review, before turning to the two education systems that are at the heart of this book. It highlights the similarities in the institutional configurations of these two education systems, as well as in the policies implemented in pursuit of increasing social diversity in schools. After presenting some key figures on (de)segregation, the analyses focus on three points: the legitimacy of the policies enacted, the purpose of the policies aimed at affecting segregation (redistribution vs. recognition), and lastly, a questioning of the role played by the public authorities in dealing with this type of problem. One of the main contributions made by this conclusion is to highlight the limitations of desegregation policies such as these, which while exposed to intractable tensions in a market environment tend to focus too closely on the redistribution of opportunities – and not enough on issues of recognition, moral and intellectual autonomy, and democratic integration.

Dutey, C., de Formel, C., Liogier, V., & Rousseau, S. (2023). **180 milliards d'euros consacrés à l'éducation en 2022, soit 6,8 % du PIB**. *Note d'information*, (23.43), 1-4. <https://doi.org/10.48464/ni-23-43>

En 2022, la France a consacré 180,1 milliards d'euros à son système éducatif, soit une hausse de 8,3 milliards d'euros par rapport à 2021 (+ 4,9 %).

Elsenberger, F., & Kendzia, M. J. (2023). **Educational Reforms and Their Positive Externalities on the Labor Market** (IZA Discussion Paper N° 16435). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16435.htm>

Educational reforms aim to improve education quality and accessibility, creating positive externalities like individual growth and societal benefits. Although the global educational attainment has progressed, disparities still exist. This study applies the four-cell matrix developed by Münich and Psacharopoulos (2018) as analytical framework to classify the

benefits of schooling into four different quadrants. It distinguishes between private and social benefits on the x-axis and market and non-market benefits on the y-axis. The survey finds that educational reforms and policies significantly impact society's development and progress, improving economic growth, social mobility, and health outcomes. By and large, the investigated reforms vary by country and education level, with some focusing on primary education and access to education while others focus more on tertiary education. The findings reveal that large differences exist in how far certain reforms were already implemented. Developing nations mainly experience non-market benefits like improved health and disease reduction, while developed countries show positive externalities in market and non-market areas. Reforms targeting tertiary education often translate into more positive externalities in the two private quadrants.

Europe, E. : réseau d'information sur l'éducation en & Eurydice : réseau d'information sur l'éducation en Europe. (2023). **Teachers' and school heads' salaries and allowances in Europe 2021/2022.** Consulté à l'adresse https://eurydice.eacea.ec.europa.eu/sites/default/files/2023-10/Teachers_school_heads_salaries_2021_2022_0.pdf

European Commission (EC). (2023). **Leading learning for sustainability.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3847> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/e9e5ffb6-6c97-11ee-9220-01aa75ed71a1>

This input paper presents a number of key issues and findings from recent literature on school leadership on sustainability and aims to open discussion on possible policy action in this area. For the purposes of this paper, school leaders are defined as holding a formal position of responsibility for the management of the school. School leaders are also teachers, as they are also still involved in learner development, both in and out of the classroom. 'School head' is the most senior school leadership position – the person with overall responsibility for the pedagogical and administrative management of the school or cluster of schools. This role might also be referred to as 'head teacher', 'school principal' or 'school director'. They can also be included in the broad definition of 'school leader'. 1. Introduction 2. The Nature of School Leadership and Sustainability, its challenges and opportunities 2.1 Green Leadership: a Fijian reading 2.2 Green Leadership: a Namibian reading 2.3 Green Leadership: a restoration/ecology centred reading 3. Some questions for reflection 4. References

European Commission & Eurydice. (2023). **Promoting diversity and inclusion in schools in Europe.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3848> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/d886cc50-6719-11ee-9220-01aa75ed71a1>

The diversity of the educational landscape is increasing; however, learners from disadvantaged backgrounds and those who experience discrimination or unequal treatment disproportionately underachieve in schools. Equality, equity and inclusion are fundamental principles of the European Union. They have also become key topics of the educational science discourse and a policy priority across Europe. This report investigates national/top-level policies and measures in 39 European education systems, which

address discrimination and promote diversity and inclusion in schools. It focuses in particular on targeted initiatives to support those learners who are most likely to experience disadvantage and discrimination, including girls/boys, students from different migrant, ethnic and religious backgrounds, LGBTIQ+ students and students with special educational needs or disabilities. The findings show that relevant policies and measures in the investigated areas – monitoring, strategies, access, curricula, learning and social-emotional support, and teacher education and training – are widely present. However, they do not target all student groups equally. The report also highlights areas where policies and measures can be further developed.

European University Association (EUA). (2023). **University Autonomy in Europe IV: Country Profiles.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3850> [Report]. Consulté à l'adresse European University Association (Transnational) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3850>

The 2023 edition of the European University Association's Autonomy Scorecard, the most comprehensive yet, provides a full comparative analysis of the state of play of university autonomy in 35 higher education systems in Europe. The Scorecard country profiles delve into in-depth system analyses, offering insights into recent developments and presenting the sector's perspective on various aspects. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles will be released in three batches. This first batch comprises the following systems: Austria, Denmark, Finland, Germany (Brandenburg, Hesse, North-Rhine Westphalia), Iceland, Ireland, Norway, Poland, Sweden, and Switzerland. By generating information on the current state of university autonomy and governance reforms, the Scorecard enables a more successful benchmarking of national policies with regard to university autonomy and facilitates the exchange of good practices. With more than 30 indicators, the Scorecard methodology offers evidence of institutional autonomy across four key dimensions: Organisational autonomy (covering academic and administrative structures, leadership, and governance); Financial autonomy (covering the ability to raise funds, own buildings, borrow money, and set tuition fees); Staffing autonomy (including the ability to recruit independently, promote, and develop academic and non-academic staff); Academic autonomy (including study fields, student numbers, student selection as well as the structure and content of degrees).

Falaye, F. V., & Onakoya, S. O. (2023). **Towards Enhancement of the Functionality of School Based Management Committee and Community Leaders Involvement in Ensuring Sustainability of Educational Interventions: The Case of Esspin in Lagos.** *British Journal of Education*, 91(102). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/towards-enhancement-of-the-functionality-of-school-based-management-committee-and-community-leaders-involvement-in-ensuring-sustainability-of-educational-interventions-the-case-of-esspin-in-lagos/>

The business of educating the younger generation is no more the exclusive right of the government. Many stakeholders are now involved. The parents, the teachers and the pupils have been substantially-evidentially proven to be factors. More focus is shifting to the community involvement and the influence of school based management committees. This study examines the functionality level of school based management committees and the contribution of community leaders towards ensuring the

sustainability of educational interventions like Education Sector Support Program in Nigeria which has Lagos state as one of the six states in Nigeria where the program was implemented. Mixed method research design approach was adopted. Proportionate to Simple size sampling technique was used to select 100 primary schools in Lagos state. Two (2) instruments: an Interview Schedule and SBMC Checklist with high reliability values were used for the study. Data gathered were analyzed using descriptive statistics and qualitative thematic analysis. The result among others shows that the involvement of community leaders and members of SBMC in the implementation of educational interventions has viable effect on the sustainability of such programs as the community are made to become the custodians and in-house monitoring tool for resources deployed by such interventions. It is thus recommended that educational support agencies should work towards ensuring that adequate community involvement are built into program log-frames to ensure long term sustainability

Fayette, N. (2023). **À l'école des classes dominantes brésiliennes - Marché scolaire, pédagogie et rapports de classes sociales à São Paulo** (Phdthesis, Paris 3 - La Sorbonne Nouvelle). Consulté à l'adresse <https://shs.hal.science/tel-03992208>

Cette thèse est une enquête sociologique sur la scolarisation des classes dominantes brésiliennes à partir du cas de São Paulo. Notre recherche analyse un système éducatif où la sélection sociale et scolaire des classes dominantes est historiquement confiée à des écoles privées d'élite. Notre hypothèse de travail repose sur l'idée que le marché scolaire organise les modalités économiques, les finalités éducatives et les fonctions sociales de la compétition scolaire à laquelle se livrent les classes dominantes de São Paulo. Nous montrons comment ces écoles privées se sont constituées en marché par les actions conjuguées de l'État brésilien, des familles et des écoles. Ce marché scolaire a pour originalité de fondamentalement organiser l'appariement de l'offre et de la demande de scolarisation à partir du prix des écoles. L'écologie, associé aux modalités de recrutement des écoles, classe et hiérarchise les clientèles. Selon leur position sur le marché, les écoles adoptent des stratégies de sélection, de captation ou de rétention de leur clientèle. Les familles, quant à elles, espèrent approcher l'idéal qu'elles se font de la meilleure école selon leurs ressources socio-économiques et leur histoire éducative propre. En façonnant les modalités de rencontre des familles et la socialisation des élèves, le marché scolaire isole les classes dominantes, contribue à la formation de leur culture commune et régule les conflits entre ses différentes fractions. Le style pédagogique des écoles joue à ce titre un rôle clé dans l'expression des différences sociopolitiques entre les familles. Fondée sur un matériau empirique riche (questionnaires, entretiens, observations, littérature grise, statistiques, rapports publics), cette enquête caractérise la morphologie des marchés scolaires des classes dominantes et son rôle dans la reproduction des inégalités sociales et scolaires brésiliennes.

Figlio, D. N., Hart, C. M. D., & Karbownik, K. (2023). **Effects of Maturing Private School Choice Programs on Public School Students**. *American Economic Journal: Economic Policy*, 15(4), 255-294. <https://doi.org/10.1257/pol.20210710>

Effects of Maturing Private School Choice Programs on Public School Students by David N. Figlio, Cassandra M. D. Hart and Krzysztof Karbownik. Published in volume 15, issue 4, pages 255-94 of *American Economic Journal: Economic Policy*, November 2023, Abstract: Using a rich dataset that merges studen...

Fitch, E. F., Hulgín, K. M., & Coomer, M. N. (2023). **How “special needs” vouchers deceive the public and silence the right to inclusive education.** *International Journal of Qualitative Studies in Education*, 36(10), 2015-2035. <https://doi.org/10.1080/09518398.2021.1957174>

The rapid growth of special needs vouchers has been accompanied by the loss of historic civil rights and protections under the Individuals with Disabilities in Education Act (IDEA) and the Americans with Disabilities Act (ADA). We examine three of the largest special needs voucher programs in the United States: those in Florida, Georgia and Ohio. We find that these programs and the largest private special education schools within these states are silent on the right to education in the LRE. This study focuses on how silencing the right to be educated in the least restrictive environment (LRE), thus inclusive education, is taking place. Using Huckin's framework of textual silence and critical discourse analysis, we identify this silence as manipulative, drawing connections between historical segregation, neoliberal ideology and the rhetoric of market choice in the United States. We discuss implications regarding segregation, equity, and education policy.

Fooladi, E. C., Tuomisto, M., & Haapaniemi, J. (2023). **Food in science, science in food – Interdisciplinarity in science/chemistry and home economics lower secondary curricula across three countries.** *International Journal of Science Education*, 45(17), 1485-1505. <https://doi.org/10.1080/09500693.2023.2213801>

Food, cooking, and eating are commonly used as contexts or legitimations to teach and communicate science. However, for teaching to have contextual credibility, the relationship between subject and context is a relevant area of study. The present contribution describes an analysis of curricula from three Nordic countries shedding light on conditions for interdisciplinarity and/or curricular integration between the subjects science/chemistry on the one side, and home economics on the other. A two-phase documentary analysis was conducted on curricula from Finland, Norway, and Sweden from 2006 to 2020, revealing substantial potential for interdisciplinary collaboration and/or curricular integration. This is seen both in common declarative knowledge content ('declarative knowledge overlap') and, more interestingly, meeting points between subject-dependent practices and ways of thinking ('transfer of practices and ways of thinking'). The second inductive phase produced 11 themes common to the subjects. Possibilities and challenges are discussed in relation to the subjects' epistemologies and ontologies, as well as practitioners' competencies, attitudes, and creativity for subject boundary-crossing. Consequently, we conceptualise teachers' roles as lying in the span between 'teacher as polymath' and 'teacher as collaborator'. The present work also provides a instrument for exploring curricular conditions for interdisciplinarity between subjects on a more general basis.

France Stratégie. (2023). **Synthèse du rapport « Les politiques publiques en faveur de la mobilité sociale des jeunes »** (p. 9-23). Consulté à l'adresse France stratégie website: https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2023-rapport-mobilite_sociale_des_jeunes-synthese-octobre_0.pdf

Frisk, S., Apelgren, B.-M., & Sandoff, M. (2023). **Leadership for teaching and learning: Exploring a department-level educational leadership role at a Swedish comprehensive university.** *Educational Management Administration & Leadership*, 51(6), 1461-1477. <https://doi.org/10.1177/17411432211051882>

As excellence in teaching and learning, in combination with a focus on student performance rates, are guiding the demands placed on higher education institutions,

modern universities are attributing strategic importance to leadership of teaching and learning. Previous studies on educational leadership have, nevertheless, identified significant challenges to such leadership due to lack of clear role descriptions, lack of recognition, and lack of access to professional development and support. Using empirical data from a Swedish comprehensive university, we explore the experiences of an appointed leadership role for teaching and learning, that is, the Education Leader, at the department level. Our findings show that a university-wide policy establishing the role and a support structure around it has resulted in a clearly visible and valued role across the university. Furthermore, Education Leaders experience being positioned at the heart of the department's educational activities, performing hub-like work in relation to those they lead. However, some challenges related to the complexity of the department contexts are also identified.

García-Feijoo, M., Alcaniz, L., & Eizaguirre, A. (2023). **Shared strategic reflection process by a higher education institution: A case study.** *Management in Education*, 37(4), 190-198. <https://doi.org/10.1177/08920206211030984>

Business schools face social, economic, cultural, and technological changes that require constant rethinking not only of teaching and learning, but also of leadership and management. In contrast to traditional strategic planning models, this article proposes a new participatory approach for the university community, arriving at a common story and visualizing an exciting future for the school. Applying case study methodology, the paper describes a process of shared strategic reflection at a century-old European business school by following Otto Scharmer's Theory U. The process enabled achievement of shared definitions of vision, values, lines of progress, and strategic projects, and the study itself improved the participants' perception of the process and its impact on a shared vision's generation. After process implementation, and as a general conclusion, Theory U contributed to promoting shared strategic reflection, with results that are very valuable in the highly uncertain, challenging environment in which business schools are immersed.

Gauthier, C., Bissonnette, S., & Van der Maren, J.-M. (2023). **La pertinence de l'utilisation des données probantes en éducation à la lumière des rapports théorie-pratique.** Consulté à l'adresse https://drive.google.com/file/u/0/d/1NOSV_7RNL8YXfLYM46Q6UXrjaG3MZde1/view?usp=sharing&pli=1&usp=embed_facebook

Gilmore, D., & Nguyen, C. (2023). **Unbundling the approach to teaching in online Australian higher education.** *Management in Education*, 37(4), 161-168. <https://doi.org/10.1177/08920206211066269>

This paper illustrates how unbundling has progressed from university-controlled approaches to incorporating partnership organisations into the delivery of university functions, specifically teaching. In this paper, we limit the scope of unbundling to the management of online teachers using three Australian case studies. In the first section, we review the literature for reasons that support unbundling the teaching approach, the effectiveness of this approach, and criticisms posed. Then we use aspects of the literature to present an unbundled teaching hierarchy. We use three examples from the hierarchy in the context of three Australian case studies that are illustrative of how online teachers are managed in Australian higher education. As discussed in this paper, the opportunities and challenges associated with unbundling university teaching have implications for the

quality of the student experience, teacher experience, and cost effectiveness for institutions.

Gondra, J. (2023). **Creuser la terre sombre: forme et défis de l'historiographie de l'éducation au Brésil et en Argentine (1997-2019)**. *Paedagogica Historica*, 59(5), 941-957. <https://doi.org/10.1080/00309230.2021.1982998>

Cet article fait un diagnostic partiel de l'histoire de l'éducation en Amérique Latine, à partir des études publiées dans la Revue Brésilienne d'Histoire de l'Éducation (RBHE) et dans l'Annuaire de l'histoire de l'éducation (AHE), de l'Argentine, afin de réfléchir sur les défis auxquels les chercheurs de l'histoire de l'éducation dans les pays d'Amérique latine sont confrontés. La question centrale se réfère à la communauté de dialogue, aux politiques des savoirs et aux jeux de légitimité mis en place parmi les chercheurs latino-américains qui ont publié dans la RBHE et AHE. Quelle est la provenance des auteurs? Quelles références adoptent-ils et comment les utilisent-ils? Quels effets le système de référence employé favorise-t-il? En travaillant avec la production diffusée dans la RBHE et AHE, il est important de reconnaître qu'il s'agit d'un observatoire d'une fraction qualifiée et réduite de ce qui a été diffusé dans des périodiques spécialisés dans le domaine de l'histoire de l'éducation. Néanmoins, il est possible de travailler avec l'hypothèse que la série des 361 articles et 19 dossiers thématiques publiés tout au long du cycle de vie de la revue brésilienne, et dans les 167 articles et neuf dossiers de son équivalent argentin, constitue une plateforme que fournisse des indications importantes sur le type et l'orientation de la recherche dans l'histoire de l'éducation au Brésil et en Argentine.

González San Martín, I., Aravena Vásquez, M. J., & Pérez Wilson, C. (2023). **Le regard de chercheurs sur l'enseignement actuel et futur des mathématiques au Chili**. *Revue internationale d'éducation de Sèvres*, (93), 91-97. <https://doi.org/10.4000/ries.14215>

Cet article présente le contexte et les fondements conceptuels de l'enseignement des mathématiques au Chili, ainsi que des expériences menées dans le système éducatif. Ces aspects permettent d'étayer une réflexion qui porte sur l'état actuel et futur de l'enseignement des mathématiques ainsi que sur la perception de cette discipline dans la société chilienne. À la lumière des changements observés dans le système scolaire au cours des dernières décennies, ces observations visent à susciter une réflexion sur la réalité des cours de mathématiques en classe.

Greer, K., King, H., & Glackin, M. (2023). **'Standing back' or 'stepping up'? Exploring climate change education policy influence in England**. *British Educational Research Journal*, 49(5), 1088-1107. <https://doi.org/10.1002/berj.3888>

This paper explores the nature of climate change education-related policy influence in England at a time when public consciousness about the need to accelerate climate change action was heightened, and as the 2018 climate strikes gathered momentum around the world. Informed by Foucault's concept of 'governmentalities', and using data generated through 24 exploratory interviews and reflexive thematic analysis, we examine the extent to which influential individuals were advocating for policy change. We discuss the nature of policy influence with particular reference to the 'stances' that individuals adopted relative to climate change education policy influence and noting a common tendency exhibited amongst participants which was a tendency towards 'deference'. Coupling our insights with theorisations of dissent, we consider how 'infra-political dissent' could support key individuals to 'step up' and influence for more

effective policy relative to climate change education, and to other areas of education or environment policy.

Grek, S. (2021). **Constructing known un-knowns: International Organisations and the strategic making of non-knowledge.** *Les Dossiers Des Sciences de l'éducation*, (45), 117-139. <https://doi.org/10.4000/dse.5418>

Although scholarship has devoted a lot of attention to statistical knowledge production by organisations like the Organisation for Economic Co-operation and Development, the World Bank, the United Nations Educational, Scientific and Cultural Organization and many others, we know far less about parallel processes of construction of 'non-knowledge'. This article's focus is on the enactment of 'non-knowledge' in the governance of education and well-being; or, in other words, the strategic prioritization of certain knowledge versus other. Specifically, through a focus on two empirical examples, the paper examines the construction of non-knowledge as an essential part of the measurement process: rather than the opposite of knowledge however, or its reading as a binary, the paper views the construction of both knowledge and non-knowledge as a symbiotic relationship, necessary for balancing out and achieving equilibrium of the metrological field.

Guyottot, O. (2023, novembre 8). **Enseignement supérieur : l'alternance est-elle en train de s'imposer comme le mode de formation dominant ?** Consulté 9 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/enseignement-superieur-lalternance-est-elle-en-train-de-simposer-comme-le-mode-de-formation-dominant-217143>

Au-delà des intérêts économiques, la possibilité de concilier études et vie professionnelle est désormais perçue comme le moyen le plus adapté pour s'insérer dans le monde de travail.

Hall, M. A., Kidd, B., & Vertinsky, P. (2023). **Educating the Body.** Consulté à l'adresse <https://staging-torontopress.kinsta.cloud/9781487525941/educating-the-body>

Educating the Body presents a history of physical education in Canada, shedding light on its major advocates, innovators, and institutions. The book traces t...

Hamann, J., & Ringel, L. (2023). **The discursive resilience of university rankings.** *Higher Education*, 86(4), 845-863. <https://doi.org/10.1007/s10734-022-00990-x>

If there is one thing all university rankings have in common, it is that they are the target of widespread criticism. This article takes the many challenges university rankings are facing as its point of departure and asks how they navigate their hostile environment. The analysis proceeds in three steps. First, we unveil two modes of ranking critique, one drawing attention to negative effects, the other to methodological shortcomings. Second, we explore how rankers respond to these challenges, showing that they either deflect criticism with a variety of defensive responses or that they respond confidently by drawing attention to the strengths of university rankings. In the last step, we examine mutual engagements between rankers and critics that are based on the entwinement of methodological critique and confident responses. While the way rankers respond to criticism generally explains how rankings continue to flourish, it is precisely the ongoing conversation with critics that facilitates what we coin the discursive resilience of university rankings. The prevalence of university rankings is, in other words, a product of the mutual discursive work of their proponents and opponents.

Hamouda, L. B. (2023, novembre 13). **Daniel Bart: PISA et les points de vue critiques.** Consulté 13 novembre 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2023/11/13/daniel-bart-pisa-et-les-points-de-vue-critiques/>

Dans moins d'un mois, l'OCDE dévoilera les résultats de PISA 2022. Des résultats attendus et largement commentés par l'ensemble de la société qui feront sans aucun doute les gros titres de tous les médias. Dans ce texte Daniel Bart, chercheur spécialiste de la question de l'évaluation des systèmes scolaires, questionne les fondements scientifiques de cette...

Handel, D. V., & Hanushek, E. A. (2023). **Contexts of Convenience: Generalizing from Published Evaluations of School Finance Policies** (CESifo Working Paper Series N° 10664). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cescswps/_5f10664.htm

Recent attention to the causal identification of spending impacts provides improved estimates of spending outcomes in a variety of circumstances, but the estimates are substantially different across studies. Half of the variation in estimated funding impact on test scores and over three-quarters of the variation of impacts on school attainment reflect differences in the true parameters across study contexts. Unfortunately, inability to describe the circumstances underlying effective school spending impedes any attempts to generalize from the extant results to new policy situations. The evidence indicates that how funds are used is crucial to the outcomes but such factors as targeting of funds or court interventions fail to explain the existing pattern of results.

Hanselman, P., & Buontempo, J. (2023). **Context Variation in U.S. High Schoolers' Mathematics Orientations.** *Educational Researcher*, 52(7), 459-462. <https://doi.org/10.3102/0013189X231177671>

Educators increasingly recognize the importance of students' learning orientations, but relatively little is known about how these mindsets vary across and potentially shape educational settings. We use nationally representative data to document contextual variation in mathematics orientations in U.S. high schools. We find systematic variation in orientations between differentiated course levels within school, suggesting orientations are more a feature of proximate instructional contexts than general school climate. Between-course variation in orientations is comparable to analogous sorting on demographic characteristics and not primarily explained by prior achievement. Measures of individual learning orientations at scale hold promise for understanding collective educational contexts.

Hartendorp, J., Immler, N., & Alma, H. (2023). **Multi-perspectivity and the risk of perpetration minimisation in Dutch Holocaust and slavery education.** *Journal of Curriculum Studies*, 55(6), 700-719. <https://doi.org/10.1080/00220272.2023.2261998>

The Dutch perpetrated in both the Holocaust and chattel slavery. However, Dutch cultural memory does not significantly recognize Dutch perpetration in these sensitive histories. This article explores the interplay between cultural memory and history education as a potential explanation for this oversight, by specifically focusing on the implementation of multi-perspectivity. In Dutch history education, multi-perspectivity is valued, yet scholars have warned that it could contribute to minimization of perpetration. The deliberate choice of a qualitative research approach, as opposed to the more

common textbook analysis, served to centre history teachers' perspectives and allowed for a comprehensive analysis of their descriptions of multi-perspectivity in Holocaust and slavery education. This exploration further substantiated the concern regarding the risk of perpetration minimization. It reveals that history teachers predominantly approach multi-perspectivity in Holocaust and slavery education through teaching respectively historical empathy and positionality. Stimulating historical empathy and emphasizing positionality with pupils affect the presentation of historical distance and perpetration. Through these approaches teachers risk providing pupils with the understanding that everyone, including perpetrators, can be seen as victims of their historical circumstances, making it challenging to assign moral responsibility. To address this risk of perpetration minimization, this article explores underlying causes and offers recommendations.

Herbst, M., & Hrynevych, L. (2023). **Wartime and postwar education in Ukraine**. *European Journal of Education*, 58(4), 533-537. <https://doi.org/10.1111/ejed.12585>

Herbst, M., & Sitek, M. (2023). **Education in exile: Ukrainian refugee students in the schooling system in Poland following the Russian-Ukrainian war**. *European Journal of Education*, 58(4), 575-594. <https://doi.org/10.1111/ejed.12587>

Following the Russian war of aggression in Ukraine since February 2022, Poland adopted institutional solutions and policies to facilitate the inclusion of Ukrainian refugees in the schooling system. We analyse geographical patterns and local determinants of the participation of children and young people from Ukraine in education in Poland. Applying a computer-based geographic information system and statistical analysis to administrative data from schools and municipalities in Poland, we found that about 50% of the Ukrainian refugees at schools in Poland are of primary school age, while the rates for other age groups are significantly lower. Ukrainian refugees are more likely to attend public schools in affluent urban municipalities and places with more developed accommodation infrastructure. Clearly, the role of local resources was of key importance in the territorial distribution of refugee families in Poland during the first year of the war. Another factor that proved to be important in attracting refugees was the presence of pre-war Ukrainian immigrants in schools. Observed patterns differ between spring and autumn 2022, which partly reflects the changes in migration to Poland and then back to Ukraine. We anticipate that much of the Ukrainian migration to Poland may outlast the current conflict. This situation creates further challenges for education in Poland—and even more so for Ukraine.

Heurdier, L. (2021). **Le pilotage de l'éducation prioritaire en France (1981-2017)**. *Les dossiers des sciences de l'éducation*, (45), 57-75. <https://doi.org/10.4000/dse.5282>

Le pilotage de la politique d'éducation prioritaire a été discontinu de sa création en 1981 par Alain Savary à la refondation engagée en 2013. Lors des trois périodes fortes de volontarisme politique, les textes de cadrage nationaux explicitent les responsabilités dévolues aux échelons déconcentrés, rectorat et zone prioritaire ou réseau principalement. Les modalités choisies par chacun des ministres s'appuient de manière variable sur les rapports des inspections générales, les études des services statistiques, les travaux des chercheurs. La consultation des équipes engagées dans les territoires classés devient un levier incontournable au fil des décennies, leur implication essentielle.

Holleufer, S., & Ydesen, C. (2023). **Exploring Education Policy Transformations and Agency in a Postcolonial Context: The Case of Launching the Preparation Scheme in Greenland**

in 1961. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 109-127). https://doi.org/10.1007/978-3-031-36970-4_7

Using the prisms of post-colonial history together with the theoretical concepts of policy instruments and uploading and downloading, this chapter investigates how different actors in different arenas of the Danish-Greenlandic education system have emerged, interacted, and struggled to shape and develop policies and practices. The chapter focuses on a particular policy instrument called 'the Preparation Scheme' [præparandarrangementet] which was launched in 1961 and remained in operation until 1976. The purpose of the scheme was to identify promising Greenlandic children and send them on a one-year school stay in Denmark to boost their Danish language skills and prepare them as spearheads for the modernization of Greenland according to a Danish development trajectory. Analytically, the chapter explores the historical compositions of actors inhabiting the arenas in Copenhagen, Nuuk and the Greenlandic school districts in 1961 when the policy instrument was launched, and it investigates the emergence of policy-practice nexuses revolving around such a new policy instrument. The chapter finds that a conducive environment for the enactment of the preparation scheme ranging from the centre to the periphery eventually came into existence. This environment was conditioned on the alignment of cultural scripts between Copenhagen and Nuuk, positioning Greenland as an object of a modernization process. In this way, the chapter adds to our knowledge about how a policy instrument is recontextualized in a downloading and subsequent uploading process in a post-colonial context.

Holzer, V. (2023). **Liminaire. L'Université : une œuvre de l'esprit en quête de territoire et d'identité.** *Transversalités*, 167(4), 5-12. <https://doi.org/10.3917/trans.167.0005>

Hopmann, S. (2023). **The Curriculum as a Standard of Public Education.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 93-108). https://doi.org/10.1007/978-3-031-36970-4_6

This contribution first searches for historical and empirical evidence for whether and how curricula act or acted as a measure of public education. The problem is explicated on account of a short history of curriculum work and distinguished in a analytical, a political, programmatical and practical discourse of curriculum work. Curriculum work always underlies premises of planning, learning and effects. Three models are finally developed and brought in touch with the different discourses. Curriculum work proves to be an attempt to make publicly acceptable the empirically impossible accountability of schools.

Höftfält, G., & Johansson, B. (2023). **Regulatory Support Activities in the Swedish Policy and Practice Nexus: Inclusive Culture of Education Policy in Different Contexts.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 227-246). https://doi.org/10.1007/978-3-031-36970-4_12

The policy and practice nexus in this chapter aims to investigate how Swedish regulated support activities, inspired by an inclusive approach, are theoretically designed in governance, interpreted in policy documents and put into practice in the classroom. The inclusive culture of education policy face multiple demands which makes it necessary to elaborate with a deeper and more detailed explanation for understanding how inclusive support activities are formed and are presently functioning. Drawing from the characteristics of the culture of policy embodying culturally-bound beliefs, we explore regulatory support activities through three analytical lenses of: (i) the principles for

educational governance that guide the agencies that produce national policy, (ii) regulated support activities as problems that have to be solved by policy intervention, and (iii) how teachers guided by subject matter and teaching activities in the classroom end up resisting national policy guidelines. The result indicates that the policy of support activities for students defined with special needs can have various meanings both within and between policy contexts. In the discussion we emphasize that the distance between inclusive policy and practice widens the closer we come to the classroom. It is also concluded that inclusive support activities have to be understood in the context where they appear, which is where they create meaningful content for each actor in the policy and practice nexus of inclusion.

Hreinsdóttir, F., & Ólafsson, R. F. (2023). **L'autonomie des écoles islandaises pour l'enseignement des mathématiques : un équilibre à trouver** (T. Chevaillier, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 121-131. <https://doi.org/10.4000/ries.14270>

En Islande, les écoles et les enseignants ont une grande latitude quant à la manière d'enseigner les mathématiques et d'organiser leurs programmes et aucun examen de fin d'études secondaires standardisé n'est imposé. Cette latitude vient à la fois de ce que le système scolaire comprend un grand nombre de petites écoles, du fait de la faible densité de la population, et de ce que le curriculum des disciplines scolaires est peu détaillé et laisse aux enseignants la charge de le compléter. Pour les écoles, l'accent est mis sur l'inclusion et l'égalité des chances pour tous les élèves. Cette organisation a des avantages et des inconvénients. On observe des écarts importants entre les connaissances mathématiques des étudiants qui entrent à l'université et, dans les faits, les élèves n'ont pas les mêmes chances d'étudier les mathématiques.

Hrynevych, L., Linnik, O., & Herczyński, J. (2023). **The new Ukrainian school reform: Achievements, developments and challenges**. *European Journal of Education*, 58(4), 542-560. <https://doi.org/10.1111/ejed.12583>

This article describes the New Ukrainian School reform and its conceptual framework. The reform builds on advanced pedagogical experience, best education practices, European competency frameworks and the promotion of national values. The system-wide reform focuses on competency-based content for teacher professional development, safe learning environments, inclusion and the digitalisation of education. Also, it addresses the internal and external quality assessment of education. The reform is financed through central government grants and the budgets of local governments. To test the newly developed content, the reform was piloted at 143 schools one year ahead of the nationwide roll-out. The schools are a representative sample of schools in Ukraine. The pilot study involved monitoring student learning outcomes, teacher preparedness to implement the reform, and organisation of education environments. Methods used for the pilot study included a survey, test, pedagogical observations, and secondary analysis of statistics. The national implementation of the reform started in 2017 and is planned to be completed by 2030. Russia's full-scale invasion of Ukraine in 2022 has contributed to obstacles and risks such as learning losses, lacking school safety, absence of funding for the development of schools and for printing textbooks. We describe measures undertaken in Ukraine to promote the reform and good results. A range of challenges remain, such as rebuilding destroyed schools, optimising the school network in line with demographic changes and organising shelters at schools. Additional challenges include the promotion of digital technologies at schools, closing learning gaps and the provision of psychological support at school.

Ikeda, M. (2023). **New PISA results: strengthening education systems in the wake of the pandemic.** *PISA in Focus*, (123), 1-6. <https://doi.org/10.1787/62fc50a3-en>

As the global benchmark in educational assessments, PISA results are always hotly anticipated. The eighth round of PISA assessment was originally planned to take place in 2021 but the disruption caused by COVID-19 forced the assessment to be postponed by a year. The first results of PISA 2022 will be unveiled in two volumes on 5 December 2023. The focus of PISA 2022 is mathematics, with an emphasis on mathematics reasoning, to highlight its importance in tackling complex real-life challenges. The first volume examines how student performance in mathematics, reading and science as well as equity in education evolved before and after the pandemic. The second volume of PISA 2022 identifies "resilient education systems" that maintained or promoted student learning, equity, and well-being amid the pandemic.

Ingold, T. (2023). **Construire une université pour le bien commun.** *Transversalités*, 167(4), 55-67. <https://doi.org/10.3917/trans.167.0055>

Comment retrouver l'université et ses missions réelles dans un contexte néolibéral où l'enseignement supérieur et la recherche sont devenus « un secteur du marché » parmi d'autres ? La communauté universitaire d'Aberdeen a relevé ce défi en renouant avec son histoire et sa charte originelle, mentionnant que l'université est ouverte à tous et au service de tous dans sa recherche de la vérité. Ont ainsi été mis au jour quatre piliers fondateurs : la liberté, non comme propriété mais comme exigence ; la confiance, non comme confort mais comme responsabilité mutuelle ; l'éducation, non comme résultats chiffrés à obtenir, mais comme processus ouvert de croissance et de découverte ; et enfin la communauté, non comme groupe homogène et fermé mais comme rassemblement dans la différence et comme concentré de la vie sociale elle-même.

Ingram, S. (2023). **The financial impact of policy reform on the Australian university sector 1988–2019.** *Higher Education*, 86(5), 1233-1267. <https://doi.org/10.1007/s10734-022-00970-1>

The 1988 Dawkins reforms were designed, at least in part, to encourage public universities to organize themselves as if they were corporate enterprises, in order to create a more efficient and competitive sector that was less reliant on government funding. This paper assesses whether successive policy changes since the 1988 Dawkins reforms have achieved these efficiency, competition, and funding objectives. It does so by examining their financial performance over time, applying the techniques employed by investment analysts in the private sector to assess the performance of market participants. It demonstrates that the policy changes have reduced efficiency and competitiveness, and weakened the financial position of a number of universities. It provides empirical support for previous research highlighting the significant structural and regulatory constraints on the creation of a competitive market in higher education. Furthermore, it demonstrates that 35 years of policy change have merely reinforced pre-existing market positions and that, even before the impact of the COVID pandemic is considered, the financial position of the sector has been weakened as a result of the changes.

Inouye, K., Lee, S., & Oldac, Y. I. (2023). **A systematic review of student agency in international higher education.** *Higher Education*, 86(4), 891-911. <https://doi.org/10.1007/s10734-022-00952-3>

The agency of international students has long been neglected and undertheorised, though recent literature indicates that this has started to change. This paper systematically reviews 51 studies that address student agency in international higher education. Focusing on research published in the last two decades (2000–2020), the review draws on studies that foreground student voices, or international students' perspectives, rather than the perspectives of teachers, administrators or policymakers. A detailed discussion of how international student agency is positioned in the literature found that agency appears as either: a research object, as part of a theoretical or conceptual framework, or an emergent finding. Furthermore, our analysis suggests that the term "agency" is often used as a buzzword rather than as a fleshed-out concept. Thus, drawing on this initial analysis, the review synthesises varying but overlapping conceptualisations of international student agency in the literature into an integrative framework. Implications for future research are drawn, based on our findings about the understudied populations and methodological limitations in the literature.

Jack, R., & Oster, E. (2023). **COVID-19, School Closures, and Outcomes**. *Journal of Economic Perspectives*, 37(4), 51-70. <https://doi.org/10.1257/jep.37.4.51>

This article discusses the question of data and our perspective on the importance of public, accessible, and contemporaneous data in the face of public crisis. Then, we present data on the extent of school closures during the COVID-19 pandemic, both globally and within the United States. We describe the available data on the degree of these closures, which will provide a set of resources for studying longer-term consequences as they emerge. We also highlight what we know about the demographic patterns of school closures. We then discuss the emerging estimates of the short-term impacts of school closures. A central finding throughout our discussion is that school closures during the pandemic tended to increase inequality, both within and across countries, but that fully understanding the long-run impact of COVID-related school closures on students will take time and will surely be influenced by events and policies in the next few years.

Jacquot, A. (2023). **Mises en œuvre et variations locales d'un dispositif de lutte contre le décrochage scolaire : les ateliers relais**. *Agora débats/jeunesses*, (95), 69-86. <https://doi.org/10.3917/agora.095.0069>

Cet article analyse le processus de mise en œuvre différenciée d'un dispositif de lutte contre le décrochage scolaire en collège (ateliers relais) et ses formes partenariales entre les mondes de l'éducation populaire et de l'éducation nationale. Grâce à la démarche ethnographique, il explique de quelles manières ce dispositif prend des configurations locales particulières alors qu'il possède un cadrage national fort. Ce dispositif interroge ainsi l'appropriation de règles et de recommandations par les acteurs opérationnels et organisationnels et les effets de cette appropriation sur la lutte contre le décrochage scolaire aux échelles nationale et locale.

James, D., Garner, S., & Husband, G. (2023). **Understanding practices of UK college governing: Rethinking strategy and accountability**. *Educational Management Administration & Leadership*, 51(6), 1422-1439. <https://doi.org/10.1177/17411432211053691>

College governing boards are widely held to be the keystone of institutional strategy and the prime locus of support, challenge and accountability in respect of the actions of the senior Executive. Whilst there are many normative prescriptions about the conditions and

arrangements required for effective college governance, relatively little is known about how and to what extent the practices of boards reflect or realise these prescriptions. This paper draws upon a unique research study of eight further education colleges across the four nations of the UK. Following Chia and MacKay and Hendry et al., our 'strategy as practice' approach gives primacy to emergence and immanence through board practices. Video and observational data, supplemented by some interview and documentary data are used to develop an understanding of governing practices. Our analysis suggests that current normative prescriptions lack the conceptual sophistication required to support governing as it really happens. We offer a reconceptualisation of both strategy and accountability suggesting that the latter includes lateral, inward- and outward-facing functions that make conflicting demands on governors. We argue that these distinctions are vital in enabling further positive development of governing in the college sector.

Johnson, D. D., Roberts, L., Wong, L.-S., & Ebejer, M. (2023). **Consequential Issues of Censoring Curriculum: Who Has the Right to Ban What's Read?** *Journal of Cases in Educational Leadership*, 26(4), 62-74. <https://doi.org/10.1177/15554589231201845>

Ms. Sampson, a White eighth-grade teacher in a predominately White suburban school district in the southern United States, decided to include several books in her lesson plan. Selected books were from the school's library and had been previously approved by stakeholders as instructional resources for the district. One parent, a school board member, became enraged when he heard about the readings during a Parent Teacher Organization (PTO) back-from-spring-break celebration and contacted the district superintendent. A book was subsequently removed from the library and Ms. Sampson was placed on administrative leave without pay. This case centers on the critical race debate in public schools and how school leaders and other stakeholders address a teacher's decision to diversify curriculum and instructional resources amid stakeholder pushback.

Kalenda, J., Kočvarová, I., & Boeren, E. (2023). **Impact of COVID-19 on participation and barriers in nonformal adult education in the Czech Republic.** *European Journal of Education*, 58(4), 681-698. <https://doi.org/10.1111/ejed.12580>

The impact that the COVID-19 pandemic has had on nonformal adult education has become a frequently discussed issue in lifelong learning. Nonformal adult education is understood here as all organised adult learning outside formal education that usually does not result in official certification. Many scholars have considered the pandemic as the leading cause of both decreased participation in nonformal adult education and increased inequality among adults. Nevertheless, it has not yet been empirically established how profound this outcome has been for participation patterns, inequality and perceived barriers to involvement in nonformal adult education. Accordingly, this study explored how much the pandemic contributed to a decrease in overall participation, changes in participation patterns, as well as contributed to an increase in related inequalities in the Czech Republic. This article reports on results from a national representative survey in June 2020 (N = 1013) conducted between the first and second wave of the pandemic. Trends in participation in nonformal adult education along with barriers were mapped for the 12 months preceding the survey. To establish trends, we compared our results with data from the Adult Education Survey conducted in 2011 and 2016, respectively. Our analytical approach is primarily based on descriptive statistics and modelling factors influencing the involvement of adults in nonformal adult education. We

found that overall participation in nonformal adult education decreased from June 2019 to June 2020 to its lowest recorded level. Furthermore, the results indicate that inequality based on educational attainment, as well as the perception of substantial institutional and situational barriers have significantly increased.

Kawano, K. (2023). **Engaging a Kanaka 'Ōiwi Literature Review Methodology Through Research on Native Hawaiian Culture-Based Education**. *Review of Educational Research*, 93(6), 862-900. <https://doi.org/10.3102/00346543221149004>

Although research shows that critical outcomes occur for Native students when culture-based education (CBE) centers self-determination, sovereignty, and Indigeneity, Kanaka ʻŌiwi (Native Hawaiian) students rarely learn about these concepts. This review thus seeks to understand how scholars operationalize self-determination and Ea (sovereignty, life) in research on Native Hawaiian CBE and the extent to which this operationalization provides pathways for students to internalize the two concepts, self-identify as Indigenous, and enact praxis. By foregrounding Kānaka ways of knowing and being, a Kanaka ʻŌiwi literature review methodology (Kanaka ʻŌiwiLRM) is conceptualized and engaged to analyze 20 literature sources. Findings indicate that self-determination and Ea are positioned as the foundations and outcomes of CBE, yet disregarded as a basis for Indigenous self-identification. This results in a call for a purposeful decolonial Native Hawaiian CBE approach that nourishes Indigenous unity and supports self-determination, Ea, and pathways toward praxis.

Kim, S. (2023). **Vocational education and numeracy acquisition of young adults: A comparison of education systems in German and English speaking countries**. *European Journal of Education*, 58(4), 699-718. <https://doi.org/10.1111/ejed.12578>

This study explores a pathway from social origin at adolescence to numeracy acquisition in young adulthood. A variation associated with vocational track attendance and numeracy acquisition between two different traditions of education systems is identified; namely, between education systems of German (Austria and Germany) and English (UK and US) speaking countries. Key results demonstrate that tracking at the level of upper and post-secondary schooling is closely related to skills gaps that affect labour market outcomes. This implies that vocational programme graduates achieve comparatively weaker in numeracy tests in German-speaking countries. In contrast, this effect of disadvantage in numeracy skills is not observed among young adults attending vocational tracks in English speaking countries. Also, the results suggest that a more stratified system might reinforce social inequality by increasing a skill gap in the use of numeracy in daily life. Drawing on empirical findings, the discussion underscores that policy interventions are necessary for mitigating the reproduction of skills inequality among young adults.

Klinka, T. (2023). **République tchèque : une décennie de réformes et de projets**. *Revue internationale d'éducation de Sèvres*, (93), 38-44. <https://doi.org/10.4000/ries.14079>

La République tchèque, pays d'Europe centrale avec 10 524 000 habitants (données de 2021), membre de l'Union européenne depuis 2004, a rendu l'instruction universelle obligatoire dès la fin du XVIII^e siècle. Depuis l'instauration de la démocratie en 1989, l'État a décidé de décentraliser l'administration publique, y compris le système éducatif. Le ministère de l'éducation, de la jeunesse et des sports (MŠMT) veille à l'organisation de l'enseignement dans le pays, laissant une autonomie assez ...

Kolleck, N. (2023). **Trust in cross-sector alliances: Towards a theory of relational trust in multi-professional education networks.** *Educational Management Administration & Leadership*, 51(6), 1362-1382. <https://doi.org/10.1177/17411432211043876>

In recent years, partnerships between schools and non-system actors, that is, cross-sector alliances, have become increasingly important in education systems around the world, raising concerns and doubts regarding the influence of non-school actors in educational management and leadership. In these debates, trust is regarded as a key element for the success of cross-sector alliances. Although both trust and cross-sector alliances have been increasingly studied in education research in recent years, an investigation of the role of trust in such relationships is still missing. This article analyzes relational trust in cross-sector alliances in education in order to contribute to further theory building. To this end, it implements a qualitative design based on semi-standardized interviews with 21 individuals responsible for managing an illustrative cross-sector alliance. Interviews are analyzed with the help of an approach based on Grounded Theory. The analyses result in a five-dimensional theory of trust in cross-sector alliances, comprising (1) individual attitude, (2) time, (3) professional affiliation, (4) power, and (5) multiplexity. The theoretical approach developed in this article has practical implications for networked leadership and school principals' work and training as it provides information regarding the skills and knowledge needed for managing cross-sector alliances.

Kostikova, I., & Bozhko, Y. (2023). **Vivre, enseigner, apprendre à l'université en temps de guerre en Ukraine.** *Revue internationale d'éducation de Sèvres*, (93), 30-31. <https://doi.org/10.4000/ries.14049>

La guerre entre la Russie et l'Ukraine a éclaté le 24 février 2022 à 5 heures du matin. Depuis plusieurs mois, de nombreuses discussions avaient lieu au sujet de l'entraînement des troupes russes le long de la frontière avec l'Ukraine, mais la plupart des gens ne croyaient pas à une invasion à grande échelle. L'université elle-même, les professeurs et les étudiants vivaient leur vie habituelle. L'Université pédagogique nationale H.S. Skovoroda, qui assure la formation initiale des enseignants...

Kremen, V. (2023). **Education in Ukraine defies the war.** *European Journal of Education*, 58(4), 538-541. <https://doi.org/10.1111/ejed.12597>

Lakdawala, L. K., Nakasone, E., & Kho, K. (2023). **Dynamic Impacts of School-Based Internet Access on Student Learning: Evidence from Peruvian Public Primary Schools.** *American Economic Journal: Economic Policy*, 15(4), 222-254. <https://doi.org/10.1257/pol.20200719>

Dynamic Impacts of School-Based Internet Access on Student Learning: Evidence from Peruvian Public Primary Schools by Leah K. Lakdawala, Eduardo Nakasone and Kevin Kho. Published in volume 15, issue 4, pages 222-54 of American Economic Journal: Economic Policy, November 2023, Abstract: We investigat...

Lash, C. L. (2023). **Youth perceptions of national change in middle school: how critical reflection supports different models of nationalism.** *International Journal of Qualitative Studies in Education*, 36(10), 2086-2105. <https://doi.org/10.1080/09518398.2021.1970851>

While ample research has examined how youth in the United States define 'Americanness', little attention has been given to how youth imagine the nation of the future, particularly in light of ongoing immigration. This study investigates how middle school students envision necessary national reforms, and how these views reflect different

models of nationalism. To explore how these perceptions are informed by experiences in school and the local community, I analyze ethnographic and student and staff interview data from two middle schools in California located in vastly different sociopolitical communities. I find that, (1) exposure to school curriculum that encourages critical reflection—including a critique of national inequality and hostility toward immigrants—influences whether students support individual or structural national reforms, and (2) students' degree of critical reflection shapes their endorsement of expansive vs. restrictive nationalism. I conclude with implications for educators to support student sociopolitical development and critical reflection.

Le Chevallier. (2023, novembre 3). **Pauvreté étudiante : l'allocation universelle est-elle la solution ?** Consulté 6 novembre 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/pauvrete-etudiante-lallocation-universelle-solution/00108286>

Alors que la précarité étudiante s'accroît, des présidents d'université plaident pour une allocation étudiante universelle. Un tel dispositif existe au Danemark, mais l'exécutif français préfère le système des bourses.

Legrand, J. (2023). **Pénurie d'enseignant.es qualifié.es au Québec et planification stratégique des ressources humaines en éducation**. Consulté à l'adresse <https://papyrus.bib.umontreal.ca/xmlui/handle/1866/32043>

La pénurie de personnel enseignant qualifié constatée dans les écoles québécoises depuis plus d'une décennie serait engendrée par de multiples facteurs dont un manque d'attraction de la profession enseignante, un grand nombre d'abandons de la formation initiale, le décrochage enseignant, l'augmentation des effectifs scolaires et des difficultés rencontrées par les Centres de services scolaires (CSS) pour combler des postes vacants en enseignement dans un contexte où la pénurie de main-d'œuvre bat son plein dans divers secteurs économiques au Québec. Des études menées antérieurement ont cherché à comprendre cette situation de pénurie du point de vue de l'enseignant et de celui des établissements scolaires. Cependant, peu de recherches québécoises, voire aucune, n'ont étudié le phénomène sous l'angle de la planification stratégique des ressources humaines au palier intermédiaire. Ainsi, dans la présente recherche, nous avons entrepris d'analyser un corpus de 13 documents stratégiques élaborés par trois CSS francophones entre 1998 et 2022 afin de répondre à la question suivante : quelles actions ont été planifiées dans ces documents pour assurer la disponibilité des ressources humaines en enseignement ou pour contrer la pénurie de main-d'œuvre en enseignement ? Nous avons également cherché à connaître, par entretien semi-dirigé, les points de vue des planificateurs ou gestionnaires des ressources humaines sur les liens qui pourraient exister entre les pratiques de planification des RH en enseignement et la pénurie des personnes enseignantes actuelle. L'analyse documentaire nous a permis de produire une compréhension de la pénurie de personnel enseignant au Québec, en mettant en évidence des facteurs potentiels du phénomène dans des pratiques de planification ainsi que des tendances résidant dans ces pratiques durant la période de référence susmentionnée. Ainsi, dans les documents stratégiques des trois CSS, nous avons identifié neuf activités d'attraction, 11 activités de rétention et quatre activités de développement professionnel. Considérées généralement comme des pratiques en raison de leur transversalité et leur fréquence d'apparition dans une période de référence, elles constituent un cadre d'analyse empiriquement construit de la planification des RH en enseignement dans les CSS. À la lumière des écrits scientifiques

recensés, il est justifié d'avancer que l'absence ou la négligence de ces pratiques dans les processus de planification et de mise en œuvre des actions relatives à la gestion du personnel enseignant, pourrait, en quelque sorte, contribuer à créer ou à renforcer des situations de pénurie de personnel enseignant qualifié dans les trois CSS et d'autres. Pour prévenir ces situations, nous formulons cinq recommandations à l'attention à la fois des décideurs, des planificateurs, des gestionnaires, et des chercheuses et chercheurs. En outre, pour dépasser une des limites de cette recherche, à savoir un corpus documentaire exclusivement basé sur des plans stratégiques et d'autres documents accessibles, il serait utile d'y ajouter les documents produits et utilisés à l'interne par les CSS dans l'évaluation et la planification des besoins de personnel enseignant. Enfin, il est souhaitable de s'entretenir avec un plus grand nombre de planificateurs et gestionnaires des CSS afin de recueillir plus d'informations sur les pratiques réelles de planification. Cela permettrait de mettre en lumière des pratiques gagnantes de certains CSS transférables et applicables dans d'autres.

Leonhardt, A. (2023). **Inclusive Education in Africa**. Consulté à l'adresse <https://www.beltz.de/fachmedien/erziehungswissenschaft/produkte/details/51753-inclusive-education-in-africa.html>

Seit Inkrafttreten der UN-Behindertenrechtskonvention (UN-BRK) haben die meisten Länder der Welt diese ratifiziert und unterzeichnet; darunter auch eine große Zahl afrikanischer Länder. Auf der Basis von Berichten ausgewählter Länder Afrikas werden der jeweilige Stand der Umsetzung und Vorhaben für die nahe Zukunft im jeweiligen Land vorgestellt und erörtert. Dabei werden vielfältige und sehr unterschiedliche Varianten der Umsetzung schulischer Inklusion erkennbar. Sie regen zur fachlichen Auseinandersetzung an und geben zahlreiche Denkipulse.

Lesnes, C. (2023a, novembre 7). **Aux Etats-Unis, la rentrée signe la fin de la discrimination positive à l'université : « Beaucoup de jeunes Noirs et Latinos se demandent s'ils ont leur place »**. Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/11/07/aux-etats-unis-la-rentree-signe-la-fin-de-la-discrimination-positive-a-l-universite-beaucoup-de-jeunes-noirs-et-latinos-se-demandent-s-ils-ont-leur-place_6198672_4401467.html

Les universités d'élite ont mis fin aux dispositifs de discrimination positive pour les admissions d'étudiants issus de minorités raciales. Un tournant pour cette population qui doit désormais concourir sur la même ligne de départ que les élèves plus favorisés.

Lesnes, C. (2023b, novembre 8). **En Californie, vingt ans après la fin de la discrimination positive, les résultats à l'université déçoivent**. Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/11/08/en-californie-vingt-ans-apres-la-fin-de-la-discrimination-positive-les-resultats-a-l-universite-decoivent_6198929_4401467.html
Même si la proportion d'étudiants noirs et latinos a remonté dans l'Etat, leur nombre n'est toujours pas à la hauteur de leur représentation dans la population.

Loua, S. (2023). **L'agentivité des enfants et adolescents scolarisés, déscolarisés et non scolarisés au Mali**. *Revue internationale d'éducation de Sèvres*, (93), 16-20. <https://doi.org/10.4000/ries.14004>

Depuis le début de l'année 2012, le Mali est confronté à un conflit armé, au centre et au nord. Plusieurs années après, le pays fait face à une crise multi-dimensionnelle, avec des grèves fréquentes des enseignants, la pandémie de Covid-19 et des sanctions

internationales qui ont eu un impact sur son économie. Victime de ces situations, le secteur de l'éducation connaît des fermetures d'écoles, des infrastructures endommagées, des déplacements d'élèves et un absentéisme des enseignants. Selon...

Lugovy, V., Kalashnikova, S., Talanova, Z., & Vlasova, I. (2023). **Transformation of higher education in Ukraine: Impact of the war and objectives for post-war recovery**. *European Journal of Education*, 58(4), 611-628. <https://doi.org/10.1111/ejed.12584>

Processes of globalisation, sustainable development, the Covid-19 pandemic, and other current circumstances influence the development of higher education. Higher education institutions in Ukraine also face challenges related to the military aggression by the Russian Federation since 2014, martial law since February 2022 and efforts to prepare for a post-war recovery. The article outlines key areas that merit closer attention including an analysis of changes occurring in higher education in Ukraine before and during the war; the network of higher education institutions in Ukraine; admissions processes; trends in higher education quality assurance and enhancement; and international aid for the support and development of higher education in Ukraine. The analysis outlines changes that have taken place in higher education in Ukraine as a result of the destruction of infrastructure and a decrease in institutional capability of universities in eastern Ukraine and Crimea, as well as massive migration. We identify main innovations and specific features of the admissions process in 2022 compared to admissions processes in 2021. The government of Ukraine, following martial law, introduced restrictions that affected international academic mobility, which is carried out online, or to the extent possible as blended learning. Finally, we outline tasks for post-war higher education recovery and development and underline the key role of universities in the post-war recovery of Ukraine.

Maassen, P., Stensaker, B., & Rosso, A. (2023). **The European university alliances—an examination of organizational potentials and perils**. *Higher Education*, 86(4), 953-968. <https://doi.org/10.1007/s10734-022-00951-4>

The European Union (EU) has repeatedly underlined the importance of higher education, research and innovation as drivers in the further development of Europe—economically, socially and culturally. One of the latest policy initiatives by the European Commission (EC) intended to promote this agenda is the European Universities Initiative (EUI) where alliances between universities across national borders are to identify new approaches for boosting European scientific cooperation. It might be argued that this development represents an attempt to find an organizational solution to the European policy ambitions in higher education, research and innovation. This article presents a framework for analysing European university alliances. Based on interviews with persons occupying key leadership and management roles in ten alliances, the article analyses the potential gains and perils alliances might face along four dimensions: their internal coordination, their ways of resolving conflicts, the commitment of member universities and the cultural characteristics of the alliances.

Mancini, P., & Marcarelli, G. (2023). **A multi-criteria approach for ranking Italian high schools**. *Quality & Quantity*, 57(6), 5533-5549. <https://doi.org/10.1007/s11135-023-01621-y>

Multi-criteria decision making is a useful tool for economic applications, especially in the last decade. We investigate and compare the performance of Italian public high schools. We consider three outputs provided by average students' school and academic performance, and school characteristics. Our sample includes 263 high schools (HS) in all

Italian Regions, grouped into 6 types and 3 geographic areas. Employing specific weights for the outputs, we apply PROMETHEE to derive the ranking of different types of schools by geographic area. Then we apply ELECTRE III to the same problem and compare the results with those obtained using PROMETHEE. Our results show that: (a) there are significant differences between HS according to school and academic performance; (b) Classic and Scientific Lyceums are the best types of school regardless of geographic area; (c) by simultaneously considering type of school and geographic area, southern HS seem to have better performances than northern ones.

Mauseithagen, S., & Hermansen, H. (2023). **'Research Use' in Education: Conceptualising the Teaching Profession Within the Policy–Research–Practice Nexus**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 75-89). https://doi.org/10.1007/978-3-031-36970-4_5

In this chapter, we examine 'research use' as a concept that informs the role of the teaching profession in the policy–research–practice nexus. As a policy construct, research use has gained significant attention over the past decade. However, the concept and particularly its translation to practice are often left undefined, both regarding the meaning of 'research' and of 'use'. In this chapter, we examine how the specification of these terms contributes to producing particular manifestations of the policy–research–practice nexus. We pursue two lines of argument. The first line of argument is that the approaches to defining, operationalising, and discussing research use have implications for the construction of the policy–research–practice nexus. The second line of argument is that the characteristics of this nexus will inform the understanding of the role of the profession in simultaneously relating to education policy, researchers, and the development of professional practice. Finally, we present an analytical framework that aims to advance a multidimensional approach to studies on research use, which provides opportunities for developing more profession-sensitive understandings of research use. The framework also facilitates analytically unpacking relations between policy, research, and practice.

Ministères Éducation Jeunesse Sports Enseignement Supérieur Recherche. (2023). **Bilan de l'activité contentieuse – année 2022**. *La lettre de la direction des affaires juridiques du ministère de l'éducation nationale et de la jeunesse et du ministère de l'enseignement supérieur et de la recherche*, (Hors-série), 1-13. Consulté à l'adresse <https://www.education.gouv.fr/media/158277/download>

Morel, R. C. (2023). **Internationalization policy in Japanese university prospectuses**. *Higher Education Quarterly*, 77(4), 817-830. <https://doi.org/10.1111/hequ.12434>

Abstract This paper analyses international student prospectuses from twenty-two Japanese universities involved in the Top Global University Program (TGUP) to examine how universities in Japan present and understand internationalization. International prospectuses were analysed using qualitative text analysis to generate a series of themes connected to university internationalization. Different categories of TGUP participant universities were compared to better understand the differences between how different participant types present and understand internationalization. The findings suggest that while there are differences between participant types and individual universities, overall, there appears to be a tension between understanding internationalization as an authoritative, university-centred activity and as a student-centric activity in which students are active participants. Furthermore, it found that although rankings are an

important aspect of the TGUP, few prospectuses mentioned rankings. The paper suggests possible reasons for this omission based on the TGUP participant type. Finally, this study offers insights into how Japanese universities understand internationalization and position themselves as international institutions.

Morze, N., Smyrnova-Trybulska, E., Drlík, M., & Buinytska, O. (2023). **Development of advanced digital ecosystems at universities: A study comparing experiences from Ukraine, Poland and Slovakia.** *European Journal of Education*, 58(4), 647-664. <https://doi.org/10.1111/ejed.12588>

During the war, a significant number of Ukrainian universities were tragically destroyed, while others were relocated. The challenging wartime circumstances in which universities operate in Ukraine have increased the use of distance education. University management and academic staff agree that the quality of services offered hinges on the establishment of comprehensive open electronic student campuses. These online campuses will deliver educational content, but also innovative pedagogical technologies for fostering competency development. This can be used for competency development in the use of gamification techniques, promoting entrepreneurship and start-ups, implementing project methodologies, leveraging research and cognitive technologies, as well as using digital tools for communication and collaboration, and employing formative assessment strategies. The objective of the study on which this article reports was to determine the university ecosystem model most amenable for providing high quality digital education. We describe and analyse current digital education ecosystem models and examine their implementation at three universities: (1) Borys Grinchenko Kyiv University (BGKU), Ukraine; (2) University of Silesia (US), Poland; and (3) Constantine the Philosopher University in Nitra (UKF), Slovakia. Both strengths and limitations of online campuses are outlined. Our analysis supports the development of key performance indicators to assess the development of university digital education ecosystems and establish the necessary and sufficient conditions for implementation. Insights gained from organising education in remote learning conditions in wartime Ukraine are valuable also for educators in other countries.

Moshtari, M., Delbakhsh, S., & Ghorbani, M. (2023). **Challenges and policies for promoting internationalization—The case of Iranian public universities.** *Higher Education Quarterly*, 77(4), 585-601. <https://doi.org/10.1111/hequ.12422>

AbstractThe global knowledge economy has turned higher education into a key player in societal development. Internationalization benefits higher education institutions in several aspects, such as improvement and visibility in international rankings, revenue generation via tuition fees and external funding, improvement of research and teaching quality, integration with academic communities and familiarization with scholarly attitudes. In this study, we provide insights into the challenges of internationalization faced by higher education institutions in Iran as a developing country. Several policies and practices have been adopted in Iran to improve internationalization efforts; however, these activities have had little impact on the quality of research and educational programs at Iran's universities. Understanding the challenges they face in a systematic way can help identify different factors and develop a set of suggestions to increase the quality and quantity of international cooperation. We formulate our suggestions based on the opportunities provided by the digitalization solutions in the aftermath of the COVID-19 pandemic and the increasing importance of the UN's Sustainable Development Goals in both global and national environments. We

interviewed 15 faculty members in Iranian higher education institutions and 14 managers in charge of international affairs at universities in Iran. In addition, data extracted from three forums on Iranian higher education internationalization are analysed. Using a grounded theory approach, we group the challenges into macro-, institutional and individual levels and then suggest a number of practices and policies to increase the quantity and quality of internationalization efforts.

Nagashima, M., & Yamauchi, C. (2023). **Female Education and Brideprice: Evidence from Primary Education Reform in Uganda.** *The World Bank Economic Review*, 37(4), 599-619. <https://doi.org/10.1093/wber/lhad020>

Universal primary education (UPE) policies have been shown to improve educational attainment and delay marriage and childbearing, particularly among rural girls. This disproportionate improvement in female relative to male education can change the bargaining structure between the wife and the husband. Furthermore, with the expectation of this change, decisions about marriage-market entry, matching, and marital arrangements, such as brideprice, can change. In particular, greater female bargaining power can increase the share of marriages without a brideprice in settings where husbands may demand a refund upon divorce. Using first-hand data on marital transfers and exploiting Uganda's UPE, which abolished primary school fees in 1997, this study shows that longer UPE exposure is associated positively with female education and negatively with brideprice practice. The results imply that UPE policies can affect women's marital lives by empowering them in household decisions. The study also discusses the consistency of the results with other potential mechanisms, such as selective marriage-market entry, marital squeeze, and assortative matching.

Narzary, P. K., Debbarma, S., Brahma, H., Basumatari, S., & Baglari, J. (2023). **Scenario of Higher Education in North-East India with Special Reference to Tribals of Tripura.** *Journal of Asian and African Studies*, 58(7), 1207-1221. <https://doi.org/10.1177/00219096221082266>

All India Survey on Higher Education (AISHE) 2019–2020 exhibits a mix scenario of higher education in North-East India. Tripura is the only state among North-Eastern states whose GER of ST students is lower than the GER of ST students at the national level and is much lower than other North-Eastern states. In Tripura, the female–male ratio of enrolment in higher education is in favour of male throughout all the levels of education. The scenario of higher education in Tripura suggests that there is a need to take immediate steps to encourage students, especially female students, to enrol in higher education.

Norris, J., & Noyes, A. (2023). **Mapping mathematical competences across subjects for advanced level qualifications in England.** *The Curriculum Journal*, 34(4), 613-632. <https://doi.org/10.1002/curj.204>

Efforts to increase the number of young people in England studying mathematics post-16 have historically focused on participation in standalone mathematics qualifications. However, following the recent A-level reforms, many advanced level students are engaging with some form of mathematics through the mathematical content now formally embedded within other subjects. To offer a more comprehensive view of the mathematics being learned post-16 we present a framework analysis of the subject content documents of the 19 A-level subjects with a required quantitative component, using a recently developed framework of General Mathematical Competences (GMCs). Results are visualised as maps showing the presence of GMC sub-competences for

individual A-level subjects and combinations of subjects. The application of the GMC framework in this new context provides a much-needed common language for cross-curricular discussion of the types of mathematics present in different subjects, with implications for interdisciplinary mathematics learning and curriculum alignment between post-16 and higher education across the disciplines. In addition, the framework highlights the non-binary nature of mathematics participation, calling into question what counts as participating in mathematics in the post-16 phase.

OCDE. (2023). **Roadmap for scaling up local school community engagement to inform education policy making in Ireland.** <https://doi.org/10.1787/8eb17b2c-en>

During the last decade, several OECD countries have been supporting citizen engagement in policy making to better respond to increasingly volatile environments and complex problems. Ireland has a strong tradition and culture of partnership models and stakeholder engagement in education policy making. However, a desire to explore new opportunities for school community engagement and how they could support existing national consultation processes contributed to the exploration of alternative forms of stakeholder engagement in education. This has prompted the Teaching Council in collaboration with a range of Government Departments and national stakeholders, to request assistance from the European Commission's Directorate-General for Structural Reform Support (DG REFORM) for the project "Support to improve local community engagement in Ireland's education policy development". Drawing from international examples, existing stakeholder engagement practices in Ireland, the contributions of a wide range of education stakeholders and a pilot exercise, this report proposes a model and roadmap for exploring the potential of school community engagement to further support policy making across the Irish education system.

Orzhel, O., Trofymenko, M., Porkuian, O., Drach, I., Halhash, R., & Stoyka, A. (2023). **Displaced universities in Ukraine: Challenges and optimal development models.** *European Journal of Education*, 58(4), 629-646. <https://doi.org/10.1111/ejed.12581>

The article investigates two cases of displaced universities facing challenges after a new phase of Russia's aggression against Ukraine in February 2022. We analyse prospects for displaced universities. Also, we identify models suitable for developing and reinventing universities, aligning their activities with wartime needs and allowing them to play a transformative role during post-war recovery. Four modern university models were investigated: (I) a traditional university model where the dominating social missions are (I) teaching and learning, and (II) research; (2) a civic university model where the mission to serve society and community engagement (a third social mission; III) is equally as important as the first and second missions; (3) an open university allowing for open access for diverse groups of learners to personal and professional development. We also analyse a European Universities model (4). The fourth model aims at pooling resources and boosting cooperation between several universities and non-academic institutions. The purpose of the fourth model is to enhance excellence in education, research and innovation in specific subject areas. It also facilitates internationalisation and community service at the local, national and global levels. The civic university was identified as the optimum model for advancing the development of displaced universities. Similarly, a combination of features from the models analysed can be an appropriate solution to ensure a sustainable development of displaced universities during wartime and post-war recovery. Based on research findings we formulate policy recommendations on the following topics: a review of the missions and strategies of displaced universities, and the

launch of the Programme in Support of Displaced Universities. Also, the recommendation to develop crisis management plans at the national and institutional levels to ensure multilevel readiness for future emergencies is discussed.

Ovcharuk, O., Ivaniuk, I., & Leshchenko, M. (2023). **Impact of school lockdown on access to online instruction during the war in Ukraine**. *European Journal of Education*, 58(4), 561-574. <https://doi.org/10.1111/ejed.12589>

Quarantine measures in connection to the COVID-19 pandemic challenged the education system in Ukraine, like the education systems of other countries. This manifested over the course of three years in an increased need to develop distance learning online. Also, teacher ability to use digital tools, such as information communication technology (ICT), for instruction online is crucial in wartime circumstances in Ukraine. We describe the effects of school lockdown on teachers in Ukraine and how this affected teacher abilities to use distance instruction online in wartime circumstances. Drawing on a large-scale survey of 54,254 educators conducted in January–February 2022, we report on challenges and needs identified by teachers in Ukraine. The survey collected responses from teachers and other categories of educators. Our analysis of survey findings focus on key challenges and needs of teachers and schools during the COVID-19 quarantine. Respondents identified the following challenges: (1) lacking access to ICT equipment; (2) lacking access to stable high-speed internet; (3) an insufficient level of knowledge and skills in using ICTs (digital competence). The study on which this article reports outlined possibilities for the professional development of teachers in Ukraine, complemented with a teacher self-assessment of digital competence. The findings demonstrate that methods for organising online education in wartime circumstances in Ukraine benefit from the active interaction of all participants in the education process, their adaptability to changing learning conditions, continued communication about needs, notably teacher abilities to use ICT, and the ICT capacity of institutions.

Öz, Y. (2023). **Learning (abroad) mobility in the European Union: A comparison of youth in and out of higher education**. *Higher Education Quarterly*, 77(4), 969-984. <https://doi.org/10.1111/hequ.12457>

Abstract In the European Union (EU) context, learning abroad mobility (LAM) also includes non-formal learning activities. Young people can participate in LAM whether they are in tertiary education or not. Nevertheless, studies focusing on the participation of out-of-higher-education (Out-HE) youth in LAM are often scarce. The current study aims to explore the role of several sociodemographic factors in participation in LAM among Out-HE youth, based on the analysis of a large-scale survey conducted across EU member countries. Findings show that Out-HE youth is less likely to participate in LAM than the youth in higher education as expected. However, some socioeconomic factors, such as gender and age, play different roles among Out-HE youth and the youth in higher education in old (EU15) and new member countries (NMS) of the EU.

Ozga, J., Baird, J.-A., Saville, L., Arnott, M., & Hell, N. (2023). **Knowledge, expertise and policy in the examinations crisis in England**. *Oxford Review of Education*, 49(6), 713-731. <https://doi.org/10.1080/03054985.2022.2158071>

The Covid-19 pandemic suspended established practices that, in normal times, are seen as central to the functioning of education systems. For example, in England, school closures led to the cancellation of national examinations in 2020, and their attempted

replacement with an algorithmic model. Following public outcry about what were seen as the unjust effects of the application of that model, there was a very public policy reversal, and examination grades were awarded on the basis of moderated teacher assessments or Centre Assessed Grades, resulting in substantial grade inflation. This paper draws on research that investigated the actors involved in examinations policy in this period and focuses especially on the sources of expertise and the kinds of knowledge that were mobilised - or not - in the decision to cancel examinations, to develop the algorithm and to revert to Centre Assessed Grades.

PAM : Programme alimentaire mondial. (2023). **State of school feeding worldwide 2022**. Consulté à l'adresse https://docs.wfp.org/api/documents/WFP-0000147687/download/?_ga=2.201977042.2145498096.1698923385-907325591.1698659782

Ce rapport évalue l'impact de la COVID-19 et des autres événements mondiaux sur les programmes alimentaires et nutritionnels en milieu scolaire depuis le dernier rapport, datant de 2020. Il souligne ce qui a été accompli pour surmonter les défis sans précédent liés à la pandémie et surtout, il identifie les principes clés permettant d'assurer le succès des programmes d'alimentation scolaire, dans un contexte où les gouvernements sont en train de renforcer leurs systèmes éducatifs pour préparer l'avenir.

Pascal, C. (2023). **Comité de sélection de l'IGÉSR : rapport de la session de juillet 2023** (N° 23-24 074A). Consulté à l'adresse IGÉSR website: <https://www.ih2ef.gouv.fr/comite-de-selection-de-ligesr-rapport-de-la-session-de-juillet-2023>

Dans le cadre de la réforme de l'encadrement supérieur, le recrutement d'inspecteurs généraux donne lieu à des modalités renouvelées d'examen des candidatures.

Patrício, L. D., & Ferreira, J. J. (2023). **University entrepreneurial performance: A Fuzzy Set Qualitative Comparative Analysis**. *Higher Education Quarterly*, 77(4), 602-622. <https://doi.org/10.1111/hequ.12424>

Abstract As key players in innovation and entrepreneurial ecosystems, Higher Education Institutions (HEI) assume a position as catalysts in creating and disseminating knowledge with repercussions in the societal, economic, political and innovation environments. In this scenario, HEI are facing the need to balance the performance of their traditional missions—teaching and research—with the pursuit of entrepreneurial performance. This brings awareness of the need to pay particular attention to HEI entrepreneurial performance (HEIEP) and how to measure it. Based on HEInnovate, a self-assessment tool resulting from a joint effort of the European Community and the OECD, this study aims to explore the benefits of university entrepreneurial metrics, analysing HEIEP as a discriminant function of the HEInnovate dimensions complemented with a qualitative approach using Fuzzy Set Qualitative Comparative Analysis (fsQCA). The analysis provides valuable details, presenting recipes based on the HEInnovate dimensions or combinations of dimensions to achieve a mission legitimization. This research brings awareness to the use of the HEInnovate scale, where it is possible to highlight the importance of the digital transformation and capability dimension to entrepreneurial performance (EP) and university mission legitimization.

Perrenoud, M., Capitanescu Benetti, A., & Aeby Daghe, S. (2023). **Faire forme scolaire commune ?** *Raisons éducatives*, (27), 1-219. Consulté à l'adresse https://www.unige.ch/fapse/editions/files/8416/9565/4884/RAISED_027_2023.pdf

Peters, A. L., Rangel, V., & Anderson, A. (2023). **Disrupting the (Hidden) Curriculum: Anti-Racist Approaches to Student Instruction and Assignments.** *Journal of Cases in Educational Leadership*, 26(4), 53-61. <https://doi.org/10.1177/15554589231180649>

In an urban elementary school serving predominantly White and Latinx students, the second-grade teachers created an assignment that asked students to share how their families migrated to the United States. The mother of a Black student met with the teacher to discuss her discomfort with the assignment given that their family descended from enslaved Africans, not immigrants. The teacher was sympathetic but did not understand the issue and refused to omit the assignment. Unsatisfied, the mother requested a meeting with the principal to discuss the racist implications of this assignment and the potential trauma her son would experience.

Picard, E., & Carpentier, V. (2023, octobre 23). **Universités : comment les inégalités se sont renforcées en France et au Royaume-Uni.** Consulté 24 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/universites-comment-les-inegalites-se-sont-renforcees-en-france-et-au-royaume-uni-214979>

Entre la France et le Royaume-Uni, les systèmes d'enseignement supérieur sont très différents. Mais leurs réponses face aux défis de la massification étudiante ne se rejoignent-elles pas ?

Pietsch, M., Aydin, B., & Gümüş, S. (2023). **Putting the Instructional Leadership–Student Achievement Relation in Context: A Meta-Analytical Big Data Study Across Cultures and Time.** *Educational Evaluation and Policy Analysis*, 01623737231197434. <https://doi.org/10.3102/01623737231197434>

Aggregated data meta-analyses indicate a correlation between instructional leadership and student achievement. However, it is unclear to what extent this relationship can be generalized across cultural contexts, as most primary studies stem from Anglophone regions. Drawing on international large-scale assessment data, this 3-level individual participant data (IPD) meta-analysis examines this relationship over a 6-year period using a sample of 1.5 million students in more than 50,000 schools from 75 countries. The findings show that the mean correlation is close to 0 and that the relationship between instructional leadership and student achievement varies significantly across contexts. This is mainly due to the level of human development and cultural factors. Implications for policy, practice, and education research are discussed.

Pileri, A., Calda, R., & Gremion, L. (Éd.). (2023). **Alliances éducatives et processus d'inclusion (Dossier).** *Revue internationale de l'éducation familiale*, (51), 1-222. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782336410685&utm_source=phplist&utm_campaign=message_particuliers_harmattan_nos_nouveautes_du_30_octobre_au_3_novembre_36547&utm_medium=email&utm_content=lienTitre

Ce numéro 51 de la RIEF porte une attention particulière aux alliances qui se tissent entre la famille, l'école, les services éducatifs et sociosanitaires impliqués dans les parcours d'inclusion scolaire, sociale ou culturelle des enfants. Ces alliances essentielles dans les situations de fragilité psychosociale, économique ou culturelle le sont plus encore en présence de situations de vulnérabilité ou de handicap. Par la variété de leurs entrées théoriques et culturelles, les articles de ce dossier soutiennent l'importance de la reconnaissance de l'implication des parents dans la réussite inclusive de leurs enfants.

Pons, X. (2021). **La notion de pilotage dans la recherche en éducation francophone : une revue de littérature.** *Les dossiers des sciences de l'éducation*, (45), 15-32. <https://doi.org/10.4000/dse.5157>

Cet article propose une revue de la littérature de recherche francophone sur la notion de pilotage. Fondé sur un corpus de 61 contributions publiées entre 1993 et 2020, il met en évidence trois approches possibles de cette notion : le pilotage comme boîte noire, comme modélisation normative ou comme objet empirique de recherche. Après avoir synthétisé les apports et les limites de chacune d'elles, l'article pointe l'absence de clarification conceptuelle forte dans ces travaux et interroge l'éventuelle structuration d'un domaine de recherche autour d'un concept faible.

Pouradier, M. (2023). **L'idée d'université et la place des humanités et sciences humaines : état des lieux.** *Transversalités*, 167(4), 69-80. <https://doi.org/10.3917/trans.167.0069>

Une université n'est pas seulement une école de formation supérieure : son idée implique une recherche de la connaissance pour elle-même, et la préservation de la culture. L'état des humanités et sciences humaines au sein de l'institution universitaire permet de voir si l'idée d'université y est encore vivace. Or ces disciplines sont concurrencées par des domaines d'études nouveaux, comme les sciences de l'éducation ou les études de genre, qui menacent directement le maintien des formations classiques. Les ingénieurs pédagogiques, nouveaux venus dans le paysage universitaire depuis le COVID, mènent une guerre contre le cours magistral, lequel est la forme normale d'enseignement dans les humanités et sciences humaines. Heureusement, l'idée d'université reste dans le cœur de maints universitaires, parfois contre l'institution elle-même.

Pratt, N., & Alderton, J. (2023). **The policy and practice of mathematics mastery: The effects of neoliberalism and neoconservatism on curriculum reform.** *The Curriculum Journal*, 34(4), 578-593. <https://doi.org/10.1002/curj.202>

This paper explores how the twin processes of neoliberalism and neoconservatism work together on, and through, curricula and their associated pedagogies. It bridges the gap between policy and classroom practice, focusing on the particular example of the school subject of mathematics and the notion of mastery, operationalised in the English education system as Teaching for Mastery (TfM). From this context, it develops a theoretical argument using Dean's analytics of government as part of a broader Foucauldian frame, to analyse how TfM is constructed as a particular policy truth. It then shifts the analysis from a wide, social one to the individual classroom level using a psychological argument to critique TfM in its own terms, examining the onto-epistemological nature of mathematics as a subject. In doing so, it explores ways in which mastery might be problematic in classrooms, even whilst appearing to offer a solution at policy level to long-standing problems in English schooling. The aim is not to suggest that TfM has nothing to offer, but to point to ways in which it draws on the psychology of teaching and learning in a very particular manner, inscribing pupils with very specific mathematical subjectivities. By providing this insight into how neoliberal policy positions play out at practitioner level via curricula and pedagogies, the paper raises questions which are philosophical, political, and ethical, regarding the potential effect of TfM on teachers' and pupils' experiences of mathematics in schools, including implications for equity of this experience amongst the latter.

Prøitz, T. S., Aasen, P., & Wermke, W. (2023a). **Education Policy and Education Practice Nexuses**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 1-16). https://doi.org/10.1007/978-3-031-36970-4_1

This introductory chapter addresses the complex interrelations between education policy and education practice developed under new ways of governance. It highlights education nexuses as a concept of its own right and discusses what constitutes the contemporary nexuses in education of today. Based on the cases of education nexuses presented in the volume the chapter summarizes four central characteristics of education nexuses and raise the issue of the need to re-consider how we study education policy and practice in the interface between structure and agency for the future developments in education.

Prøitz, T. S., Aasen, P., & Wermke, W. (Éd.). (2023b). **From Education Policy to Education Practice: Unpacking the Nexus**. <https://doi.org/10.1007/978-3-031-36970-4>

Prøitz, T. S., & Rye, E. (2023). **Actor Roles in Research–Practice Relationships: Equality in Policy–Practice Nexuses**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 287-304). https://doi.org/10.1007/978-3-031-36970-4_15

This chapter offers insights into an education policy–practice nexus operationalised in a recent nationwide government initiative for the development of solid and stable research–practice relationships (RPRs) in education. Among the main challenges for productive RPRs are physical, linguistic, work-related, financial and cultural distances, which characterise and separate education research and education practice. Governments and universities alike have introduced initiatives aimed at strengthening these relationships through practitioner involvement in education research. Although practitioner involvement in research is not new, today's expectations of newer ways of working collaboratively in education research bring forward several issues regarding the roles of the actors involved. In this chapter, we study and discuss the roles of practitioners in successful RPRs and the requirements for developing ownership and relevance in these research collaborations. The analysis shows that the equality issue of practitioners and researchers in RPRs is more of an epistemological question regarding how practitioner knowledge and researcher knowledge are activated in relationships rather than a practical question of how practitioners can become more involved in research work.

Renard, F., Demeuse, M., Castin, J., & Dagnicourt, J. (2021). **De la structure légère de pilotage au Pacte pour un Enseignement d'excellence**. *Les dossiers des sciences de l'éducation*, (45), 33-55. <https://doi.org/10.4000/dse.5168>

Cette contribution retrace l'évolution du pilotage du système éducatif en Belgique francophone qui, au travers de la mise en œuvre de nouveaux modes de régulation, est de plus en plus soumis à une obligation de résultats. Les auteurs entendent, à partir d'un ensemble de textes légaux et officiels, retracer, l'évolution du système éducatif en décrivant les mécanismes de centralisation et de décentralisation, mis en œuvre. Enfin, au regard de l'évolution des modes de régulations bureaucratique-professionnelles et post-bureaucratiques permettant d'identifier les impacts de ce glissement progressif sur les acteurs de terrain, nous décrirons et analyserons ces transformations visant à orienter les conduites des acteurs, principalement à travers des principes d'autonomie et de responsabilisation.

Renard, F., Derobertmasure, A., & Demeuse, M. (2023). **The Role of Accountability in the Belgian Education System: From Control Regulation to Autonomous Regulation.** *International Journal of Education Policy and Leadership*, 19(2), 19 pp-19 pp. <https://doi.org/10.22230/ijepl.2023v19n2a1265>

Since 2017, new modes of regulation have been implemented in French-speaking Belgium and have resulted in responsabilization and accountability policies. This article aims to define the characteristics of control regulation, which corresponds to explicit and official rules implemented by the central government. Based on a textual analysis (NVivo® software) of legal texts published between 2017 and 2019, it aims to understand this regulation. This article consists, firstly, of an analysis of the way in which these texts define concepts reflecting the reform of governance in French-speaking Belgium (accountability, autonomy, etc.). Secondly, the "consistency" between this analysis and the literature is examined. This analysis is enriched by a qualitative analysis of interviews conducted with stakeholders in the system (N = 5) regarding the way they mobilize these concepts. The aim is to approach autonomous regulation, corresponding to the rules produced within the organization by the individuals who make it up and their interpretation, so that it corresponds to their "reality in the field." Based on these levels of analysis, this article intends to identify the extent to which these stakeholders take up the meaning of these concepts from the corpus and/or the literature in their discourse, but also how they alter, deviate from, or interpret it.

Reymert, I., Vabø, A., Borlaug, S. B., & Jungblut, J. (2023). **Barriers to attracting the best researchers: perceptions of academics in economics and physics in three European countries.** *Higher Education*, 86(5), 1173-1193. <https://doi.org/10.1007/s10734-022-00967-w>

Recruitment is one of the main strategic tools for universities, which aim to hire the best possible candidates for their academic positions. However, not every institution can hire whom they perceive as the best. Our paper investigates what are perceived to be the most pressing hindrances to attracting the best researchers. We focus on national and disciplinary differences in researchers' perceptions of barriers to recruiting the best scholars in their fields. We surveyed researchers in economics and physics in the Netherlands, Norway, and the UK and find that economists emphasize salary level and institutional prestige as the main barriers, while physicists underline competition from non-academic actors and career development opportunities. We further find differences by country. In Norway, limited institutional prestige is a key barrier to attracting the best researchers, while researchers in the UK highlight salary levels. Respondents at Dutch universities claim that they experience multiple, equally important barriers.

Rojas, G. M. (2022). **Aux avant-postes de la soutenabilité : l'enseignement supérieur colombien 1988-2018** (Phdthesis, Université Panthéon-Sorbonne - Paris I). Consulté à l'adresse <https://theses.hal.science/tel-04009082>

La soutenabilité, comme tendance qui perçoit l'enseignement supérieur en Colombie, est un sujet qui demande à être exploré. Les avant-postes sociétaux, se situant entre les défis écologiques, les crises énergétiques et le changement climatique, tournent tous vers la soutenabilité. C'est pourquoi nous présentons et unifions ici l'ensemble de notre recherche appliquée à l'enseignement supérieur autour de ces avant-postes, entre 1988 et 2018. La première partie de cette thèse, qui se concentre sur la fin du XXème siècle, se développe en deux chapitres et relie une série d'études de cas qui mettent en évidence et éclairent les apports scientifiques et académiques des pays développés

envers les défis écologiques et énergétiques. Nous introduisons la méthode nord-américaine d'aménagement écologique du territoire et son applicabilité dans le cadre de la recherche en Colombie. Ensuite nous nous intéressons à la recherche sur l'habitat climatique à partir de l'énergie solaire, menée dans les années 1970 en France, en nous basant particulièrement sur notre propre expérience dans les centres de recherche français. Par la suite, à l'égard de la soutenabilité, nous voyons comment les Objectifs du Millénaire des Nations Unies ont été pris comme des orientations fondamentales pour définir une direction claire pour l'activité de recherche dans un petit échantillon d'universités en Colombie. Ici, la création et utilisation d'un outil de gouvernance dans l'écosystème universitaire et sa confrontation dans le contexte des universités latino-américaines, permet de caractériser l'impact de la vague soutenable. Notre propos est moins de montrer des certitudes, que de présenter un point de vue qui servira de soutien pour des futures études. Dans ce travail, nous essayons, à partir d'un ensemble d'expériences personnelles et collectives, de montrer comment les mutations de la soutenabilité dans l'enseignement supérieur entrent dans l'univers de la recherche, et comment celle-ci, pour sa part, éclaire l'évolution de l'enseignement de la soutenabilité en Colombie. Le déroulement du travail permet de voir la façon dont les pratiques de recherche des nouvelles générations permettent d'articuler les systèmes académiques aux défis issus des transformations et des mutations sociales. Pendant l'écriture du dernier chapitre, une inattendue virale est venue s'introduire de manière radicale parmi les défis planétaires. Elle entre en concurrence avec les objectifs des avant-postes sociétaux, et nous oblige à tourner notre regard vers les apports que les concepteurs de habitats urbains devront proposer. Pour cette raison, face à une société en pleine mutation, et actuellement en lutte contre une situation de pandémie qui touche l'humanité toute entière, nous osons apporter une contribution pour la formation de futurs professionnels en développement urbain. Ces nouveaux professionnels devront être prêts à agir face aux inattendus et aux défis urbains de l'avenir.

Rojas, M. T., Hernández, M., & Falabella, A. (2023). **School Desegregation Policies in Chile: Tension Between the Market and Non-selection Regulation.** In V. Dupriez, J. P. Valenzuela, M. Verhoeven, & J. Corvalán (Éd.), *Educational Markets and Segregation: Global Trends and Singular Experiences From Belgium and Chile* (p. 189-207). https://doi.org/10.1007/978-3-031-36147-0_10

This chapter analyses the trajectory of school desegregation policies in Chile over the last 20 years, examining the School Inclusion Law (LIE, by the Spanish acronym). The LIE, enacted in 2015, marks a milestone in the Chilean educational model, as it intervenes in market segregation mechanisms, in contrast to the rationale of previous educational policies. The chapter describes the social and political process that paved the way for the enactment of the LIE, its foundations and the first evidence of the impacts of its implementation. It suggests that this policy combines various principles that make it difficult to assess its effects on schools. On the one hand, it incorporates principles of redistribution through the end of co-payments and selection of students, and particularly through the implementation of a semi-random admission system that favours integration and social mixing in schools. On the other, it includes principles of recognition by intervening in decisions to suspend and expel students that involve "arbitrary discrimination" based on ethnic, cultural, gender, sexual orientation or religious characteristics. Therefore, the principles of desegregation coexist with principles of sociocultural inclusion, a complex issue to establish in a market-orientated system such as that in Chile.

Rossello, G. (2023). **The Effect of Government Cuts of Doctoral Scholarships on Science** [LEM Papers Series]. Consulté à l'adresse Laboratory of Economics and Management (LEM), Sant'Anna School of Advanced Studies, Pisa, Italy website: https://econpapers.repec.org/paper/ssalemwps/2023_2f33.htm

I provide estimates of the impact of government cuts on PhD scholarships in Science. I leverage a unique quasi-natural experiment, the staggered cuts made by the Hungarian Government between 2010 and 2021 to expand Orban's political influence over the university system. The political aim of the cut ensures that it is exogenous to the economic cycle and to the scientific activity of universities. My analysis couples the complete enrolment records of doctoral students in the country around the years of scholarship cuts with a generalized difference-in-differences approach. I find that while government cuts of PhD scholarships have an ambiguous effect on students' attainments, the policy has a clear negative effect on Science. That is, the severe reduction of scholarships increases the chance of completing the PhD by 1 pp, and the effect is stronger for female students. However, this positive effect is counterbalanced by a reduction of a similar amount of entry rates for females and non-traditional students. This suggests that besides training might improve, or the system might become more efficient, this is at the expense of social inclusion. Additionally, the effects of cuts on scientific production are negative both in terms of quantity and quality. The productivity of doctoral students drops by 2 pp while their scientific quality decreases between 0.2 pp and 1 pp. My results suggest that the reduction of doctoral scholarships might produce efficiency in terms of student attainment but at the expense of social inclusion, scientific production, and quality.

Ruthven, K. (2023). **Évolutions et tendances comparées de l'enseignement des mathématiques en Angleterre et en Écosse** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 143-153. <https://doi.org/10.4000/ries.14298>

Cet article s'intéresse à l'enseignement des mathématiques en Angleterre et en Écosse dans une perspective comparée. S'agissant de l'Angleterre, il montre comment la progression de l'accès à l'éducation et des attentes envers l'école ainsi que le pilotage et la réglementation croissants de l'État ont façonné l'évolution de cet enseignement. Il met en évidence des visions divergentes des réformes, des conceptions antagoniques de la numératie, la controverse sur les finalités et les modalités de l'enseignement des mathématiques à l'école et l'influence croissante des comparaisons internationales. Enfin, l'article analyse les documents curriculaires actuellement en vigueur en Angleterre et en Écosse, en soulignant leurs discours contrastés en matière d'enseignement des mathématiques, en ce qui concerne les processus d'apprentissage, la force des rapports transdisciplinaires, la reconnaissance des mathématiques comme phénomène historico-culturel et l'importance des méthodes de calcul standards.

Schulte, B. (2023). **The Policy-Practice Nexus as 'Politics of Use': Professional Autonomy and Teacher Agency in the Classroom**. In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 39-57). https://doi.org/10.1007/978-3-031-36970-4_3

This chapter approaches the policy-practice nexus by scrutinizing the relationship between teacher agency and professional autonomy. Teacher agency has usually been researched from two different perspectives. On one side, scholars are concerned with questions of professional autonomy vis-à-vis specific accountability regimes, and apply, in the broadest sense, a governance framework. On the other, there is a more

normatively grounded discussion of professional autonomy, emphasizing how teachers, due to various new forms of (neo-liberal) governance, become increasingly de-professionalized. While acknowledging both perspectives, this chapter questions the conflation of professional autonomy with teacher agency. Drawing on the concept of the 'politics of use' and findings from fieldwork in China, the chapter proposes a framework for conceptualizing autonomy and agency as they operate in and between systems, involving and producing different types of agents. The chapter's findings suggest that the ways in which policy implementation processes have been conceptualized need to be reconsidered. Particular attention must be paid to the political-ideological and normative specificities of both the investigated policy system and of the investigator's own research traditions, to ensure that policy implementation processes can be compared across a broad variety of cases.

Serina-Karsky, F., & Binetti, M. F. G. (2023, novembre 6). **Ce que la pensée complexe d'Edgar Morin apporte à l'éducation**. Consulté 8 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/ce-que-la-pensee-complexe-dedgar-morin-apporte-a-leducation-212999>

Si Edgar Morin s'est penché sur les questions éducatives et a rencontré un écho dans ce domaine en Amérique du Sud, les pistes que sa pensée apporte pour changer l'école sont trop méconnues en France.

Shahjahan, R. A., Grimm, A., & Allen, R. M. (2023). **The "LOOMING DISASTER" for higher education: how commercial rankers use social media to amplify and foster affect**. *Higher Education*, 86(4), 827-843. <https://doi.org/10.1007/s10734-021-00762-z>

Despite the ubiquity of global university rankings coverage in media and academia, a concerted attempt to investigate the role of social media in ranking entrepreneurship remains absent. By drawing on an affect lens, we critically examine the social media activities of two commercial rankers: Times Higher Education (THE) and Quacquarelli Symonds Ltd (QS). Based on an analysis of THE's Twitter feed and QS' Facebook page between January and June 2020, we illuminate how rankers use social media for affective storytelling to frame and sell their expertise within global HE. First, we demonstrate how THE uses Twitter to engage an audience of institutions, governments, and administrators, reinforcing universities' increasingly aggressive behavior as market competitors. Next, we show how QS engages a student-oriented audience on Facebook, furthering the role of students as consumers. Before and during the COVID pandemic, we observed that both rankers amplified and mobilized precarity associated with performance and participation, selling hope to targeted audiences to market their expertise as solutions—a strategy that remained amidst the global pandemic. Based on our observation of the front stage of rankers' social media activities, we argue that rankers' deployment of social media as a form of affective infrastructure is conducive to further sustaining, diffusing, and normalizing rankings in HE globally.

Sharma, S. N., & Dehalwar, K. (2023). **Council of Planning for Promoting Planning Education and Planning Professionals**. *Journal of Planning Education and Research*, 43(4), 748-749. <https://doi.org/10.1177/0739456X231204568>

Sipos, N., Kuráth, G., Bányai, E., & Jarjabka, Á. (2023). **Applicants' institution selection criteria in the higher education: An empirical study in Hungarian higher education**

management. *Management in Education*, 37(4), 178-189.
<https://doi.org/10.1177/08920206211030975>

The purpose of this paper is to show what are the applicants' institution selection criteria in higher education in Hungary and what changes this will imply in higher education management and communication. These questions were investigated based on a review of the most relevant literature and the analysis of 1396 Hungarian higher education University of Pécs applicants in two consecutive years. Exploratory and confirmative factor analyses were used to identify the relative order of the application influencing factors: as a result, the first most important is the vivacity, followed by career and costs, fourth is image and the last one is the low commitment. In this context, the paper has shown that the identification of the application strategies requires renewed management and communication techniques. The results help the institutions to determine the possible actions to be implemented to attract more students and improve the level of offered services. The permanent system change of the Hungarian higher education as a phenomenon versus the applicants' institution selection criteria gives the uniqueness of the Hungarian situation, and this study provides information for researchers in higher education in this field additionally.

Slaby, F. (2023). **Penser les fragilités de l'université d'aujourd'hui avec Newman.** *Transversalités*, 167(4), 29-41. <https://doi.org/10.3917/trans.167.0029>

Universitaire reconnu, Newman était une figure influente de l'université d'Oxford et de l'université catholique de Dublin. Ses trois ouvrages sur l'université (*L'Idée d'université*, *The Rise and Progress of Universities* et *My Campaign in Ireland*), tous écrits dans les années 1850, constituent le corpus de cet article. En tant que théoricien, mais aussi historien et homme d'action au sein de l'université faisant face aux mutations de l'institution universitaire, Newman tente de faire bifurquer l'université de son temps comme il peut encore le faire avec celle d'aujourd'hui en rappelant qu'elle est faite de personnes assemblées dans un même lieu à qui on accorde le temps de cultiver leur intelligence.

Stenersen, C. R. (2023). **Competing Policy Ideas in Classroom Practice: The Case of Student Group Work.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 247-264). https://doi.org/10.1007/978-3-031-36970-4_13

In this chapter, the policy–practice nexus is empirically studied by examining an example of student group work trajectory in the context of Norwegian classrooms. Research and policy highlight the importance of developing student collaboration skills in the school setting. At the same time, contemporary education is marked by a focus on the individual learner and the measurement of the learning outcomes of individual students. This chapter explores this apparent dilemma by contrasting the political and pedagogical ambitions related to desired outcomes of student group work with empirical actualisation of authentic student group work. A conceptual framework informed by discursive institutionalism and the theory of cooperation and competition provides a multilayered lens for exploring the policy–practice nexus and scrutinising how policy intent might turn out in practice. As such, the study can serve as an example of how policy ideas, the school as an institution and the agency of teachers and students interact in the complex field of educational practice.

Sun, Y., Zhang, R., Hu, L., & Li, A. (2023). **Understanding the performance of universities to promote technological innovation and transformation: An application to China based on**

a new network data envelopment analysis cross-efficiency model. *Higher Education Quarterly*, 77(4), 932-968. <https://doi.org/10.1111/hequ.12442>

When evaluating the performance of Research and Development (R&D) and Scientific and Technological (S&T) transformation activities in universities, the existing studies do not contain prior strategy analysis and inequality analysis. In this regard, prior strategy reflects the relative attention paid by universities to R&D and S&T transformation activities, while inequality analysis assists us in better understanding technological inequality in efficiency across universities. Additionally, this study contributes to the existing literatures by proposing new concepts of window-based cross-efficiency, window-based relative weights and a network Data Envelopment Analysis model. Our framework is able to evaluate the efficiency, perform priority analysis and identify the sources of technological inequality. Empirically, this study focuses on universities in Chinese provinces from 2007 to 2019. This study is of high policy practice, since it provides policy makers with how each university has performed during the examined period and what are the underlying factors driving efficiency changes.

Sunderram, S. (2023). **Representation, Race and Empire: a Postcolonial Analysis of the New York Global History Regents exam.** *Journal of Curriculum Studies*, 55(6), 661-681. <https://doi.org/10.1080/00220272.2023.2255993>

Postcolonial studies have long identified history curriculum as a site of empire building. High stakes exams like the Global History Regents Exam in New York (NYGHR) undoubtedly impact curriculum but have yet to be examined through a postcolonial lens. This study evaluates to what extent, if at all, the NYGHR perpetuates eurocentrism as defined by four concepts from the literature: numerical representation, replacement, tokenism and narrative erasure. Through both qualitative and quantitative analysis, the study finds the exam to be eurocentric both in its numerical underrepresentation of the global south, and in its replacement and omission of global south achievement, its overuse of tokenism, and its flagrant narrative erasure of the violence of colonialism. The study posits implications and next steps for students, practitioners and future research on how to build inclusive, student driven global history curricula

Talbot, D. (2023). **Knowledge, knowers, and power: understanding the 'power' of powerful knowledge.** *Journal of Curriculum Studies*, 55(6), 633-645. <https://doi.org/10.1080/00220272.2023.2256009>

This article seeks to contribute to recent theorizing around the concept of powerful knowledge. I begin with a discussion of the current use of the term in both academia and the wider institutional environment of schools. I then give a detailed account of its origins in social realism before exploring different iterations of the concept in recent academic work. The second half of the article seeks to develop the idea of 'power' in powerful knowledge by engaging with the criticisms of philosopher John White. I do this by bringing in the philosophical work on the concept of power offered by Peter Morris. I conclude that Morris' analysis of power can help reveal why 'power' is best seen as a disposition to effect certain ends. I suggest that this helps resolve some of the concerns of White and provides a template for how to think about powerful knowledge going forward.

Tarricone, P., Mestan, K., & Teo, I. (2023). **A policy monitoring framework to prepare for, respond to, and recover from education in emergencies.** *Education Inquiry*, 0(0), 1-28. <https://doi.org/10.1080/20004508.2023.2260105>

The COVID-19 pandemic has highlighted how widespread emergencies can disrupt national education systems and schooling. To assist policy decision-making and monitoring, a rapid review of over 200 documents relating to education in emergencies (EiE) was conducted, with a specific focus on the COVID-19 pandemic. The purpose of the review is to support policymakers, largely in developing countries, to develop policies that promote education system resiliency with a focus on monitoring those policies. From the analysis and synthesis of evidence a new framework has been produced, which assists policymakers by organising the complexity of relevant concerns. This Policy Monitoring Framework (PMF) identifies three key factors – System, Teaching and learning, and Agents – and corresponding sub-factors, which collectively can be used to inform policy decisions. These factors are superimposed upon an emergency in education Preparedness-Response-Recovery cycle. The Policy Monitoring Framework provides a basis for a Policy Monitoring Tool, which in turn supports the planning of educational reforms and monitoring the status of the education system to build resilience.

Tchernovol-Tkachenko, R., & Baliouk, V. (2023). **Créer un environnement éducatif sûr à Dergachy, dans la région de Kharkiv.** *Revue internationale d'éducation de Sèvres*, (93), 28-30. <https://doi.org/10.4000/ries.14034>

En Ukraine, l'état de guerre a provoqué la destruction à grande échelle des bâtiments scolaires et menacé un mode de vie sain des écoliers, en entraînant des déplacements forcés dans des lieux sûrs en Ukraine et à l'étranger et, ce qui est le plus terrible, un transfert forcé des territoires occupés de l'Ukraine vers la Russie. Les situations d'urgence requièrent une responsabilité particulière, de l'efficacité, de la persévérance, de l'unité, de l'ouverture et du soutien de la part des éduca...

Teillet, A. (2022). **L'éducation à l'épreuve du néolibéralisme.** Consulté à l'adresse <http://www.otrante.fr/teillet.html>

Le projet néolibéral, tel qu'il s'élabore théoriquement, dès l'entre-deux guerres, et tel qu'il s'applique politiquement à partir de la fin des années 1970, identifie comme l'une des conditions de possibilité de son succès et de sa perpétuation la production d'un sujet inédit, capable de s'adapter sans cesse à de nouvelles configurations économiques et sociales, essentiellement structurées par le principe de concurrence. L'éducation, qui permet d'agir précocement sur les subjectivations, est donc un enjeu majeur pour le néolibéralisme. Des normes éducatives nouvelles, imprégnées par les logiques du capital humain, bouleversent dès lors tout autant les systèmes scolaires que les expériences parentales. Assimilé à un potentiel (économique) à développer, le jeune individu se doit désormais d'être transformé en sujet productif, flexible, performant et créatif. Prises en charge par les pratiques de soi d'une « culture de la positivité » et par les savoirs technicisés des neurosciences, les enfances contemporaines, repensées, ajustées et « reconfigurées », s'en trouvent irrémédiablement modifiées.

Tsivinskaya, A. (2023). **The diversity of university disciplinary profiles in research and teaching.** *Higher Education Quarterly*, 77(4), 853-873. <https://doi.org/10.1111/hequ.12436>

Abstract Is the ideal of a one-size-fits-all university model—where universities are capable of successfully performing all competencies simultaneously—ever achievable? Has the balance between teaching and research activities grown even more fragile or is such a balance unfeasible? In this paper, we review studies of institutional diversity in higher education and bibliometric analyses. We propose a two-dimensional typology based on diversity in teaching and research by scientific fields. We investigate the diversity in

teaching and research, respectively, at the disciplinary level and address whether these primary activities mirror each other. As a measure of mismatch between the two activities, we assess the distribution of students and publications by scientific fields through a clustering analysis. Our study of higher education institutions (HEIs) in Russia reveals that private universities are less diverse both in research and teaching and have high teaching intensity compared to state universities. Expectedly, universities in the rankings have more diverse profiles and they have a higher research intensity.

UNESCO & IIEP. (2023). **Évaluer les apprentissages des élèves : oui, mais après ?** (p. 8). Consulté à l'adresse IIEP website: <https://www.iiep.unesco.org/fr/publication/evaluer-les-apprentissages-des-eleves-oui-mais-apres>

L'évaluation occupe une place prépondérante dans les politiques nationales d'amélioration de la qualité de l'éducation : elle a un caractère prédominant dans les représentations des acteurs et d'importants moyens logistiques et financiers y sont consacrés. Pourtant, le système éducatif ne les utilise pas suffisamment pour permettre de réguler les politiques et les initiatives

UNESCO Rapport mondial de suivi de l'éducation, ISU : Institut de statistique de l'UNESCO, & Banque mondiale. (2023). **EFW: Education finance watch 2023**. Consulté à l'adresse <https://thedocs.worldbank.org/en/doc/83e58d3341493b223668bb9d6cb7e9c2-0140022023/related/EFW-2023-Report-oct9v2.pdf>

Le rapport annuel sur l'état mondial du financement de l'éducation 2023 met à jour les analyses sur les tendances des dépenses pour l'éducation au cours des dix dernières années jusqu'en 2021. Les pays à revenus faibles ont augmenté d'année en année leurs dépenses publiques pour d'éducation (3,6% du PIB en 2021). L'aide publique au développement consacrée à l'éducation diminué. Partout dans le monde, des pays sont aux prises avec les pertes d'apprentissage provoquées par la pandémie de COVID-19.

Upsher, R., Percy, Z., Cappiello, L., Byrom, N., Hughes, G., Oates, J., ... Foster, J. (2023). **Understanding how the university curriculum impacts student wellbeing: a qualitative study**. *Higher Education*, 86(5), 1213-1232. <https://doi.org/10.1007/s10734-022-00969-8>

There is increasing pressure within universities to address student mental health. From a whole university or settings-based perspective, this could include curriculum-embedded approaches. There is little research about how this should work or what approaches might be most effective. Semi-structured interviews were conducted with fifty-seven undergraduate students from five disciplines (Psychology, English studies, Nursing, International Politics, and War Studies) to understand students' perspectives. Students reflected on wellbeing module content and, more broadly, on curriculum processes (teaching, pedagogy, assessment) within their degree. Reflexive thematic analysis was applied to transcripts, generating three themes: embedding wellbeing in the curriculum; assessment, challenge, and academic support; and social connection and interaction. The findings provide evidence for teaching, pedagogy, and assessment practices supporting higher education student wellbeing. These align with recommended good teaching practices, such as considering appropriate assessment methods followed by effective feedback. Students saw the benefits of being academically challenged if scaffolded appropriately. Strong peer connection, teacher-student interaction, and communication were crucial to learning and wellbeing. These findings provide implications for future curriculum design that can support learning and wellbeing.

Valente, G., & Lefeuvre, S. (2023). **De la démocratisation à la méritocratie à l'université, l'influence de la loi ORE sur les pratiques pédagogiques et les représentations dans l'enseignement supérieur.** RESUP 2023 : *Fin d'un monde, nouveau monde ? Penser les changements des systèmes d'enseignement supérieur et de recherche*. Présenté à Grenoble, France. Consulté à l'adresse <https://hal.science/hal-04258517>

Depuis la loi ORE, les formations universitaires ont la possibilité de limiter leurs capacités d'accueil. L'augmentation des effectifs étudiants, les difficultés d'encadrement et d'accueil dans les locaux universitaires peuvent contraindre certaines équipes pédagogiques à limiter le nombre d'étudiants en première année. Les enseignants des départements réunis en commissions d'examen des vœux vont alors classer les candidats. Dès lors, on peut affirmer que l'entrée dans l'enseignement supérieur devient sélective et de nombreux chercheurs actent l'instauration avec la loi ORE et Parcoursup de la sélection à l'entrée à l'université (Chauvel et Huguée, 2019 ; Pasquali, 2021 ; Huguée et Poullaouec, 2022). Parallèlement, des financements ont été attribués aux universités qui proposaient des dispositifs d'accompagnement aux étudiants dont les capacités de réussite semblent moins assurées au moment de leur candidature sur Parcoursup. Les candidats reçoivent la réponse : « oui-si » via Parcoursup et s'engagent à participer aux dispositifs d'aide à la réussite : modules complémentaires de méthodologie, cours de soutien disciplinaires, tutorats, réalisation de la licence en trois ans au lieu de deux etc. A la rentrée 2019, 9,3% des néo-bachelier.e.s inscrit.e.s en licence suivent un parcours aménagé (SIES, 2021), soit une augmentation de 3,7 points par rapport à l'année précédente. Quand bien même les propositions « oui-si » sont en augmentation, la proportion d'étudiant.e.s accueilli.e.s dans ces parcours aménagés reste marginale et ne permet pas d'affirmer que ces aménagements oui-si garantissent une égalité des chances pour les candidat.e.s à l'entrée dans l'enseignement supérieur. Par contre, la mise en place de tels dispositifs interroge la manière d'envisager la sélection et la réussite des étudiants en premier cycle universitaire. Ici, la « réussite » de ces dispositifs n'est pas interrogée, même si nous savons par ailleurs que leur effet global sur la présence aux examens et la moindre propension au décrochage, ne sont pas significatifs. Depuis l'échec du plan réussite en licence (Perret et Morlaix, 2014 ; Annot et Etienne, 2012) ou d'autres dispositifs plus locaux, comme les « cordées de la réussite » (Kennel, 2020), la littérature scientifique a fréquemment démontré la relative inefficacité des mesures locales et ponctuelles. La réussite ou l'échec à l'université dépendent surtout du parcours scolaire antérieur (Michaut 2012, Morlaix et Suchaux, 2012) et les écarts cognitifs qui se creusent aujourd'hui en fonction des baccalauréats, mais aussi des lycées d'origine ne font que confirmer ce constat (Terrail, 2020). Si plusieurs études tentent de mesurer l'efficacité des dispositifs, plus rares sont celles qui portent sur l'appropriation de prescriptions par les acteur.trice.s du monde éducatif (Brossais et Lefeuvre, 2018 ; Bonasio et Veyrac, 2022), et celles qui s'interrogent sur la pratique des acteur.trice.s de l'enseignement supérieur qui ont en charge la responsabilité de la mise en place de dispositifs de réussite. Si au démarrage de notre recherche, l'objectif était seulement de constituer un état des lieux des dispositifs existants, nos difficultés rencontrées pour accéder au terrain ont attisé notre curiosité. Nous avons alors complété le questionnaire initial par une investigation sur les effets de ces dispositifs dans les pratiques professionnelles des acteurs et actrices de l'enseignement supérieur. Ainsi, nous posons la question suivante : Comment les acteurs et actrices de l'enseignement supérieur s'approprient et conçoivent les dispositifs oui-si ? Quelles en sont les répercussions sur la transformation de l'université aujourd'hui ? Comme on peut s'en douter, la mise en place de politiques nationales font changer les pratiques, mais aussi

les représentations du rôle et des missions de l'enseignement supérieur. Nos trois idéaux-types éclaircissent les ressentis, les impressions d'un changement de paradigme de pensée à l'université. Cette analyse idéal-typique rend compte à notre sens du passage d'une université égalitaire, juste et universaliste vers une université concurrentielle, individualiste et, au fond, plus proche de la pensée néo-libérale.

Varsik, S., & Gorochovskij, J. (2023). **Intersectionality in education: Rationale and practices to address the needs of students' intersecting identities.** <https://doi.org/10.1787/dbb1e821-en>

Intersectionality highlights that different aspects of individuals' identities are not independent of each other. Instead, they interact to create unique identities and experiences, which cannot be understood by analysing each identity dimension separately or in isolation from their social and historical contexts. Intersectional approaches in this way question the common classification of individuals into groups (male vs. female, immigrant vs. native etc.), which raises important implications for the policy-making process. In education, analyses with an intersectional lens have the potential to lead to better tailored and more effective policies and interventions related to participation, learning outcomes, students' attitudes towards the future, identification of needs, and socio-emotional well-being. Consequently, as elaborated in this paper, some countries have adjusted their policies in the areas of governance, resourcing, developing capacity, promoting school-level interventions and monitoring, to account for intersectionality. Gaps and challenges related to intersectional approaches are also highlighted.

Verger, J. (2023). **Naissance de l'université au tournant des xii^e et xiii^e siècle.** *Transversalités*, 167(4), 15-27. <https://doi.org/10.3917/trans.167.0015>

Depuis son apparition à Paris et Bologne vers 1200, l'université s'est beaucoup transformée. Dès l'origine, chaque université a eu ses caractéristiques institutionnelles, intellectuelles et sociales propres. Mais cette diversité ne doit pas cacher la nouveauté et l'unité profonde du phénomène universitaire qui repose sur l'affirmation de quelques principes fondamentaux : l'université médiévale était une communauté autonome, vouée à l'étude et à l'excellence du savoir, elle conférait des diplômes qui garantissaient la compétence de ses membres et leur utilité sociale, elle devait être reconnue et protégée par les autorités supérieures. Même si ces principes n'ont pas toujours été parfaitement respectés, ce sont eux qui ont permis le succès de l'idée d'université et la pérennité à travers les siècles de l'institution qui l'incarnait.

Wermke, W., & Forsberg, E. (2023). **Understanding Education Reform Policy Trajectories by Analytical Sequencing.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice : Unpacking the Nexus* (p. 59-73). https://doi.org/10.1007/978-3-031-36970-4_4

This chapter exemplifies a strategy for understanding and examining Policy and Practice Practice Nexuses Nexuses concerning education reform Reforms trajectories. Education policy-making is an increasingly complex process, mostly neither linear Linear and rational nor unidirectional. However, to understand such processes, we advocate complexity Complexities reduction through analytical distinctions, sequencing, and entity-relationship-thinking. While policy-practice nexuses Nexuses are conflated in the reality of public education Public education, our analytical approach must produce a somewhat linear Linear, sequential understanding. Drawing on this argument, we

propose a modelModels which displays education reformReforms trajectories and explore the modelModels in terms of empirical objects. With the distinction between entities and relationshipsRelationships, we facilitate analytical definitions in Policy-Practice Research regarding what affects what and how it does so. RelationshipsRelationships are units of re-contextualization, process, and transfer, which demand the presence of at least two entities. Moreover, Time becomes an analytical device. Each unit conditions the next. The prior development of ideas always conditions the current contextContexts of the analyses. Finally, we advocate comparative education reformReforms policy analyses. While selecting (national and sectorial), cases become critical. Comparisons may uncover the different layers of universality and particularity.

Wiig, A. C. (2023). **Tracing Policy in Practice. Exploring the Interactional Exercise of Oral Assessment.** In T. S. Prøitz, P. Aasen, & W. Wermke (Éd.), *From Education Policy to Education Practice: Unpacking the Nexus* (p. 265-285). https://doi.org/10.1007/978-3-031-36970-4_14

By empirically zooming in on oracy as an area of educational reforms, this chapter illuminates how a new oral assessment phenomenon that has been observed in practice meets, overlaps, and, more recently, challenges educational policy in the Norwegian educational context. Conducted in three lower secondary schools, the study draws on audio-recorded materials capturing authentic teacher–student dialogues in group subject talk tests. By exploring authentic assessment practices, the chapter analyzes (1) which aspects of competence students are made accountable for and (2) how the introduction of learning outcomes and oracy as one of five core skills can challenge the interactional exercise of oral assessment in educational practice. The results illustrate how subject talk evaluation practices through the organization in social groups go beyond assessing students in terms of assessment criteria or scales. The oral assessment situation becomes a setting where teachers share professional judgments and approve specific oral initiatives for groups of students. In this nexus of group subject talks and recent policy on learning outcomes and oracy as a core skill, students become competent contributors through retrospective evaluations of their own performance, making themselves accountable for the group's community, subject-specific knowledge, and the norms and rules of reasoning in the group's subject talks. The findings raise several questions about how we understand actors as the coconstructors of educational policy when certain educational practices seem to be in front of policy uptake in the nexuses where policy and practice conflict, overlap, and meet.

Wilbers, S., & Brankovic, J. (2023). **The emergence of university rankings: a historical-sociological account.** *Higher Education*, 86(4), 733-750. <https://doi.org/10.1007/s10734-021-00776-7>

Nowadays, university rankings are a familiar phenomenon in higher education all over the world. But how did rankings achieve this status? To address this question, we bring in a historical-sociological perspective and conceptualize rankings as a phenomenon in history. We focus on the United States and identify the emergence of a specific understanding of organizational performance in the postwar decades. We argue that the advent of this understanding constituted a discursive shift, which was made possible—most notably but not solely—by the rise of functionalism to the status of a dominant intellectual paradigm. The shift crystallized in the rankings of graduate departments, which were commissioned by the National Science Foundation and

produced by the American Council on Education (ACE) in 1966 and 1970. Throughout the 1970s, social scientists became increasingly more interested in the methods and merits of ranking higher education institutions, in which they would explicitly refer to the ACE rankings. This was accompanied by a growing recognition, already in the 1970s, that rankings had a place and purpose in the higher education system—a trend that has continued into the present day.

Wilczewski, M., Wang, R., Du, J., Sørderberg, A.-M., Giuri, P., Mughan, T., ... Jacob, M. J. (2023). **Cultural novelty and international students' experience: a five-country study.** *Higher Education*, 86(5), 1107-1128. <https://doi.org/10.1007/s10734-022-00964-z>

Research has linked cultural differences between a sojourner's home and host country with their cultural transformation. Nonetheless, the results of empirical studies are inconclusive due to different operationalizations of cultural differences and testing among different groups of sojourners. We extend previous investigations by examining the effects of cultural novelty (i.e., the subjective perception of cultural differences) on the experience of international students (N = 1114) in Denmark, Germany, Italy, Poland, and the USA. Drawing on acculturation and social learning theories, we conceptualized a model of students' adjustment and satisfaction taking into account cultural novelty. We tested the model through multi-group structural equation modeling (SEM) and examined the various relationships across subsamples from all five countries. We determined the significant effects of cultural novelty and a range of factors impacting students' intercultural experience, such as their cultural intelligence, cultural background, second-language skills, time in the host country, and socialization with domestic students, and how the effects may vary by the host country. We discuss implications for future research and practice.

Wolfenden, F., Walley, P., Agbaire, J., & Hartley, J. (2023). **Strengthening school leadership towards improving school resiliency: final technical report.** Consulté à l'adresse <https://hdl.handle.net/10625/62256>

This exploratory multi-country research adopted a realistic evaluation (RE) framework to explore the use of Improvement Science with groups of school leaders in three contrasting contexts. The multidisciplinary research team collaborated with in-country partners across three continents: Chile – SUMMA (Laboratory of Education Research and Innovation for Latin America and the Caribbean); Kenya – Worldreader; the Philippines – FIT-ED (Foundation for Information Technology Education and Development). Despite the constraints of the COVID-19 pandemic in each setting, school leaders were recruited and improvement communities were established and guided to engage with the IS methodology through carrying out “Plan-Do-Study-Act” (PDSA) cycles on local challenges. Data was gathered on the experiences of the school leaders through their improvement science journeys using a range of qualitative research instruments including records of the PDSA activities.

Xu, B. (2023). **En Chine, la volonté de cultiver des compétences mathématiques pour répondre aux évolutions du pays** (T. Chevaillier, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 69-79. <https://doi.org/10.4000/ries.14200>

Depuis le début du xxe siècle, le ministère chinois de l'éducation a publié plusieurs versions des programmes d'enseignement des mathématiques pour les écoles primaires et secondaires, en réponse au rythme soutenu des changements sociaux, économiques, scientifiques et technologiques qui touchaient la Chine. Les dernières versions de ces

programmes insistent sur le développement des compétences mathématiques dans les quatre domaines couverts par la discipline : nombres et algèbre, figures et géométrie, statistiques et probabilités, applications et pratiques intégrées. L'apprentissage des mathématiques à l'école vise à permettre aux élèves de maîtriser les connaissances de base, les compétences et les capacités de réflexion et d'action nécessaires pour s'adapter à la vie actuelle et continuer à se former.

Yerly, G., & Monney, N. (2022). **La planification flexible des démarches d'évaluation, un levier vers une évaluation pour apprendre ?** *Mesure et évaluation en éducation*, 45(3), 33-60. <https://doi.org/10.7202/1106853ar>

L'article discute l'apport de la planification des démarches d'évaluation comme levier pour soutenir les enseignants dans la mise en oeuvre d'une évaluation pour apprendre (assessment for learning) en classe. Il propose une réflexion théorique sur les apports d'une planification flexible, caractérisée dans l'article comme une planification approfondie et structurée (hiérarchisée) des démarches d'évaluation mais qui laisse aussi une place importante aux ajustements dans l'interaction (dynamique) et qui implique les apprenants (interactive). La contribution de l'article est de faire le lien entre les travaux scientifiques portant sur la planification de l'enseignement-apprentissage et ceux sur l'évaluation des apprentissages. Les objectifs de l'article consistent à 1) expliciter ce qui caractérise une planification flexible des démarches d'évaluation, et 2) discuter des apports d'une telle planification dans la mise en oeuvre d'une évaluation-soutien d'apprentissage dans les classes.

Zhang, Z., Heydon, R., Chen, L., Floyd, L. A., Ghannoum, H., Ibdah, S., ... Swesi, H. (2023). **Household curricula during the COVID-19 pandemic: A collective biography.** *The Curriculum Journal*, 34(4), 674-688. <https://doi.org/10.1002/curj.206>

Households with school-aged children worldwide were affected by school closures caused by COVID-19. Using a sociomaterial orientation and collective biography methodology, this study examined the household curricula of diverse families in Ontario, Canada with children in pre-school through Grade 12. It found two distinct curricular phases to the pandemic, each with its own networked constituents, movements, and effects. Phase I involved learning at home during the lockdown in Spring and Summer 2020; Phase II involved online and face-to-face learning in the Fall of 2020. The constituents involved in curriculum making in Phase I were expansive and unexpected. Multiple timescales, modes, languages, and knowledge disciplines assembled to (re)configure households as learning spaces that produced novel opportunities for children's knowing, doing, and being. The makeup and movements of the Phase II assemblages were more of a return to the normalized boundaries of implemented school curricula that demarcated subject areas, languages, learning/play, learning/assessment, and body/mind. Concerned with questions of equity in/through curriculum, this study suggests a curriculum paradigm that foregrounds learners' and teachers' engagement with sociomaterial lifeworlds and their ethical relationship building with the more-than-human and the world.

Pratiques enseignantes

Asbury, K., Roloff, J., Carstensen, B., Guill, K., & Klusmann, U. (2023). **Investigating preservice teachers' field-specific ability beliefs: Do they believe innate talent is essential**

for success in their subject? *Teaching and Teacher Education*, 136, 104367. <https://doi.org/10.1016/j.tate.2023.104367>

Recent research proposes that teachers' mindsets vary regarding the importance of students' innate ability for success. While growth and fixed mindsets capture beliefs about intelligence, field-specific ability beliefs focus on a specific domain. Higher FAB scores indicate greater emphasis on innate ability. The present study examines the factorial validity of both field-specific beliefs and general mindsets and their associations with teacher motivation. Drawing on cross-sectional data from 1192 preservice teachers, results provide empirical support for a distinction between FABs and fixed mindset. Moreover, FABs differ significantly among preservice teachers from various subjects. Finally, FABs significantly correlate with teachers' motivational attributes.

Bailey, E. K. (2023). **Racial justice pedagogy: foregrounding what it means to be an immigrant teacher of color in the United States.** *International Journal of Qualitative Studies in Education*, 36(10), 2122-2137. <https://doi.org/10.1080/09518398.2021.1982054>

This paper contributes to the discourse on the role of critical pedagogy in the U.S. education system. The paper is inspired by the story of a participant from a larger ongoing phenomenological study designed to explore the experience of immigrant teachers in the United States. The participant was selected because she gained prominence in the larger study as the only teacher who reported that because of the injustices she experienced (personally and vicariously) during her K-12 education, she was inspired to pursue teaching as a career. The participant is a Black female teacher who immigrated from England to the United States, and who has taught for approximately 30 years between both countries. Her experience as a student and her work as a teacher, are reflective of, and analyzed through the lens of critical pedagogy. The participant's experience was carefully and respectfully crafted into a profile that produced three major themes: (1) Racial injustice as an altruistic inspiration to becoming a teacher; (2) the work of the immigrant Teacher of Color in the United States necessarily involves actuating an inclusive and racial justice curricular agenda; and (3) what it means to be an immigrant Educator of Color in the United States is to conceptualize your practice as a deliberate political act that counteracts racial injustice and inequity.

Baillifard, A., Bonvin, M., & Guiard, N. (2023). **AMUQuiz et Kairos : regards croisés sur la création et le développement de deux plateformes d'apprentissage adaptatives.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 139-153. <https://doi.org/10.18162/ritpu-2023-v20n2-11>

Berquin, S., & Murillo, A. (2023). **Pratiques des enseignants et bien-être des élèves en classe : regards croisés d'élèves et d'enseignants.** *Phronesis*, 12(2-3), 241-256. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-241.htm>

En quoi les pratiques des enseignants participent-elles au bien-être des lycéens en classe ? Le regard des enseignants sur le bien-être des élèves rejoint-il celui des élèves ? Nous cherchons à appréhender le bien-être subjectif des élèves en classe et à le mettre en lien avec le regard des enseignants sur ce bien-être. Nous montrons que les pratiques des enseignants favorisant le bien-être des élèves sont principalement liées aux dimensions suivantes : permettre aux élèves de participer pendant la classe, expliciter son cours et développer une relation positive avec les élèves. Les situations de réussite des élèves et la faible pression à travailler sont également évoquées.

Bhargava, R. (2023). **Teaching Data That Matters: History and Practice**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 267-292). https://doi.org/10.1007/978-3-031-24193-2_11

The massive growth in data learning offerings in higher education is mainly focused on technical skill and tool training. There is a growing movement to educate with “data that matters,” introducing students to the social structure and processes that have produced data, and in which it can have the most impact. This chapter introduces case studies of some of these efforts and summarizes four guiding principles to support them. These examples encourage creating playgrounds in which to learn, connecting students to real data and communities, balancing learning goals with student interests, and letting learners take risks. We close with a “call to arms,” supporting data educators in challenging the historical structures of power embedded in data, diving into the ethical complexities of the real work, and teaching how to use data for the overall social good.

Black, N. L., Bouchard, C., Potvin, C., Michelot, F., & Levesque, M. (2023). **Perspectives expérientielles postpandémiques de réinvestissement technopédagogique chez le personnel enseignant universitaire**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 241-259. <https://doi.org/10.18162/ritpu-2023-v20n2-17>

Bridoux, S., Grenier-Boley, N., & Leininger-Frezal, C. (2023). **Research in University Pedagogy: Towards a Discipline-based Approach?** (1er édition). Consulté à l'adresse <https://www.iste.co.uk/book.php?id=2022>

This book offers an overview of the research carried out in didactics on the teaching and learning of science at university from the perspective of university pedagogy. The first part sheds light on the links between university pedagogy and didactics, by studying the nature and place of disciplinary pedagogical knowledge at university and the training of academics through the prism of professionalization. The second part questions the teaching practices of academics from a disciplinary approach, from the point of view of the impact of the research discipline on the declared practices, or that of the links between the resources mobilized in research and teaching activities. The third part proposes a sociological look at these practices, in terms of the analysis of the discourses of institutional actors or of practices in situ. The book concludes with a synthesis that develops the main issues, challenges and difficulties that remain at the end of this book.

Brunel, M., & Foliot, C. (2021). **Le reverse mentoring au service de la formation à l'enseignement de la littérature pour le cours de français : faire de la formation initiale un outil de formation des enseignants tuteurs ?** *Recherche & formation*, 98(3), 59-74. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-59.htm>

Les recherches en didactique peinent à irriguer les pratiques d'enseignement. Cette enquête interroge la professionnalisation des tuteurs en charge de la formation initiale sur le terrain d'apprentissage. Convoquant deux domaines de recherche, didactique de la littérature et sciences de l'éducation et de la formation, l'étude mobilise une méthodologie centrée sur le suivi de binômes tuteurs-tutorés en établissement scolaire. Le but est d'identifier comment la préoccupation de la formation de la personne-élève fait l'objet de transactions dans le cadre du dispositif de formation tuteur-tutoré.

Brust, C. M., & Taylor, R. M. (2023). **Resisting Epistemic Injustice: The Responsibilities of College Educators at Historically and Predominantly White Institutions.** *Educational Theory*, 73(4), 551-571. <https://doi.org/10.1111/edth.12593>

In this paper, Caitlin Murphy Brust and Rebecca Taylor examine the responsibilities of college educators to resist conditions of epistemic injustice within their institutions. Pedagogy alone cannot bring about epistemic justice in higher education, for no individual epistemic agent can single-handedly transform their epistemic environment. The roots of such injustices are structural and thus require structural interventions. However, college educators do retain some agency to engage in epistemic resistance. Brust and Taylor argue that they can and should take steps to foster just relations within the epistemic communities of their classrooms — calling for pedagogy that both recognizes the unjust features of the broader epistemic environment and responds to the unique forms of epistemic injustice that manifest in the classroom, with particular attention to seminar-style courses.

Campillo Ferrer, J. M., & Miralles Martínez, P. (2023). **Impact of the flipped classroom model on democratic education of student teachers in Spain.** *Education, Citizenship and Social Justice*, 18(3), 280-296. <https://doi.org/10.1177/17461979221084111>

This study aimed to analyze the impact of the use of a flipped classroom model on student learning of democratic principles in a higher education setting. This study also aimed to examine the extent to which students enrolled in a primary teacher education programme made use of different techniques and strategies to support learning in flipped classroom during one school term. A convenience sampling method was used to select 179 students who represented four different groups. Pre- and post-tests were administered to evaluate student opinions within the framework of this digital approach. Overall, the results revealed that students had a positive perception of this teaching method during the period under consideration. We identified several statistically significant differences among the students with respect to the learning of key democratic principles. Higher scores were provided by students in the subgroup that had previous experience with this classroom teaching model. Our results also revealed that students with higher levels of digital competence rated collaborative learning significantly higher compared to students with lower levels of digital competence. Finally, some improvements for future studies are proposed.

Chang, W.-C. (2023). **Validation of the teaching equity enactment scenario scale in Singapore: a mixed-methods convergent study.** *Quality & Quantity*, 57(6), 5257-5282. <https://doi.org/10.1007/s11135-022-01578-4>

Given the persistent and endemic educational inequalities and increasingly diverse and yet politically divisive societies, teaching that is inclusive for all students with a commitment to recognizing and seeking ways to challenge systemic inequity is one approach to addressing persistent disparities. To support teachers' professional growth and provide evidence for research/evaluation on teacher learning, this study validates the Teaching Equity Enactment Scenario (TEES) Scale, an existing instrument first conceptualized and developed in mostly Western contexts, among Singapore teachers. A mixed-method design, integrating a survey of 78 teachers and a follow-up interview using the think-aloud technique to illicit pedagogical practices of five survey participants, is used. The quantitative results indicate that the TEES Scale measures a unidimensional construct of enacting equity-centered teaching practice from the lower to the higher level as hypothesized and can provide reliable and meaningful interpretations of

participants' scores. The qualitative results provide contextualized information about participants' survey experiences and the patterns of practice among higher- and lower-scoring teachers. Specifically, despite the common boundaries, structure, and parameters that condition Singapore teachers' work, higher- and lower-scoring teachers diverge in their views of learners, knowledge and knowledge construction, perceived professional roles and identities, and instructional practices in important manners. Findings of the two components confirm each other and offer a fuller picture of the degree to which the TEES Scale can provide reliable and meaningful information about Singapore teachers' practice for equity for the intended uses. Limitations and future studies are discussed.

Charalampopoulou, C., Valente, G., Tali, F., & Céci, J.-F. (2023). **Le(s) changements(s) dans l'ESR et la place du numérique dans les pratiques enseignantes post-pandémie.** *Fin d'un monde, nouveau monde ? Penser les changements des systèmes d'enseignement supérieur et de recherche.* Présenté à Grenoble, France. Consulté à l'adresse <https://hal.science/hal-04251857>

Cette proposition de communication vise à présenter les premiers résultats de la recherche EVARIATION dont l'objectif est de porter un éclairage sur les changements des pratiques d'enseignement-apprentissage que la pandémie de Covid-19 aurait suscités dans l'enseignement supérieur. Nous faisons l'hypothèse que la crise pandémique avec l'injonction à la « continuité pédagogique » aurait accéléré les changements relevant de l'usage du numérique dans l'enseignement chez les enseignants-chercheurs, tout en participant à une augmentation de leur sentiment d'efficacité personnelle (SEP) à enseigner avec le numérique.

Chusseau, E., Crosse, M., & Lameul, G. (2023). **Living Lab, au cœur d'une dynamique capacitante propice au développement professionnel des enseignants ?** *Questions de Pédagogies Dans l'Enseignement Supérieur 2023, Apprendre de La Nature ? Enjeux Pour La Pédagogie Dans l'enseignement Supérieur.* Présenté à Lausanne, Switzerland. Consulté à l'adresse <https://hal.science/hal-04238598>

Considering the increase of pedagogical transformations projects, one of the key issues for higher education institutions is to support enabling dynamics conducive to the professional development of teachers. Thus, it is interesting to understand how tensions felt by those who take part in the pedagogical projects can contribute to the emergence of an enabling environment of a developmental kind. Guided by this analysis, we question how cooperative research, implemented in a Living Lab, can contribute to the development of an enabling environment, by working on the regulation of tensions and on their passing, through the method of the Change Laboratory (Engeström et al., 1996).

Colay, É. (2021). **Effets d'une recherche collaborative basée sur un « dispositif d'écriture de type monographique ».** *Recherche & formation*, 98(3), 21-32. Consulté à l'adresse <https://www.cairn.info/revue-recherche-et-formation-2021-3-page-21.htm>

Pendant une « recherche avec » centrée sur la relation pédagogique en cours d'espagnol, basée sur un dispositif inspiré des groupes d'écriture monographique et ancrée dans l'approche clinique d'orientation psychanalytique, une sorte d'homologie entre l'expérience au sein du groupe et les pratiques avec les groupes-classes a pu être repérée. Un travail sur l'accueil des singularités dans les classes semble s'être effectué tandis que s'élaborait l'émergence des singularités dans le groupe, grâce à une

énonciation subjectivée réassurant les participants dans leur posture enseignante pour s'ouvrir à l'imprévu.

Colognesi, S. (2023). **Listening comprehension is not innate to elementary school students: they need to be taught listening strategies.** *Education 3-13*, 51(2), 262-275. <https://doi.org/10.1080/03004279.2021.1963802>

This study investigates what early elementary students do during a new listening task and the effects of teaching listening strategies. An instructional programme was implemented in four classes of 6- to 7- year-olds in low socioeconomic index schools in French-speaking Belgium. In three classes, there was explicit teaching of listening strategies, but not in the fourth class. Twelve students (three students with different learning profiles in each class) were observed and interviewed while performing two text/image association listening tasks. A qualitative analysis was conducted on the videos of students at work and the metacognitive interviews with them. All students had broadly the same type of difficulties with the task the first time. When the task was repeated, the students with average and high-performance profiles used the instructed listening strategies and were successful. Struggling students and those with an average profile who did not receive listening strategies instruction acted similarly, and were unsuccessful both times. The study shows a need to teach listening strategies to students, regardless of their learning profile. It also invites further research on listening strategies, their teaching and use by students.

Colognesi, S., Coppe, T., & Lucchini, S. (2023). **Improving the oral language skills of elementary school students through video-recorded performances.** *Teaching and Teacher Education*, 128, 104141. <https://doi.org/10.1016/j.tate.2023.104141>

This study is situated in the context of teaching first language (L1) oral communication in elementary school in Fr-Belgium. According to the literature, the quality of oral performances can be improved through revision. Using video recording could offer this possibility. However, research on this topic addresses neither elementary students, nor L1 instruction. We compared two conditions in which students either did live performances or created video performances with twelve school classes following a 3-week instructional program. Oral communication skills improved under both conditions. However, students in the video condition showed greater improvement in verbal and non-verbal communication for televisual genres.

CONTO, C. A., DEVIGNES, F., GUILBERT, N., & ALBAN CONTO, C. (2023). **Le rôle des directrices d'école dans l'amélioration des apprentissages en Afrique francophone.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000386898/PDF/386898fre.pdf.multi>

Cowan, J., Goldhaber, D., Jin, Z., & Theobald, R. (2023). **Assessing Licensure Test Performance and Predictive Validity for Different Teacher Subgroups.** *American Educational Research Journal*, 60(6), 1095-1138. <https://doi.org/10.3102/00028312231192365>

We investigate the predictive validity of teacher licensure tests using data from the Massachusetts Tests for Educator Licensure (MTEL). MTEL scores predict teachers' in-service performance ratings and contributions to student test scores (i.e., value added). We then explore whether these relationships vary for teacher candidates of color. Although candidates of color have lower first-time pass rates and are less likely to retake licensure tests, we do not find consistent evidence that MTEL scores are less predictive of

student achievement gains. Finally, we find that some evidence that MTEL scores are more predictive of teacher performance ratings for teachers of color than for White teachers.

da Costa, M. (2023). **Les Propositions subordonnées relatives finales dans les discours des enseignants du supérieur en France : usages et implications dans la compréhension des étudiants** (Phdthesis, Université Toulouse le Mirail - Toulouse II). Consulté à l'adresse <https://theses.hal.science/tel-04273467>

L'objectif de cette thèse est d'examiner les caractéristiques des cours magistraux, plus particulièrement les spécificités syntaxico-discursives de ces discours oraux, ainsi que les implications de ces structures dans la compréhension orale chez les étudiants internationaux et primo-entrants dans les universités françaises. Dans notre étude, nous nous sommes interrogée sur les difficultés de compréhension des cours magistraux chez les étudiants, notamment sur la question de la capacité à sélectionner les informations importantes dans les discours oraux universitaires. Cette réflexion s'est organisée autour de l'analyse d'un phénomène qui participe de cette opacité des discours d'enseignants : les propositions subordonnées relatives finales. Nous avons montré que ces propositions subordonnées étaient présentes dans de nombreux échanges grâce aux corpus collectés (journalistiques, radiophoniques et universitaires). Ainsi, ces structures syntaxiques ne sont pas l'apanage de discours spécialisés ni spécifiquement oraux. Or, à l'oral, ces structures syntaxiques engendrent des confusions de compréhension aux personnes ne maîtrisant pas la langue française ni le domaine de spécialité. La reconnaissance des propositions subordonnées relatives n'est pas une difficulté pour les étudiants de première et deuxième années universitaires. En revanche, leur interprétation peut s'avérer erronée. Par ailleurs, nous avons observé un écart entre l'enseignement des propositions subordonnées relatives selon une description traditionnelle et leurs réalisations en discours, peu enseignées. Par conséquent, les étudiants sont peu entraînés à les comprendre. Ainsi, nous avons avancé quelques pistes didactiques qui pourraient contribuer à aider aussi bien les enseignants que les étudiants à mieux réussir dans ce contexte académique.

D'Agostino, A., Longobardi, S., Migali, G., & Russo, F. (2023). **Measuring teachers' readiness to use ICT before the COVID-19 pandemic in Italy**. *Quality & Quantity*, 57(6), 5007-5033. <https://doi.org/10.1007/s11135-022-01586-4>

This study seeks to measure teachers' readiness to use ICT in Italy by exploiting the data collected by the National Institute for the evaluation of education and training system (INVALSI) in 2018–2019. We propose a fuzzy set approach to provide a multidimensional picture of how much teachers were ready to integrate ICTs into educational practice. In addition, we use empirical bootstrap intervals to test whether significant differences exist in teacher readiness over several personal and socioeconomic characteristics. The study reveals that teachers' readiness for ICT is composed of three dimensions and varies by teachers' characteristics and regions. These results are a useful tool for understanding the relationship between teachers and ICTs so as to develop more appropriate educational policies.

Daguet, H. (2023). **L'accompagnement à distance : perceptions et usages postpandémiques des tutorats formels et informels pour des étudiants et étudiantes en licence 3 Sciences de l'éducation à distance**. *Revue internationale des technologies en pédagogie universitaire*, 20(2), 86-99. <https://doi.org/10.18162/ritpu-2023-v20n2-08>

Damon-Tao, L., Virat, M., Hagège, H., & Shankland, R. (2023). **Effets du développement des compétences émotionnelles des enseignants sur la relation enseignant-élève : une revue systématique de la littérature anglophone.** *Phronesis*, 12(2-3), 97-113. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-97.htm>

Une relation enseignant-élève (REE) de proximité favorise l'engagement des élèves et le ressenti d'émotions positives chez les professeurs. La présente revue systématique interroge ce que rapporte la littérature anglophone quant à l'effet de formations dédiées au développement des compétences émotionnelles (CE) des enseignants sur ces compétences et sur la qualité de la REE. Les 17 études recensées mettent en évidence la capacité de formations courtes à développer de façon durable les CE des enseignants. Le faible nombre d'articles ayant également mesuré la qualité de la REE ne permet pas de conclure quant aux effets de ces formations sur cette variable.

de Bisschop, H., & Métral, J.-F. (2023). **L'activité de l'encadrant : savoir adopter la perspective de l'activité d'autrui.** *Activités*, 20(2), 1. <https://doi.org/10.4000/activites.8648>

Comme activité « d'intervention sur l'activité d'autrui » (Barbier, 2011, p. 62), celle de l'encadrant, lorsqu'elle est conçue comme l'expérience qui émerge du couplage dynamique entre un acteur et son environnement en situation d'animation d'un collectif de travail, reste largement cachée pour un observateur extérieur. En conséquence, sa compréhension exige des méthodes de dévoilement de la manière avec laquelle l'encadrant se construit un point de vue sur l'activité de celles et ceux qu'il dirige. Dans une visée compréhensive, la présente recherche se propose de documenter les variables de la situation relatives à l'activité des encadrés, à leurs états et à leurs évolutions au gré des transformations de la situation, qui sont prises en compte par l'encadrant pour savoir, faire et contrôler ce qui est à faire (Tourmen, 2014). À cette fin, elle s'intéresse à l'expérience vécue par les élèves-officiers de l'armée de terre au cours d'un stage d'aguerrissement. Les résultats montrent comment, pour déployer son activité, l'encadrant combine deux perspectives simultanées sur la situation : la sienne ; celle qu'il attribue à autrui et qu'il infère des combinaisons de prises d'informations sur le groupe et ses membres, l'environnement, la réalisation de la tâche et sa propre activité (ce qu'il pense, fait et ressent). Cette recherche propose un éclairage complémentaire à ce que l'approche par l'activité peut apporter à l'intelligibilité d'une activité complexe comme celle de l'encadrant, en particulier en la documentant non plus seulement à partir de la description de ce qu'il fait (Mintzberg, 1984), mais de ce qu'il vit et expérimente en lui et avec autrui. Elle débouche sur quelques propositions de perspectives pour la formation des futurs encadrants.

Décamp, N., & Orange Ravachol, D. (2023). **L'évaluation et l'enseignement des sciences et des technologies.** *RDST - Recherches en didactique des sciences et des technologies*, (27), 15-22. <https://doi.org/10.4000/rdst.4589>

Doz, D. (2023). **Factors influencing teachers' grading standards in mathematics.** *Oxford Review of Education*, 49(6), 819-837. <https://doi.org/10.1080/03054985.2023.2185217>

National assessments can be used to explore the strictness of teachers in grading students by comparing student grades to their scores on standardised tests. Several factors influence teacher-given grades, including student gender, school type, geographical regions, and socioeconomic status. In this paper, we used data from the Italian institute INVALSI, responsible for the organisation of national mathematics assessments, to investigate how these factors influence teachers' grading standards. We

considered a sample of 36,589 Grade 13 Italian students from 2,062 classes at 990 high schools. The relationships between the variables were analysed using hierarchical linear modelling. The findings reveal that teacher-given grades are related to student-level variables (e.g. gender, socioeconomic status, and score on the INVALSI test) and school-level variables (e.g. school type and location). When the difference between teacher-assigned grades and scores on the INVALSI test was considered, only student gender, school type, and location accounted for the gap in student achievements. Therefore, student socioeconomic status has a lower influence on their performance on the INVALSI test, suggesting that using standardised assessments might improve equity in assessment.

Dugas, E. (2023, octobre 17). **Les cours d'empathie peuvent-ils être bénéfiques ?** Consulté 18 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/les-cours-dempathie-peuvent-ils-etre-benefiques-215275>

Des cours d'empathie devraient être proposés à l'école à partir de 2024. Quels critères devront être remplis pour qu'ils soient opérants ? Comment développer et maintenir un capital empathique ?

Duguet, A., Morlaix, S., & Corbin, L. (2023). **Les étudiantes et étudiants face à l'emploi de plateformes d'enseignement en ligne : représentations et engagement cognitif.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 173-191. <https://doi.org/10.18162/ritpu-2023-v20n2-13>

Dunn, A. H. (2023). **Teacher Self-Care Mandates as Institutional Gaslighting in a Neoliberal System.** *Educational Researcher*, 52(8), 491-499. <https://doi.org/10.3102/0013189X231174804>

In this manuscript, I argue that narratives of self-care for educators in the midst of pandemic teaching are a form of gaslighting, supported and exacerbated by a neoliberal school system that reinforces individualist, White-normed conceptions of teaching and learning. To make this argument, I use several excerpts from practicing teachers' writing to illustrate the deep sense of frustration and betrayal that teachers felt when inundated with self-care messages without regard for more systemic support and change.

Ebby, C. B., Remillard, J. T., & Goldsmith-Markey, L. T. (2023). **Learning to Teach Responsively Through Asynchronous Collaborative Discourse Around Video Records of Practice.** *Journal of Teacher Education*, 74(5), 451-466. <https://doi.org/10.1177/00224871231153108>

Teaching practices that are responsive to student thinking are complex and challenging to learn, particularly for novice teachers. Skilled responsive teaching involves adaptive expertise, or the ability to deliberate about and respond to students' emergent ideas. This study explored the learning of early-career teachers through participation in a video-feedback inquiry group around the enactment of a number talk routine introduced in preservice teacher education. Conceptualizing teacher learning as socially situated within a discourse community, we consider how participation in the asynchronous inquiry group supported both collective interpretations and individual growth in implementing responsive instructional practices. Findings suggest that giving and receiving asynchronous feedback provided novice teachers with opportunities to engage in dialogic conversations that involved several types of deliberation related to responsive teaching and the development of adaptive expertise. This study provides evidence of

the potential of asynchronous teacher inquiry groups and the importance of giving, as well as receiving, feedback on practice.

Espinosa, G., Rousseau, N., & St-Vincent, L.-A. (2023). **La relation enseignant-élève dans le bien-être à l'école et les bonheurs d'apprendre et d'enseigner : la rencontre des perspectives d'élèves et d'enseignants.** *Phronesis*, 12(2-3), 222-240. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-222.htm>

Situant d'abord les concepts de bien-être et de bonheur à l'école, nous explorons ensuite le bien-être à l'école sous l'angle de la relation enseignant-élève, tant du point de vue des élèves que de celui des enseignants. Pour ce faire, les principaux résultats de deux recherches menées en 2019 et 2020, surtout au Québec, sont évoqués. Enfin, les deux perspectives, celle des élèves et celles des enseignants, sont mises en relation. Les fruits de notre analyse mettent en évidence l'importance de la relation enseignant-élève tant dans l'expérience scolaire de l'élève que dans la pratique professionnelle de l'enseignant. Le caractère affectif de la relation semble occuper une place centrale. Des pistes et des recommandations pour optimiser la qualité de la relation enseignant-élève, pour le bonheur d'apprendre ou d'enseigner, sont proposées.

Falcon, S., Alonso, J. B., & Leon, J. (2023). **Teachers' engaging messages, students' motivation to learn and academic performance: The moderating role of emotional intensity in speech.** *Teaching and Teacher Education*, 136, 104375. <https://doi.org/10.1016/j.tate.2023.104375>

This study examined how emotional intensity of speech affects the relationship between teachers' engaging messages, and students' motivation to learn and academic performance. To achieve our goal, we recorded and transcribed teachers' lessons. Results revealed that messages appealing to external stimuli had lower emotional intensity than those appealing to internal stimuli. Our results also suggest that emotional intensity moderates the relationship between engaging messages and academic performance, with the effect decreasing as emotional intensity increases. This study offers insights into the role of acoustic features in teachers' influence on students' motivation and academic performance and suggests avenues for further research.

Finefetter-Rosenbluh, I., Berry, A., & Ryan, T. (2023). **Acting Upon Student Voice-Based Teaching Assessment Initiatives: An Account of Participatory Action Research for Teacher Professional Learning.** *Journal of Teacher Education*, 74(5), 508-521. <https://doi.org/10.1177/00224871231200278>

Numerous nations implement Student Perception Surveys (SPS) in their schools to assess teaching for student learning improvement. However, research suggests no significant change in teachers' practices following such student voice-based assessment initiatives, noting their struggle to act upon it. Utilizing the pyramid of student voice as a key framework, we investigate how a Participatory Action Research (PAR)-based professional development (PD) shapes a group of Australian secondary teachers' interaction with SPS and professional learning. Analyses of the teachers' interviews, research projects, and reflective notes about their use of SPS illustrate how the PAR-based PD informed their practice, specifically: (i) transforming 'survey fatigue' to increased student voice; (ii) contemplating personal, professional, and political entanglements; and (iii) (re)building teacher agency—employing SPS as collective learning tools of professional empowerment rather than accountability measures of teaching.

Implications include pathways to strengthen teachers' agency—honoring their professionalism—in assessment spaces increasingly shaped by student voices.

Foran, A., Young, D., & Jackson, J. (2023). **Another Tragedy in Outdoor Education.** *International Journal of Education Policy and Leadership*, 19(2), 19 pp-19 pp. <https://doi.org/10.22230/ijepl.2023v19n2a1227>

The legalities around incidents in outdoor education (OE) are undeniable, and ignorance is not a defence. Using case study analysis specific to legal literacy, we extend this analysis to include the "7 Rights" framework and add two additional rights for consideration, referred to as the 9 Rights. This discussion organizes what is publicly available on the Toronto District School Board (TDSB) outing, and death of Jeremiah Perry, and draw insights from the decision of the Ontario Superior Court of Justice in the subsequent criminal negligence trial. We present our analysis and recommendations, based on the 9 Rights. By exploring pertinent legal terminology, relevant to this case, the 9 Rights guides risk analysis for trip planning, in-field risk assessment, and risk management. The unfortunate crux of this discussion, and many OE incidents in Canada, is that the law enters the learning equation only after something goes wrong.

Foster, C. (2023). **Problem solving in the mathematics curriculum: From domain-general strategies to domain-specific tactics.** *The Curriculum Journal*, 34(4), 594-612. <https://doi.org/10.1002/curj.213>

Problem solving is widely regarded as a fundamental feature within the school mathematics curriculum. However, there is considerable disagreement over what exactly problem solving is, and if and how it can be taught. In this article, I define problems as non-routine tasks and propose the explicit teaching of domain-specific problem-solving tactics that are applicable over narrow ranges of mathematical content. This is in contrast to the widespread practice of attempting to teach domain-general strategies that are supposedly applicable across diverse content areas. The proposed approach here systematically introduces students to a well-defined set of high-leverage content-specific tactics, presented in a purposeful order and taught explicitly through the use of carefully chosen problems which those tactics dramatically unlock. I argue that this sequenced approach to teaching problem-solving addresses concerns widely reported about the apparent unteachability of domain-general problem-solving strategies and has the potential to enable all students to benefit from a powerful problem-solving mathematics curriculum.

Fotsing, J., Njingang Mbadjoin, T., & Talla Tankam, N. (2023). **Tuteur intelligent d'aide à l'apprentissage mobile pour la continuité pédagogique en période de post-COVID-19 : cas de l'apprentissage de la langue anglaise.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 154-172. <https://doi.org/10.18162/ritpu-2023-v20n2-12>

Gatley, J. (2023). **Why Concepts Matter, What Conceptual Analysis Is for, and the Case of Knowledge in Education.** *British Journal of Educational Studies*, 71(5), 549-565. <https://doi.org/10.1080/00071005.2023.2234453>

The concept of 'knowledge' is central to education, particularly when it comes to the school curriculum. This paper makes the case for engaging in conceptual analysis, and in particularly conceptual engineering, in educational studies. Conceptual engineering emphasises analysing concepts with their purposes in mind. To illustrate the importance of this sort of conceptual analysis in education, I track the educational impact of three

concepts of knowledge: (1) the traditional philosophical concept of knowledge as justified, true belief; (2) Michael Young's concept of 'knowledge of the powerful'; and (3) Young's concept of 'powerful knowledge'. I argue that knowledge as justified, true belief is too abstracted from educational purposes to provide much guidance for curriculum planning. Young's 'knowledge of the powerful' prioritises the social role that knowledge can play over its value to individual students. Finally, 'powerful knowledge' is too unclear to provide appropriate guidance to policy makers and practitioners. By examining the interactions between these concepts of knowledge and historical policy and practice in education, I conclude that the focus of conceptual engineering on clarity about the purposes of education is central to good conceptual analysis.

Gauthier, C., Bissonnette, S., & Van der Maren, J.-M. (2023). **La pertinence de l'utilisation des données probantes en éducation à la lumière des rapports théorie-pratique.** Consulté à l'adresse https://drive.google.com/file/u/0/d/1NOSV_7RNL8YXfLYM46Q6UXrjaG3MZde1/view?usp=sharing&pli=1&usp=embed_facebook

Georges, S. (2023). **Les coulisses de la fabrication d'un test de langue : l'exemple du Test de connaissance du français (TCF).** *Revue internationale d'éducation de Sèvres*, (93), 32-37. <https://doi.org/10.4000/ries.14060>

France Éducation International (FEI) a la charge de la conception et de la gestion de certifications en français langue étrangère. Ces certifications permettent aux candidats qui s'y présentent de valider leur niveau de compétences en français et de les utiliser comme pièces justificatives dans des démarches officielles qui exigent un niveau minimal (par exemple, pour des études en France, pour obtenir la nationalité française, etc.). Elles se présentent soit sous la forme d'un diplôme, comme...

Greenberg, K. H., Sohn, B. K., & Moret, L. (2023). **Life in an Ungraded Course.** *College Teaching*, 71(4), 290-298. <https://doi.org/10.1080/87567555.2022.2046998>

Recent discussions of ungrading highlight its importance in the educational research community. This study focuses on 12 students in an Educational Psychology, Master's level, synchronous online course taught using an ungraded, phenomenological approach. Transcripts of participant reflections were coded in vivo and developed into themes. Findings included a context of "difference" in which students experienced a "mental transformation"; being "untethered from traditional structure"; learning with "wonderful classmates"; and the need for more college teaching that goes "far beyond" a test or quiz. Results indicated that ungrading and aspects of the phenomenological approach stood out to students as they reflected on an ungraded course.

Gruslin, É., Roy, N., & Poellhuber, B. (2023). **Satisfaction des besoins fondamentaux lors d'un processus de développement professionnel lié au changement de pratique : le cas de deux personnes enseignant au collégial.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 5-21. <https://doi.org/10.18162/ritpu-2023-v20n2-02>

Gruwé, E. (2023). **Dispositif d'accompagnement hybride dans un cours de physique de première année à l'université en Belgique.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12094>

Notre étude s'articule autour de la mise en œuvre et l'analyse de la première version d'un dispositif d'accompagnement hybride de type « classe inversée », dans le cadre

d'une recherche-action au sein d'un cours de physique en première année à l'université. Guidés par les apports de plusieurs champs de la littérature, nous avons conçu le dispositif de manière à améliorer les interactions entre pairs et avec l'enseignant, et à atténuer la tendance à la passivité des étudiants durant les séances d'exercices en grand groupe. Nos analyses se sont tout d'abord penchées sur les perceptions du dispositif par les étudiants, recueillies dans un questionnaire à questions ouvertes et fermées. Afin d'identifier les profils d'étudiants à risque dans le cours, nous avons également construit des modèles statistiques destinés à explorer les liens entre les caractéristiques sociodémographiques et le passé scolaire des étudiants primo-inscrits, leur participation au dispositif et la note obtenue à l'examen. Sur la base des résultats, nous discutons des pistes à explorer lors de nos analyses futures et des adaptations à apporter à la deuxième version du dispositif.

Han, M., & Hamilton, E. R. (2023). **Promoting Engagement and Learning: Using the Fishbowl Strategy in Online and Hybrid College Courses.** *College Teaching*, 71(4), 281-289. <https://doi.org/10.1080/87567555.2021.2024127>

Utilizing constructivist teaching approaches in higher education promotes students' engagement and learning. This article centers on an instructor's use and implementation of the fishbowl strategy in two separate undergraduate courses at two different institutions. Originally conceived of as a teaching strategy for face-to-face classes, this instructor modified and employed the fishbowl strategy in a fully online course during Spring 2020 and later implemented in a hybrid class (Fall 2020). In both courses, the fishbowl strategy facilitated students' learning and understanding of course content. It also supported peer-to-peer dialogue and undergraduates' co-construction of knowledge. Supplemental data for this article is available online at <https://doi.org/10.1080/87567555.2021.2024127>.

Henderson, E. (2023). **Entangled phronesis and the four causes of emulation: Developmental insights into role modelling.** *Theory and Research in Education*, 21(3), 264-283. <https://doi.org/10.1177/14778785231203104>

A new theory of emulation – the method by which one learns from moral role models – is emerging through the combined efforts of philosophers, psychologists and educationists. Using a previous argument reconceptualising emulation as a moral virtue as a philosophical springboard, in this paper, I extend this theory by building a more robust case for how emulation qua role modelling works in practice through direct appeal to Aristotle's account of causation: the four causes. Historically revered for their explanatory power, I argue that reconstructing the four causes and synthesising them with emulation enables us to better comprehend it as a quadripartite causal process. Through doing so, I propose that emulation is driven by 'entangled phronesis' – a mechanism which enables immature moral learners to acquire virtue by sharing in the phronesis, that is, practical wisdom, of a role model. Since the degree of entanglement depends upon a learner's phase of virtuous character development, I also divide emulation into two types: pre-phronetic 'habituated emulation' and phronetically-informed 'complete emulation'. Combined with my four-causal account of emulation, these concepts represent a novel contribution to neo-Aristotelian character developmental theory and help explain – step-by-step – the method by which one potentially acquires moral virtue and phronesis from moral role models.

Hernandez, C. A. Z., Sabati, S., & Chang, E. (2023). **Toward Pedagogical Justice: Teaching Worlds that we can Collectively Build.** *Educational Theory*, 73(4), 572-592. <https://doi.org/10.1111/edth.12591>

How can educators create space for students to practice making the worlds we are trying to collectively build? Inspired by genealogies that are grounded in and emerge from social movements, this paper uplifts the possibilities, tensions, and new questions that emerge when we take seriously the role of our classroom pedagogies. The authors offer a reflexive, methodological approach that pushes against the theory/practice divide and that stays with the importance of inhabiting theory through practice. They reflect on the role their classroom pedagogies in enacting their commitments to justice, organizing their offerings around the following themes: (1) Enter, or how their learnings from previous teaching experiences shape praxis through the pauses, recalibrations, and persistent questions they provoke; (2) how they Open and create space in their classrooms through rituals and routines, and toward what ends; and finally, (3) how they aim to Build with their students within and beyond the bounds of the classroom. The authors share the guiding questions that prompted these reflections, as well as the echoes across their offerings, inviting readers to reflect on their own teaching practice in community.

Heron, M., & Palfreyman, D. M. (2023). **Exploring Higher-Order Thinking in Higher Education Seminar Talk.** *College Teaching*, 71(4), 252-259. <https://doi.org/10.1080/87567555.2021.2018397>

A key purpose of higher education seminars is to support higher-order thinking, yet empirical evidence of how this is evidenced and scaffolded in higher education remains scarce. Building on previous work on identifying rhetorical and linguistic devices for argumentation, we found that higher-order thinking can be evidenced through using metaphors, linking ideas to personal experiences and emotional connections. Findings also suggest that the types of tutor questioning can support (or not) how students evidence their claims and demonstrate higher-order thinking. We conclude with recommendations for practice including greater teacher and student metacognitive awareness of the features of quality seminar discourse.

Hordern, J. (2023). **Educational Studies and Educational Practice: A Necessary Engagement.** *British Journal of Educational Studies*, 71(5), 567-583. <https://doi.org/10.1080/00071005.2023.2213310>

This paper assesses prospects for the relationship between educational studies and educational practice, with reference to the current institutional and policy context in England. Drawing on the sociology of educational knowledge and practice, it is argued that educational studies can be conceptualised in contrasting ways, by considering internal structures, external relations and how disciplinary problematics are defined, but also by how educational practice is portrayed. To develop the analysis, Bernstein's work on knowledge structures and academic and professional discourses is articulated with philosophical work that distinguishes between different conceptualisations of practice prevalent in the humanities and social sciences. This enables critical reflection on three arrangements of educational studies (the foundation disciplines, the new science, and the deliberative traditions) each with their own internal dynamic, socio-epistemic assumptions, relationship to policy, and implications for the future production of knowledge. This process of reflection is illustrated with reference to some recent developments in England that illuminate the current position of educational studies in relation to educational policy and practice.

Hordern, J., & Brooks, C. (2023). **The core content framework and the 'new science' of educational research.** *Oxford Review of Education*, 49(6), 800-818.
<https://doi.org/10.1080/03054985.2023.2182768>

This paper unpacks the assumptions underpinning England's new Core Content Framework (CCF) in respect of the educational research required for teacher expertise, with particular attention to the sources referenced in the final part of the CCF and claims that these constitute the 'best available educational research'. Drawing on sociological studies of educational knowledge, and assessments of the quality of educational research in England, in addition to the philosophy of expertise as related to teaching, it is argued that the CCF is currently orientated towards a scientism that (i) marginalises longstanding traditions of educational thought, and (ii) technicises and instrumentalises teaching practice. The predominance of a scientific model of educational knowledge is demonstrated through a profile of the sources identified in the CCF, with a focus on the journals in which referenced material is published and an overview of subject matter via an analysis of keywords and titles. With an overwhelming preference for this 'New Science' as opposed to other traditions of educational knowledge, the CCF encourages an image of teaching as a decontextualised series of interventions with narrow objectives, and thus implicitly marginalises wider educational goods and purposes and deprofessionalises teachers work.

Hughes, S. A., Sun, W., Garner, P. W., Legette, K. B., & Halberstadt, A. G. (2023). **Context Matters as Racialization Evolves: Exploring Bias in Preservice Teacher Responses to Children.** *American Educational Research Journal*, 60(6), 1258-1300.
<https://doi.org/10.3102/00028312231200016>

This study explores preservice teacher attributions to children's behaviors portrayed in specific emotion-laden school scenarios. Participants included 178 preservice teachers from three universities. The preservice teachers viewed video vignettes of Black and White child actors in six different school scenarios. Our team constructed two themes from the preservice teachers' narratives about what they saw: (a) context matters (i.e., different scenarios activate different preservice teacher attributions), and (b) racialization evolves (i.e., preservice teachers make different attributions about Black and White boys engaged in the same behaviors). Findings underscore the importance of teacher education and professional development for novice teachers that address racial bias in attributions of student behaviors.

Jean-Pierre, J., Hassan, S., & Sturge, A. (2023). **Enhancing the Learning and Teaching of Public Speaking Skills.** *College Teaching*, 71(4), 219-226.
<https://doi.org/10.1080/87567555.2021.2011705>

Various pedagogical strategies promote the development of communication skills that enable graduates to leave their mark and make positive changes in society. This article focuses on instructional lessons learned from undergraduate student perspectives of the pedagogy of the lightning talk, a three-minute oral presentation delivered without the use of supporting materials and without audience engagement in a noncompetitive environment. Drawing from the data of a mixed-methods study conducted at a metropolitan university, this article highlights key pedagogical lessons. Students' responses indicate that instructors can implement instructional strategies that enhance students' preparatory work and accessibility. Students also shared that they developed

valuable public speaking-related skills. Overall, the findings can inform how instructors can enhance learners' communication skills with inclusive teaching strategies.

Kersting, M., Karlsen, S., Ødegaard, M., Olufsen, M., Kjørnsli, M., & Suhr Lunde, M. L. (2023). **Studying the quality of inquiry-based teaching in science classrooms. A systematic video study of inquiry-based science teaching in primary and lower-secondary schools.** *International Journal of Science Education*, 45(17), 1463-1484. <https://doi.org/10.1080/09500693.2023.2213386>

A large body of research has studied the role and potential of inquiry to increase the quality of teaching in science education. While much of this existing research is based on international large-scale assessment studies, we still lack a clear understanding of the factors that influence the quality of inquiry-based science teaching in actual classroom practices. In this paper, we operationalise teaching quality through an observation manual, and we drew on this manual to systematically analyse video data of instructional practices in 20 Norwegian science classrooms at the primary and lower-secondary school level (73 observed lessons and about 450 students). We identified varying quality in the individual inquiry phases and differences between primary and lower-secondary schools. We observed that primary-school students collected and documented data more systematically than lower-secondary students and that consolidations were slightly more emphasised and of higher quality at the lower-secondary than at the primary level. Moreover, our findings indicate that inquiry-based teaching gave students more freedom to make their own choices and increased the quality of student participation in the classroom. Based on our findings, we discuss how teachers can improve the quality of inquiry-based instruction and empower students in the classroom.

Kochmanski, N., & Cobb, P. (2023). **Identifying and Negotiating Productive Instructional Improvement Goals in One-on-One Mathematics Coaching.** *Journal of Teacher Education*, 74(5), 437-450. <https://doi.org/10.1177/00224871221143124>

A major affordance of one-on-one mathematics coaching is its potential to provide individualized, contextualized support for mathematics teachers' learning. Coaches can adjust their work to individual teachers by focusing on instructional improvement goals that take account of teachers' current knowledge, practice, and classroom contexts. It is, however, essential that coaches and teachers work to attain productive instructional improvement goals that are both feasible for teachers to attain and likely to result in immediate improvements in students' learning, if attained. In this article, we describe how coaches can identify productive goals for individual teachers and then, on that basis, negotiate goals successfully with teachers, thereby supporting teachers in seeing productive goals as worthwhile. By describing these two processes, we further clarify the forms of coaching-specific expertise central to effective one-on-one mathematics coaching.

Kolly, B., & Legris, P. (Éd.). (2023). **Actrices et pratiques de l'accueil du jeune enfant (France, 1880-1960).** *Recherches & éducations*, (Hors-série 1). <https://doi.org/10.4000/rechercheseducations.14879>

Koshino, K. (2023). **Reimagining "American Culture": Japanese college students read the world of Chicanxs at the juncture of a paradigm shift.** *International Journal of Qualitative Studies in Education*, 36(10), 2106-2121. <https://doi.org/10.1080/09518398.2021.1982059>

This case study examines how preservice teachers make meaning of “American culture” while being cognizant of personal bonding between a Japanese ex-inmate and the community he connected with in prison—whom he refers to affectionately as his Chicano homies—in the college course “Culture and Languages of the United States.” The study explores a more transformative pedagogical approach and aims to raise awareness of the preservice teachers regarding: how a knowledge of self in a sociopolitical sense enables their teaching to be more accessible and relevant to their students, and using counternarratives to widen the teachers' worldviews to create more inclusive teaching practices and rebuild equity and justice in education. This study examines how preschool teacher candidates at a Japanese university discussed Chicana culture and how it was relevant to them reflecting and questioning the practice of equating the term with “American culture.”

Kundu, A., & Roy, D. D. (2023). **How do teachers innovate? Role of efficacy for innovation and school climate perception.** *Psychology in the Schools*, 60(12), 4885-4903. <https://doi.org/10.1002/pits.22987>

Studies on teachers' innovative work behavior (IWB) have identified the importance of self-efficacy beliefs and school climate. However, there is a lack of understanding of innovation-specific self-efficacy beliefs in earlier research. Further, the relative importance of these variables for teachers' IWB is yet to be examined. Objectives of the present study were to (i) conceptualize and develop an instrument to assess innovative self-efficacy (ISE) of school teachers, and (ii) examine the dynamics of relationships among ISE, perceived school climate, and IWB of teachers. The research was classified into two studies. In both studies, data were collected randomly from secondary and higher secondary teachers of private, government, and government-aided schools in Kolkata (INDIA) and adjoining areas. Study 1 dealt with the first objective, that is, the construction of the ISE scale. Factor structure and psychometric properties of the scale were tested on 300 teachers. Exploratory factor analysis revealed two dimensions: teaching reflection and teaching design implementation. In Study 2, ISE scale, IWB Scale, and Revised School Level Environment Questionnaire were administered to 400 teachers. Confirmatory factor analysis was performed, and goodness of fit estimates was calculated for the ISE scale, indicating an acceptable fit. Further, hierarchical regression analyses noted that school climate factors (collaboration, school resources, decision-making, and instructional innovation) moderated the relationship between teaching reflection efficacy and IWB. In the current backdrop of different educational reforms, IWB is a thrust that needs to be promoted among school teachers. The present study implies that school administration can encourage teachers' innovativeness by increasing opportunities for innovation in school. Training and intervention programs aimed at enhancing teachers' ISE levels will also increase IWB in them.

Lamarche, M.-A., & Durand, M.-J. (2022). **Description du processus d'élaboration d'une grille d'évaluation spécifique à une situation d'apprentissage et d'évaluation en contexte de modification des contenus d'apprentissage auprès d'élèves du secondaire présentant un trouble du spectre de l'autisme.** *Mesure et évaluation en éducation*, 45(3), 95-133. <https://doi.org/10.7202/1107235ar>

L'élaboration d'une grille d'évaluation est une tâche complexe qui exige une bonne connaissance de l'objet d'évaluation et du niveau d'apprentissage des apprenants pour lesquels elle est destinée. Parmi les différents types de grilles d'évaluation qui sont utilisées en milieu scolaire, la grille descriptive critériée ainsi que la grille descriptive

analytique s'avèrent des choix particulièrement appropriés pour guider le jugement des évaluateurs. En suivant la méthodologie de la recherche-développement, les concepteurs se sont engagés dans un processus réflexif qui, après de nombreux aller-retour dans la formulation des critères, des échelons et des descripteurs, a mené à l'élaboration, à la validation et à la mise à l'essai de trois versions d'une grille descriptive analytique. Les résultats permettent d'identifier les éléments à considérer dans la construction de cet outil pour des élèves du premier cycle du secondaire présentant un trouble du spectre de l'autisme (TSA) et une grande diversité de profils cognitifs.

Ledent, A., Brotcome, F., Delcourt, J., Poncin, P., & Hindryckx, M.-N. (2023). **Quand un dispositif d'apprentissage numérique ne peut se substituer à l'enseignement en présentiel : les travaux pratiques postpandémiques du supérieur en témoignent.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 100-124. <https://doi.org/10.18162/ritpu-2023-v20n2-09>

Lison, C., & Verchier, Y. (2023). **Des pratiques pédagogiques revisitées en postpandémie? Compte rendu d'une expérience dans un établissement d'enseignement supérieur français.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 28-34. <https://doi.org/10.18162/ritpu-2023-v20n2-04>

Liu, J., Penner, E. K., & Gao, W. (2023). **Troublemakers? The Role of Frequent Teacher Referrers in Expanding Racial Disciplinary Disproportionalities.** *Educational Researcher*, 52(8), 469-481. <https://doi.org/10.3102/0013189X231179649>

Teachers' sensemaking of student behavior determines whether students get in trouble and are formally disciplined. Status categories, such as race, can influence perceptions of student culpability, but the degree to which teachers' initial identification of student misbehavior exacerbates racial disproportionality in discipline receipt is unknown. This study provides the first systematic documentation of teachers' use of office discipline referrals (ODRs) in a large, diverse urban school district in California that specifies the identity of both the referred and referring individuals in all ODRs. We identify teachers exhibiting extensive referring behavior, or the top 5% referrers, based on the number of ODRs they make in a given year and evaluate their contributions to disciplinary disparities. We find that 'top referrers' effectively double the racial gaps in ODRs for both Black-White and Hispanic-White comparisons. These gaps are mainly driven by higher numbers of ODRs issued for Black and Hispanic students due to interpersonal offences and defiance and also partially convert to racial gaps in suspensions. Both the level and racial compositions of the school sites where top referrers serve and their personal traits seem to explain some of their frequent referring behavior. Targeting supports and interventions to top referrers might afford an important opportunity to reduce racial disciplinary gaps.

Liu, X., Mearns, T., & Admiraal, W. (2023). **Teacher-student relationship as a lens to explore Teacher identity in an intercultural context.** *Teaching and Teacher Education*, 136, 104379. <https://doi.org/10.1016/j.tate.2023.104379>

The present study explores international teachers' identity in an intercultural context as manifested through their interpersonal behaviors. In this study with fourteen native speaker Chinese language teachers and one hundred and ninety-two students, survey and interview methods were used as primary sources of data, and classroom observations were stimuli for interviews. The findings reveal that overseas teaching

experiences strengthen teachers' professional identity, although they also bring teachers tensions. The study demonstrates that the teacher-student relationship is a useful lens to explore and interpret teacher identity in an intercultural context. The findings not only highlight how pre-existing beliefs and working context influence teachers' identity development but also illuminate the distinctions of identity among teachers with different interpersonal profiles.

Liu, Y., Morard, S., Adinda, D., Sanchez, E., & Trestini, M. (2023). **A Systematic Review: Criteria and Dimensions of Learning Experience**. 22nd European Conference on E-Learning. Présenté à Pretoria, Afrique du Sud, South Africa. Consulté à l'adresse <https://hal.science/hal-04264325>

There has been an increased interest in evaluating students' learning experiences in various academic domain. Some authors consider it an important aspect of education to assess the effectiveness of instructional methods, while others aim to enhance the quality of teaching and learning. Various perspectives can be highlighted, as many articles refer to the learning experience and its evaluation differently. However, few studies provide an explicit dimension to characterize it. Therefore, this study investigates how the learning experience is described in scientific literature, and what criteria are used to characterise learners' learning experiences. This work aims to answer the following questions: Are there any theories used to examine the learning experience? What are the principal dimensions of a learning experience? How did the studies evaluate the learning experience? This literature review aims to provide an overview of research related to the learning experience and its evaluation. The study includes journal articles published in ScienceDirect, Springer, Wiley, IEEE Xplore Digital Library, and Google Scholar from January 2012 to November 2022. The PRISMA method was used to conduct a systematic review for this work. After identifying, screening, and synthesising relevant literature (Moher et al., 2009), 68 articles were selected, of which 20 will be addressed in this research stage. The selected studies employ various methods to evaluate the learning experience, including questionnaires, surveys, and scales, and they are conducted in various educational contexts, such as medical education, biology, language teaching, etc. The review analysis shows three principal dimensions of learning experience: the learner's perception of the learning environment, their attitudes and behavior in learning, and the learning activities. The study's findings also highlighted that "learning experience" is used as a broad concept to describe specific teaching and learning scenarios or activities. Furthermore, few references from educational sciences have been identified to characterise it. This article delineates the dimensions characterising the learning experience, which helps develop and design new teaching and learning solutions.

Luc, M.-A., Kamar-Eddine, O., Hache, C., & Hache, G. (2023, octobre 4). **Co-construction d'une ingénierie pédagogique s'inscrivant dans une approche par compétences par un collectif pluriprofessionnel**. Présenté à Colloque international en hommage à Jacques Ginestié. Recherche en éducation. Consulté à l'adresse <https://amu.hal.science/hal-04241747>

Depuis ces deux dernières décennies, les pays occidentaux dont la France, sont nombreux à avoir adopté des réformes proposant une approche par compétences (APC) au sein des curricula (Anderson-Levitt, Bonnéry, & Fichtner, 2017) pour une meilleure contribution de la formation universitaire à la professionnalisation des publics

qu'elle accueille (Chauvigné & Coulet, 2010). Coulet (2016) a réalisé une revue de littérature pour présenter la diversité des définitions de la compétence ainsi que leurs limites. Nous retiendrons celle de Le Boterf (2002, p. 1), adaptée au champ de la formation professionnelle : « la compétence d'un professionnel se reconnaît à sa capacité à gérer efficacement un ensemble de situations professionnelles. Pour cela, il devra combiner et mobiliser plusieurs compétences ou ressources ». L'APC s'inscrit « dans une procédure de définition des compétences visées par les diplômes professionnels, [pour une] meilleure adéquation aux exigences des marchés du travail » (Monchatre, 2008, p. 39). Les référentiels de compétence constituent le socle de l'APC. Cependant, l'absence de directives pédagogiques dans ces référentiels (Demeuse et al., 2015), implique un travail d'ingénierie pédagogique basé sur les compétences professionnelles du référentiel, considérées comme « opportun[s] dans les situations que la profession fait rencontrer » (Rey, 2009, p. 110). Notre étude ne s'intéressera pas à l'enseignement universitaire en général mais se focalisera sur la formation initiale en pharmacie. La Fédération Internationale en Pharmacie propose un référentiel composé de 4 blocs de compétences, regroupant 23 compétences déclinées en 124 comportements à maîtriser. Parmi ces comportements, 28 s'établissent en collaboration avec le patient, il est donc nécessaire d'envisager des dispositifs pédagogiques permettant de former les étudiants en pharmacie à cette collaboration. (FIP, FIP Global Competency Framework., 2020). En collaborant avec le patient, le pharmacien s'engage à respecter les bonnes pratiques de pharmacie clinique, le recueil, l'organisation et l'analyse des données préalables à la mise en place du plan d'action. (Société Française de Pharmacie Clinique., 2022) L'objectif de ce travail a été d'évaluer la congruence des résultats d'apprentissages par rapport aux objectifs pédagogiques co-construits par une équipe enseignante pluriprofessionnelle. Pour coconstruire l'ingénierie pédagogique d'un enseignement dispensé aux étudiants de 3e année, l'équipe enseignante était composée de : deux patientes partenaires, un praticien enseignant-chercheur en pharmacie, un enseignant-chercheur en sciences de l'éducation, un pharmacien d'officine et un étudiant. Le matériel utilisé pour cette communication est composé de l'enregistrement du focus group pré-enseignement pour coconstruire l'ingénierie, du focus group post-enseignement pour faire le bilan critique de la séance, l'évolution sur quatre étapes du script de la vidéo support pour l'atelier et l'ingénierie pédagogique finale. Les résultats de notre étude montrent un positionnement différent en fonction des postures de chaque participant lors de la co-construction. Les patients, formateurs et professionnels n'identifient pas prioritairement les mêmes enjeux d'apprentissage pour cette séance, se positionnant différemment sur les connaissances, les attitudes ou les capacités. Les échanges interprofessionnels arriveront à un consensus autour de la formulation d'une compétence, incluant à priori les préoccupations de chacun. L'analyse du focus group post-enseignement illustre la congruence entre objectifs pédagogiques co-construits et résultats d'apprentissages.

Maclure, J., Gagné-Trudel, S., Therriault, P.-Y., Lacombe, M.-È., & Tardif, L. (2023). **Activité de formation clinique : intégration du numérique.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 207-219. <https://doi.org/10.18162/ritpu-2023-v20n2-15>

MacMaoilir, E., & McGillicuddy, D. (2023). **"I'm Actually a Female Empowerer": Student Perspectives on a Critical Pedagogical Approach to Re/Engage At-Risk Females in School.** *Education and Urban Society*, 55(9), 1047-1069. <https://doi.org/10.1177/00131245221106725>

Internationally, there is increasing concern regarding the disengagement of marginalized students, particularly girls, from the formal education system, particularly since Covid-19. Students experiencing oppression/marginalization within urban education systems are considered at-risk from poor attendance, early school leaving, underperformance, low self-confidence, and social exclusion. In considering Paolo Freire's conceptualization of education as "the practice of freedom," this paper presents findings from an intervention, the Female Empowerment Group, a critical pedagogical approach to re/engaging at-risk female students in school. The Female Empowerment Group created a space for at-risk female students to explore complex contemporary issues shaping the intersectionality of their identities as marginalized, feminized, and politicized citizens in/outside school. Drawing on findings from a mixed methods design (quantitative surveys (n = 21 girls), qualitative interviews (n = 9 students, 7 teachers, 2 parents), Ketso (n = 9 students), this study presents the power of critical pedagogy for empowering and re/engaging at-risk students in school. Findings illustrate the powerful impact of a critical pedagogical approach for empowering students, enhancing self-confidence, motivation, empathy, and engagement with issues impacting their lives. Reported outcomes included more positive relationships with adults/peers, increased re/engagement in class and enhanced sense of belonging in school.

Maldonado-Torres, N., Bañales, X., Lee-Oliver, L., Niyogi, S., Ponce, A., & Radebe, Z. (2023). **Decolonial Pedagogy Against the Coloniality of Justice**. *Educational Theory*, 73(4), 530-550. <https://doi.org/10.1111/edth.12596>

This article explores the darker side of appeals to justice and social justice within liberal settings, particularly the US academy, where these terms are frequently mobilized to counter decolonial knowledge formations and aspirations. The authors draw from Frantz Fanon's critique of justice in colonial settings to demonstrate ways in which the coloniality of justice appears in the context of debates regarding the design and implementation of an Ethnic Studies requirement at the California State University and the California Community College Systems. They view the decolonial pedagogy and epistemology of Ethnic Studies as an important dimension of the search for decolonial justice.

Marangio, K., & Heyting, E. (2023). **Teachers' experiences of support for curriculum making a new subject, psychology**. *The Curriculum Journal*, 34(4), 633-650. <https://doi.org/10.1002/curj.203>

This article reports teachers' experiences of support for curriculum making a new secondary school subject, psychology, as part of major curriculum reform, including the introduction of external examinations. Seven teachers participated in meetings at eight timepoints over two years. Content analysis identified five themes. Participants described support across different sites of curriculum making: (1) Connectedness with teachers at school, (2) Guidance from the curriculum authority, (3) Collegiality with psychology teachers, (4) Student engagement, and (5) Heavy investment of their own time to lead the way. Proactive and reactive support that acknowledged teachers' backgrounds and provided time and space for guidance and dialogue was inadequate at the beginning and tended to remain that way. Opportunities for collaborative curriculum making were less likely for teachers in regional areas, new to science, or the only teacher in the school. The teachers understood curriculum making a new subject as a complex and collective endeavour. The findings of this study emphasise the importance of cultivating supportive structures and processes across school, curriculum authority and

curriculum-broker sites for teachers and valuing the teacher's central role as curriculum makers in establishing a new subject in an externally driven curriculum.

Mchenry, N., & Kelly, M. (2023). **Teaching the whole child requires the whole teacher: Embedding socioemotional perceptions and dispositions into a culturally responsive teacher preparation program.** *Education, Citizenship and Social Justice*, 18(3), 382-401. <https://doi.org/10.1177/17461979221103786>

This teacher education program aims to develop high quality teachers through development of empathy and culturally responsive pedagogy, impacting teachers' dispositions toward students who are different from themselves. Participants included 17 undergraduate education students enrolled in a community engaged teacher education program. One-on-one interviews captured participants' experiences and beliefs over time, related to teaching children in an urban setting. Qualitative themes emerged and shifted in frequency over the course of the semester. These included deficit perspective, knowledge of the "other," dominant culture as a lens, best practices, asset perspective, and characteristics of high quality versus highly qualified. As teacher candidates experienced individual interactions with students, families, and community members, they developed empathy and shifted from a deficit perspective toward an asset perspective. Simultaneously, teacher candidates combined socioemotional skills with instructional best practices. Practical strategies are suggested to prepare teacher candidates to learn about themselves, their students, and to develop allies.

Mendler, A., & Vedder-Weiss, D. (2023). **Facework in teacher collaborative learning: Does choice of classroom representation matter?** *Teaching and Teacher Education*, 136, 104339. <https://doi.org/10.1016/j.tate.2023.104339>

Collaborative learning based on classroom representations (video recordings, spoken narratives) can benefit teachers' professional development. However, sharing such representations may threaten teachers' face – the self-image they present to others – and hinder their learning. We challenge the common assumption that classroom videos are more face-threatening than spoken narratives, by analysing 26 teacher discussions of classroom representations, from 13 Israeli teacher teams. The findings show that both types of representation involve facework – efforts to protect one's face – to a similar degree; moreover, both involve learning-conducive associative facework strategies, as well as learning-inhibiting dissociative ones.

Michelot, F. (2023). **De l'utilisation contrainte de la formation à distance à la « normalisation » des pratiques? Une étude de cas à l'Université de Moncton, campus de Shippagan.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 220-240. <https://doi.org/10.18162/ritpu-2023-v20n2-16>

Mikeska, J. N., Howell, H., & Kinsey, D. (2023). **Do Simulated Teaching Experiences Impact Elementary Preservice Teachers' Ability to Facilitate Argumentation-Focused Discussions in Mathematics and Science?** *Journal of Teacher Education*, 74(5), 422-436. <https://doi.org/10.1177/00224871221142842>

Recently scholars have advocated for using teachers' practice as a site for teacher learning. The recent proliferation of online, digital spaces, including simulated classrooms, has paved the way for novel approaches within practice-based teacher education. Yet, limited research has investigated the extent to which and how the use of online, simulated teaching experiences promote teacher learning of core teaching practices.

The purpose of this study was to examine whether and how integrating simulated teaching experiences into teacher education coursework impacts preservice teacher (PST) learning. Findings showed that the use of simulated teaching experiences within elementary teacher education methods courses resulted in evidence of statistically significant growth in PSTs' ability to engage in one core teaching practice: facilitating argumentation-focused discussions.

Mikser, R., Viirpalu, P., & Krull, E. (2023). **Reflection of teachers' feelings of curriculum ownership in their curriculum definitions: The example of Estonia.** *The Curriculum Journal*, 34(4), 542-557. <https://doi.org/10.1002/curj.217>

Teachers' feeling of curriculum ownership has been found to be crucial for predicting the success of educational reform initiatives. This study aimed to examine how teachers' feelings of curriculum ownership are reflected in their statements about what they mean by the term 'curriculum'. We analysed written questionnaire responses from 760 schoolteachers across Estonia. Our qualitative content analysis demonstrated that almost half of the qualified responses defined a curriculum as a mandatory, prescriptive document which does not allow for teachers' high feeling of curriculum ownership. Nearly one-third of the respondents expressed a moderate feeling of ownership, describing a curriculum as an external guideline but also seeing their own role as active in curriculum implementation. Only about one-tenth of the respondents expressed a high feeling of ownership in their definitions. In the context of the recent history of curriculum policy in the former socialist European countries, we conclude that the overwhelming rhetoric of the early 1990s related to prioritising teachers' curriculum ownership was in practice quickly and successfully subordinated to globally rising regulatory policies that prioritised external evaluation, benchmarking and standardisation. We will discuss the mechanisms of this phenomenon and the potential avenues for enhancing teachers' curriculum ownership in the context of current education policy realities.

Naffi, N., Davidson, A.-L., Winer, L., Beatty, B., Germain-Rutherford, A., Diab, R., ... Kropf, V. (2023). **Aller de l'avant après la pandémie de la COVID-19 : nouvelles orientations pour l'enseignement et la conception des cours dans l'enseignement supérieur.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 68-85. <https://doi.org/10.18162/ritpu-2023-v20n2-07>

Nguyen, D. J., & Blalock, A. E. (2023). **Exploring How Faculty Apply Professional Legitimacy When Advising Students About Graduate Education.** *The Journal of Higher Education*, 94(7), 896-920. <https://doi.org/10.1080/00221546.2023.2173461>

Legitimacy has been used to understand institutional and faculty behaviors within higher education contexts. Faculty members frequently apply the concept of professional legitimacy to their work, such as publishing and teaching. Few studies have considered how legitimacy is enacted when advising undergraduate students about graduate education. Through in-depth interviews with 50 faculty members, our findings illustrate that faculty members enact professional legitimacy in endorsing students by opening their own social networks; redirecting students away from graduate education, and demonstrating how to perform, or think and act like an aspiring academic. Implications for practice and future research conclude the article.

Noroozi, N. (2023). **Pedagogy-as-Justice.** *Educational Theory*, 73(4), 496-510. <https://doi.org/10.1111/edth.12595>

Nassim Noroozi proposes a juxtaposition of pedagogy with and a characterization of it as justice. The term pedagogical here is not limited to "the educational," nor is pedagogy limited to the methods of teaching. At the same time, the term justice will not be framed in terms of liberal conceptual grounds. Noroozi defines pedagogy as an arrangement of meaning so that it becomes impossible not to see injustice. Noroozi argues that "pedagogy-as-justice" concerns itself with exposing injustice in transformative ways, and as such it is an ethical undertaking. She explores how philosophizing for struggle is inherently pedagogical and, because of our perception of "the pedagogical," how it is inherently transformative. Furthermore, she argues that seeing pedagogy as justice will consequentially deem "the arrangements of meanings to engage others in the issues pertaining to injustice" as equally important to writing or thinking about those struggles. To illustrate the above points, Noroozi analyzes a case of public philosophical engagement against war. By expanding on this case, she proposes some central attributes of pedagogy-as-justice, namely its preoccupation with grounding abstract and anonymous concepts in their contested historical realities; its commitment to wrestling with an "opacity of concepts" or with "dishonest reasonings" that end up promoting suffering and injustice; and its recognition of the precarities inherent in undertaking pedagogy-as-justice. Noroozi traces a genealogy of the concept of pedagogy-as-justice going back to Socratic public philosophical engagements.

Ntumba, T. N., Mbida, L. R. D., Mane, S., simon, B. bessala, & Eyezo'o, S. (2023). **L'art d'enseigner au secondaire à l'aune de l'APC: Le viatique d'un bon enseignant**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782336402901&utm_source=phplist&utm_campaign=message_particuliers_harmattan_du_6_au_11_novembre_2023_36575&utm_medium=email&utm_content=lienTitre

Voici, enfin, un ouvrage qui va répondre à de nombreuses préoccupations aussi bien des élèves-professeurs que des professeurs pour ne pas dire de tous les acteurs de l'éducation. Au travers des expériences avérées, des analyses pertinentes, des exemples concrets et d'une démarche originale, les auteurs invitent le lecteur à effectuer une promenade agréable et utile dans l'univers complexe de l'enseignement/apprentissage. Il traite avec simplicité et clarté l'univers de l'enseignement, notamment les qualités d'un bon professeur, l'école et ses missions, les théories pédagogiques, les programmes, la préparation, la conduite et l'évaluation d'une leçon. Ce livre insiste aussi sur l'approche par compétence (APC) qui s'enracine progressivement au Cameroun et qui est en passe de devenir l'approche pédagogique de référence. Il est très pratique et constitue un viatique pour celui ou celle qui désire enseigner avec professionnalisme et vocation.

Nwosu, B. O., & Agha, U. J. (2023). **Strategies for Effective Utilization of Hybrid Approaches for Improve Instruction in Office Technology and Management (OTM) In Public Tertiary Institutions in South East, Nigeria**. *British Journal of Education*, 11(12). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/strategies-for-effective-utilization-of-hybrid-approaches-for-improve-instruction-in-office-technology-and-management-otm-in-public-tertiary-institutions-in-south-east-nigeria/>

This study was carried out to investigate strategies for effective utilization of hybrid instructional approaches in Office Technology and Management (OTM) in public tertiary institutions in South East, Nigeria. The study answered two (2) research questions which were raised based on two (2) variables. Two null hypotheses were tested at 0.05 level of

significance. The study adopted descriptive survey research design and the study area was South East geo-political zone of Nigeria. The population of the study consisted of two hundred and sixty-eight (268) business educators employed under Business Education Department of public tertiary institutions in South-East Geopolitical zone, Nigeria. The instrument for data collection was a structured questionnaire titled "Strategies for effective utilization of hybrid instructional approaches in office technology and management questionnaire (SEUHIAOTMQ)" with 18 items. The instrument was validated by three experts, two in business education and one in science education. Reliability of the instrument was determined through pilot test using Cronbach Alpha Reliability Statistical Tool. The analysis yielded a reliability coefficient of 0.85. Mean and standard deviation were used to answer the research questions while independent t-test was used to test the hypotheses at 0.05 level of significance. The result of the analysis revealed that utilization of flipped model and rotational teaching strategies can enhance effective teaching of Office Technology and Management (OTM) in public tertiary institutions. The study also revealed that gender and years of experiences did not affect the opinion of business educators' opinion on strategies for effective utilization of hybrid or blended instructional approaches in Office Technology and Management (OTM) in public tertiary institutions in South East, Nigeria. The implication of the findings was that that every business educator should attend regular in-service education so as to keep abreast of current and future innovations in teaching. Based on the findings, it was recommended, among others, that management of public tertiary institutions in South East, Nigeria should from time to time train business educators on emerging technologies which can be adopted for hybrid instructional approaches in public tertiary institutions.

Oyadokun, J. O., Odunjo, O. O., & Akindele, O. A. (2023). **Assessment of Styles of Teaching Building Structures in Architecture in Southwestern Nigerian Public Universities.** *British Journal of Education*, 11(12). Consulté à l'adresse <https://ejournals.org/bje/vol11-issue12-2023/assessment-of-styles-of-teaching-building-structures-in-architecture-in-southwestern-nigerian-public-universities/>

There are several teaching styles in the literature that have been traditionally used in the teaching of Building structures to students of Architecture. Nevertheless, they have all been streamlined into two styles: didactic and interactive styles of teaching and upon these that the assessment of this study was based. This study assessed styles of teaching Building structure courses to Architecture students in Southwestern Nigerian public Universities, with a view to improving the performance of the students in these courses. Quantitative research approach was adopted and employed descriptive survey. The principal survey techniques used was questionnaire. Five public universities approved by the National Universities Commission and Architects Registration Council of Nigeria were purposively sampled. A total of 702 questionnaires were administered to all the pre-final and final year students in the Department of Architecture of the sampled universities, while only 541 questionnaires were adequately completed and considered fit for analysis. Cross tabulation with chi-square was used to summarize the data. The study revealed that the teachers were using both didactic and interactive teaching styles. The conclusion here was that the teachers were not using interactive teaching styles fully in teaching the courses to students which led to poor performance of students in the courses. Therefore, the study recommended that strong priority should be given to the quality of teaching by using interactive teaching style only in the teaching of Building structures.

Özdemir, N., Gün, F., & Yirmibeş, A. (2023). **Learning-centred leadership and student achievement: Understanding the mediating effect of the teacher professional community and parental involvement.** *Educational Management Administration & Leadership*, 51(6), 1301-1321. <https://doi.org/10.1177/17411432211034167>

This paper examines the links between learning-centred leadership and student achievement through the mediating effect of teacher professional community and parental involvement. Using teacher and student survey data collected from 79 lower secondary Turkish schools in 12 provinces across the country in 2019, this study employs multilevel structural equation modelling. The findings of the current study add to the growing knowledge base in the non-western societies, revealing the impact of principals' leadership on school processes and outcomes in Turkey. The study suggests that principals have a crucial role in improving student achievement by enhancing situations in which teachers work, namely, organisational and family paths. It suggests that principals' leadership practices still matter for teacher professional community and parental involvement in non-western countries. Implications for policy, practice and further research are discussed.

Padt, F. J. G., Bose, M., & Luloff, A. E. (2023). **Teaching Public Engagement in Research Using the Engagement Tool.** *Journal of Planning Education and Research*, 43(4), 766-772. <https://doi.org/10.1177/0739456X20909148>

The objective of this commentary is to provide educators with suggestions for courses that focus on publicly engaged research. We present an engagement tool that can be used to contrast traditional versus engaged approaches to research and help students understand the role of the researcher in public engagement and develop their position with respect to publicly engaged research.

Parent, S., Depover, C., & Poellhuber, B. (2023). **La formation à distance et l'apprentissage à l'aide du numérique : une perspective postpandémique – Introduction au numéro thématique.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 1-4. <https://doi.org/10.18162/ritpu-2023-v20n2-01>

Parfitt, A., & Read, S. (2023). **Educator views regarding young people's aspirations in peripheral coastal communities in England: a Q study.** *Oxford Review of Education*, 49(6), 764-780. <https://doi.org/10.1080/03054985.2023.2173163>

In this paper, we deploy data collected through a Q study with educators in south-west England. The mixed methodology involved the two stages of forced choice statement sorting by educator participants and subsequent factor analysis. Through abductive analyses, four views regarding aspirations and young people in peripheral communities are identified. Of these, only one viewpoint, named 'acknowledge the barriers to finding employment', aligns with taken for granted narratives on encouraging school students to pursue careers in the knowledge economy, with transition to higher education being the acknowledged pathway to flourishing futures. Three further viewpoints are identified and discussed. The paper contributes new insights to understanding educational landscapes in peripheral places through employing a novel approach, that of Q method, to illuminate educators' lived experiences in such communities.

Pépin, A., Pulido, L., & Biao, F. (2023). **Les soutiens et les formations à la prise de notes offerts dans les cégeps au Québec.** *Revue hybride de l'éducation*, 7(3), 1-21. <https://doi.org/10.1522/rhe.v7i3.1539>

À l'entrée au Cégep, la capacité à prendre des notes devient primordiale pour la réussite, car les cours sont plus denses et vont plus vite. Cet article interroge la manière dont les cégeps s'y prennent pour soutenir le développement des compétences de prise de notes de leurs étudiantes et de leurs étudiants. Pour cela, un portrait des soutiens à la prise de notes offerts dans les 47 cégeps publics a été dressé par la consultation des sites Web des cégeps et de quelques personnes porteuses de dossiers pour approfondir les informations. Les résultats montrent que les cégeps semblent peu nombreux à offrir des ateliers ou du matériel pour soutenir la prise de notes. Lorsqu'ils le font, la manière dont ils procèdent est contestée au regard des recherches antérieures.

Poellhuber, B., & Michelot, F. (2023). **Les résultats d'un programme de formation à visée transformatrice sur le sentiment d'efficacité personnelle et les pratiques pédagogiques des enseignantes et enseignants.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 22-27. <https://doi.org/10.18162/ritpu-2023-v20n2-03>

Quirino Chaves, S. (2023). **Conception de documents composites, supports de travail des élèves, par des professeurs: obstacles et contraintes d'une pratique enseignante.** *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12074>

Les documents composites sont mobilisés par les professeurs en tant que supports d'enseignement destinés aux élèves. Documents complexes à lire et à comprendre par ces derniers, ils sont également difficiles à concevoir par les enseignants qui choisissent pourtant majoritairement de les produire pour faire travailler leurs élèves. Cet article s'intéresse aux obstacles que les professeurs rencontrent dans le cadre de leur travail de documentation à partir de l'expérience de trois d'entre eux exerçant en cours moyen deuxième année et ayant élaboré trois documents composites au cours de leur première année de participation à un groupe de recherche coopératif portant sur la poursuite de l'apprentissage de la lecture au cycle 3 (CM1, CM2, 6e). L'analyse de ces obstacles met en évidence les évolutions nécessaires, notamment en matière de formation des enseignants, visant à rendre leur travail de documentation efficace, au service des apprentissages de tous les élèves.

Reuter, Y. (2023). **Point de vue : Heureux comme un enseignant dans une pédagogie « alternative » ?** *Phronesis*, 12(2-3), 48-59. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-48.htm>

Cet article porte sur les relations entre pédagogies différentes et bonheur d'enseigner. Il s'appuie sur plusieurs recherches menées sur des établissements scolaires pratiquant des pédagogies alternatives ainsi que sur des expérimentations liées à l'article 34 de la loi « Fillon ». Plusieurs dimensions sont mises au jour : la rupture avec le mal-être vécu dans les pratiques classiques, la cohérence entre valeurs et pratiques, la place de l'engagement dans l'histoire de l'enseignant et dans ses relations personnelles, le développement professionnel, les effets sur les élèves, le rapprochement avec les familles, la reconnaissance sociale.

Richards, J. (2023). **Exploring Resources for Responsiveness to Student Thinking in Practice.** *Journal of Teacher Education*, 74(5), 481-494. <https://doi.org/10.1177/00224871231157327>
Supporting teachers' attention and responsiveness to the substance of student thinking is increasingly emphasized across disciplines. Yet studies demonstrate how such responsiveness, in practice, is highly contextualized and often fleeting. This study conceptualizes and examines what functioned as "resources for responsiveness" within

and across nine sustained cases of responsiveness in three science teachers' inquiry-oriented classrooms. Analyses demonstrated how a diverse range of personal, social, and material/structural resources facilitated teachers' responsiveness, with some commonalities but also much variation across teachers. These findings contribute to the field's understanding of what may support teachers' attention and responsiveness to student thinking and suggest the importance of (a) responsiveness in the design and facilitation of professional learning and (b) increased attention to teachers' affect.

Roy, E. (2023). **Gestes professionnels de l'enseignant d'arts appliqués de lycée professionnel : un pilotage opérant et un tissage restreint.** <https://doi.org/10.13140/RG.2.2.12331.82727>

Ce chapitre s'intéresse aux gestes et aux postures de l'enseignant d'arts appliqués de lycée professionnel. Tout enseignant est constamment amené à mobiliser différents gestes et c'est en les adaptant et en les combinant qu'il atteint au mieux ses objectifs. Ces préoccupations se succèdent, se chevauchent, et s'influencent réciproquement lors de la séance et font ainsi varier les postures d'étayage de l'enseignant. Il s'agit de présenter et d'analyser ces différents gestes professoraux et de dégager les postures qui en découlent. L'hypothèse proposée est que l'enseignant débutant favorise la posture de contrôle alors que l'enseignant expérimenté passe d'une posture à l'autre en fonction de ce qu'il perçoit et observe de l'activité des élèves. Les vidéoscopées de huit séances sont analysées par l'entremise du multi-agenda de préoccupations enchâssées. Pour discriminer les différents gestes, des indicateurs de nature sont associés à chacune des macro-préoccupations, définissant de manière plus précise l'organisation constitutive de chacune d'entre elles. Les résultats montrent que les enseignants expérimentés mobilisent globalement de plus nombreux gestes professoraux et qu'ils le font avec une grande diversité. Les gestes de tissages sont davantage propres à une classe ou à un type d'activité qu'à un enseignant. L'enseignant débutant semble rencontrer des difficultés à sortir d'une posture de contrôle tandis que l'enseignant expérimenté, malgré de nombreux gestes disciplinaires, associés à des adressages bienveillants, parvient à diversifier sa posture au gré de l'activité des élèves.

Roy, N., Cuerrier, M., & Poellhuber, B. (2023). **Santé mentale, bien-être et formation : les transformations institutionnelles et facultaires opérées lors de la pandémie de COVID-19 répondent-elles aux besoins des personnes apprenantes et aux exigences de la formation à distance en milieu universitaire?** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 35-52. <https://doi.org/10.18162/ritpu-2023-v20n2-05>

Royet, T., Mascré, N., & Vors, O. (2023). **Analyse de l'activité d'apprenants dans un dispositif visant le développement d'apprentissage tactique en badminton.** *Staps*, 140(2), 75-96. <https://doi.org/10.3917/sta.140.0075>

L'intérêt de la dimension tactique des apprentissages en sports de raquette a été maintes fois démontré scientifiquement : au stade conatif « contextuel » en badminton (Dieu, 2012), lors de la phase « exploratoire » en tennis de table (e.g., Sève et al., 2003). Professionnellement, les textes officiels (AFC, Programme lycée, 2019) comme la littérature spécialisée (e.g., Joing & Jospin, 2013) insistent sur la notion de choix tactique. Les rares études en badminton montrent une préoccupation principalement affective plutôt que tactique en lien avec l'histoire de match (Guillou & Durny, 2008). Il est également démontré divers décalages entre les prescriptions des enseignants et l'activité réelle des élèves lors du jeu du « Banco » (Rossard, Testevuide & Saury, 2005) ou

en situation coopérative (Guérin et al., 2004 ; Rossard & Saury, 2009). L'enjeu de notre étude compréhensive est d'analyser l'activité typique d'étudiants non spécialistes dans le dispositif scolaire d'apprentissage tactique en badminton « Les maîtres du jeu » (Deutz D'Arragon, Mascaret & Vors, 2020) selon le programme de recherche du « cours d'action » avec l'objet théorique « cours d'expérience » à partir du signe tétradique (Saury et al., 2013 ; Theureau, 2015). Les trois participants de niveaux différents de 18 ans sont des étudiants non optionnaires de badminton, en première année de STAPS. Le recueil de données s'est fait en début et en fin de séquence (leçons 1 et 12) avec les données remplies par l'observateur sur la fiche d'observation, l'espace de jeu où les volants sont envoyés et les données de verbalisation des joueurs lors de six séances d'entretiens d'autoconfrontation explicitant le point de vue des joueurs lors de 12 sets. Notre étude compréhensive a visé à analyser la dynamique des apprentissages tactiques d'étudiants placés dans le dispositif « Les maîtres du jeu » au travers de l'analyse de leur cours d'expérience. Les apprentissages tactiques ont été identifiés au travers du cours d'expérience des joueurs. Notre discussion portera sur une réflexion sur les usages des dispositifs d'apprentissage tactique et sur des pistes professionnelles.

Ruiz, S., Myers, A., Morano, S., & Barry, L. M. (2023). **Impact of Guided Notes on Graduate Student Retention of Facts.** *College Teaching*, 71(4), 273-280. <https://doi.org/10.1080/87567555.2021.2021845>

Guided notes are an instructional strategy used to help students retain facts, concepts, and skills. Evidence for the effectiveness of guided notes with school-aged children diagnosed with high incidence disabilities is well documented, but research with postsecondary participants has had mixed results, and there has been little to no research on the effects of guided notes in online learning environments. The present study sought to examine the effects of guided notes on the retention of facts in high achieving online graduate students. Results indicate statistical significance ($p < .01$) in performance with a medium effect size, and students preferred guided notes to assist with note taking during lectures.

Ruthven, K. (2023). **Évolutions et tendances comparées de l'enseignement des mathématiques en Angleterre et en Écosse** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 143-153. <https://doi.org/10.4000/ries.14298>

Cet article s'intéresse à l'enseignement des mathématiques en Angleterre et en Écosse dans une perspective comparée. S'agissant de l'Angleterre, il montre comment la progression de l'accès à l'éducation et des attentes envers l'école ainsi que le pilotage et la réglementation croissants de l'État ont façonné l'évolution de cet enseignement. Il met en évidence des visions divergentes des réformes, des conceptions antagoniques de la numératie, la controverse sur les finalités et les modalités de l'enseignement des mathématiques à l'école et l'influence croissante des comparaisons internationales. Enfin, l'article analyse les documents curriculaires actuellement en vigueur en Angleterre et en Écosse, en soulignant leurs discours contrastés en matière d'enseignement des mathématiques, en ce qui concerne les processus d'apprentissage, la force des rapports transdisciplinaires, la reconnaissance des mathématiques comme phénomène historico-culturel et l'importance des méthodes de calcul standards.

Salonen, A. O., Laininen, E., Hämäläinen, J., & Sterling, S. (2023). **A Theory of Planetary Social Pedagogy.** *Educational Theory*, 73(4), 615-637. <https://doi.org/10.1111/edth.12588>

The escalating planetary crises of human-induced climate change, the depletion of natural resources, and declining biodiversity call for urgent actions to be taken at all levels of society and by the global community. The current political strategy for a sustainable future that emphasizes economic and technological progress is insufficient to bring about the change required; an educational approach based on identities, values, ethics, and new worldviews is also needed. In this article Arto O. Salonen and his coauthors consider the kind of pedagogy that could support a transformation of the human conception of reality into a form that both recognizes the connections and interactions between people, society, and the planet, and imparts an ethical orientation to action that strengthens the health and integrity of all entities. A theory of planetary social pedagogy (PSP) is based on traditional social pedagogy, which provides a theoretical framework for formal, nonformal, and informal education. PSP aims at building a deep holistic understanding of the relationship between the individual, society, and Earth by integrating the fragmented human conception and experience of reality by uniting the three dimensions of a social-ecological worldview: spatial, temporal, and ethical. Moreover, PSP is a cyclical learning process that alternates between cognitive, metacognitive, and epistemic levels of learning. The ultimate goal of using PSP is to lay the foundation for a fundamental transformation of the ideals, values, and culture that shape human behavior in ways necessary for securing a sustainable future.

Scharoun, L., Meth, D., Crowther, P., & Brough, D. (Éd.). (2023). **Contemporary Design Education in Australia: Creating Transdisciplinary Futures**. Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/C/bo208668453.html>

New essays on education for the future of the design industry. This book offers a range of approaches to teaching higher education design students to learn to design collaboratively and creatively, through transdisciplinary, multidisciplinary, cross-disciplinary, and interdisciplinary learning experiences. It highlights that the premise of traditional disciplinary silos does little to advance the competencies needed for contemporary design and non-linear career paths and emphasizes the importance of higher education being responsive to changes in society, including fluctuating market demands, economic variations, uncertainties, and globalization. Chapters highlight approaches that address this changing landscape, to meet student, industry, and societal needs and reflect a range of design education contexts in which the authors have taught, with a focus on experiences at the Queensland University of Technology (QUT), Brisbane, Australia, but also including collaborations and comparative discussions elsewhere in Australia and globally, including Europe, Asia, the Middle East, and the United States.

Scheepers, C., Crinon, J., Joshua, C., & Donahue, C. (2023). **Former à l'oral, former par l'oral dans le supérieur** (1er édition). Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807357426-former-l-oral-former-par-l-oral-dans-le-superieur>

Le premier ouvrage scientifique francophone sur l'oral universitaire. Les universités ont longtemps été associées à l'écrit. Néanmoins, l'oral reste omniprésent dans le milieu universitaire : l'oral circule, se pratique, s'enseigne et s'apprend, en étroite relation avec l'écrit. Il peut s'agir d'un oral pédagogique, scientifique et/ou institutionnel. L'oral à l'université a cependant été très peu étudié dans la recherche francophone, focalisée sur l'écrit. Former à l'oral, former par l'oral, ce sont pourtant deux facettes d'une même problématique : l'oral comme outil ; l'oral comme objectif d'enseignement-

apprentissage à part entière. Adressées aux chercheurs, mais aussi aux enseignants et aux formateurs, les différentes contributions cherchent à articuler étroitement, dans une relation circulaire, connaissances scientifiques et situations ordinaires de formation, théorie et dimensions pratiques innovantes, facilement transférables dans d'autres contextes. Comment s'articulent et se distinguent écrit et oral à l'université ? Comment qualifier les pratiques et les représentations, tant des étudiants que des enseignants ? Comment étayer et évaluer leurs pratiques langagières orales ? Cet ouvrage vise à fournir des pistes de réflexion sur l'oral universitaire ainsi que des outils pédagogiques à destination d'étudiants de tous horizons.

Schnellert, L., & Kozak, D. (2023). **Inservice teachers' experiences within a university/school district teacher education partnership: Collaborative inquiry, generative tensions, and emergent praxis.** *Teaching and Teacher Education*, 136, 104362. <https://doi.org/10.1016/j.tate.2023.104362>

We sought to understand the experiences of inservice teachers in teacher education/school district partnerships. Classroom teachers collaborated with teacher candidates to explore literacy practices in situ. We employed case study methodology collecting data through interviews and field notes. Teachers described: how a supportive community helped them take risks in their practice; (re)conceptualizing their practice through in situ co-planning, co-teaching, and co-reflecting; growing in their confidence as mentors and learners; witnessing equity-oriented pedagogy in action; and navigating tensions which offered opportunities for professional growth. This study highlights the potential of such initiatives for teachers' professional learning, practice change, and praxis.

Sebastien, L., & Avalos, M. (2023, octobre 11). **Developing Autonomy through an Entrepreneurial Project.** Présenté à ENLIGHT Teaching and Learning Conference 2023: Empowering students for tomorrow. <https://doi.org/10/document>

The development of an entrepreneurial project provides students with a unique opportunity to apply skills, fostering autonomy. We (student and accompanying teacher) present an entrepreneurial project focused on managing low back pain to prevent chronicity in France, part of the 1st year of the Master of Public Health program. Key aspects in autonomy development are highlighted. The student, an osteopath pursuing continuing education in public health, initiated the project, identifying opportunities, setting objectives, and taking proactive steps. While accompanied, she assumes project responsibility. For this endeavor, she actively seeks knowledge and acquires new skills through various means, including relevant MOOCs (Social and Solidarity Entrepreneurship, Creating Innovative Companies), consultation with a teacher proficient in qualitative research methods, and conducting semi directive interviews. The project's progress necessitates critical thinking, creativity, and independent decision-making.

Sheridan, L., & Gigliotti, A. (2023). **Designing online teaching curriculum to optimise learning for all students in higher education.** *The Curriculum Journal*, 34(4), 651-673. <https://doi.org/10.1002/curj.208>

Disruptions to higher education teaching have raised significant concerns over the best curriculum design for teaching online and for the inclusion of all students. Universal design for learning (UDL) together with curriculum research models – taxonomy of significant learning and integrated curriculum design (ICD), provides a curriculum approach to

optimising students' learning and building engagement with learning online. This paper outlines the redesign process and decisions made to improve the curriculum design in an online sociology course in teacher education. The goals of the redesign were to optimise all student learning, engagement and perceived satisfaction. Data collection included student responses (pre and post), course evaluation, analytics and reflections from an expert reviewer. Analysis was guided by the UDL curriculum design principles of engagement, representation and action/expression. Emerging from this research is the need to ensure that online learning redesign is user-friendly and engaging, with multiple supported learning opportunities for the students. This redesign strengthens the quality of online learning, with learning becoming more meaningful and learning activities incorporating elements that are reflective, instructional and social. One interesting aspect that emerged was the importance of the partnership between the academic and the instructional designer in the redesign process.

Simar, C., Genton, M., Denois, V. R., Jourdan, D., Chauvin, F., Cury, P., & Pironom, J. (2023). **Factor's influencing primary teacher practices in health education, life skills, health literacy.** *European Journal of Public Health*, 33(Supplement_2). <https://doi.org/10.1093/eurpub/ckad160.1416>

Background: A health-promoting school (HPS) approach was introduced over 25 years ago and has been promoted globally since; however, the aspiration of a fully embedded, sustainable HPS system has not yet been achieved, and very few countries have implemented and sustained the approach at scale. The Alliance for health aims to enact and assess the impact of a comprehensive approach to health promotion at the school and community levels. This is an intersectoral project involving regional education authorities, regional public health agency, local policy makers, researchers, and local health promotion operators. The question arises as to how to identify factors influencing teachers' activity in wellness (WB), health education (HE), life skills (LS) and health literacy (HL)? Methods: This project involves 101 French primary schools and 97 associated municipalities in the AURA region randomly selected in an intervention and control groups. Primary school teachers were provided training, support, and resources to develop a health-promoting environment in school according to the Health-Promoting Schools framework. Primary school teachers were provided training, support, and resources to develop a health-promoting environment in school according to the Health-Promoting Schools framework. Each year, a questionnaire is distributed to teachers in order to monitor the development of their activity in the areas of WB, HE, LS and HL. 243 questionnaires are analyzed, collected from October 19 to March 20, 12 opening questions were analyzed (1591 items) in order to characterize their practices in the areas above. Based on this classification, factors contributing to activities were sought by doing univariate, multivariate and exploratory factor analysis. Results: The descriptive analysis showed that factors are linked to institutional, contextual, individual and collective dimensions. The results are preliminary and the complex analysis are actually in process. Key messages: A better understanding linked to their practices in health education, health literacy, like skills and well-being is needed to develop appropriate training and support. • To develop adequate training and support in health promoting school, it's necessary to identify factors most linked to primary teacher practices in health education, like skills and health literacy.

Spinks, M., Metzler, M., Kluge, S., Langdon, J., Gurvitch, R., Smitherman, M., ... Strong-Green, A. (2023). **"This Wasn't Pedagogy, It Was Panicgogy": Perspectives of the**

Challenges Faced by Students and Instructors during the Emergency Transition to Remote Learning Due to COVID-19. *College Teaching*, 71(4), 227-243.
<https://doi.org/10.1080/87567555.2021.2018395>

This qualitative study explores the impact of the emergency transition to remote education (ETRE) during the COVID-19 pandemic on instructors and students through the lens of self-determination theory (SDT). A modified thematic analysis of narratives from a cross-sectional survey revealed eight themes: Sense of loss/grief, Role conflict, Helplessness, I had no choice, This felt impossible, Lost connections, Am I safe, and They don't care about me. Sub-themes expound on their associated themes. Participant narratives shared feelings of trauma and crisis as they related experiences of higher education during the mandated global shutdown. The stories of these experiences are indicative of loss of autonomy, competence, and relatedness, tenets of self-determination. These experiences, for the majority of students, led to a loss of motivation to learn, participate, or produce meaningful work. For most instructors, the experiences led to a similar lassitude and frustration. The authors conclude that the experience of the ETRE negatively impacted both teaching and learning in the higher education setting. Recommendations include further development in higher education to support both instructors' and students' self-determination during catastrophic change.

Streifer, A. C., & Palmer, M. S. (2023). **Is Specifications Grading Right for Me?: A Readiness Assessment to Help Instructors Decide.** *College Teaching*, 71(4), 244-251.
<https://doi.org/10.1080/87567555.2021.2018396>

Specifications grading is an alternative grading scheme that prioritizes transparency and progress-oriented feedback, with the goals of increasing student motivation, fostering clear communication, and achieving educational equity. Despite its recent, rapid increase in popularity, little attention has been paid to the forms of support faculty need to implement specifications grading successfully, and to the personal and professional circumstances that shape instructors' experiences with specifications grading. To fill these gaps, we have created a readiness assessment tool that prompts instructors' reflection on how institutional culture, identity, and course/curricular contexts may pose or alleviate the risks of adopting nontraditional grading practices.

Swanzy-Impraim, E., Morris, J. E., Lummis, G. W., & Jones, A. (2023). **Exploring creative pedagogical practices in secondary visual arts programmes in Ghana.** *The Curriculum Journal*, 34(4), 558-577. <https://doi.org/10.1002/curj.201>

Secondary visual arts education provides learners with opportunities to develop critical thinking, and their creative potential, as part of their personal growth. This development happens when visual arts teachers actively integrate creative pedagogies to target creative thinking in learners. Ghana's 2019 National Pre-tertiary Curriculum Framework has added creativity as one goal for all learners. This research study explores teachers' perceptions and use of creative pedagogies as part of implementing this creativity into their teaching. A multi-site qualitative case study was conducted in government secondary schools within Sekondi-Takoradi, Ghana, and data were gathered from interviews and participant observations. The 16 cases specifically examined creative pedagogies in practice in the secondary visual arts programme, as the subject of visual arts is commensurate with developing creativity. The study revealed that teachers' pedagogical perceptions of developing creativity do not align with the actual pedagogies they employ, with teachers being observed to emphasise teacher-centred pedagogies. It is suggested that the integration of creative pedagogies should be

contextualised in Ghana's secondary visual arts programme, in order to support teachers to meet the goal of creativity development for all learners.

Tardif, C., Thomas, V., Carpentier, G., & Villeneuve-Lapointe, M. (2023). **Quand la pandémie perdure: les préoccupations sous-jacentes aux gestes professionnels d'enseignant.e.s à l'éducation préscolaire et à l'enseignement primaire.** *Revue hybride de l'éducation*, 7(3), 1-25. <https://doi.org/10.1522/rhe.v7i3.1495>

À l'hiver 2021, alors que le contexte pandémique prévalait depuis près de deux ans, mais que le contexte d'urgence n'était plus aussi prégnant, treize enseignant.e.s de l'éducation préscolaire et de l'enseignement primaire ont témoigné de l'influence de la pandémie sur leur pratique. L'analyse des transcriptions a révélé que le maintien d'une atmosphère positive et la priorisation des savoirs enseignés étaient au cœur du discours des enseignant.e.s. En ce sens, dans cette période d'incertitude, ces préoccupations semblaient prendre davantage d'importance.

Taylor, R. M., & Noroozi, N. (2023). **Symposium Introduction: Exploring the Transformative Possibilities and the Limits of Pedagogy in an Unjust World.** *Educational Theory*, 73(4), 490-495. <https://doi.org/10.1111/edth.12594>

Teslo, S., Jenssen, E. S., Thurston, M., Mandelid, M. B., Resaland, G. K., Chalkley, A. E., & Tjomsland, H. E. (2023). **It's the journey, not the arrival that matters – Teachers' perceptions of their practice after participating in a continuing professional development program in physically active learning.** *Teaching and Teacher Education*, 136, 104377. <https://doi.org/10.1016/j.tate.2023.104377>

Continuing professional development (CPD) programs have been suggested as a way of supporting teachers' use of physically active learning (PAL) to enhance pupils' learning. Drawing on Dewey's theory of 'education as growth' (1916), this qualitative study explored teachers' perceptions of their practice after participating in a CPD program in PAL. Findings from eleven semi-structured interviews analyzed through reflexive thematic analysis illustrated that the teachers viewed their participation as beneficial by diversifying their teaching practice, stimulating their professional reflectiveness, and encouraging collaborative learning. These findings indicate that using and reflecting on PAL may support teacher learning in the longer term.

Tessier, J. T., Tessier, L. M., Gashler, D., Levitt, C., London, J., West, B. S., & Winters, N. (2023). **Full and Minimal Markup Both Help Students to Improve Their Writing.** *College Teaching*, 71(4), 197-206. <https://doi.org/10.1080/87567555.2021.2010637>

College faculty faces decisions about how to provide feedback on written work. We compared the quality of student writing and student impressions of feedback from both full and minimal markup methods. There was only one significant difference in the quality of writing or content between full and minimal markup. Students scored the functionality of the two markup methods consistently in their ability to improve their writing skills. Student comments were overwhelmingly positive for both markup formats. We encourage teachers to make use of the approach that fits the best with the teaching and learning strategies and designs in their classes.

Tremblay, B., Martel, D., & Côté-Brassard, J. (2023). **Exploiter le potentiel éducatif de l'esprit sportif pour le développement moral des élèves : le cas d'un tournoi de badminton.** *Staps*, 140(2), 31-50. <https://doi.org/10.3917/sta.140.0031>

L'esprit sportif présente un potentiel certain pour contribuer au développement moral des jeunes sportifs. Rares sont toutefois les études qui renseignent sur les stratégies de formation à préconiser pour amener les intervenants en éducation physique et sportive (EPS) à exploiter, à des fins d'éducation morale, le potentiel éducatif que revêt cette notion. Cet article fait état d'un projet de recherche-action destiné à soutenir des enseignants en éducation physique dans la planification et l'implantation d'activités visant le développement moral d'élèves par l'apprentissage d'un meilleur esprit sportif (Tremblay, 2020). Des quatre enseignants qui furent accompagnés par un formateur-chercheur lors du projet, le cas d'une enseignante ayant implanté un tournoi de badminton voué au développement moral est approfondi. À cet égard, sont explicités : (1) les caractéristiques du tournoi de badminton ; (2) des perceptions d'élèves l'ayant expérimenté ; (3) des constats liés à la démarche d'accompagnement. Principalement issus d'analyses qualitatives, les résultats révèlent une dynamique de transposition d'un savoir populaire – en l'occurrence l'esprit sportif tel que conçu initialement par l'enseignante – en un savoir didactique pouvant être exploité pour concrétiser une éducation morale en EPS. Ces résultats contribuent, ce faisant, à l'émergence d'une nouvelle approche d'éducation morale en EPS, soit l'Approche par l'esprit sportif.

Úcar, X. (2023). **Ideas for Mapping Lifeworld and Everyday Life in Practical Social Pedagogy**. *Educational Theory*, 73(4), 593-614. <https://doi.org/10.1111/edth.12589>

Since the 1970s, the concepts of "lifeworld" and "everyday life" have been part of the discourse of social pedagogy and social and educational work in general. Xavier Úcar's objective in this article is to generate and communicate socio-pedagogical knowledge that helps social pedagogues to build socio-educational relationships that are more effective, more sustainable, more satisfactory, and ultimately richer in terms of both experiences and learning for participants. A conceptually oriented, nonsystematic analysis procedure was used to conduct this research. The procedure involved an in-depth investigation of documents that focus on the two target areas of this study: (1) social pedagogy, and (2) lifeworld and everyday life. The results describe the theoretical background of lifeworld and everyday life, discuss the development of the perspective of "lifeworld orientation" within the framework of social pedagogy in Germany, and analyze how everyday life is understood through actions undertaken by social pedagogues. These results provide ideas for mapping the essential dimensions of everyday life from the perspective of social pedagogy.

Valente, G., & Lefevre, S. (2023). **De la démocratisation à la méritocratie à l'université, l'influence de la loi ORE sur les pratiques pédagogiques et les représentations dans l'enseignement supérieur**. *RESUP 2023: Fin d'un monde, nouveau monde ? Penser les changements des systèmes d'enseignement supérieur et de recherche*. Présenté à Grenoble, France. Consulté à l'adresse <https://hal.science/hal-04258517>

Depuis la loi ORE, les formations universitaires ont la possibilité de limiter leurs capacités d'accueil. L'augmentation des effectifs étudiants, les difficultés d'encadrement et d'accueil dans les locaux universitaires peuvent contraindre certaines équipes pédagogiques à limiter le nombre d'étudiants en première année. Les enseignants des département réunis en commissions d'examen des vœux vont alors classer les candidats. Dès lors, on peut affirmer que l'entrée dans l'enseignement supérieur devient sélective et de nombreux chercheurs actent l'instauration avec la loi ORE et Parcoursup de la sélection à l'entrée à l'université (Chauvel et Huguée, 2019 ; Pasquali, 2021 ; Huguée et Poullaouec, 2022). Parallèlement, des financements ont été attribués aux universités qui

proposaient des dispositifs d'accompagnement aux étudiants dont les capacités de réussite semblent moins assurées au moment de leur candidature sur Parcoursup. Les candidats reçoivent la réponse : « oui-si » via Parcoursup et s'engagent à participer aux dispositifs d'aide à la réussite : modules complémentaires de méthodologie, cours de soutien disciplinaires, tutorats, réalisation de la licence en trois ans au lieu de deux etc. A la rentrée 2019, 9,3% des néo-bachelier.e.s inscrit.e.s en licence suivent un parcours aménagé (SIES, 2021), soit une augmentation de 3,7 points par rapport à l'année précédente. Quand bien même les propositions « oui-si » sont en augmentation, la proportion d'étudiant.e.s accueilli.e.s dans ces parcours aménagés reste marginale et ne permet pas d'affirmer que ces aménagements oui-si garantissent une égalité des chances pour les candidat.e.s à l'entrée dans l'enseignement supérieur. Par contre, la mise en place de tels dispositifs interroge la manière d'envisager la sélection et la réussite des étudiants en premier cycle universitaire. Ici, la « réussite » de ces dispositifs n'est pas interrogée, même si nous savons par ailleurs que leur effet global sur la présence aux examens et la moindre propension au décrochage, ne sont pas significatifs. Depuis l'échec du plan réussite en licence (Perret et Morlaix, 2014 ; Annoot et Etienne, 2012) ou d'autres dispositifs plus locaux, comme les « cordées de la réussite » (Kennel, 2020), la littérature scientifique a fréquemment démontré la relative inefficacité des mesures locales et ponctuelles. La réussite ou l'échec à l'université dépendent surtout du parcours scolaire antérieur (Michaut 2012, Morlaix et Suchaux, 2012) et les écarts cognitifs qui se creusent aujourd'hui en fonction des baccalauréats, mais aussi des lycées d'origine ne font que confirmer ce constat (Terrail, 2020). Si plusieurs études tentent de mesurer l'efficacité des dispositifs, plus rares sont celles qui portent sur l'appropriation de prescriptions par les acteur.trice.s du monde éducatif (Brossais et Lefeuvre, 2018 ; Bonasio et Veyrac, 2022), et celles qui s'interrogent sur la pratique des acteur.trice.s de l'enseignement supérieur qui ont en charge la responsabilité de la mise en place de dispositifs de réussite. Si au démarrage de notre recherche, l'objectif était seulement de constituer un état des lieux des dispositifs existants, nos difficultés rencontrées pour accéder au terrain ont attisé notre curiosité. Nous avons alors complété le questionnement initial par une investigation sur les effets de ces dispositifs dans les pratiques professionnelles des acteurs et actrices de l'enseignement supérieur. Ainsi, nous posons la question suivante : Comment les acteurs et actrices de l'enseignement supérieur s'approprient et conçoivent les dispositifs oui-si ? Quelles en sont les répercussions sur la transformation de l'université aujourd'hui ? Comme on peut s'en douter, la mise en place de politiques nationales font changer les pratiques, mais aussi les représentations du rôle et des missions de l'enseignement supérieur. Nos trois idéaux-types éclairent les ressentis, les impressions d'un changement de paradigme de pensée à l'université. Cette analyse idéal-typique rend compte à notre sens du passage d'une université égalitaire, juste et universaliste vers une université concurrentielle, individualiste et, au fond, plus proche de la pensée néo-libérale.

Walsh, C. E. (2023). **On Justice, Pedagogy, and Decolonial(izing) Praxis**. *Educational Theory*, 73(4), 511-529. <https://doi.org/10.1111/edth.12592>

This paper goes beyond — transcends — “pedagogy as justice,” recognizing that justice, particularly in these present times, may not be enough. Its wager is with pedagogies of and for life; pedagogies that plant and cultivate, that push and enable other modes of living, despite the capitalist-modern-colonial-racist system, beyond the system, and in the system's margins, borders, fissures, and cracks. These pedagogies, as Catherine Walsh argues here, are necessarily tied to and constitutive of decolonial(izing) praxis, a praxis

that, while not negating justice, takes us beyond it. The argument here is for the pedagogical-praxistal work being done now, and yet to be done; the actional thought, thoughtful action, and ongoing creation and construction of an otherwise for existence, for dignity, and for life in these times of multiple entwined pandemic-viruses, including capitalist greed, systemic racism, heteropatriarchy, and existential-territorial dispossession in which COVID is/was one more thread of the entwine.

Weddle, H., Lockton, M., & Datnow, A. (2023). **Fostering, Tailoring, Negotiating: The Complexities of Collaborative Coaching in Schools Under Pressure to Improve.** *Educational Researcher*, 52(8), 482-490. <https://doi.org/10.3102/0013189X231187372>

Recent research has examined the influential role coaches may play in supporting teachers' collective capacity building for instructional improvement. While emerging research is promising, much remains to be learned about collaborative approaches to coaching, particularly in schools with the greatest opportunity gaps. We draw on extensive longitudinal qualitative data to explore a collaborative approach to coaching in urban middle schools under pressure to improve math outcomes. Findings reveal key coaching strategies to promote teacher team capacity building, including fostering student-centered discussion and collaborative relationships, tailoring capacity-building opportunities to provide access for all teachers, and negotiating across teachers and leaders to support improvement efforts. This work was complicated by conflicting expectations between leaders and teachers as well as challenges with addressing teachers' misconceptions about math content in group settings. These findings reflect the need for ongoing capacity building that supports coaches as they attend to group dynamics and accountability pressures.

Wilson, A. M., Sarooghi, H., Ryan, T. J., Mitchell, N., & Fernhaber, S. A. (2023). **Teaching and Learning Together: Understanding Faculty Motivation to Interdisciplinary Course Cocreation as a Response to a Global Pandemic.** *College Teaching*, 71(4), 207-218. <https://doi.org/10.1080/87567555.2021.2010638>

While higher education plays a critical role in society, little is known about the motivation of faculty members within such institutions. In this paper, we explore the faculty motivation to voluntarily cocreate an interdisciplinary course as a response to the COVID-19 pandemic. The results of our qualitative, phenomenological study highlight sensemaking for both students and faculty, being peer-driven, ability to collaboratively innovate, desire for student engagement, being able to leverage existing expertise, and concern for institutional welfare as motivational drivers for faculty. The shared experience of creating and teaching the course subsequently impacts faculty in a number of different ways. A crisis-based faculty motivation model for interdisciplinary course cocreation is presented.

Wong, J. Y. L., & Oh, P. H. (2023). **Teaching physical education abroad: Perspectives from host cooperating teachers, local students and Australian pre-service teachers using the social exchange theory.** *Teaching and Teacher Education*, 136, 104364. <https://doi.org/10.1016/j.tate.2023.104364>

Research on pre-service teachers (PSTs) in international teaching practicums often focus on their experiences rather than how it ameliorates the host communities. Constructs of Social Exchange Theory were used to explore benefits and challenges experienced by four Australian PSTs, two Chinese cooperating teachers (CTs) and 169 local students. The PSTs experienced personal and professional growth, the CTs gained new pedagogical

insights, and local students experienced cultural immersion with improved engagement in physical education. Despite mutual benefits, challenges emerged from teaching differences, language barrier, and personal obstacles. These underscore the necessity of investing time and resources to minimise such challenges.

Xu, Y. (Sue), & Krulatz, A. (2023). **"Multilingualism is a resource, not a difficulty": Exploring Norwegian teachers' beliefs and reported practices in multilingual settings.** *Teaching and Teacher Education*, 136, 104332. <https://doi.org/10.1016/j.tate.2023.104332>

This study explored Norwegian teachers' (N = 181) (a) beliefs about multilingualism and the multilingual teaching practices (MTPs) they reported, (b) the extent to which their beliefs and practices were interrelated, and (c) their justifications of certain beliefs and practices. The data were analyzed using descriptive statistics, Spearman's bivariate correlation, and content analysis. The findings revealed mixed views about multilingualism and three tendencies relative to MTPs. A significant positive correlation between beliefs and reported practices was found. Although many of the participants endorsed multilingualism in education, the dominant role of Norwegian and biased monolingual teacher ideology were the main factors hindering MTPs.

Xue, L. (2023). **Aspects évolutifs de l'agir professionnel: Un cas dans le domaine de l'enseignement des langues.** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=78346

Inscrit dans un cadre théorique multidisciplinaire où est postulée une cohabitation du socioconstructivisme et de l'émergentisme, ce travail s'attache à comprendre les dynamiques de l'agir professionnel des enseignants de langues étrangères à l'aide d'un dispositif de suivi multimodal et longitudinal. Des moyens d'observation et d'entretiens – semi-directifs et d'autoconfrontation – ont été mobilisés pour chacun des enseignants durant un semestre. Leurs discours de verbalisation ont été analysés selon une approche double conjuguant l'analyse de contenu et l'analyse du discours. La complexité de la pensée enseignante s'avère articulée autour d'une dynamique entre l'intentionnalité, l'action incorporée et les contraintes contextuelles. On note entre autres la rupture de la réflexivité au cours de l'action, découverte en neurosciences, et validée ici par la mise en place de méthodologies en sciences humaines et sociales.

Yalvac, B., Craig, C., Hill-Jackson, V., & Cole, C. (2023). **Toward Inquiry and Problem Posing in Teacher Education.** *Journal of Teacher Education*, 74(5), 417-421. <https://doi.org/10.1177/00224871231202828>

Yan, J., & Goh, H. H. (2023). **Exploring the cognitive processes in teacher candidates' collaborative task-based lesson planning.** *Teaching and Teacher Education*, 136, 104365. <https://doi.org/10.1016/j.tate.2023.104365>

The study explored cognitive processes and dialogic moves involved in designing task-based lessons by analysing 45 Chinese language teacher candidates (TCs)' collaborative discussions. The findings showed that TCs engaged in macro- and micro-level cognitive processes. The dialogic moves, especially challenging and building on others' ideas, facilitated the analysis processes in which TCs developed and refined the lesson plans from the perspectives of pedagogy, students, and context. The research highlights the importance of teacher education in fostering teachers' abilities to develop

lesson plans through multi-faceted analysis and engage in in-depth discussion by utilising dialogic moves of challenging and building on others' ideas.

Yerly, G. (2021). **La collaboration des enseignants autour de l'évaluation des apprentissages comme moyen de piloter le système ?** *Les dossiers des sciences de l'éducation*, (45), 77-97. <https://doi.org/10.4000/dse.5322>

La collaboration entre enseignants autour de l'évaluation des apprentissages constitue aujourd'hui un moyen de piloter les systèmes éducatifs. C'est notamment le cas de la politique fédérale suisse « évaluation commune ». Les enseignants du secondaire supérieur doivent évaluer les apprentissages des élèves en équipe afin d'assurer des résultats davantage harmonisés entre les établissements et les cantons. Des données ont été recueillies à différentes échelles et dans les différents niveaux du système afin d'analyser la mise en œuvre de cette politique sur le terrain. Les résultats permettent de discuter les tensions qu'une telle injonction de collaboration crée quant au pilotage du système, aux dynamiques de collaboration au sein des établissements et aux pratiques évaluatives des enseignants.

Zhang, H., & Galaup, M. (2023). **Réflexion sur la conception et l'impact d'un écosystème d'apprentissage adaptatif.** *Revue internationale des technologies en pédagogie universitaire*, 20(2), 125-138. <https://doi.org/10.18162/ritpu-2023-v20n2-10>

Zhang, W., & Li, Y. (2023). **Development and validation of a questionnaire to assess classroom assessment from the self-regulated learning perspective.** *Oxford Review of Education*, 49(6), 781-799. <https://doi.org/10.1080/03054985.2023.2174092>

This paper reports on the development and validation of the classroom assessment (CA) for self-regulated learning (SRL) Questionnaire (CASRLQ), a questionnaire intended to measure to what extent CA practices are SRL supportive. The original CASRLQ, consisting of 32 items to represent five SRL-supportive CA dimensions, was constructed and administered to a sample of 469 Grade 11 students. However, the preconceived structure was not supported. We then used the same dataset (split into two) to explore and verify a new factor structure employing exploratory and confirmatory factor analyses. The questionnaire was then revised. A new sample of 630 Grade 11 students were surveyed to confirm the structure of the revised questionnaire. The final form of the CASRLQ consisted of 28 items and addressed seven CA features: assessment tasks, student choice, self-assessment, peer-assessment, instruction, teacher feedback, and CA environment. The CASRLQ proved to be a reasonably reliable and valid instrument suitable for use in quantitative investigations on CA-SRL-related topics. It could also offer some guidance for teachers' CA practice.

Relation formation-emploi

Elsenberger, F., & Kendzia, M. J. (2023). **Educational Reforms and Their Positive Externalities on the Labor Market** (IZA Discussion Paper N° 16435). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp16435.htm>

Educational reforms aim to improve education quality and accessibility, creating positive externalities like individual growth and societal benefits. Although the global educational attainment has progressed, disparities still exist. This study applies the four-cell matrix developed by Münich and Psacharopoulos (2018) as analytical framework to classify the

benefits of schooling into four different quadrants. It distinguishes between private and social benefits on the x-axis and market and non-market benefits on the y-axis. The survey finds that educational reforms and policies significantly impact society's development and progress, improving economic growth, social mobility, and health outcomes. By and large, the investigated reforms vary by country and education level, with some focusing on primary education and access to education while others focus more on tertiary education. The findings reveal that large differences exist in how far certain reforms were already implemented. Developing nations mainly experience non-market benefits like improved health and disease reduction, while developed countries show positive externalities in market and non-market areas. Reforms targeting tertiary education often translate into more positive externalities in the two private quadrants.

Hooley, T. J., Bennett, D., & Knight, E. B. (2023). **Rationalities that underpin employability provision in higher education across eight countries.** *Higher Education*, 86(5), 1003-1023. <https://doi.org/10.1007/s10734-022-00957-y>

This article explores the rationalities advanced by 18 higher education institutions, located across eight countries, for developing and delivering employability provision. The article uses Sultana's Habermasian-derived framework to categorise rationalities as either technocratic, humanistic or emancipatory. Based on a series of semi-structured dialogic interviews, the article explores how key strategic and operational personnel within higher education institutions articulate their rationality for engaging with employability. It finds that the rationalities advanced to support employability within different institutions vary through a conversation between institutional culture and priorities and the demands of different stakeholders who the institution seeks to engage. The technocratic and humanistic rationalities dominate, with the emancipatory rationality weakly represented in the data. However, in many cases, the different rationalities are woven together, often for tactical reasons, to create bespoke institutional rationalities.

Jackson, D., & Dean, B. A. (2023). **Employability-related activities beyond the curriculum: how participation and impact vary across diverse student cohorts.** *Higher Education*, 86(5), 1151-1172. <https://doi.org/10.1007/s10734-022-00966-x>

Higher education is increasingly concerned with providing students with experiences that enhance employability. Sitting outside the curriculum, extra- or co-curricular activities that focus on career development, leadership, service or recognition can lead to positive employability and employment outcomes. The extent to which different student groups have access to and participate in these employability-related activities (ERAs) is underexplored, along with their relative gains in the labour market. This research surveyed 84,000 graduates in Australia on their participation in various activity types and the impact on their sense of preparedness for work and labour force outcomes. Findings demonstrate that over one-half of respondents participated in an ERA with groups tending to favour different activity types. Overall, the greatest differences in participation were observed by age, gender, disability, citizenship and socio-economic background. Activities impacted differently on employment outcomes with graduates from regional areas, of low socio-economic status and with disability garnering strong benefits. Club/society roles, leadership/award and mentoring programmes offered valuable development opportunities for most graduates, with less favourable outcomes reported for volunteering and micro-credentials. The study provides important information for designing ERAs that can be more easily accessed by increasingly diverse cohorts and that better support lifelong learning and transition to work for all students.

Lemay, C. (2023). **Caractéristiques qui influencent la façon dont les personnes formées à l'étranger déterminent les réponses à l'examen d'admission à la profession infirmière au Québec.** Consulté à l'adresse

<https://papyrus.bib.umontreal.ca/xmlui/handle/1866/31960>

Le but de la présente recherche est de documenter, à partir d'une approche de recherche pragmatique qui s'inspire d'une méthode de recherche de type mixte, ce qui influence la performance des personnes formées à l'étranger (ci-après « PFÉ ») à l'examen d'admission à la profession infirmière au Québec (ci-après « examen »). Un devis séquentiel explicatif permet de découper cette recherche en deux grandes phases qui s'intéressent, respectivement, à des données quantitatives et à des données qualitatives. Les objectifs de cette recherche sont de 1) déterminer s'il existe une différence entre les scores observés à l'examen du 12 septembre 2020 pour les PFÉ et les personnes formées au Québec (ci-après « PFQ »), 2) déterminer s'il existe une association entre certaines caractéristiques connues des PFÉ et les scores observés à l'examen du 12 septembre 2020 et 3) décrire les caractéristiques reliées aux PFÉ et aux items qui influencent la mise en œuvre du jugement clinique infirmier lors de la détermination des réponses aux items de l'examen du 12 septembre 2020. Les deux échantillons de la première phase contiennent 1 050 PFQ et 199 PFÉ en premier essai à l'examen de septembre 2020. La collecte de données pour cette première phase a été réalisée à l'aide d'un fichier d'information obtenu auprès de l'Ordre des infirmières et infirmiers du Québec. Des analyses comparatives des deux échantillons permettent de conclure qu'il existe une différence statistiquement significative entre les scores moyens observés à l'examen pour l'échantillon des PFQ et celui des PFÉ et que la taille de l'effet est considérée comme étant modérée. Des analyses additionnelles sont réalisées afin de déterminer s'il existe une association statistiquement significative entre certaines variables disponibles, notamment l'âge, le sexe, le délai depuis la diplomation, l'indice de développement humain (ci-après « IDH ») du pays de diplomation et les scores moyens observés pour les PFÉ. Ainsi, les résultats suggèrent l'absence d'association entre l'âge ou le délai depuis la diplomation et les scores observés à l'examen. Par ailleurs, les analyses permettent d'observer une association statistiquement significative entre les scores observés des PFÉ à l'examen et le sexe ainsi que l'IDH du pays de diplomation, même si la taille de l'effet est considérée comme étant faible. L'échantillon de la deuxième phase de cette recherche contient huit PFÉ en premier essai à l'examen de septembre 2020. La collecte de données s'est effectuée à l'aide d'entrevues individuelles semi-structurées réalisées à distance et enregistrées à l'aide du logiciel Microsoft Teams. Le guide d'entrevue, explorant les thèmes tirés du cadre de référence, est construit à partir de la littérature consultée au sujet des caractéristiques pouvant agir sur les réponses aux items d'un examen. Les données ont fait l'objet d'un codage thématique à l'aide d'une grille. Les résultats indiquent que la mise en œuvre du jugement clinique infirmier, incluant la mobilisation des savoirs appropriés lors de la résolution d'items de l'examen, constitue un défi pour les PFÉ qui participent aux entrevues (ci-après « PFÉP »). Ainsi, les savoirs infirmiers mobilisés s'appuient, en partie, sur des connaissances et des expériences acquises avant l'arrivée au Québec qui diffèrent des savoirs qui sont ciblés par les items de l'examen. Ceci n'est pas surprenant puisque les PFÉP constituent un groupe hétérogène d'individus avec des parcours professionnels extrêmement variés et le contenu de l'examen cible spécifiquement les aspects requis pour exercer au Québec. Bien que les savoirs acquis après l'arrivée au Québec soient aussi mobilisés lors de la résolution des items de l'examen, ces nouvelles connaissances

sont parfois insuffisantes pour certaines PFÉP qui présentent de trop grands écarts de savoirs professionnels. Par ailleurs, l'état psychologique des PFÉP, les difficultés à lire et à bien comprendre les situations cliniques de l'examen et le manque de temps influencent certainement la capacité de choisir les réponses attendues aux items de l'examen. Les résultats de cette recherche contribuent aux connaissances en éducation puisqu'ils permettent une meilleure documentation des caractéristiques qui influencent la détermination des réponses à un examen en contexte d'immigration professionnelle. Ils contribuent aussi aux connaissances en matière d'intégration professionnelle des PFÉ en mettant en lumière le caractère hétérogène de ce groupe de personnes qui exerçaient la profession infirmière dans leur pays d'origine et l'importance d'adopter une approche individuelle aux défis de ces personnes qui souhaitent obtenir un permis d'exercice au Québec, notamment les outils de préparation à l'examen. Les résultats peuvent aider les instances touchées par l'administration d'un examen à considérer différentes caractéristiques reliées à la personne ou aux items qui influencent la détermination des réponses aux items.

Lo Presti, A., Costantini, A., Akkermans, J., Sartori, R., & De Rosa, A. (2023). **Employability Development during Internships: A Three-Wave Study on a Sample of Psychology Graduates in Italy.** *Journal of Career Development*, 50(6), 1155-1171. <https://doi.org/10.1177/08948453231161291>

This study adopts a resource perspective to investigate the development of graduates' resource-based employability across a 1-year internship. We examined factors referring to agency (job crafting in the form of crafting challenges and crafting resources) and context (organizational social socialization tactics) as mechanisms contributing to employability development during initial work experiences (internships). Data were collected in Italy from 316 master graduates in psychology at three time points. Longitudinal structural equation modeling results showed that baseline employability was positively associated with job crafting. However, job crafting was only significantly associated with employability at the end of the internship among those reporting high crafting resources and medium-to-high organizational social socialization tactics. Hence, beyond a focus on proactivity only, organizational support and opportunities to form social networks are essential to sustain interns' employability development.

Thies, T. (2023). **International students in higher education: the effect of student employment on academic performance and study progress.** *Higher Education*, 86(4), 933-951. <https://doi.org/10.1007/s10734-022-00950-5>

Even though there is an increasing number of degree-mobile students in Europe, not much is known about the effect of student employment on academic performance and study progress for international students. International students broadly engage in student employment during their studies. They differ in several characteristics from native students (e.g., by financial situation, language skills, and time spent on studying) and are a heterogeneous group (e.g., by country of origin, educational background, and intention to remain in the destination country). This study explores whether student employment and different dimensions of employment (e.g., study-related employment, employment amounts) affect the semester grade point average and the share of achieved credit points per semester. Using the first four semesters of a longitudinal study of international students in Germany and hybrid panel models (n = 1625), the study shows that students with a higher study-related employment tendency across semesters have, on average, better semester grades. When estimating the within-student effect, it is demonstrated

that changes to student employment and different employment dimensions do not change the semester grades. In contrast, starting employment or increases in employment amounts (e.g., more hours per week) decreases the share of achieved credit points per semester. However, only specific student groups (e.g., students studying mathematics, natural sciences, and engineering) experience a delay in their study progress due to higher employment intensities.

Wetstone, H., & Rice, K. G. (2023). **Enhancing Career Adaptability Among University Students: An Intervention Study**. *Journal of Career Development*, 50(6), 1279-1292. <https://doi.org/10.1177/08948453231187910>

Recent college graduates are navigating a complex labor market due to the COVID-19 pandemic, changing economic conditions, and advancing technologies. Career adaptability, a psychosocial construct focused on managing career transitions, is critical for college students in this environment. Career adaptability interventions have shown promising results, but many are time consuming or involve one-on-one counseling, and none have focused on US college samples, which prompted this study. We tested a brief career adaptability training on a sample of 89 US college students and measured its effect on participants' career adaptability resources (career concern, career control, career curiosity, career confidence) and career adapting responses (career decision self-efficacy, career planning). Results showed no increase in career adaptability resources or career planning but indicated an increase in career decision self-efficacy, suggesting that brief interventions may be effective for some desired outcomes but not others. Future research should examine which intervention ingredients are necessary to enhance career adaptability.

Réussite scolaire

Ansari, A., Zimmermann, K., Pianta, R. C., Whittaker, J. V., Vitiello, V. E., Yang, Q., & Ruzek, E. A. (2023). **The First-Grade Outcomes of Pre-K Attendees: Examining Benefits as a Function of Skill Type, Environments, and Subgroups**. *American Educational Research Journal*, 60(6), 1139-1173. <https://doi.org/10.3102/00028312231195559>

This study examined whether pre-K benefits persist through the end of first grade and the extent to which persistence differs based on outcome domains, subsequent classroom environments, and key subgroups of children. Data from 2,351 children living in a large and diverse county in Virginia revealed that the initial benefits of pre-K for academic and executive function persisted through the end of first grade but were 75% to 80% smaller than at kindergarten entry. Kindergarten and first-grade classroom environments did not sustain pre-K benefits. Although the initial benefits of pre-K were larger for dual language learners and children in poverty relative to English speakers and low-income children, there were no differential benefits by the end of first grade.

Arnold, I. J. M. (2023). **A high bar may benefit weak students**. *Higher Education*, 86(5), 1027-1047. <https://doi.org/10.1007/s10734-022-00959-w>

This paper uses a large sample of students from a Dutch university to describe variations in academic performance following a change in the strictness of academic dismissal policies. The research setting includes one moment in which the performance threshold for academic dismissal has been changed, keeping constant other characteristics of the educational system. Using a descriptive approach, we show that after the threshold has been raised the number of credits earned by academically weak students increases. A

higher threshold level also brings their study effort forward in time, as evidenced by a decrease in the number of no-shows and an increase in the number of credits earned during regular exams. We also show that some students perceive the minimum performance level as a target level. The evidence suggests that variations in the implementation of academic dismissal policies affect students' tendency to procrastinate, especially among weaker students.

Bacci, S., Bertaccini, B., Del Sarto, S., Grilli, L., & Rampichini, C. (2023). **Statistical methods to estimate the impact of remote teaching on university students' performance.** *Quality & Quantity*, 57(6), 5513-5531. <https://doi.org/10.1007/s11135-023-01612-z>

The COVID-19 pandemic manifested around the World since February 2020, leading to disruptive effects on many aspects of people social life. The suspension of face-to-face teaching activities in schools and universities was the first containment measure adopted by the Governments to deal with the spread of the virus. Remote teaching has been the emergency solution implemented by schools and universities to limit the damages of schools and universities closure to students' learning. In this contribution we intend to suggest to policy makers and researchers how to assess the impact of emergency policies on remote learning in academia by analysing students' careers. In particular, we exploit the quasi-experimental setting arising from the sudden implementation of remote teaching in the second semester of academic year 2019/2020: we compare the performance of the cohort 2019/2020, which represents the treatment group, with the performance of the cohort 2018/2019, which represents the control group. We distinguish the impact of remote teaching at two levels: degree program and single courses within a degree program. We suggest to use Difference-In-Differences approach in the former case and multilevel modeling in the latter one. The proposal is illustrated analysing administrative data referred to freshmen of cohorts 2018/2019 and 2019/2020 for a sample of degree programs of the University of Florence (Italy).

Boden, K., Kuo, E., Nokes-Malach, T. J., Wallace, T., & Menekse, M. (2023). **Investigating the predictive relations between self-efficacy and achievement goals on procedural and conceptual science learning.** *The Journal of Educational Research*, 116(5), 241-253. <https://doi.org/10.1080/00220671.2023.2251415>

Self-efficacy and achievement goals represent two extensively researched motivational factors in education and have been related to numerous academic outcomes. However, little is known about how they relate to different types of problem-solving. Furthermore, while prior work has found these motivational factors are related, less work has examined them over time, during learning, and controlling for prior knowledge. The current study investigated the relations between these motivational constructs and procedural and conceptual problem-solving in middle school science. Sixth-grade science students' self-efficacy and achievement goals were surveyed along with procedural and conceptual problem-solving before and after instruction. Results revealed students' self-efficacy was positively correlated with both procedural and conceptual posttest performance. However, controlling for prior knowledge, self-efficacy only predicted conceptual performance. No relations were found between achievement goals and procedural or conceptual problem-solving. Additionally, results found that changes in mastery-approach goals were positively related to changes in self-efficacy beliefs.

Dagorn, E., & Moulin, L. (2023, novembre 12). **Avec la pandémie, les abandons d'études ont-ils augmenté à l'université ?** Consulté 13 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/avec-la-pandemie-les-abandons-detudes-ont-ils-augmente-a-luniversite-217230>

La pandémie de Covid-19 a perturbé la pédagogie et l'organisation des études supérieures, avec des conséquences à long terme sur les choix d'orientation des jeunes.

Darolia, R., & Sullivan, A. (2023). **The Dynamics and Measurement of High School Homelessness and Achievement.** *Educational Research*, 52(7), 413-421. <https://doi.org/10.3102/0013189X231175142>

How school districts measure homelessness among their students has implications for accountability and funding, as well as for supporting student success. Yet, measuring homelessness among high school students is challenging because students move in and out of experiencing it. Using administrative student-level data from a mid-sized public school district in the southern United States, we show that different commonly used procedures to measure which students are considered homeless can yield markedly different estimates of high school graduation rates for these students. This is largely because of differences in how districts classify students who experience homelessness but later become housed. To address the potentially negative effects of housing insecurity on academic achievement, it is important to first identify a common way to diagnose the problem.

Duran, A., Okello, W. K., & Pérez II, D. (2023). **Thinking with theory in college student success research: investigating the influence of theoretical leanings in analyzing data.** *International Journal of Qualitative Studies in Education*, 36(10), 2036-2052. <https://doi.org/10.1080/09518398.2021.1962561>

Using Jackson and Mazzei's thinking with theory, this paper centers the stories of three researchers who practiced critical self-reflection while engaging in secondary analysis of data from The Pedagogy of Student Success Project, a study intended to learn about graduate students' evolving conceptualizations of student success. In particular, the researchers were interested in how their individual theoretical leanings influenced how they interacted with the data and how their collaborations in turn shaped their thinking. To explore this phenomena, the authors analyzed qualitative data from two participants, wrote reflective memorandums, and held conversations about their theoretical leanings. The three researchers addressed how the Anti-Deficit Achievement Framework, Black Feminisms, and Intersectionality shaped their analysis of qualitative data. Findings reveal how scholars' theoretical leanings inform how they analyze and interpret student success research, in addition to showing how research collaborations play a role in thinking with theory.

Giguère, M.-H., Lussier, C., Godmaire, C., & Posso, S. (2023). **Une CAP en littératie : récit d'une expérience prometteuse.** *Revue hybride de l'éducation*, 7(3), 1-15. <https://doi.org/10.1522/rhe.v7i3.1615>

Une communauté d'apprentissage professionnelle (CAP) sur la littératie a vu le jour dans une école secondaire afin de favoriser la réussite des élèves ayant un plan d'intervention. Cet article décrit l'année d'expérimentation, de l'émergence de l'idée à son évaluation, en passant par sa mise en œuvre. Il ressort de cette expérience que la collaboration, l'organisation des rencontres par la direction, la diversité des expertises de l'équipe et la

bienveillance manifestée à l'égard de chaque personne ont permis de formuler des besoins de formation et se sont traduites par des essais prometteurs en classe.

Hanushek, E. A., Kinne, L., Pietro, S., & Woessmann, L. (2023). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (Rationality and Competition Discussion Paper Series N° 429). Consulté à l'adresse CRC TRR 190 Rationality and Competition website: <https://econpapers.repec.org/paper/rcodpaper/429.htm>

Decisions to invest in human capital depend on people's time preferences. We show that differences in patience are closely related to substantial subnational differences in educational achievement, leading to new perspectives on longstanding within-country disparities. We use social-media data – Facebook interests – to construct novel regional measures of patience within Italy and the United States. Patience is strongly positively associated with student achievement in both countries, accounting for two-thirds of the achievement variation across Italian regions and one-third across U.S. states. Results also hold for six other countries with more limited regional achievement data.

Hanushek, E. A., Kinne, L., Sancassani, P., & Woessmann, L. (2023a). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (CESifo Working Paper Series N° 10660). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f10660.htm

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Hanushek, E. A., Kinne, L., Sancassani, P., & Woessmann, L. (2023b). **Can Patience Account for Subnational Differences in Student Achievement? Regional Analysis with Facebook Interests** (NBER Working Paper N° 31690). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/31690.htm>

Decisions to invest in human capital depend on people's time preferences. We show that differences in patience are closely related to substantial subnational differences in educational achievement, leading to new perspectives on longstanding within-country disparities. We use social-media data – Facebook interests – to construct novel regional measures of patience within Italy and the United States. Patience is strongly positively associated with student achievement in both countries, accounting for two-thirds of the achievement variation across Italian regions and one-third across U.S. states. Results also hold for six other countries with more limited regional achievement data.

Kaptan, O., Karabay, A., & Kocabaş, İ. (2023). **A panel data analysis of the effect of well-being on PISA maths skills from the perspective of equality**. *Quality & Quantity*, 57(6), 5577-5597. <https://doi.org/10.1007/s11135-023-01624-9>

Being one of the earliest focuses of debates in human history, equality remains to be a significant determiner of student achievement, and we believe that it is important to

understand why and how inequalities influence student achievement. In this study, we analyzed well-being indicators in the "How's Life? Well-being" data set provided by the Organization for Economic Co-operation and Development (OECD) with a pooled effect model panel data analysis to comprehend the effect of well-being on the Program for International Student Assessment (PISA) maths skills of students. The dataset we worked on includes data from the years 2006, 2009, 2012, 2015, and 2018, when PISA tests were carried out and we analyzed data from 37 OECD countries. We found that PISA math skills scores have a negative correlation with economic factors of household income, employment rate, and youth neither in employment, education, or training, and have a positive correlation with the gender wage gap, and deprivation of adequate health condition indicators. We suggest further analysis with the methods of discriminant and cluster analysis to comprehend common traits of countries that have high scores on the PISA tests.

Korkmaz, S., Cetin-Dindar, A., & Oner, F. K. (2023). **Impact of educational game development on students' achievement and attitudes toward science**. *The Journal of Educational Research*, 116(5), 268-279. <https://doi.org/10.1080/00220671.2023.2265852>

To develop positive attitudes toward science, students should have the opportunity to experience enjoyment and enthusiasm within a conducive learning environment. This can be achieved through engaging in hands-on activities and participating in collaborative, student-centered activities. This study aimed to investigate the impact of developing educational games on student attitudes toward science and their academic achievement. Seventeen seventh-grade students participated in a study to develop educational games on the topic of 'The Particulate Nature of Matter and Pure Substances'. The quantitative results indicated a significant positive effect of educational game development on students' attitudes and achievement. Furthermore, the qualitative findings corroborated the quantitative results, as students expressed enjoyment during the implementation of the games and reported an enhanced understanding of the topic. Educational games can be utilized both in and outside the classroom, particularly for students encountering difficulties in learning, as a valuable tool for reinforcing the subject matter.

Mutabazi, E., & Khasanzyanova, A. (2023). **School, family and community against early school leaving**. Consulté à l'adresse <https://www.peterlang.com/document/1340131>

This publication puts forward a revised vision in an attempt to solve one of the most serious problems facing schools, that of their inability to ...

Nennstiel, R. (2023). **No Matthew effects and stable SES gaps in math and language achievement growth throughout schooling: Evidence from Germany**. *European Sociological Review*, 39(5), 724-740. <https://doi.org/10.1093/esr/jcac062>

The extent to which achievement gaps become wider or narrower over the course of schooling is a topic that is widely discussed, both publicly and in educational research. This study examines whether absolute achievement (in language and math skills) and social origin gaps grow throughout the school career. To investigate the achievement growth of three German student cohorts (N = 14,273) at different stages of their school career (primary school, lower secondary school, and upper secondary school), I use multilevel models to estimate the effects of prior achievement and social origin on achievement growth. The results consistently suggest a negative association between prior achievement and subsequent growth; hence, initially low-performing students have

higher achievement gains than initially high-performing students. Additionally, I find that social origin gaps remain stable over time. However, when controlling for initial achievement, slightly growing socio-economic status gaps can be observed.

Nunès, É. (2023, octobre 17). « **J'ai pas le niveau !** » : à Nanterre, les jeunes pris dans la mécanique de l'échec scolaire. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2023/10/17/j-ai-pas-le-niveau-a-nanterre-les-jeunes-pris-dans-la-mecanique-de-l-echec-scolaire_6194864_4401467.html

Sur un territoire où la mixité sociale est presque inexistante, les élèves de la préfecture des Hauts-de-Seine subissent bien souvent leur orientation, ne trouvant pas de sens à l'école. De la petite enfance à la sortie du système scolaire, leur parcours est marqué par le poids de leurs origines.

Paris, J. H., Beckowski, C. P., & Fiorot, S. (2023). **Predicting Success: An Examination of the Predictive Validity of a Measure of Motivational-Developmental Dimensions in College Admissions.** *Research in Higher Education*, 64(8), 1191-1216. <https://doi.org/10.1007/s11162-023-09743-w>

Amid the COVID-19 pandemic, an unprecedented number of higher education institutions adopted test-optional admissions policies. The proliferation of these policies and the criticism of standardized admissions tests as unreliable predictors of applicants' postsecondary educational promise have prompted the reimagining of evaluative methodologies in college admissions. However, few institutions have designed and implemented new measures of applicants' potential for success, rather opting to redistribute the weight given to other variables such as high school course grades and high school GPA. We use multiple regression to investigate the predictive validity of a measure of non-cognitive, motivational-developmental dimensions implemented as part of a test-optional admissions policy at a large urban research university in the United States. The measure, composed of four short-answer essay questions, was developed based on the social-cognitive motivational and developmental-constructivist perspectives. Our findings suggest that scores derived from the measure make a statistically significant but small contribution to the prediction of undergraduate GPA and 4-year bachelor's degree completion. We also find that the measure does not make a statistically significant nor practical contribution to the prediction of 5-year graduation.

Pinte, G. (2023, novembre 13). **Réussite étudiante : en quoi les premières semaines à l'université sont-elles décisives ?** Consulté 14 novembre 2023, à l'adresse The Conversation website: <http://theconversation.com/reussite-etudiante-en-quoi-les-premieres-semaines-a-luniversite-sont-elles-decisives-213611>

L'entrée à l'université ne marque pas seulement un cap en termes d'exigences de formation. C'est aussi un bouleversement des cadres de vie qui peut influencer sur la réussite étudiante.

Richardson, S., & Hancock, S. (2023). **ACALETICS® and Predicting Mathematics Achievement With Racially Diverse and Economically Disadvantaged Students.** *Education and Urban Society*, 55(9), 1070-1088. <https://doi.org/10.1177/00131245221110553>

Math programming that includes assessments to predict standardized mathematics scores can help evaluate student performance and growth during the academic year. ACALETICS® is a highly interactive, culturally inclusive mathematics program that utilizes

posttests as continuous comprehensive assessments to evaluate student mathematical knowledge. ACALETICS® also seeks to mitigate demographic student factors that may influence outcomes. However, the ACALETICS® posttest has not been examined to determine if it is predictive of standardized mathematics scores. The purpose of this research is to explore how much variance is accounted for by the ACALETICS® posttest scores with the Florida Standards Assessment Mathematics test scores among 427 racially diverse and economically disadvantaged urban elementary school students after controlling for gender, grade level, and race. Findings indicated that the ACALETICS® posttest significantly explained variance in standardized mathematics scores among a diverse sample and can be used as a tool to monitor and predict mathematics outcomes.

Tókos, K., Kárász, J. T., Rapos, N., Lénárd, S., & Szivák, J. (2023). **Classroom learning environments and dropout prevention in Hungary**. *European Journal of Education*, 58(4), 741-758. <https://doi.org/10.1111/ejed.12591>

Early school leaving is an outcome of complex and long-term processes comprising personal, institutional, and systemic factors. Studies on individuals in Hungary have identified a connection between early school leaving and teaching practices at schools. The creation of supportive learning environments in turn can contribute to preventing early school leaving. This article reports on findings from a cross-sectional study conducted in Hungary between 2018 and 2021 in the context of the project HRDOP-3.1.2-16-2016-0000 Renewal of the public education methodology to reduce early school leaving. The primary focus of the study was to investigate the characteristics of the learning environment in participating schools. The study sought to identify risk factors as well as mitigating factors that are relevant to early school leaving. Sampling was based on availability; the sample contained the responses of 9892 students and 6034 teachers and heads from 473 educational institutions. Respondents were asked about their opinions about the characteristic features of the learning environment in the classroom and at school. This article presents our comparison of results from: (1) a research panel on teacher and student perceptions of the attributes of the classroom learning environment; (2) analysis on differences in teacher and student perceptions; and (3) analysis on possible differences between the results of the questionnaires administered to different groups of respondents in different years. Besides outlining characteristic features of how learning environments were perceived in Hungary, the article offers a conceptual framework and tool for understanding and contributing to the development of supportive learning environments.

Wolfenden, F., Walley, P., Agbaire, J., & Hartley, J. (2023). **Strengthening school leadership towards improving school resiliency: final technical report**. Consulté à l'adresse <https://hdl.handle.net/10625/62256>

This exploratory multi-country research adopted a realistic evaluation (RE) framework to explore the use of Improvement Science with groups of school leaders in three contrasting contexts. The multidisciplinary research team collaborated with in-country partners across three continents: Chile – SUMMA (Laboratory of Education Research and Innovation for Latin America and the Caribbean); Kenya – Worldreader; the Philippines – FIT-ED (Foundation for Information Technology Education and Development). Despite the constraints of the COVID-19 pandemic in each setting, school leaders were recruited and improvement communities were established and guided to engage with the IS methodology through carrying out “Plan-Do-Study-Act” (PDSA) cycles on local

challenges. Data was gathered on the experiences of the school leaders through their improvement science journeys using a range of qualitative research instruments including records of the PDSA activities.

Yildiz Durak, H., Şimşir Gökalp, Z., Seki, T., Saritepeci, M., & Dilmaç, B. (2023). **Examination of non-cognitive variables affecting academic achievement: a conceptual model proposal.** *Quality & Quantity*, 57(6), 4985-5006. <https://doi.org/10.1007/s11135-022-01580-w>

Psychological factors have a significant role in better understanding mechanisms that affect students' academic performance. The intense and long-term stress of the pandemic process has made it necessary to rethink the components which effect the academic achievement of pupils. The purpose of this study is to examine the variables that predict the academic achievement of university students during the pandemic process and to present a model on these variables. The study group has 241 students who continue their undergraduate education in Turkey. The data were collected with a self-description form and 6 scales. The partial Least Squares (PLS) Structural Equation Model was used to analyses the developed research model. In consequence of the study, a relationship was obtained between academic procrastination (AP) and multi-screen addiction (MSA). Covid-19 burnout has a crucial effect on AP, multiscreen addiction, and psychological well-being variables. Motivation and self regulation-attention variables are explanatory of AP. This study contributes to expanding the nomological network regarding the effects of Covid-19 on the psychological well-being and behavior of individuals.

Zeira, A., Achdut, N., & Benbenishty, R. (2023). **Predicting Educational Attainments and Enrollment to Higher Education: A Longitudinal Study of Care Leavers in Israel.** *Research in Higher Education*, 64(8), 1165-1190. <https://doi.org/10.1007/s11162-023-09742-x>

Care leavers, one of the most vulnerable groups in society, are underrepresented in higher education (HE). This study follows 16 entire birth cohorts of alumni of youth villages in Israel (born 1982–1997, N = 44,164) and is based on national administrative data. Using Propensity Score Matching we created a double sized comparison group from the same birth cohorts in the general population (N = 88,328). We use three indicators of educational outcomes: high-school educational attainments, enrollment to HE and HE track. To assess whether attending a youth village is associated with improved outcomes we employ a longitudinal quasi-experimental design and compare the outcomes of care leavers to the matched comparison group. Compared to their matched peers, care leavers were more likely to take at least one matriculation exam and to attain a regular matriculation diploma, but were less likely to gain a diploma that meets the threshold requirement to enter university. Consequently, care leavers were less likely than their matched peers to enroll into HE. Significantly fewer care leavers entered universities, but their rates of entering teachers' colleges were higher. Our findings suggest that youth villages are relatively successful in terms of high-school achievements. Yet, these are insufficient for care leavers to enter HE and they need further support to bridge the gap with the general population.

Valeurs

Albia, J., & Cheng, M. (2023). **Re-examining and developing the notion of academic citizenship: A critical literature review.** *Higher Education Quarterly*, 77(4), 709-721. <https://doi.org/10.1111/hequ.12428>

The notion of academic citizenship has been largely associated with the service role which is a part of academic work seen as additional to teaching and research. The changing landscapes of higher education and the increasing diversity of academic work have prompted debates on what academic citizenship means. This paper challenges the conventional association of academic citizenship with the service role and presents a critical review of the key themes and issues explored in extant literature on the subject. Drawing upon the general view of citizenship as practice, it proposes that the different dimensions of academic work be seen integratively, with academic citizenship reframed beyond the service role. We argue that academic citizenship needs to be conceptualised as a practice of enactment, that is, by the values, processes and means by which it is enacted and asserted as academics draw on freedoms, autonomy and individual motivations.

Atenas, J., Havemann, L., Kuhn, C., & Timmermann, C. (2023). **Critical Data Literacy in Higher Education: Teaching and Research for Data Ethics and Justice.** In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 293-311). https://doi.org/10.1007/978-3-031-24193-2_12

Navigating the turbulent waters of data and algorithms, in order to participate in today's datafied society, requires a series of transversal skills. Educators, students and citizens need both technical abilities and a set of literacies, interwoven with a critical approach, to understand the sociopolitical and cultural mechanisms governing, shaping and transforming our lives. Our chapter will reflect on the impact of datafication in society and address some questions about embracing the concept of ethics as a method for working with data towards addressing bias, ensuring that the demands of data justice are adopted in teaching and research. Our open and critical pedagogic approach calls for educators to explore data issues from a social justice perspective and through research-based learning activities. To exemplify our model, we showcase an academic development programme piloted in Uruguay which was part of a bigger research project, Understanding Data: Praxis and Politics. As part of the project, we have developed a critical pedagogic approach to support academics in teaching critical data literacies. This approach bridges research and real-world problems, using open data as open educational resources (OER) to support learners and educators to co-create knowledge in an interdisciplinary manner through research-based learning activities. Our curriculum provides academics with a data ethics framework and solid theoretical background, alongside analytical tools, and activities to develop lifelong learning. This approach enables participants to understand and challenge datafication and support informed and transformative democratic practices and dialogue, empowering citizens to address social justice concerns.

Ballard, W. W. (2023). **Epiphany as a pragmatic response to claims of indoctrination in public schools.** *Theory and Research in Education*, 21(3), 304-319. <https://doi.org/10.1177/14778785231206342>

This article argues for the need of a new, pragmatic response to claims of indoctrination in public school classrooms across the United States. While attempts at defining

indoctrination and moral arguments for and against certain pedagogical practices may be worthwhile, the article maintains that claims of indoctrination, whether substantive or not, are an impediment to effective teaching, especially for educators who are primarily interested in perspective transformation. Drawing on recent scholarship regarding epiphany and transformative education, an argument is presented that teaching for epiphanic experience may be a pragmatic solution for teachers to adopt to remain effective in the classroom amid ever-increasing political polarization and professional scrutiny. After establishing this point, the article turns to arts education as a possible source for understanding the pedagogical technique that may lead to the creation of a classroom ethos for epiphany.

Barnes, L. P. (2023a). **Religion in schools: learning lessons from Wales.** *British Journal of Educational Studies*, 71(6), 738-739. <https://doi.org/10.1080/00071005.2023.2243747>

Barnes, L. P. (2023b). **The science of children's religious and spiritual development.** *British Journal of Educational Studies*, 71(6), 735-738. <https://doi.org/10.1080/00071005.2023.2236464>

Bennett, K. M., & Hays, S. P. (2023). **Engaging youth for positive change: A quantitative analysis of participant outcomes.** *Education, Citizenship and Social Justice*, 18(3), 297-313. <https://doi.org/10.1177/17461979221103779>

Engaging Youth for Positive Change is a local civic engagement program focused on youth and young adults in the U.S. state of Illinois, and guides them through the process of adopting a local ordinance by working with their local city councils or other governing bodies. Researchers collected two waves of data from EYPC participants to quantitatively assess associations between program participation and changes in a variety of key factors relating to civic engagement. Initial findings indicate participants reported significant increases in variables associated with civic participation, including teamwork, leadership, and internal political efficacy. Furthermore, participants at more rigorous implementation sites reported significantly higher levels of critical civic engagement indicators compared to their peers at less rigorous implementation sites. This paper discusses EYPC in detail, findings from analyses and program evaluation, and concludes with a discussion on next steps regarding how EYPC and similar programs may enhance civic engagement among youth and young adult populations.

Biesta, G. (2023). **The Integrity of Education and the Future of Educational Studies.** *British Journal of Educational Studies*, 71(5), 493-515. <https://doi.org/10.1080/00071005.2023.2242452>

In this paper, based on an invited keynote given at the 2022 Colloquium of the Society for Educational Studies, I explore the question of the integrity of educational studies. I ask is whether educational studies in their current configuration are able to offer resistance to the instrumentalisation of education and the push towards empirical research that is only interested in finding out what works, but is unable to engage with this question in a properly educational way. Through a reconstruction of the history of educational studies in the English-speaking world, I show how educational studies are predominantly configured as an 'applied field'. The problem with this configuration is that educational studies lack the resources for generating educational questions about and an educational perspective on education. I show why this is a problem, also in relation to ongoing misunderstandings and misrepresentations of education. In the final part of the

paper I outline two approaches, one focusing on educational concepts and one highlighting the unique and distinctive form of education, that may help to build a stronger identity for educational studies. I see this as a major challenge for the future of educational studies in the English-speaking world.

Brezicha, K. F., & Leroux, A. J. (2023). **Examining the association between feeling excluded at school and political trust in four Nordic countries.** *Education, Citizenship and Social Justice*, 18(3), 364-381. <https://doi.org/10.1177/17461979221097362>

Students' positive experiences in schools positively predicts students' political trust. However, little research has examined how individual students' feelings of exclusion at their schools may relate to students' political trust. Moreover, how does an overall sense of exclusion from the school relate to political trust apart from individual students' feelings of exclusion? Lastly, do immigrant students have a different level of political trust, on average, than non-immigrant students? Using data from the 2009 International Civic and Citizenship Education Study, this study employed multilevel modeling to investigate these questions in Denmark, Finland, Norway, and Sweden. The results revealed that students feeling like an outsider at school was a statistically significant predictor of lower feelings of political trust in the four Nordic countries. In three countries the school's overall sense of exclusion was also a statistically significant predictor. The discussion explores the implication of the findings for students' political trust.

Bruneault, F., & Mondoux, A. (2023). **Vers des environnements propices à la formation de citoyennes et citoyens numériques responsables en enseignement supérieur.** Consulté à l'adresse Fonds de recherche Société et culture website: https://frq.gouv.qc.ca/app/uploads/2023/10/frederick-bruneault_rapport-recherche-1.pdf

Parmi les multiples activités effectuées par les étudiantes et les étudiants de cégep sur leurs téléphones mobiles, un élément se détache - une incroyable

Budex, C. (2023). **La discussion à visée philosophique : un nouveau paradigme d'autorité éducative et d'éthique relationnelle.** *Phronesis*, 12(2-3), 8-26. Consulté à l'adresse <https://www.cairn.info/revue-phronesis-2023-2-3-page-8.htm>

La formation des enseignants à la conduite de Discussion à Visée Philosophique avec les enfants les initie à un nouveau paradigme d'autorité éducative qui modifie et bonifie leur posture, tant sur le plan éthique qu'épistémique. Cette pratique contribue au bonheur d'enseigner et d'apprendre pour trois raisons principales : elle redonne du sens aux apprentissages en cultivant un rapport au savoir heuristique et collaboratif ; elle forge une éthique relationnelle qui tisse des relations plus confiantes entre enseignants et élèves ; elle initie les enseignants à des gestes professionnels transférables dans d'autres situations éducatives qui contribuent à l'amélioration du climat scolaire.

Campillo Ferrer, J. M., & Miralles Martínez, P. (2023). **Impact of the flipped classroom model on democratic education of student teachers in Spain.** *Education, Citizenship and Social Justice*, 18(3), 280-296. <https://doi.org/10.1177/17461979221084111>

This study aimed to analyze the impact of the use of a flipped classroom model on student learning of democratic principles in a higher education setting. This study also aimed to examine the extent to which students enrolled in a primary teacher education programme made use of different techniques and strategies to support learning in flipped classroom during one school term. A convenience sampling method was used to

select 179 students who represented four different groups. Pre- and post-tests were administered to evaluate student opinions within the framework of this digital approach. Overall, the results revealed that students had a positive perception of this teaching method during the period under consideration. We identified several statistically significant differences among the students with respect to the learning of key democratic principles. Higher scores were provided by students in the subgroup that had previous experience with this classroom teaching model. Our results also revealed that students with higher levels of digital competence rated collaborative learning significantly higher compared to students with lower levels of digital competence. Finally, some improvements for future studies are proposed.

Chimène, L. (2023). **Les effets « établissements » dans l'éducation au développement durable : une analyse secondaire de l'enquête PISA 2018**. *Recherches en éducation*, (53). <https://doi.org/10.4000/ree.12109>

Depuis l'avènement de l'éducation au développement durable, l'École est chargée d'une nouvelle mission, celle de développer des acquis « développement durable » chez les apprenants. Fruit de prescriptions internationales, tous les systèmes éducatifs sont invités à se saisir de cet enjeu majeur du XXI^e siècle faisant ainsi de l'établissement scolaire un acteur clé dans l'acquisition de valeurs et compétences « développement durable ». Si les établissements, notamment à travers leur organisation, composition ou encore choix pédagogique, peuvent avoir un effet sur les compétences cognitives des élèves, la question se pose quant à leur impact sur le développement d'acquis « développement durable » chez les jeunes. À partir des données issues de l'enquête PISA 2018, nos résultats montrent un effet positif, mais limité des établissements dans l'acquisition de ces compétences et valeurs.

Dang, C. N. B., Nguyen, D. T., Le, T. T., Nguyen, V. H., & Nguyen, L. T. (2023). **Factors influencing student citizenship behavior (SCB) and long-term student relationship orientation (LRO) in Vietnamese education sector** [EconStor Conference Paper]. Consulté à l'adresse ZBW - Leibniz Information Centre for Economics website: <https://econpapers.repec.org/paper/zbwesconf/278069.htm>

Student citizenship behavior (SCB) is regarded as one of the most significant variables influencing student orientation and the development of long-term relationships between students and higher educational institutions (LRO). The literature confirms that the issue of SCB in the higher education sector is a challenge that must be addressed. Hence, this study aims to examine the antecedents and outcome of SCB by applying linear and non-linear relationships based on the partial least squares structural equation modeling approach (PLS-SEM) and the artificial neural network model (ANN) through building constructs on the stimulus-organization-response framework (SOR). In addition, data was gathered from 185 students from Ho Chi Minh City's universities and colleges. The study's findings indicate that students' stimuli, such as student satisfaction, trust, and loyalty, have a favorable impact on the expression of their citizenship behaviors, such as advocacy, offering feedback, and helping others. In addition, helping others through SCB has a beneficial influence on LRO for higher educational institutions. Finally, through the ANN model, student trust is the most prominent driver of feedback and advocacy. The results of this research provide important insight into the factors that shape the focus and growth of organizations in Vietnam's education sector through long-term collaborations. In addition, this research sheds new light on the impact that students' actions have on SCB,

allowing for the development of concrete recommendations for school administrators concerned with fostering the formation of lasting relationships among their students.

Durrive, B. (2023). **Au risque des valeurs : accompagner le devenir du sujet éthique en classe.** *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 63-76. <https://doi.org/10.7202/1106126ar>

Que change concrètement, dans la manière de mener le cours de philosophie sur l'éthique, la volonté de traiter les élèves comme des sujets éthiques en devenir? Si l'on assume la dimension éducative d'un tel cours, c'est-à-dire si l'on s'y donne comme objectif pédagogique de transmettre des valeurs (et non pas seulement de les exposer), quelle place y faire à l'éthique des élèves, c'est-à-dire aux jugements de valeurs qui les traversent individuellement et qu'ils ou elles expriment? Pour travailler cette double question, le présent article propose de partir d'une modélisation de l'activité des élèves empruntée à l'univers de l'analyse des pratiques et, plus précisément, à la démarche ergologique (Schwartz, 2000). Ainsi modélisée comme débat de normes, l'activité des élèves se révèle comme traversée de jugements de valeurs qui ont vocation à prendre une portée éthicopolitique et qui font déjà débat, bien qu'implicitement, dans la pratique de chacune d'elles et de chacun d'eux. L'article cherche à montrer l'intérêt qu'il y a, dans le cadre et dans la visée du cours, à conscientiser les élèves à l'existence et aux implications de ces débats.

European Commission (EC). (2023). **Leading learning for sustainability.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3847> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/e9e5ffb6-6c97-11ee-9220-01aa75ed71a1>

This input paper presents a number of key issues and findings from recent literature on school leadership on sustainability and aims to open discussion on possible policy action in this area. For the purposes of this paper, school leaders are defined as holding a formal position of responsibility for the management of the school. School leaders are also teachers, as they are also still involved in learner development, both in and out of the classroom. 'School head' is the most senior school leadership position – the person with overall responsibility for the pedagogical and administrative management of the school or cluster of schools. This role might also be referred to as 'head teacher', 'school principal' or 'school director'. They can also be included in the broad definition of 'school leader'. 1. Introduction 2. The Nature of School Leadership and Sustainability, its challenges and opportunities 2.1 Green Leadership: a Fijian reading 2.2 Green Leadership: a Namibian reading 2.3 Green Leadership: a restoration/ecology centred reading 3. Some questions for reflection 4. References

European University. (2023). **A Green Deal roadmap for universities** (p. 17). Consulté à l'adresse European University Association website: <https://eua.eu/downloads/publications/eua%20green%20deal%20roadmap.pdf>

Greer, K., King, H., & Glackin, M. (2023). **'Standing back' or 'stepping up'? Exploring climate change education policy influence in England.** *British Educational Research Journal*, 49(5), 1088-1107. <https://doi.org/10.1002/berj.3888>

This paper explores the nature of climate change education-related policy influence in England at a time when public consciousness about the need to accelerate climate

change action was heightened, and as the 2018 climate strikes gathered momentum around the world. Informed by Foucault's concept of 'governmentalities', and using data generated through 24 exploratory interviews and reflexive thematic analysis, we examine the extent to which influential individuals were advocating for policy change. We discuss the nature of policy influence with particular reference to the 'stances' that individuals adopted relative to climate change education policy influence and noting a common tendency exhibited amongst participants which was a tendency towards 'deference'. Coupling our insights with theorisations of dissent, we consider how 'infra-political dissent' could support key individuals to 'step up' and influence for more effective policy relative to climate change education, and to other areas of education or environment policy.

Guyon, R., & Hurtig-Delattre, C. (Éd.). (2023). **Les cultures à l'école (Dossier)**. *Les Cahiers pédagogiques*, (588). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-588-les-cultures-a-lecole/>

L'école accueille et transmet une grande diversité de cultures. Comment les reconnaît-elle ? Comment se passe la rencontre avec l'autre, entre inclusion et tensions ? Notre dossier invite à faire place à l'autre, pour faire société

Hadji, C. (2023, octobre 19). **L'école de la République : un pilier dans la tourmente ?** Consulté 24 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/lecole-de-la-republique-un-pilier-dans-la-tourmente-215950>

Si les enseignants sont devenus une cible, c'est qu'ils sont aussi un rempart. Un rempart contre l'obscurantisme qui caractérise et anime leurs agresseurs, et menace toute la société.

Hart, P., & Bracey, E. (2023). **Privacy, power, and relationship: ethics and the home-school partnership**. *Oxford Review of Education*, 49(6), 732-748. <https://doi.org/10.1080/03054985.2023.2166481>

Research on the ethics of the home-school partnerships in secondary education is scarce. This paper uses data from three case studies to argue: students have a right to privacy which home-school partnerships can circumvent, parents can be used as a resource to leverage compliance from students which undermines young people's privacy, and developing trusting relationships between parents and teachers is complex when considering the power differentials within that relationship. This article concludes that specific areas around privacy that require greater consideration include: the use of parents to leverage behavioural change in students, the sharing of information students may legitimately believe is intimate without consent, and seeking a change in values within the home. We also consider the areas of resistance students have displayed towards an encroachment on their private spheres.

Henderson, E. (2023). **Entangled phronesis and the four causes of emulation: Developmental insights into role modelling**. *Theory and Research in Education*, 21(3), 264-283. <https://doi.org/10.1177/14778785231203104>

A new theory of emulation – the method by which one learns from moral role models – is emerging through the combined efforts of philosophers, psychologists and educationists. Using a previous argument reconceptualising emulation as a moral virtue as a philosophical springboard, in this paper, I extend this theory by building a more robust

case for how emulation qua role modelling works in practice through direct appeal to Aristotle's account of causation: the four causes. Historically revered for their explanatory power, I argue that reconstructing the four causes and synthesising them with emulation enables us to better comprehend it as a quadripartite causal process. Through doing so, I propose that emulation is driven by 'entangled phronesis' – a mechanism which enables immature moral learners to acquire virtue by sharing in the phronesis, that is, practical wisdom, of a role model. Since the degree of entanglement depends upon a learner's phase of virtuous character development, I also divide emulation into two types: pre-phronetic 'habituated emulation' and phronetically-informed 'complete emulation'. Combined with my four-causal account of emulation, these concepts represent a novel contribution to neo-Aristotelian character developmental theory and help explain – step-by-step – the method by which one potentially acquires moral virtue and phronesis from moral role models.

Hernandez, C. A. Z., Sabati, S., & Chang, E. (2023). **Toward Pedagogical Justice: Teaching Worlds that we can Collectively Build**. *Educational Theory*, 73(4), 572-592. <https://doi.org/10.1111/edth.12591>

How can educators create space for students to practice making the worlds we are trying to collectively build? Inspired by genealogies that are grounded in and emerge from social movements, this paper uplifts the possibilities, tensions, and new questions that emerge when we take seriously the role of our classroom pedagogies. The authors offer a reflexive, methodological approach that pushes against the theory/practice divide and that stays with the importance of inhabiting theory through practice. They reflect on the role their classroom pedagogies in enacting their commitments to justice, organizing their offerings around the following themes: (1) Enter, or how their learnings from previous teaching experiences shape praxis through the pauses, recalibrations, and persistent questions they provoke; (2) how they Open and create space in their classrooms through rituals and routines, and toward what ends; and finally, (3) how they aim to Build with their students within and beyond the bounds of the classroom. The authors share the guiding questions that prompted these reflections, as well as the echoes across their offerings, inviting readers to reflect on their own teaching practice in community.

Hernández-Leo, D., Amarasinghe, I., Beardsley, M., Hakami, E., García, A. R., & Santos, P. (2023). **Responsible Educational Technology Research: From Open Science and Open Data to Ethics and Trustworthy Learning Analytics**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 179-200). https://doi.org/10.1007/978-3-031-24193-2_7

This chapter unfolds some elements of responsible research in the educational technology field and provides examples about how these elements have been considered in initiatives by the Interactive and Distributed Technologies for Education (TIDE) research group at Universitat Pompeu Fabra in Barcelona. First, it focuses on open science, an ongoing movement that promotes, on the one hand, transparent and frequent open-access updates of the research progress and the collected data and, on the other hand, reproducible, accurate, and verifiable research, bringing benefits for the individual researchers, the research community, and the society. Second, the chapter discusses ethics perspectives in educational technology research, relevant when collecting and sharing data and also in the design and development of technologies, especially when they are based on data analytics or artificial intelligence techniques.

The latter aspects relate to the capacity of educational software systems to support human agency and preserve human well-being.

Hung, Y.-H. (2023). **Exploration of teachers' teaching of civic engagement in Taiwan.** *Education, Citizenship and Social Justice*, 18(3), 314-326. <https://doi.org/10.1177/17461979221097359>

This study utilizes the term "teacher as stranger-teacher as public citizen" from Greene's *Teacher as Stranger* to explore how teachers develop students' civic engagement in Taiwan. Using a case study design, this study documents how six social studies teachers make curricular decisions about whether to develop/advocate for students' civic engagement or not, and how teachers develop the curriculum and pedagogy for civic engagement. Findings illuminate that teachers' personal background and life experiences are influential factors in their teaching of civic engagement. In addition, the findings also indicate teachers who act as citizens involved in the public world develop students' civic engagement, critical awareness, and political talk.

Kahn, P. (2023, septembre 13). **Signes religieux à l'école : une longue histoire déjà.** Consulté 25 octobre 2023, à l'adresse The Conversation website: <http://theconversation.com/signes-religieux-a-lecole-une-longue-histoire-deja-212646>

De l'affaire du foulard à Creil en 1989 à l'interdiction des abayas à l'école annoncée par le ministre de l'Éducation, retour sur les débats concernant les signes religieux dans l'espace scolaire.

Kannisto, T. (2023). **Schools and the principle of non-intrusion into the private.** *Theory and Research in Education*, 21(3), 284-303. <https://doi.org/10.1177/14778785231208057>

In this article, I argue that parental privacy has often been given too much weight in theorising about justice at schools. Susan Okin famously stated that as the family serves as the children's 'first school of justice',¹ it should also be internally just. However, she agreed with John Rawls on that interfering directly within the family life, even in the name of equality and justice, would risk causing injustice to those who do not share these liberal ideals. I ask in what sense this principle of non-intrusion into the private should be extended over the school institution. If the principles of public justice and private morality came into conflict in school education, which set of principles should be given priority? I pose Rawls' suggestion concerning children's schooling against his depiction of the family and claim that these two are normatively at odds with each other. Of the two, the latter seems paradoxically to allow for more extensive public regulation and therefore his view of the school must be modified accordingly. Moreover, I revisit one of Okin's main arguments that countering injustices requires active and explicated countermeasures where education plays a key role. Therefore, it is justified to prioritise principles of public morality, and teach related substantial values at schools, given that they accord with the demands of justice. Parental privacy applies to schools only in a limited sense.

Kucirkova, N., & Leaton Gray, S. (2023). **Beyond Personalization: Embracing Democratic Learning Within Artificially Intelligent Systems.** *Educational Theory*, 73(4), 469-489. <https://doi.org/10.1111/edth.12590>

This essay explains how, from the theoretical perspective of Basil Bernstein's three "conditions for democracy," the current pedagogy of artificially intelligent personalized learning seems inadequate. Building on Bernstein's comprehensive work and more recent research concerned with personalized education, Natalia Kucirkova and Sandra

Leaton Gray suggest three principles for advancing personalized education and artificial intelligence (AI). They argue that if AI is to reach its full potential in terms of promoting children's identity as democratic citizens, its pedagogy must go beyond monitoring the technological progression of personalized provision of knowledge. It needs to pay more careful attention to the democratic impact of data-driven systems. Kucirkova and Leaton Gray propose a framework to distinguish the value of personalized learning in relation to pluralization and to guide educational researchers and practitioners in its application to socially just classrooms.

Lachance Demers, L.-P., Bergeron, L., & Fortier, M.-P. (2023). **Donner une voix à l'élève : propositions pour une vision plus inclusive du processus d'élaboration et de révision du plan d'intervention.** *Revue hybride de l'éducation*, 7(3), 1-16. <https://doi.org/10.1522/rhe.v7i3.1468>

Le droit qu'ont les enfants de s'exprimer sur les enjeux qui les concernent est défendu par la Convention relative aux droits de l'enfant des Nations Unies. Conséquemment, leur voix est censée être prise en compte dans le cadre du processus d'élaboration et de révision du plan d'intervention. Considérant que de nombreux enfants se voient toutefois écartés de ce processus, le présent article en propose une révision. En nous appuyant sur un cadre conceptuel traitant des enjeux éthiques associés à la prise de parole de l'enfant, nous proposons un modèle dialogique où l'élève peut réellement faire entendre sa voix.

Lantheaume, F., & Urbanski, S. (2023). **Laïcité, discriminations, racisme: Les professionnels de l'éducation à l'épreuve.** Consulté à l'adresse <https://presses.univ-lyon2.fr/product/show/9782729714154/laicite-discriminations-racisme>

Lefeuvre, G. (2021). **L'école peut-elle sauver la démocratie ?** *Les dossiers des sciences de l'éducation*, (45), 161-164. <https://doi.org/10.4000/dse.5508>

Les sociétés occidentales industrielles et modernes ont massifié leur système scolaire pendant la deuxième moitié du xxe siècle. En France, le nombre d'étudiants et de bacheliers a été multiplié par huit au cours des dix dernières décennies. François Dubet et Marie-Duru-Bellat introduisent leur ouvrage en pointant trois promesses, partagées par la plupart des acteurs politiques et promues par les organismes internationaux comme l'Organisation de coopération...

Mainaev, F., & Viediernikova, T. (2023). **Le développement des compétences civiques et sociales des élèves ukrainiens en temps de guerre** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (93), 21-28. <https://doi.org/10.4000/ries.14023>

Dans le contexte de la guerre totale menée par la Fédération de Russie contre l'Ukraine, le développement des compétences civiques et sociales des élèves revêt une importance particulière. Cet article analyse les répercussions de la guerre sur le processus de développement des compétences civiques et sociales des élèves dans les écoles ukrainiennes et examine le potentiel didactique, développemental et éducatif de la série animée Travel Book Ukraine. Le système éducatif ukrainien développe ac...

Masschelein, J., & Simons, M. (2023). **Remettre « l'école » au coeur de nos établissements d'enseignement. Se réappropriar l'école comme forme pédagogique.** *Éthique en éducation et en formation: les Dossiers du GREE*, (14), 96-112. <https://doi.org/10.7202/1106128ar>

Aujourd'hui, la question du « changement éducatif » est largement débattue. Un tel changement, comme nous pouvons l'entendre, est nécessaire pour plusieurs raisons : l'hétérogénéité linguistique croissante, la diversité culturelle, les avancées technologiques, et la corrélation persistante entre le milieu social et la réussite scolaire. Dans ce contexte, le terme « éducatif » semble faire référence à la pratique institutionnelle de l'école. Mais qu'entend-on par école? Dans notre contribution, nous proposons quelques éléments de ce que nous appelons une perspective pédagogique interne sur l'école et sur l'apprentissage scolaire laquelle clarifie son potentiel émancipateur en tant que forme pédagogique. Ceci nous permettra ainsi d'aborder la question du changement éducatif d'un angle différent et d'étayer un plaidoyer visant à rescolariser l'école. Nous (1) faisons d'abord la distinction entre une perspective interne et les diverses perspectives externes relatives à l'école. Nous (2) détaillons ensuite les hypothèses de base, les opérations et les expériences de l'école comme forme pédagogique en soulignant (3) que l'école est techniquement, pédagogiquement et pratiquement composée, et en (4) révélant très brièvement la façon dont l'école a été domestiquée et l'est encore aujourd'hui. Enfin, (5) nous suggérons quelques enjeux à relever afin de créer ou de réinventer l'école d'aujourd'hui, en faisant sommairement le lien avec la formation des enseignants.

Mchenry, N., & Kelly, M. (2023). **Teaching the whole child requires the whole teacher: Embedding socioemotional perceptions and dispositions into a culturally responsive teacher preparation program.** *Education, Citizenship and Social Justice*, 18(3), 382-401. <https://doi.org/10.1177/17461979221103786>

This teacher education program aims to develop high quality teachers through development of empathy and culturally responsive pedagogy, impacting teachers' dispositions toward students who are different from themselves. Participants included 17 undergraduate education students enrolled in a community engaged teacher education program. One-on-one interviews captured participants' experiences and beliefs over time, related to teaching children in an urban setting. Qualitative themes emerged and shifted in frequency over the course of the semester. These included deficit perspective, knowledge of the "other," dominant culture as a lens, best practices, asset perspective, and characteristics of high quality versus highly qualified. As teacher candidates experienced individual interactions with students, families, and community members, they developed empathy and shifted from a deficit perspective toward an asset perspective. Simultaneously, teacher candidates combined socioemotional skills with instructional best practices. Practical strategies are suggested to prepare teacher candidates to learn about themselves, their students, and to develop allies.

Mennes, H. I., van de Werfhorst, H. G., Dijkstra, A. B., & Munniksma, A. (2023). **Are schools' qualification and civic outcomes related? The role of schools' student composition and tracking.** *Education, Citizenship and Social Justice*, 18(3), 263-279. <https://doi.org/10.1177/17461979221084109>

In preparing generations for the future, schools fulfill a qualification and a civic task: providing youngsters knowledge and skills for the labor market, and equipping them to navigate democracy and society. Little research has considered how schools combine these tasks, particularly in relation to schools' student composition in terms of socioeconomic (dis)advantages across vocational and academic tracks, the focus of this study. By means of a unique, combined dataset, qualification and civic outcome indicators of 101 Dutch secondary schools were examined. Results showed that schools'

qualification and civic outcomes were more positively related in academic than in vocational tracks, possibly informed by schools' student composition: the role of student composition was stronger in academic than vocational tracks for both qualification and civic outcomes. This is discussed in relation to schools' role in mitigating versus reproducing societal inequalities.

Mitic, R. R. (2023). **Developing civic consciousness in Russian higher education: an institutional case study.** *Higher Education*, 86(5), 1049-1064.
<https://doi.org/10.1007/s10734-022-00961-2>

This mixed-methods ethnographic case study examines the socio-historical origins and current lived experiences of students at one Russian university to understand the role of a university education as an environmental factor in the development of a civic consciousness. Findings suggest that the institution has attempted to introduce liberal civic education reforms while competing with a system-wide civic passivity developed during the Soviet era. At the same time, the institution is balancing political neutrality and social development to effectively execute its mission in spite of increasing state control. Student voices suggest that human capital development remains a top priority, whereas civic development has been limited. This case study serves as a cautionary tale in light of oppression and compromises that higher education institutions have to make with the state. Moreover, countries with a similar Soviet legacy of an atrophied civic society can look to modest reform efforts to engage individual students in a way that can promote civic participation so long as the state allows civic development to occur. This paper also addresses the implications of higher education's role within the context of the 2022 Russian invasion of Ukraine.

Norefalk, C., & Papastephanou, M. (2023). **Analytic philosophy of education: Some suggested questions and directions.** *Theory and Research in Education*, 21(3), 337-349.
<https://doi.org/10.1177/14778785231206286>

This article investigates whether there is any place for the school of thought that is known as analytic philosophy of education in the aftermath of postmodernism, and whether analytic philosophy of education can be treated as a 'method', among other alternative 'methods', that can be applied regardless of what kind of '-ism' or ideology one embraces. An additional aim is to suggest some important questions for analytic philosophy of education to take into consideration. We argue that conceptual engineering may be a promising avenue for analytic educational theory if it is used with a critical intent that is more heuristic and inconclusive than prescriptively ideal.

Pachod, A. (2023). **L'éthique de l'élève se construit au quotidien.** *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 46-62. <https://doi.org/10.7202/1106125ar>

Si la recherche documentaire confirme largement l'éthique de l'enseignant, elle ne mentionne pas de titres, ni d'ouvrages, ni d'articles spécifiques sur l'éthique de l'élève. Celle-ci serait-elle absente des préoccupations des sciences de l'éducation, de la formation initiale et continue des enseignants, de l'exercice quotidien en classe et à l'école? Supposée, elle demande à être explicitée, en contraste avec deux termes voisins de sens et souvent confondus : la morale et la déontologie. En référence à Paul Ricoeur, l'éthique sera approchée comme la visée de la vie bonne de l'élève, dans la classe et à l'école. Pour que l'éthique de l'élève puisse se construire au quotidien, diverses conditions et postures sont à activer par l'enseignant pédagogue et éducateur et par l'élève sujet et acteur.

Pachod, A., & Denny, J.-L. (2023). **L'éthique de l'élève : approche épistémologique, empirique et méthodologique**. *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 5-9. <https://doi.org/10.7202/1106122ar>

Un article de la revue *Éthique en éducation et en formation*, diffusée par la plateforme Érudit.

Point, C. (2023). **Université et démocratie: La pensée éducative de John Dewey**. Consulté à l'adresse <https://www.pulaval.com/livres/universite-et-democratie-la-pensee-educative-de-john-dewey>

Les universités sont parfois des institutions millénaires et elles sont désormais des lieux familiers pour des millions de personnes étudiant dans le monde entier. Bien souvent, elles peuvent nous paraître immuables et à l'abri des bouleversements de notre époque. Et pourtant, l'université telle que nous la connaissons aujourd'hui est relativement récente et son avenir n'est en rien assuré. De son futur, plusieurs imaginaires tentent d'en brosser le portrait. C'est à l'un de ces imaginaires que nous souhaitons consacrer ce livre ; celui d'un idéal un peu fou, né à l'aube du xxe siècle, dans l'élan américain pour une idée nouvelle, celle de la démocratie. À travers des récits de grandes expérimentations universitaires américaines du xxe siècle et les écrits du plus grand philosophe et pédagogue américain de son époque, John Dewey, nous explorerons sa philosophie de l'éducation à l'œuvre sur la question des universités. Nous verrons comment il est possible d'imaginer avec lui une université résolument tournée vers l'éducation de tous et de toutes, une université cherchant à rendre vivantes les convictions démocratiques dont, un siècle plus tard, nous semblons avoir encore bien besoin.

Preuss, L., Fischer, I., & Luiz, J. M. (2023). **Using sensemaking as a lens to assess student learning on corporate social responsibility and sustainability**. *Higher Education Quarterly*, 77(4), 676-692. <https://doi.org/10.1111/hequ.12429>

Prior literature suggests that teaching corporate social responsibility (CSR) and sustainability has led to little development of students' reflexive engagement with the challenges of sustainable development. To shed light on this criticism, we apply sensemaking—as entailing the three stages of scanning for information, interpreting it and identifying alternatives of action—to CSR/sustainability education. Analysing cognitive maps of CSR, drawn by undergraduate finalists from a UK business school, we find that students are able to produce complex cognitive maps in terms of scanning for information; however, cognitive bottlenecks occur at the second and third stages of sensemaking. A key pedagogical challenge is, therefore, to support students in moving beyond scanning towards developing meaning and acting on that basis. By introducing a sensemaking lens, we add to a deeper understanding of the complexities associated with CSR education as it aids (or impedes) critical engagement and action.

Prot, F. (2023). **Éduquer l'élève à une éthique de l'altérité**. *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 10-25. <https://doi.org/10.7202/1106123ar>

Cet article propose une réflexion sur une possible éducation à l'altérité de l'élève dans le cadre scolaire. S'il appartient à l'école de transmettre des savoirs, il lui appartient également de transmettre des valeurs. Ainsi, cet enseignement relève de la morale en tant que formation de dispositions relationnelles chez l'élève. C'est ce que nous tenterons de faire valoir lors des trois moments qui composent cet écrit. Un premier temps propose de revenir sur l'importance d'une éducation humaniste à l'école et de ce que

l'on pourrait entendre par éducation à l'altérité. Le deuxième temps se place dans une perspective didactique et présente, dans sa forme générique, la réunion de coopérative en tant qu'institution didactique à l'École Freinet (à Vence, département des Alpes-Maritimes). Enfin, un dernier moment analyse un épisode particulier d'une réunion de coopérative pour tenter de montrer en quoi ce dispositif s'apparente à ce que Freinet appelait une « cure morale », soit le fait de prendre-soin de la question morale fondamentale des conditions de la rencontre entre des sujets.

Ribeiro, N., Malafaia, C., & Ferreira, T. (2023). **Lowering the voting age to 16: Young people making a case for political education in fostering voting competencies.** *Education, Citizenship and Social Justice*, 18(3), 327-343. <https://doi.org/10.1177/17461979221097072>
The intention of this article is to contribute to the debate about whether the voting age should be lowered to the age of 16, by examining quantitative and qualitative data collected in a local participation project with young people in Portugal: questionnaires (N=961), interviews (N=3), and focus group discussions (N=15). Considering the coexistence of both willingness and reluctance to get engaged in formal politics – as youngsters often feel ill-equipped politically – it is argued that adequate political education needs to be provided by schools to enable young people to be confident and knowledgeable voters. We propose that governments recognise the importance of this area in the school curriculum, in order to enable the young people's acquisition of knowledge and skills that can sustain their growth as competent voters. This is crucial in legitimising democratic representative systems.

Roelens, C. (2023). **Le concept d'élève peut-il échapper au maximalisme moral ?** *Éthique en éducation et en formation: les Dossiers du GREE*, (14), 26-45. <https://doi.org/10.7202/1106124ar>

Cet article procède de la philosophie politique et de l'éthique interdisciplinaire de l'éducation et de la formation. Il questionne ce qu'il peut s'agir au juste d'« élever » chez l'enfant quand on le qualifie, dans sa scolarisation, d'élève, et la part qu'y tient l'idée de perfectionnement moral. Nous montrons d'abord que l'oeuvre durkheimienne renferme des ressorts compréhensifs précieux pour comprendre une conception maximaliste de l'éthique de l'élève - elle-même inscrite dans une perspective perfectionniste – aux sources de l'école républicaine en France, et qui conserve une influence aussi durable que désormais problématique (1). Nous dégageons ensuite les linéaments d'une éthique minimaliste de l'élève à même d'en prendre le contrepoint, et tâchons de montrer qu'elle est plutôt en congruence avec le cadre axiologique des démocraties libérales avancées (2). Une ouverture conclusive nous permet enfin d'esquisser quatre sauf-conduits possibles pour nous aider à échapper, sur ces bases, à l'héritage paternaliste du concept d'élève.

Rojas, G. M. (2022). **Aux avant-postes de la soutenabilité: l'enseignement supérieur colombien 1988-2018** (Phdthesis, Université Panthéon-Sorbonne - Paris I). Consulté à l'adresse <https://theses.hal.science/tel-04009082>

La soutenabilité, comme tendance qui perçoit l'enseignement supérieur en Colombie, est un sujet qui demande à être exploré. Les avant-postes sociétaux, se situant entre les défis écologiques, les crises énergétiques et le changement climatique, tournent tous vers la soutenabilité. C'est pourquoi nous présentons et unifions ici l'ensemble de notre recherche appliquée à l'enseignement supérieur autour de ces avant-postes, entre 1988 et 2018. La première partie de cette thèse, qui se concentre sur la fin du XXème siècle,

se développe en deux chapitres et relie une série d'études de cas qui mettent en évidence et éclairent les apports scientifiques et académiques des pays développés envers les défis écologiques et énergétiques. Nous introduisons la méthode nord-américaine d'aménagement écologique du territoire et son applicabilité dans le cadre de la recherche en Colombie. Ensuite nous nous intéressons à la recherche sur l'habitat climatique à partir de l'énergie solaire, menée dans les années 1970 en France, en nous basant particulièrement sur notre propre expérience dans les centres de recherche français. Par la suite, à l'égard de la soutenabilité, nous voyons comment les Objectifs du Millénaire des Nations Unies ont été pris comme des orientations fondamentales pour définir une direction claire pour l'activité de recherche dans un petit échantillon d'universités en Colombie. Ici, la création et utilisation d'un outil de gouvernance dans l'écosystème universitaire et sa confrontation dans le contexte des universités latino-américaines, permet de caractériser l'impact de la vague soutenable. Notre propos est moins de montrer des certitudes, que de présenter un point de vue qui servira de soutien pour des futures études. Dans ce travail, nous essayons, à partir d'un ensemble d'expériences personnelles et collectives, de montrer comment les mutations de la soutenabilité dans l'enseignement supérieur entrent dans l'univers de la recherche, et comment celle-ci, pour sa part, éclaire l'évolution de l'enseignement de la soutenabilité en Colombie. Le déroulement du travail permet de voir la façon dont les pratiques de recherche des nouvelles générations permettent d'articuler les systèmes académiques aux défis issus des transformations et des mutations sociales. Pendant l'écriture du dernier chapitre, une inattendue virale est venue s'introduire de manière radicale parmi les défis planétaires. Elle entre en concurrence avec les objectifs des avant-postes sociétaux, et nous oblige à tourner notre regard vers les apports que les concepteurs de habitats urbains devront proposer. Pour cette raison, face à une société en pleine mutation, et actuellement en lutte contre une situation de pandémie qui touche l'humanité toute entière, nous osons apporter une contribution pour la formation de futurs professionnels en développement urbain. Ces nouveaux professionnels devront être prêts à agir face aux inattendus et aux défis urbains de l'avenir.

Salonen, A. O., Laininen, E., Hämäläinen, J., & Sterling, S. (2023). **A Theory of Planetary Social Pedagogy**. *Educational Theory*, 73(4), 615-637. <https://doi.org/10.1111/edth.12588>
The escalating planetary crises of human-induced climate change, the depletion of natural resources, and declining biodiversity call for urgent actions to be taken at all levels of society and by the global community. The current political strategy for a sustainable future that emphasizes economic and technological progress is insufficient to bring about the change required; an educational approach based on identities, values, ethics, and new worldviews is also needed. In this article Arto O. Salonen and his coauthors consider the kind of pedagogy that could support a transformation of the human conception of reality into a form that both recognizes the connections and interactions between people, society, and the planet, and imparts an ethical orientation to action that strengthens the health and integrity of all entities. A theory of planetary social pedagogy (PSP) is based on traditional social pedagogy, which provides a theoretical framework for formal, nonformal, and informal education. PSP aims at building a deep holistic understanding of the relationship between the individual, society, and Earth by integrating the fragmented human conception and experience of reality by uniting the three dimensions of a social-ecological worldview: spatial, temporal, and ethical. Moreover, PSP is a cyclical learning process that alternates between cognitive, metacognitive, and epistemic levels of learning. The ultimate goal of using PSP is to lay

the foundation for a fundamental transformation of the ideals, values, and culture that shape human behavior in ways necessary for securing a sustainable future.

Stewart, B. (2023). **Toward an Ethics of Classroom Tools: Educating Educators for Data Literacy**. In J. E. Raffaghelli & A. Sangrà (Éd.), *Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead* (p. 229-244). https://doi.org/10.1007/978-3-031-24193-2_9

In a world of pervasive digital surveillance, data mining, and skyrocketing online participation due to COVID-19, does higher education have a responsibility to approach digital datafication with policies and practices that center equity? This chapter outlines two projects that aim to foster data literacies among educators, and to understand the data practices and perspectives that they bring to their roles as knowledge workers in systems that structure learning and knowledge. The chapter overviews the development of each project and explores the reality that higher education has not yet grappled with the complexity that datafictions pose. Ultimately, it posits that higher education needs ethics-focused conversations about the risks and implications of datafied platforms, and faculty development initiatives that foster data literacies among educators and learners.

Taylor, R. M., & Noroozi, N. (2023). **Symposium Introduction: Exploring the Transformative Possibilities and the Limits of Pedagogy in an Unjust World**. *Educational Theory*, 73(4), 490-495. <https://doi.org/10.1111/edth.12594>

Tremblay, B., Martel, D., & Côté-Brassard, J. (2023). **Exploiter le potentiel éducatif de l'esprit sportif pour le développement moral des élèves : le cas d'un tournoi de badminton**. *Staps*, 140(2), 31-50. <https://doi.org/10.3917/sta.140.0031>

L'esprit sportif présente un potentiel certain pour contribuer au développement moral des jeunes sportifs. Rares sont toutefois les études qui renseignent sur les stratégies de formation à préconiser pour amener les intervenants en éducation physique et sportive (EPS) à exploiter, à des fins d'éducation morale, le potentiel éducatif que revêt cette notion. Cet article fait état d'un projet de recherche-action destiné à soutenir des enseignants en éducation physique dans la planification et l'implantation d'activités visant le développement moral d'élèves par l'apprentissage d'un meilleur esprit sportif (Tremblay, 2020). Des quatre enseignants qui furent accompagnés par un formateur-chercheur lors du projet, le cas d'une enseignante ayant implanté un tournoi de badminton voué au développement moral est approfondi. À cet égard, sont explicités : (1) les caractéristiques du tournoi de badminton ; (2) des perceptions d'élèves l'ayant expérimenté ; (3) des constats liés à la démarche d'accompagnement. Principalement issus d'analyses qualitatives, les résultats révèlent une dynamique de transposition d'un savoir populaire – en l'occurrence l'esprit sportif tel que conçu initialement par l'enseignante – en un savoir didactique pouvant être exploité pour concrétiser une éducation morale en EPS. Ces résultats contribuent, ce faisant, à l'émergence d'une nouvelle approche d'éducation morale en EPS, soit l'Approche par l'esprit sportif.

Vivarelli, C., & Wolfs, J.-L. (2023). **Les dimensions philosophiques et politiques de la laïcité : une mise en perspective France-Belgique**. *Éthique en éducation et en formation : les Dossiers du GREE*, (14), 78-95. <https://doi.org/10.7202/1106127ar>

La notion de laïcité comporte deux dimensions : politique et philosophique-éthique. Classiquement, la conception française renvoie principalement à la première et la conception belge à la seconde. Or, les évolutions récentes montrent des débats vifs en

France – sur le plan philosophique et éthique – entre laïcité « républicaine » et laïcité « libérale » et, en Belgique, des initiatives du monde laïque sur le plan politique : souhait de création d'un cours de philosophie et citoyenneté commun à tous, débats autour de l'inscription possible du principe de laïcité dans la Constitution. L'article met en perspective les évolutions récentes de la laïcité dans les deux pays.

Weintraub, R. (2023). **Holocaust education in the post-secular era: Religious-Zionist lessons from the Holocaust.** *Journal of Curriculum Studies*, 55(6), 720-733.
<https://doi.org/10.1080/00220272.2023.2272687>

Applying Arthur Chapman's conceptualization, this article explores Religious Zionist (RZ) Holocaust education and the way it has changed over the years. Beyond RZ's increasing influence within Israeli society, this examination provides a unique example of faith-based Holocaust education that adheres to rationalism while teaching God's power over history. The diachronic textual analysis reveals dramatic changes in RZ Holocaust education over the past eight decades. Similar to faith-based education around the world, RZ focused initially on a deontological lesson highlighting the duty of the religious person under any circumstances. Following the 67 War, a distinct consequentialist-theological lesson was added, clarifying the obligation of the Jewish people to respond to the process of redemption embodied in the Zionist movement. As for the present day, the study profiles a new post-secular ontological lesson about the atrocities that people are capable of perpetrating in a godless world. This lesson is intertwined into a novel meta-narrative, one based not on modern ideologies but on the Bible and the vision of the Prophets. The conclusions of this article help to create analytical categories for exploring faith-based Holocaust education around the world—a topic that has emerged in recent decades as one of great importance.

Wilson-Forsberg, S., Monaghan, S. R., & Corrales, D. C. (2023). **Witnesses to inhumanity on shifting terrain: Embracing an ethic of discomfort for optimal learning in an international field course.** *Education, Citizenship and Social Justice*, 18(3), 344-363.
<https://doi.org/10.1177/17461979221097073>

This paper examines the written reflections of 30 Canadian undergraduate students who participated in an international field course focusing on migration and human rights in Mexico. It endeavors to understand how the students reconciled their thoughts and feelings about trauma and oppression in an intercultural setting. Borrowing Foucault's 'ethic of discomfort', which emphasizes the proactive and transformative potential of discomfort in education, the paper extends existing scholarship in teaching and learning around study abroad and social justice by focusing on ethically complex situations in the field. The findings reveal that while preparation for unprecedented and unforeseeable scenarios during an international field course was challenging for faculty, exposing students to the realities of migration ultimately facilitated learning.