

Veille de l'IREDU



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Acquisition de compétences

Al-Emran, M., Mezhuyev, V., & Kamaludin, A. (2021). **Is M-learning acceptance influenced by knowledge acquisition and knowledge sharing in developing countries?** *Education and Information Technologies*, 26(3), 2585-2606.
<https://doi.org/10.1007/s10639-020-10378-y>

Researchers have shown that knowledge acquisition and sharing have considerably influenced the acceptance of various technologies. However, there is a scarce of knowledge on how these two factors affect the acceptance of Mobile learning (M-learning). Thus, this research is believed to be one of the few attempts that aims to understand the impact of knowledge acquisition and knowledge sharing on M-learning acceptance through the extension of technology acceptance model (TAM) by these factors. The data were collected from 735 IT undergraduate students enrolled in two different academic institutions in two different developing countries, namely Malaysia and Oman, using questionnaire surveys. The partial least squares-structural equation modeling (PLS-SEM) is used to validate the extended theoretical model. The findings indicated that knowledge acquisition has a significant positive influence on perceived ease of use and perceived usefulness of M-learning in both samples. Moreover, the findings revealed that knowledge sharing has a significant positive impact on perceived usefulness with respect to the Omani sample, whereas this relation was not supported in terms of the Malaysian sample. Theoretical and practical implications, limitations, and future research directions are also discussed.

Huang, B., Tani, M., & Zhu, Y. (2021). **Does Higher Education Make You More Entrepreneurial? Causal Evidence from China.** In *IZA Discussion Papers* (N° 14310). Consulté à l'adresse Institute of Labor Economics (IZA) website:
<https://ideas.repec.org/p/iza/izadps/dp14310.html>

Using the 2017 China Household Finance Survey (CHFS), we estimate the effect of higher education on entrepreneurship for prime-aged males. We distinguish between own-account workers and employers of small and large businesses, respectively, and use the higher education expansion in China starting in 1999 and instruments of pre-school hukou status to help identify causal effects. While our Inverse Probability Weighted Regression Adjustment estimates show that people with more education are less likely to enter entrepreneurship in general, obtaining any qualification beyond the baseline of compulsory schooling significant increases large business ownership later in life, with the maximum effect corresponding to a 3-fold increase found for university graduates. We attribute this effect to graduates taking full advantage of the opportunities presented by access to education earlier on in their lives.

Jarraud, F. (2021, mai 11). **Les jeunes français nuls en EMI ?** Consulté 12 mai 2021, à l'adresse Le café pédagogique website:
http://www.cafepedagogique.net/lexpresso/Pages/2021/05/11052021Article637563077398595279.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=509090

Alors que les jeunes passent en moyenne 35 heures par semaine sur Internet, comment traitent-ils l'information ? Pisa 2018 a posé plusieurs questions à des jeunes de 15 ans de 76 pays ou territoires. S'il y a bien un lien entre enseigner l'EMI et faire face à la désinformation, les jeunes français sont encore en dessous de la moyenne OCDE pour détecter la vraie de la fausse information sur Internet.

Pasquier, A., Papon, L., Ponthieu, G., & Rezzi, N. (2021, mars 31). **Evolution des représentations et pratiques de l'oral à l'école : Co-construction d'un dispositif visant à développer les compétences orales et émotionnelles des élèves**. Présenté à Colloque SFERE-Provence (FED4238) / AMPIRIC - Apprentissages, stratégies et politiques éducatives. Quelles interdisciplinarités, méthodologies et perspectives internationales? Consulté à l'adresse <https://hal-amu.archives-ouvertes.fr/hal-03217494>

Notre recherche se déroule en collaboration avec l'équipe enseignante d'une école élémentaire d'éducation prioritaire (REP) confrontée à la faiblesse des compétences orales de leurs élèves. Si depuis les années 1970, la langue orale est au centre des préoccupations pour lutter contre les inégalités scolaires, sa place dans les programmes a beaucoup varié en fonction des politiques face à l'échec scolaire (Langlois, 2012). De plus, malgré les injonctions institutionnelles, la pratique des enseignants ne change pas. L'oral est toujours considéré comme un moyen de communication et non comme un objet d'apprentissage (Nonnon, 2011) car les enseignants peinent à traduire l'oral en objectifs pédagogiques (Grandaty & Lafontaine, 2016). Cette recherche participative a comme objectif principal de proposer un dispositif innovant d'oral à l'école. Pour y parvenir, nous avons, dans un premier temps, testé un dispositif d'oral centré sur les émotions. Les résultats positifs nous amènent à proposer, dans un second temps, ce dispositif à l'équipe enseignante afin de faire évoluer leurs pratiques et leurs représentations de l'oral à l'école. Année 1 (2018-2019) «Test du dispositif d'oral innovant»: 3 classes CM1-CM2 réparties en un groupe (N=34) expérimental (séquence d'EMC sur les émotions visant les compétences orales) et un groupe (N=33) contrôle (séquence «traditionnelle» d'EMC sur les institutions républicaines). Les analyses de données montrent un effet du dispositif innovant sur les compétences orales des élèves du groupe expérimental (production langagière et identification-verbalisation des émotions). Les enseignants ont questionné leurs pratiques de l'oral en classe et la place à accorder au travail sur les émotions. Un étayage par de ressources théoriques et pratiques sur l'oral et les émotions a alors été proposé aux enseignants. Année 2 (2019-2020) «co-construction des séances»: à partir des résultats obtenus en année 1, les chercheurs ont accompagné les enseignants dans la construction de leur propre dispositif d'oralité selon le protocole suivant (1) rencontre formative enseignants/équipe chercheurs, (2) co-construction d'une séance ritualisée d'oral, (3) mise en œuvre dans les classes par les enseignants, (4) observation/régulation par l'équipe chercheurs, (5) tenue hebdomadaire, par les enseignants, d'un journal de bord des séances ritualisées d'oral. Un changement des pratiques d'oral des enseignants en classe est engagé et une modification de leurs stratégies de préparation et de régulation de ces pratiques y est associée. Le travail de construction, de mise en œuvre et de régulation est en cours. Cette étude a également eu des effets sur le climat scolaire de l'école concernée par le projet. Les enseignants rapportent des relations plus apaisées et davantage d'écoute et d'échanges entre les élèves. L'équipe chercheurs a quant à elle fait évoluer ses propres pratiques de formation par la mise en œuvre d'un module interdisciplinaire de formation initiale destiné aux futurs professeurs des écoles depuis la rentrée 2019. Ce module «Enseigner l'oral à l'école» est construit sur le modèle de la recherche collaborative (Sanchez & Monod-Ansaldi, 2015) menée avec les enseignants du projet.

Wu, Y., & Schunn, C. D. (2021). **The Effects of Providing and Receiving Peer Feedback on Writing Performance and Learning of Secondary School Students**. *American Educational Research Journal*, 58(3), 492-526. <https://doi.org/10.3102/0002831220945266>

Research has shown that engaging students in peer feedback can help students revise documents and improve their writing skills. But the mechanistic pathways by which skills develop have remained untested: Does receiving and providing feedback lead to learning because it produces more extensive revision behavior or is such immediate implementation of feedback unnecessary? These pathways were tested through analyses of the relationships between feedback provided and received, feedback implemented and overall revisions, and improved writing quality in a new article. Overall, the number of revisions predicted growth in writing ability, and both amount of received and provided feedback were associated with being more likely to make revisions. However, providing feedback was also directly related to growth in writing ability.

Aspects économiques de l'éducation

Bach, M., & Fischer, M. (2020). **Understanding the Response to High-Stakes Incentives in Primary Education**. In *IZA Discussion Papers* (N° 13845). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp13845.html>

This paper studies responses to high-stakes incentives arising from early ability tracking. We use three complementary research designs exploiting differences in school track admission rules at the end of primary school in Germany's early ability tracking system. Our results show that the need to perform well to qualify for a better track raises students' math, reading, listening, and orthography skills in grade 4, the final grade before students are sorted into tracks. Evidence from self-reported behavior suggests that these effects are driven by greater study effort but not parental responses. However, we also observe that stronger incentives decrease student well-being and intrinsic motivation to study.

Bingley, P., Cappellari, L., & Tatsiramos, K. (2021). **Parental Assortative Mating and the Intergenerational Transmission of Human Capital**. In *IZA Discussion Papers* (N° 14300). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14300.html>

We study the contribution of parental similarity in schooling levels to the intergenerational transmission of educational attainment. We develop an empirical model for educational correlations within the family in which parental sorting can translate into intergenerational transmission, or transmission can originate from each parent independently. Estimating the model using educational attainment from Danish population-based administrative data for over 400,000 families, we find that about 75 percent of the intergenerational correlation in education is driven by the joint contribution of the parents. We also document a sizeable secular decline of parental assortative mating in education, with a corresponding fall in joint intergenerational transmission from both parents; a fall compensated by an increase in parent-specific intergenerational transmission, leaving total intergenerational persistence unchanged. The mechanisms of intergenerational transmission have changed, with an increased importance of one-to-one parent-child relationships.

Blaskó, Z., da Costa, P., & Schnepf, S. V. (2021). **Learning Loss and Educational Inequalities in Europe: Mapping the Potential Consequences of the COVID-19 Crisis**. In *IZA Discussion Papers* (N° 14298). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14298.html>

It is widely discussed that the pandemic has impacted on educational inequalities across the world. However, in contrast to data on health or unemployment, data on education outcomes are not timely. Hence, we have extremely limited knowledge about the actual impact of the pandemic on learning outcomes at the national and the cross-national level. As it might take years to get new comparative evidence on the actual extent of the problem, this paper uses the latest large scale international student assessment data from before the pandemic, the Trends in International Mathematics and Science Study (TIMSS) 2019 and applies simple descriptive analysis, regressions and logical deductions to map potential consequences of the Covid-19 crisis across Europe. We obtain the relative trajectories of children's learning loss and its unequal distribution from information on home and school resources, the importance of these resources for learning outcomes and countries' school closure duration policies and compare Covid-19 related risk of learning loss between European countries. Results based on 4th graders' school achievements indicate that throughout Europe educational inequalities between and within countries are likely to increase substantially. Some European countries are highly likely to face already an education crisis.

Bulman, G., & Fairlie, R. W. (2021). **The Impact of COVID-19 on Community College Enrollment and Student Success: Evidence from California Administrative Data.** In *NBER Working Papers* (N° 28715). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28715.html>

Enrollment increased slightly at both the California State University and University of California systems in fall 2020, but the effects of the pandemic on enrollment in the California Community College system are mostly unknown and might differ substantially from the effects on 4-year colleges. This paper provides the first analysis of how the pandemic impacted enrollment patterns and the academic outcomes of community college students using administrative college-level panel data covering the universe of students in the 116-college California Community College system. We find that community college enrolment dropped precipitously in fall 2020 – the total number of enrolled students fell by 4 percent in spring 2020 and by 15 percent in fall 2020 relative to the prior year. All racial and ethnic groups experienced large enrollment decreases in spring and fall 2020, but African-American and Latinx students experienced the largest drops at 17 percent in fall 2020. Enrollment fell the most for first-year students in the community college system, basic skills courses, and fields such as engineering/industrial technology, education, interdisciplinary studies, and art. There were smaller decreases for continuing students, academic courses transferable to four-year institutions, and business and science fields. Enrollment losses were felt throughout the entire community college system, and there is no evidence that having a large online presence in prior years protected colleges from these effects. In terms of course performance, there was a larger disruption to completion rates, withdrawal rates, and grades in spring 2020 than in fall 2020. These early findings of the effects of the pandemic at community colleges, which serve higher percentages of lower-income and minority students, have implications for policy, impending budgetary pressures, and future research.

Chicoine, L. (2021). **Free Primary Education, Fertility, and Women's Access to the Labor Market: Evidence from Ethiopia.** *The World Bank Economic Review*, 35(2), 480-498. <https://doi.org/10.1093/wber/lhz042>

This article investigates the causal relationship between women's schooling and fertility by exploiting variation generated by the removal of school fees in Ethiopia. The increase

in schooling caused by the reform is identified using both geographic variation in the intensity of its impact and temporal variation generated by the timing of the implementation. The model finds that the removal of school fees led to an increase in schooling for Ethiopian women and that each additional year of schooling led to a reduction in fertility. An investigation of the underlying mechanisms linking schooling and fertility finds that the decline in fertility is associated with an increase in labor market opportunity and a reduction in women's ideal number of children.

Dallman, S., Nath, A., & Premik, F. (2021). **The Effect of Constitutional Provisions on Education Policy and Outcomes.** In *Staff Report* (N° 623). Consulté à l'adresse Federal Reserve Bank of Minneapolis website: <https://ideas.repec.org/p/fip/fedmsr/91153.html> Education services in the United States are determined predominantly by non-market institutions, the rules of which are defined by state constitutions. This paper empirically examines the effect of changes in constitutional provisions on education outcomes in the United States. To show causal effects, we exploit discontinuities in the procedure for adopting constitutional amendments to compare outcomes when an amendment passed with those when an amendment failed. Our results show that adoption of an amendment results in higher per-pupil expenditure, higher teacher salaries, smaller class size, and improvements in reading and math test scores. We examine the underlying mechanism driving these results by studying the actions of the legislature and the courts after an amendment is passed. We find that, on average, the legislature responds with a one-year lag in enacting education policies satisfying the minimum standards imposed by the amendment, and there is no increase in the number of education cases reaching appellate courts. Using school finance reforms, we also show that in situations where the legislature fails to enact education policies, courts intervene to enforce constitutional standards to improve outcomes. This enforcement mechanism is more impactful in states that have higher constitutional minimum standards. Taken together, the causal effects on education outcomes and the patterns in legislative bill enactments and court cases provide a novel test of the hypothesis that a strong constitutional provision improves the bargaining position of citizens vis-à-vis that of elected leaders. If citizens do not receive education services as mandated in the constitution, they can seek remedy in court.

Falk, A., Kosse, F., & Pinger, P. (2020). **Mentoring and Schooling Decisions: Causal Evidence.** In *CRC TR 224 Discussion Paper Series* (N° crctr224_2020_186). Consulté à l'adresse University of Bonn and University of Mannheim, Germany website: https://ideas.repec.org/p/bon/boncrc/crctr224_2020_186.html

Inequality of opportunity strikes when two children with the same academic performance are sent to different quality schools because their parents differ in socio-economic status. Based on a novel dataset for Germany, we demonstrate that children are significantly less likely to enter the academic track if they come from low socio-economic status (SES) families, even after conditioning on prior measures of school performance. We then provide causal evidence that a low-intensity mentoring program can improve long-run education outcomes of low SES children and reduce inequality of opportunity. Low SES children, who were randomly assigned to a mentor for one year are 20 percent more likely to enter a high track program. The mentoring relationship affects both parents and children and has positive long-term implications for children's educational trajectories.

Gérardin, G. (2021, mai 7). **Dépenses d'éducation : primaire qui rit, secondaire qui pleure ?** Consulté 12 mai 2021, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/depenses-deducation-primaire-rit-secondaire-pleure/00098913>

Depuis 2017, le gouvernement assume de donner une « priorité au primaire », mais les syndicats estiment que cela se fait au détriment des conditions d'enseignement en collèges et lycées.

Grewenig, E., Lergetporer, P., Werner, K., Woessmann, L., & Zierow, L. (2020). **Covid-19 and Educational Inequality: How School Closures Affect Low- and High-Achieving Students**. In *CESifo Working Paper Series* (N° 8648). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/8648.html>

In spring 2020, governments around the globe shut down schools to mitigate the spread of the novel coronavirus. We argue that low-achieving students may be particularly affected by the lack of educator support during school closures. We collect detailed time-use information on students before and during the school closures in a survey of 1,099 parents in Germany. We find that while students on average reduced their daily learning time of 7.4 hours by about half, the reduction was significantly larger for low-achievers (4.1 hours) than for high-achievers (3.7 hours). Low-achievers disproportionately replaced learning time with detrimental activities such as TV or computer games rather than with activities more conducive to child development. The learning gap was not compensated by parents or schools who provided less support for low-achieving students. The reduction in learning time was not larger for children from lower-educated parents, but it was larger for boys than for girls. For policy, our findings suggest binding distance-teaching concepts particularly targeted at low-achievers.

Kaiser, T., & Menkhoff, L. (2018). **Financial Education in Schools: A Meta-Analysis of Experimental Studies**. In *CESifo Working Paper Series* (N° 7395). Consulté à l'adresse CESifo website: <https://ideas.repec.org/p/ces/ceswps/7395.html>

We study the literature on school financial education programs for children and youth via a quantitative meta-analysis of 37 (quasi-) experiments. We find that financial education treatment has, on average, a significant and sizeable impact on financial knowledge (+0.25 SD), similar to educational interventions in other domains. Additionally, we document small but still significant effects on financial behaviors (+0.05 SD). These results are robust to restricting the sample to 18 randomized experiments and they hold irrespective of the meta-analytic method used. Metaregressions show the beneficial effect of more intensive treatments and smaller class size, albeit with decreasing marginal returns.

Lara Ibarra, G., McKenzie, D., & Ruiz-Ortega, C. (2021). **Estimating Treatment Effects with Big Data When Take-up is Low: An Application to Financial Education**. *The World Bank Economic Review*, 35(2), 348-375. <https://doi.org/10.1093/wber/lhz045>

Low take-up of interventions is a common problem faced by evaluations of development programs. A leading case is financial education programs, which are increasingly offered by governments, nonprofits, and financial institutions, but which often have very low voluntary participation rates. This poses a severe challenge for randomized experiments attempting to measure their impact. This study uses a large experiment on more than 100,000 credit card clients in Mexico. The study shows how the richness of financial data allows combining matching and difference-in-difference methods with the experiment

to yield credible measures of impact, even with take-up rates below 1 percent. The findings show that a financial education workshop and personalized coaching result in a higher likelihood of paying credit cards on time, and of making more than the minimum payment, but do not reduce spending, resulting in higher profitability for the bank.

Pham, L. D., Nguyen, T. D., & Springer, M. G. (2021). **Teacher Merit Pay: A Meta-Analysis**. *American Educational Research Journal*, 58(3), 527-566.
<https://doi.org/10.3102/0002831220905580>

Empirical research investigating the association between teacher pay incentives and student test scores has grown rapidly over the past decade. To integrate the findings from these studies and help inform the debate over teacher merit pay, this meta-analysis synthesizes effect sizes across 37 primary studies, 26 of which were conducted in the United States. Among the U.S. based studies, the results suggest that the effect of teacher merit pay on student test scores is positive and statistically significant (0.043 standard deviation). This summary effect varies by program design and study context, suggesting that teacher merit pay has the potential to improve student test scores in some contexts but researchers and policymakers should pay close attention to program design and implementation.

Rodríguez-González, A. (2021). **The Impact of the Female Advantage in Education on the Marriage Market**. In *Working Papers* (N° 2021:5). Consulté à l'adresse Lund University, Department of Economics website:
https://ideas.repec.org/p/hhs/lunewp/2021_005.html

In recent years, the traditional gender gap in educational attainment in favor of men has been reversed in many countries. This development may have far-reaching consequences for the family, challenging traditional patterns of union formation and potentially affecting marriage and fertility outcomes. I study the implications of the female advantage in education on family formation through changes in the marriage market. My empirical strategy exploits the gradual implementation of a large school reform in Finland that increased women's relative level of education. I analyze the reduced-form relationship between marriage market exposure to the reform and marriage and fertility outcomes. The results show that in marriage markets with a larger female advantage in education men had fewer children and were less likely to be in a couple by age 40. I provide suggestive evidence that these results are mostly driven by the mismatch between the distributions of educational attainment of men and women, and that they might have negative consequences for low-educated men's health behaviors and mental health.

Aspects psychologiques de l'éducation

Aragón, E., Cerda, G., Aguilar, M., Mera, C., & Navarro, J. I. (2021). **Modulation of general and specific cognitive precursors to early mathematical competencies in preschool children**. *European Journal of Psychology of Education*, 36(2), 405-422.
<https://doi.org/10.1007/s10212-020-00483-4>

The main goal of this study was to analyze the contribution of predictors of both domain-general (working memory, processing speed, and receptive vocabulary) and domain-specific variable (estimation and magnitude comparison) processes to informal mathematical performance (numbering, comparison, calculation, and understanding of

concepts) in preschoolers. In order to reach this, a structural equation modeling was used. A total of 158 preschool students (ages ranging from 52 to 64 months) participated in the investigation. Students were assessed with informal tasks measuring mathematical thinking, numerical estimation, symbolic and non-symbolic comparison making, coding, receptive vocabulary, and backward digit span. Results showed that domain-general (specially working memory) was the highest impact of the general-domain predictors on informal mathematical competencies and a limited specific-domain factor effects for magnitude comparison. The consequences for mathematics learning in initial school years are discussed.

Arslan, G., Allen, K.-A., & Tanhan, A. (2021). **School Bullying, Mental Health, and Wellbeing in Adolescents: Mediating Impact of Positive Psychological Orientations.** *Child Indicators Research*, 14(3), 1007-1026. <https://doi.org/10.1007/s12187-020-09780-2>

School bullying is a serious psychosocial problem due to its detrimental effects on youth school functioning and adjustment. The present study explored the effects of victimization and perpetration experiences on positive psychological orientations, mental health problems, and subjective wellbeing in high school students. Participants of the study included 456 adolescents studying in two public high schools in a city of Turkey. They were 52.5% (239) female and 47.5% (217) male, and their ages ranged between 13 and 19 years ($M = 15.53$, $SD = 1.13$). Findings from the analyses indicated that adolescents in victim and perpetrator groups reported significantly fewer positive psychological orientations, diminished subjective wellbeing, and greater emotional and behavioral problems compared with their non-involved peers. Further outcomes revealed that positive psychological orientations mediated the link between school bullying and mental health problems as well as wellbeing, suggesting the importance of these constructs in developing effective intervention strategies to prevent school bullying and promote youth mental health and wellbeing in school settings.

Aslanyan, A. H., Avetisyan, L. R., Khachikyan, N. Z., Saroyan, J., & Gasparyan, Kh. V. (2021). **Do the Social and Emotional Behaviors of High School Adolescents in Yerevan Determine Mental and Emotional Well-Being?** *Child Indicators Research*, 14(3), 1055-1074. <https://doi.org/10.1007/s12187-020-09796-8>

Adolescence is characterized by rapid physical, mental and physiological development, as well as by the adolescent's own mental health protection, which is of particular importance. In this study we aim to determine whether certain social and emotional behaviors of high school students, are associated with achieving and maintaining a state of mental and emotional well-being. The study included 439 10th grade high school students in Yerevan, who each completed a survey as well as a biosocial questionnaire to evaluate their lifestyle characteristics and attitudes toward their own health. From the study results, we further evaluate the impact of several determining factors related to the development of adolescent mental health. Such factors include personal relationships that form between adolescents and adults, difficulties arising during the adjustment to a new learning system, insufficient and restless sleep, and the social environment within the family that leads to occurrences of anxiety and health-related complaints.

Clem, A.-L., Rudasill, K. M., Hirvonen, R., Aunola, K., & Kiuru, N. (2021). **The roles of teacher-student relationship quality and self-concept of ability in adolescents' achievement**

emotions: temperament as a moderator. *European Journal of Psychology of Education*, 36(2), 263-286. <https://doi.org/10.1007/s10212-020-00473-6>

This study examined to what extent teacher–student conflict and closeness, on the one hand, and students' self-concepts of ability in literacy and mathematics, on the other, are related to students' achievement emotions (enjoyment, anxiety and boredom) in mathematics and literacy among Finnish early adolescents (N=854). We also investigated the extent to which these associations are moderated by student temperament (surgency/extraversion, negative affectivity and effortful control). The results showed, after accounting for relevant covariates, that in both school subjects, teacher–student conflict was negatively related to enjoyment and positively to anxiety and boredom, whereas teacher–student closeness was positively related to enjoyment and negatively to boredom. Self-concepts of ability in both school subjects were positively related to enjoyment and negatively to anxiety, whereas the self-concept of ability was only negatively related to boredom in mathematics. Student temperament also moderated some of the associations in the literacy domain. Lower levels of conflict in the teacher–student relationship were related to higher levels of enjoyment in literacy, particularly among students who had lower levels of surgency/extraversion. Also, a closer relationship with the teacher or a lower self-concept of ability in literacy was related to higher levels of anxiety, particularly among students who had low effortful control. In the mathematics domain, the associations between the self-concept of ability and achievement emotions were somewhat stronger than in literacy, and the domain-specific associations were not dependent on student temperament.

Collie, R. J. (2021). **A multilevel examination of teachers' occupational commitment: the roles of job resources and disruptive student behavior.** *Social Psychology of Education*, 24(2), 387-411. <https://doi.org/10.1007/s11218-021-09617-y>

The aim of the current study was to extend knowledge of occupational commitment by examining predictors at the teacher- and school-level. Several job resources hypothesized to be positively associated with occupational commitment were examined: helpful feedback, input in decision-making, teacher collaboration, and principal discipline support. The moderating role of disruptive student behavior (which was hypothesized to negatively predict the outcome) was also examined to see whether the job resources help support teachers' occupational commitment even when disruptive behaviors are high. With 12,955 teachers from 827 schools in four English-speaking countries (Australia, Canada, England, and the US), findings revealed at the teacher-level that helpful feedback and input in decision-making were positively associated with occupational commitment, whereas the reverse was true for disruptive student behavior. An interaction effect also showed that helpful feedback was particularly important for occupational commitment when disruptive student behavior was high. At the school-level, input in decision-making and principal discipline support were positively associated with occupational commitment and disruptive student behavior was negatively associated with the outcome. Findings were similar across the four countries.

Craig, H. L., Wilcox, G., Makarenko, E. M., & MacMaster, F. P. (2021). **Continued Educational Neuromyth Belief in Pre- and In-Service Teachers: A Call for De-Implementation Action for School Psychologists.** *Canadian Journal of School Psychology*, 36(2), 127-141. <https://doi.org/10.1177/0829573520979605>

Despite the breadth and depth of educational neuroscience research and teachers' interest in neuroscience, teachers often have limited access to reputable sources. As a result, neuromyths—misapplied or over-simplified claims related to brain science—have proliferated. School Psychologists have training in education, applied neuroscience, and evidence-based practices. As such, school psychologists are poised to mitigate the negative impact of teacher neuromyth endorsement. This study examined the endorsement rate of neuromyths by teachers to identify knowledge gaps to inform future training in this area. In-service and preservice teachers from grades K-12 completed an online survey of common neuromyths. Many neuromyths are pernicious and continue to be endorsed by teachers, most commonly related to learning styles and multiple intelligences. These results support the need for increased training in neuroscience for teachers and suggest a desire for factual and useful information about educational neuroscience, which school psychologists can provide in educational contexts.

Dawes, M., Sterrett, B. I., Norwalk, K. E., Farmer, T. W., & Hamm, J. V. (2021). **Teachers' perceptions of middle schoolers' social concerns: strategies and barriers to supporting students' social success.** *Social Psychology of Education*, 24(2), 465-488. <https://doi.org/10.1007/s11218-021-09622-1>

Teachers are often at the forefront of efforts to help students struggling socially at school and their support may be particularly critical during the early adolescent developmental period after youth transition to middle school when social concerns become increasingly salient to students. Given their daily interactions with students, teachers have the unique opportunity to observe students' day-to-day experiences and can provide insight into the social challenges their students face. Our main study aim was to learn teachers' perspectives about the pressing social issues they see for students, the types of strategies they use to mitigate those struggles, and the barriers teachers face in supporting youth socially. To assess teachers' perspectives, we employed a qualitative study design and collected data from 39 middle school teachers who participated in 6 focus groups. Results reveal that teachers see students as highly concerned with peer acceptance, often at the cost of their academic engagement. To support students socially, teachers reported strategies such as establishing classroom expectations, having positive teacher-student interactions, and managing peer social dynamics. Barriers to providing support included difficulty keeping track of peer relationship and lack of understanding about how best to manage peer dynamics. Implications for teacher training and students' overall adjustment at school are discussed.

Duran, D., Flores, M., Ribas, T., & Ribosa, J. (2021). **Student teachers' perceptions and evidence of peer learning through co-teaching: improving attitudes and willingness towards co-teaching.** *European Journal of Psychology of Education*, 36(2), 495-510. <https://doi.org/10.1007/s10212-020-00479-0>

Despite the increasing practice and evidence of its potential, co-teaching has not become a widespread practice in schools yet. Research shows the need of helping teachers become aware of co-teaching as a good mechanism for peer learning among teachers. This study focuses on the changes in student teachers' attitudes to use co-teaching through their perceptions as a tool for their own learning. Opting for a mixed-methods sequential explanatory design, 82 student teachers were divided into two groups, one receiving only conceptual training and the other one having the possibility to experience co-teaching in schools. It was hypothesized that the second group would improve their attitudes to use co-teaching more than the first group. A qualitative study

was carried out to explore (1) students' learning perceptions, (2) learning episodes in the out-of-class joint activity and (3) comparison between (1) and (2). Results confirm the hypothesis and find evidence from learning episodes to support students' perceptions but show that there is not a clear match between students' perceptions and contents from the learning episodes. Research implications and limitations are discussed.

Elias, E. (2021). **Muddled Measurement: A Historical Perspective on Questionable Practices in School Psychology's Assessment of Learning Disabilities.** *Canadian Journal of School Psychology*, 36(2), 142-152. <https://doi.org/10.1177/0829573521999946>

As school psychologists we are well trained with using and interpreting a variety of psychometric instruments, yet there are several studies that indicate that school psychologist's interpretive practices veer off the intended path. The application of assessment to the process of identification of specific learning disabilities (SLD) has been noted as one of the more problematic areas in psychoeducational assessment for myriad reasons. While the medical field has begun to focus on de-implementing ineffective practices, the field of psychology has not followed as readily. This article considers the costs of poor decision making in the context of SLD evaluation and seeks to identify evidence-based assessment practices for SLD identification and decision making. After considering historical perspectives, approaches and practices for assessing SLD, actuarial interpretation, and treatment validity will be discussed.

Fandrem, H., Tvedt, M. S., Virtanen, T., & Bru, E. (2021). **Intentions to quit upper secondary education among first generation immigrants and native Norwegians: the role of loneliness and peer victimization.** *Social Psychology of Education*, 24(2), 489-509. <https://doi.org/10.1007/s11218-021-09614-1>

Dropout from upper secondary education is a persistent educational problem, particularly among first-generation immigrant youth. This study examined factors associated with intentions to dropout to gain further insight into the process of leaving upper secondary education. The analyses of 1299 Norwegian first-year upper secondary school students' (88% native Norwegians, 12% first-generation immigrants) self-reported intentions to quit school, loneliness, and peer victimization in school showed that first-generation immigrants experienced higher levels of loneliness than native Norwegians. In contrast, there were no differences in the levels of peer victimization and intentions to quit between native Norwegians and first-generation immigrants. However, loneliness showed a significantly stronger association with intentions to quit among first-generation immigrants. The results underscore the importance of tackling first-generation immigrants' loneliness in school to reduce their intentions to quit upper secondary education and thus potentially improve conditions for school completion.

Farmer, R. L., McGill, R. J., Dombrowski, S. C., & Canivez, G. L. (2021). **Why Questionable Assessment Practices Remain Popular in School Psychology: Instructional Materials as Pedagogic Vehicles.** *Canadian Journal of School Psychology*, 36(2), 98-114. <https://doi.org/10.1177/0829573520978111>

Surveys reveal that many school psychologists continue to employ cognitive profile analysis despite the long-standing history of negative research results from this class of practice. This begets the question: why do questionable assessment practices persist in school psychology? To provide insight on this dilemma, this article presents the results of a content analyses of available interpretive resources in the clinical assessment literature that may shed insight on this issue. Although previous reviews have evaluated the

content of individual assessment courses, this is the first systematic review of pedagogical resources frequently adopted in reading lists by course instructors. The interpretive guidance offered across tests within these texts was largely homogenous emphasizing the primary interpretation of subscale scores, de-emphasizing interpretation of global composites (i.e., FSIQ), and advocating for the use of some variant of profile analysis to interpret scores and score profiles. Implications for advancing evidence-based assessment in school psychology training and guarding against unwarranted unsupported claims in clinical assessment is discussed.

Farmer, R. L., Zaheer, I., Duhon, G. J., & Ghazal, S. (2021). **Reducing Low-Value Practices a Functional-Contextual Consideration to Aid in De-Implementation Efforts.** *Canadian Journal of School Psychology, 36*(2), 153-165. <https://doi.org/10.1177/0829573520974915>

Through innovation in research and self-correction, it is inevitable that some practices will be replaced or be discredited for one reason or another. De-implementation of discredited and low-value practices is a necessary step for school psychologists' maintenance of evidence-based practices and to reduce unnecessary costs and risk. However, efforts to clarify de-implementation frameworks and strategies are ongoing. The scope of this paper follows McKay et al. in considering the potential for de-implementation strategies to be informed by applied behavior analysis and operant learning theory. We conceptualize low-value practice as sets of behaviors evoked by their context and maintained by their consequences, and thus de-implementation as behavior reduction. We discuss the need for future research given this perspective.

García-Pérez, D., Fraile, J., & Panadero, E. (2021). **Learning strategies and self-regulation in context: how higher education students approach different courses, assessments, and challenges.** *European Journal of Psychology of Education, 36*(2), 533-550. <https://doi.org/10.1007/s10212-020-00488-z>

This study's aim was to analyse the decisions higher education students make about learning strategies. We focus on research questions related to the strategies that students report, their strategy adaptability to different learning situations, and the association of learning strategies with students' self-regulated learning and academic performance. We carried out qualitative semi-structured interviews with 17 higher education students of Psychology and Sports Sciences with different self-regulatory profiles and levels of academic performance. The results indicate that students reported mainly basic learning strategies, but the level of elaboration of their cognitive and metacognitive operations was different although they use the same terms to identify their strategies. In addition, we found that students change their learning strategies depending on different factors, with a noticeable influence of assessment activities, and that students with low academic performance showed organization problems and limited knowledge of learning strategies. We present some implications for the promotion of critical use of learning strategies.

Hailikari, T., Katajavuori, N., & Asikainen, H. (2021). **Understanding procrastination: A case of a study skills course.** *Social Psychology of Education, 24*(2), 589-606. <https://doi.org/10.1007/s11218-021-09621-2>

Procrastination is consistently viewed as problematic to academic success and students' general well-being. There are prevailing questions regarding the underlying and maintaining mechanisms of procrastination which are yet to be learnt. The aim of the present study was to combine different ways to explain procrastination and explore how

students' time and effort management skills, psychological flexibility and academic self-efficacy are connected to procrastination as they have been commonly addressed separately in previous studies. The data were collected from 135 students who participated in a voluntary time management and well-being course in autumn 2019. The results showed that students' ability to organize their time and effort has the strongest association with procrastination out of the variables included in the study. Psychological flexibility also has a strong individual role in explaining procrastination along with time and effort management skills. Surprisingly, academic self-efficacy did not have a direct association with procrastination. Interestingly, our findings further suggest that time and effort management and psychological flexibility are closely related and appear to go hand in hand and, thus, both need to be considered when the aim is to reduce procrastination. The implications of the findings are further discussed.

Hanin, V., Colognesi, S., & Van Nieuwenhoven, C. (2021). **From perceived competence to emotion regulation: assessment of the effectiveness of an intervention among upper elementary students.** *European Journal of Psychology of Education*, 36(2), 287-317. <https://doi.org/10.1007/s10212-020-00481-6>

The aim of this article is to assess the effects on learners' emotions and emotion regulation of an intervention promoting the development of cognitive strategies for mathematical problem-solving and positive perceptions of problem-solving competence (SEP), embedded in an overall self-regulated approach, with upper elementary students (N = 334, mean age = 10.6 years). Using a quantitative quasi-experimental design (three measurement points), two conditions (cognition vs. cognition + SEP) were contrasted with a control group. Findings revealed that the combined condition stood out positively from the other two in terms of level of SEP, indicating that the SEP-related part of the designed intervention did effectively support the learners' SEP. With regard to effects on emotions and emotion regulation, although nurturing one dimension (cognition) produced beneficial effects, fostering two dimensions (cognition + SEP) led to more and stronger benefits in terms of both emotions and emotion regulation strategies. Participants in both experimental conditions also substantially improved their problem-solving performance. The implications in terms of pedagogical practices for teachers are also discussed.

Hernández-Torrano, D., Faucher, C., & Tynybayeva, M. (2021). **The Role of the School Psychologist in the Promotion of Children's Well-Being: Evidence from Post-Soviet Kazakhstan.** *Child Indicators Research*, 14(3), 1175-1197. <https://doi.org/10.1007/s12187-020-09793-x>

There is widespread agreement that school psychologists are in a unique position to contribute to the promotion of the mental health and well-being of children and adolescents in school settings. However, results from national and international surveys indicate that school psychologists tend to adopt traditional roles and spend most of their time conducting psycho-educational assessment and counselling students. This qualitative study aims to contribute to the international research literature by examining how Kazakhstani school psychologists conceptualize students' well-being, how they promote students' well-being in schools, and some of the major challenges they face in their daily practice in this role. The results showed that school psychologists share generally positive, strength-based notions of child well-being, consider themselves as active but not major agents contributing to the promotion of student well-being, and acknowledge the influence of contextual factors (e.g. family, teachers, peers, physical environment) in the well-being of the students. However, this work is predominantly

realized within a deficit-oriented model of school psychology mostly concerned with identifying and addressing ill-being rather than with promoting positive states of being. Moreover, school psychologists reported facing a myriad of structural, social, financial and professional challenges that hamper their ability to foster children's well-being. The results are discussed and practical implications for the promotion of child well-being in school settings and the development of school psychology as a discipline in Kazakhstan and elsewhere are provided.

Iaconelli, R., & Anderman, E. M. (2021). **Correction to: Classroom goal structures and communication style: the role of teacher immediacy and relevance-making in students' perceptions of the classroom**". *Social Psychology of Education*, 24(2), 607-607. <https://doi.org/10.1007/s11218-021-09628-9>

A correction to this paper has been published: <https://doi.org/10.1007/s11218-021-09628-9>

Iribarnegaray, L. (2021, mai 5). « **C'est beaucoup plus anxiogène que de rendre une copie** » : la peur de l'oral, une angoisse française. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/05/05/c-est-beaucoup-plus-anxiogene-que-de-rendre-une-copie-la-peur-de-l-oral-une-angoisse-francaise_6079123_4401467.html

En France, l'aisance et la capacité à se sentir légitime pour s'exprimer à l'oral restent fortement marquées par le capital social et culturel.

Jang, Y., & Lee, K. (2021). **The Effect of Mothers' Anxiety, Psychological Control, and Attention to Academic Achievement on Korean Early Childhood Children's Helplessness**. *Child Indicators Research*, 14(3), 1157-1174. <https://doi.org/10.1007/s12187-020-09781-1>

Psychological control refers to intrusive parental behaviors that affect child development. This study examines two subfactors of psychological-control parenting: autonomy-control and affection-control. While autonomy-control involves parental behaviors that ignore the thoughts and opinions of children, affection-control defines behaviors that show conditional affection by withdrawing affection or causing children to experience a sense of guilt. Direct and indirect effects of mothers' anxiety, psychological control, and attention to academic achievement on children's helplessness with the mediating effects of academic self-efficacy were examined. Participants included 201 children who completed a puzzle task and a puppet interview to measure responses for helplessness and academic self-efficacy, respectively. Affection-control of mothers had positive associations with children's helplessness. While autonomy-control parenting reduced children's academic self-efficacy scores, mothers' attention to achievement increased academic self-efficacy. Results suggest that parents may be able to lower children's helplessness by improving children's academic self-efficacy through autonomy-supportive parenting. The most important developmental tasks in early childhood are to teach children to act out of their own will, to believe in themselves, and to forge meaningful relationships with others rather than focusing on academic achievement.

Kärchner, H., Schöne, C., & Schwinger, M. (2021). **Beyond level of self-esteem: exploring the interplay of level, stability, and contingency of self-esteem, mediating factors, and academic achievement**. *Social Psychology of Education*, 24(2), 319-341. <https://doi.org/10.1007/s11218-021-09610-5>

Self-esteem plays a decisive role for students in achievement situations. However, it is still unclear how different self-esteem facets and their interactions influence academic achievement and which psychological mechanisms mediate these relationships. In Study 1, we investigated self-handicapping and effort-management as mediators of the effects of self-esteem facets on academic Study 2 achievement in a sample of N = 600 university students, while in we examined test anxiety as mediating variable in a sample of N = 1052 school students. Path analyses revealed various relations between self-esteem facets, learning strategies, test anxiety, and academic achievement. Moreover, effort-management and test anxiety were identified as meaningful mediators of the effects of self-esteem facets. Implications for further research and for educational practice are discussed.

Langeloo, A., Lara, M. M., Deunk, M. I., LoCasale-Crouch, J., & Strijbos, J.-W. (2021). **Profiles of learning opportunities of multilingual and monolingual children in kindergarten.** *European Journal of Psychology of Education*, 36(2), 379-404. <https://doi.org/10.1007/s10212-020-00487-0>

Early childhood education serves an increasing number of multilingual children, and teachers are challenged to create high-quality learning opportunities in the classroom for all children. The child's engagement and interactions with the teacher are important in this respect. The present study therefore examined how multilingualism relates to engagement and teacher-child interactions, taking a person-oriented approach. During one school year, 76 kindergarteners (43 multilingual) from 19 classrooms were observed for behavioral engagement and individual teacher-child interactions. Five engagement profiles were identified that reflect different levels of engagement across classroom settings. Multilingual children were overrepresented in profiles that showed lower engagement in one or more settings. Also, five interaction profiles were identified that showed strong diversity in the interactions of teachers with children in their classroom. Monolingual and multilingual children were equally represented across these profiles. Children in the more beneficial interaction profiles were also often in the moderate-to-high engagement profiles.

Lorenz, G. (2021). **Subtle discrimination: do stereotypes among teachers trigger bias in their expectations and widen ethnic achievement gaps?** *Social Psychology of Education*, 24(2), 537-571. <https://doi.org/10.1007/s11218-021-09615-0>

Ethnic and racial disparities in educational outcomes, such as test scores, are a core issue of educational research. While the role of student and family factors in the formation of such disparities is well established, existing studies fail to draw a similarly clear picture of how teachers contribute to ethnic and racial achievement gaps. In contrast to previous studies, which focussed on the consequences of rather blatant forms of discrimination, such as in teachers' grading practices, this study investigates rather subtle processes that might result in discrimination of ethnic and racial minority students. In particular, I address stereotypes among teachers and analyse if they induce bias in their achievement expectations for ethnic minority school beginners. Additionally, I analyse if such bias results in a self-fulfilling prophecy and contributes to ethnic achievement gaps at the end of first grade. Multilevel regressions applied to a sample of 1007 children and 64 teachers in German primary schools reveal that different teachers internalize distinct stereotypes regarding ethnic achievement gaps and the achievement-related attributes of ethnic minority students. I also find that teachers with more negative stereotypes expect lower mathematics and reading achievements for ethnic minority students at the beginning of

first grade. However, although I replicate the finding that inaccurate teacher expectations result in a self-fulfilling prophecy, I find no statistically significant effects of teacher stereotypes on ethnic differences in the development of students' reading and mathematical skills throughout first grade.

Lovett, B. J., & Harrison, A. G. (2021). **De-Implementing Inappropriate Accommodations Practices.** *Canadian Journal of School Psychology*, 36(2), 115-126. <https://doi.org/10.1177/0829573520972556>

Educational accommodations, which alter the manner in which instruction or assessments are administered, are often an appropriate part of a student's academic program. However, accommodations are frequently overused and have significant limitations. De-implementing inappropriate accommodations is a complex task, but one made easier through a clear understanding of the factors that cause and maintain those accommodations practices. In the present paper, we use the logic of functional behavioral assessment to better understand why evaluators and school staff recommend and provide inappropriate accommodations. We identify problematic background beliefs, specific antecedents, and reinforcing consequences for inappropriate accommodations, before describing several effective strategies for de-implementing those accommodations.

Maas, J., Schoch, S., Scholz, U., Rackow, P., Schüler, J., Wegner, M., & Keller, R. (2021). **Teachers' perceived time pressure, emotional exhaustion and the role of social support from the school principal.** *Social Psychology of Education*, 24(2), 441-464. <https://doi.org/10.1007/s11218-020-09605-8>

Many teachers experience high levels of work-related strain due to time pressure, which over time can lead to various health problems, such as emotional exhaustion. However, there is growing evidence that this could be a reciprocal effect. Moreover, it is known that perceived social support can buffer the negative effects of stress, such as time pressure, on health outcomes. Less is known about buffering effects of received social support. Based on longitudinal data of n = 1071 Swiss primary and secondary school teachers over the course of one school year, the present study examined the reciprocal relationship between teachers' perceived time pressure and emotional exhaustion and whether received social support from the school principal buffers this relationship. Results of a random intercept cross-lagged panel model show a strong relationship between teachers' perceived time pressure and emotional exhaustion at the between-person level, but no effects at the within-person level. Further, received social support was directly related to less perceived time pressure and less emotional exhaustion. The results showed neither evidence for reciprocal effects between perceived time pressure and emotional exhaustion nor for a buffering effect of received social support from the school principal. Concluding, present findings indicate that the receipt of social support from the school principal is a central job resource that beneficially relates to teachers' experience of time pressure and emotional exhaustion.

Marasca, A. R., Hoffmann, M. S., Gaya, A. R., & Bandeira, D. R. (2021). **Subjective Well-Being and Psychopathology Symptoms: Mental Health Profiles and their Relations with Academic Achievement in Brazilian Children.** *Child Indicators Research*, 14(3), 1121-1137. <https://doi.org/10.1007/s12187-020-09792-y>

The aim of this study is to examine the differences in children's academic achievement considering their mental health profiles. Previous studies have started to seek those

differences. However, it is not clear what are the academic achievement differences considering distinct children's mental health profile. We used a cross-sectional study sample of 273 students from an elementary school (6–11 years of age) in Porto Alegre, Brazil. Mental health profiles were empirically investigated using latent class analysis by combining a subjective well-being measure and a psychopathology symptom screening. Standardized tests and school grades were considered to assess academic achievement. Findings reveal an empirical division of the sample into four mental health groups. The adjusted analysis revealed that the group with a high level of symptoms, despite having high subjective well-being, had lower levels of academic achievement when compared with the other groups, which have low to moderate levels of psychopathology. Present findings support the idea that psychopathology is a detrimental factor for educational achievement regardless of the levels of wellbeing.

Marquez, J., & Long, E. (2021). **A Global Decline in Adolescents' Subjective Well-Being: a Comparative Study Exploring Patterns of Change in the Life Satisfaction of 15-Year-Old Students in 46 Countries.** *Child Indicators Research*, 14(3), 1251-1292. <https://doi.org/10.1007/s12187-020-09788-8>

There is a growing body of research that demonstrates declines in subjective well-being and increases in mental health problems among children and young people in recent decades. However, there is little comparative research examining changes in adolescents' life satisfaction (LS) across a large number of countries, and critically, how this differs across sociodemographic groups. This study addresses this question by investigating changes in the LS of 15-year-old students between 2015 and 2018, with particular attention given to differences by gender, socio-economic status, immigrant background and urbanity. Data for this study come from the Programme for International Student Assessment (PISA). Due to the skewed nature of LS scale variables, the current study includes both mean levels of LS in a 0 to 10 scale, and the proportion of students reporting low LS (5 points or less). Linear regression models were used. Results demonstrate a global decline in mean levels of LS in 39 out of the 46 countries. In most countries, mean LS declined more among girls than among boys. Mean LS declined more, and the proportion of students reporting low LS increased more, among non-immigrant students and those of higher SES in the majority of countries. Findings regarding rural or urban communities were mixed. We advise that heterogeneity across all sociodemographic groups needs to be accounted for in public policy efforts to increase LS among young people.

Matsuyama, Y., Subramanian, S. V., & Fujiwara, T. (2021). **Relative deprivation and educational aspirations of 15-year-old adolescents in Japan.** *Social Psychology of Education*, 24(2), 573-588. <https://doi.org/10.1007/s11218-021-09619-w>

Higher education increases the likelihood of a healthy and successful life. This study investigated the association between relative deprivation and aspiration for college education in adolescents in Japan. The data of the 2016 survey of the Longitudinal Survey of Newborns in the twenty-first Century, a nationwide birth cohort study following infants born in Japan in 2001, was analyzed (the participants were 15 years old; n = 17,662). Their relative deprivation at 12 years of age, that is, the Yitzhaki index using the same municipality as the reference group, was derived from another national survey. Three-level multilevel logistic regression with random intercepts (level 1: individual; level 2: municipality; level 3: prefecture) was modeled to investigate the association between the Yitzhaki index and having an aspiration for college education, adjusting for gender,

parents' educational attainment, absolute household income, perceived social support, and the size of the city of residence. Sixty-six percent of adolescents had an aspiration for a college education. A higher Yitzhaki index was significantly positively associated with having aspirations for college education after adjusting for all covariates (odds ratio: 1.18 per interquartile range-change scale; 95% confidence interval: 1.09, 1.28). The positive influence of relative deprivation was more substantial in adolescents with higher household income. The findings suggest that relative deprivation could motivate adolescents' educational aspirations, but it was more prominent among those with high income. Policies that support adolescents under poverty by converting their aspiration into higher educational achievement are required to break the cycle of poverty.

Menz, C., Spinath, B., & Seifried, E. (2021). **Misconceptions die hard: prevalence and reduction of wrong beliefs in topics from educational psychology among preservice teachers.** *European Journal of Psychology of Education*, 36(2), 477-494. <https://doi.org/10.1007/s10212-020-00474-5>

Endorsement of educational psychological misconceptions among preservice teachers can be a threat for reaching educational goals. Therefore, it is of societal interest whether preservice teachers hold educational psychological misconceptions and, if they do, whether these misconceptions can be reduced through confrontation with empirical evidence. Prevalence and refutability of misconceptions were analyzed among N = 937 German preservice teachers who participated in an online survey. Results indicated a high prevalence of educational psychological misconceptions but also the possibility of a reduction through refutation-style texts. However, only few preservice teachers shifted their opinions from (rather) endorsing a misconception to (rather) not endorsing it after reading the text. We conclude that educational psychological misconceptions are common among German preservice teachers and that merely presenting empirical evidence is insufficient to effectively counteract misconceptions. Future research should deepen the understanding of why and wherefrom these misconceptions occur and develop efficient interventions to counteract misconceptions among preservice teachers.

Nouwen, W., & Clycq, N. (2021). **Assessing the added value of the self-system model of motivational development in explaining school engagement among students at risk of early leaving from education and training.** *European Journal of Psychology of Education*, 36(2), 243-261. <https://doi.org/10.1007/s10212-020-00476-3>

Tackling early leaving from education and training (ELET) is one of the headline targets for education policy in the European Union. Although ELET rates have been decreasing in most member states, male, socially disadvantaged and immigrant students remain overrepresented in ELET figures. Moreover, students in vocational tracks and students who experienced grade retention are steadily more at risk of ELET. These risk factors are, however, considered mostly beyond the reach of individual schools and educators. This study therefore targets to pinpoint more alterable factors that can support at-risk students' educational resilience. As there is broad scientific consensus to consider ELET as a potential endpoint of a gradual process of disengagement from school, this study explores the added value of the self-system model of motivational development (SSMMD) in explaining behavioural school (dis-)engagement among students considered at risk of ELET based on their sociodemographic and educational background characteristics. We make use of survey data purposefully collecting data from 483 students across 25 inner-city vocational secondary schools in Flanders. The

structural equation modelling (SEM) testing the hypothesised structural relations of the SSMMMD, overall showed empirical support for the model being an interesting theoretical framework for explaining student (dis)engagement through perceived social support and self-processes. The SEM, however, also showed few relations contradicting the theoretical hypotheses. We discuss how the hierarchically tracked and segregated educational context in Flemish urban vocational schools could provide explanations for these findings.

Papadatou-Pastou, M., Touloumakos, A. K., Koutouveli, C., & Barrable, A. (2021). **The learning styles neuromyth: when the same term means different things to different teachers.** *European Journal of Psychology of Education*, 36(2), 511-531. <https://doi.org/10.1007/s10212-020-00485-2>

Although learning styles (LS) have been recognised as a neuromyth, they remain a virtual truism within education. A point of concern is that the term LS has been used within theories that describe them using completely different notions and categorisations. This is the first empirical study to investigate education professionals' conceptualisation, as well as means of identifying and implementing LS in their classroom. A sample of 123 education professionals were administered a questionnaire consisting both closed- and open-ended questions. Responses were analysed using thematic analysis. LS were found to be mainly conceptualised within the Visual-Auditory-(Reading)-Kinaesthetic (VAK/VARK) framework, as well as Gardner's multiple intelligences. Moreover, a lot of education professionals confused theories of learning (e.g., behavioural or cognitive theories) with LS. In terms of identifying LS, educators reported using a variety of methods, spanning from observation and everyday contact to the use of tests. The ways LS were implemented in the classroom were numerous, comprising various teaching aids, participatory techniques and motor activities. Overall, we argue that the extended use of the term LS gives the illusion of a consensus amongst educators, when a closer examination reveals that the term LS is conceptualised, identified and implemented idiosyncratically by different individuals. This study aims to be of use to pre-service and in-service teacher educators in their effort to debunk the neuromyth of LS and replace it with evidence-based practices.

Patterson, M. M., Fite, P. J., Zucker, J. K., & Abel, M. R. (2021). **Critical consciousness among rural adolescents: the roles of school connection and positive relationships with teachers.** *Social Psychology of Education*, 24(2), 343-360. <https://doi.org/10.1007/s11218-021-09613-2>

Critical consciousness (CC) has been linked to academic and civic engagement for students from marginalized backgrounds, but little work has examined CC for students from more privileged groups. In addition, research indicates that school characteristics may promote the development of CC, but this literature has yet to be fully developed. Specifically, research on school climate has focused primarily on structural and instructional aspects (e.g., democratic school culture, classroom discussions of current events) but has not examined more emotional and relational aspects, such as feelings of connection to teachers and school community. Thus, the current study expands the literature by examining relations between the agency and action components of critical consciousness and two indicators of school climate (school connection and positive relationships with teachers), using a predominantly White sample of middle and high school students (ages 13–18) from a rural school district. Results indicated that both school connection and positive relationships with teachers were positively related to critical

agency. School climate variables were generally unrelated to critical action, with the exception of a negative relation between positive relationships with teachers and critical action for middle school students.

Peterson, S. M., Aljadeff-Abergel, E., Eldridge, R. R., VanderWeele, N. J., & Acker, N. S. (2021). **Conceptualizing Self-determination from a Behavioral Perspective: The Role of Choice, Self-control, and Self-management.** *Journal of Behavioral Education*, 30(2), 299-318. <https://doi.org/10.1007/s10864-020-09368-4>

The goal of education can be defined in many ways; but in searching the literature, we found that in most cases, people consider the goal of education to be developing a self-determined individual. Self-determination is an abstract term. Behavior analysts may find this term difficult to define. Therefore, it may be difficult to observe and measure whether "self-determined behaviors" have developed. Many other service providers use this term frequently; thus, behavior analysts working with these service providers must come to terms with this concept in order to better collaborate. We argue that self-determination can be operationally defined with the concepts of choice, self-control, and self-management. By using the measurable behaviors included in these concepts, we believe that services can be developed to teach self-determination skills. This paper explores these concepts and how they can contribute to an operational definition of self-determination, and ultimately, help behavior analysts work with other providers to effectively teach self-determination to individuals with developmental disabilities.

Phan, H. P., & Ngu, B. H. (2021). **Optimization: an attempt to establish empirical evidence for theoretical and practical purposes.** *European Journal of Psychology of Education*, 36(2), 453-475. <https://doi.org/10.1007/s10212-020-00484-3>

Optimal best practice is a central feat of human agency. It emphasizes a state of flourishing and reflects, in this case, the paradigm of positive psychology. One research inquiry that is of interest relates to an explanatory account of how a person reaches a state of optimal best. Recent research development has considered an important psychological process, known as optimization, which may explain a person's achievement of optimal best practice. Having said this, very little is known about the process of optimization. In this article, the authors report on a non-experimental study (N = 352 secondary school students), which focused on the testing of a theoretical model of optimization. Innovatively, derived from existing theorizations and empirical evidence, the authors provide a methodological rationalization of flourishing, which is defined as a "quantitative difference" between a person's current level of best practice (denoted as L1) and his/her optimal level of best practice (denoted as L2). Structural equation modeling (SEM) indicated a few major findings, for example, (i) a positive association between a person's optimal best practice and his/her academic performance in a subject matter, (ii) a person's current level of best practice acts as a determinant of optimal best practice, and (iii) personal resolve, as a psychological optimizing agent, directly influences optimal best practice, and potentially mediating the effects of academic striving and a person's current level of best practice on optimal best practice.

Ramos Carranza, P., & Simpkins, S. D. (2021). **Parent and Sibling Science Support for Latinx Adolescents.** *Social Psychology of Education*, 24(2), 511-535. <https://doi.org/10.1007/s11218-021-09620-3>

Although previous literature indicates that parents and siblings each provide key support for Latinx adolescents' academic success, most studies have not considered how

parents and siblings work as a system to support adolescents in science. Informed by theories on family systems and family influence on youth's achievement and education, this study aimed to (a) identify what Latinx adolescents believed were the most helpful ways that parents and siblings supported them in science, and (b) explore whether family science support varied based on parents' science education. Using a qualitative approach, semi-structured interviews from 90 Latinx adolescents (mean age = 15.54 years; 38% girls; 84% born in the U.S.) were analyzed using inductive and deductive approaches. We found that parents and siblings supported Latinx adolescents in science through various home-based strategies: active engagement (classwork help and monitoring), academic socialization (encouragement, conversations about the future, and advice) and providing resources (material and social resources). Adolescents mentioned their older siblings were particularly helpful in providing class-specific support based on the science classes that they had previously taken. Additionally, our findings suggest that siblings relied more on classwork help from only older siblings in families where parents did not take any high school science classes compared to families where parents took some high school science classes. Overall, this study highlights the complementary science support that parents and siblings provide Latinx adolescents and the valuable role that siblings can play in Latinx families when parents have limited science education.

Schwartz, K. D., Exner-Cortens, D., McMorris, C. A., Makarenko, E., Arnold, P., Van Bavel, M., ... Canfield, R. (2021). **COVID-19 and Student Well-Being: Stress and Mental Health during Return-to-School.** *Canadian Journal of School Psychology*, 36(2), 166-185. <https://doi.org/10.1177/08295735211001653>

Students have been multiply impacted by the COVID-19 pandemic: threats to their own and their family's health, the closure of schools, and pivoting to online learning in March 2020, a long summer of physical distancing, and then the challenge of returning to school in fall 2020. As damaging as the physical health effects of a global pandemic are, much has been speculated about the "second wave" of mental health crises, particularly for school-aged children and adolescents. Yet, few studies have asked students about their experiences during the pandemic. The present study engaged with over two thousand (N = 2,310; 1,288 female; Mage = 14.5) 12- to 18-year-old Alberta students during their first few weeks of return-to-school in fall 2020. Students completed an online survey that asked about their perceptions of COVID-19, their fall return-to-school experiences (84.9% returned in-person), their self-reported pandemic-related stress, and their behavior, affect, and cognitive functioning in the first few weeks of September. The majority of students (84.9%) returned to school in person. Students reported moderate and equal concern for their health, family confinement, and maintaining social contact. Student stress levels were also above critical thresholds for 25% of the sample, and females and older adolescents (age 15–18 years) generally reported higher stress indicators as compared to males and younger (age 12–14 years) adolescents. Multivariate analysis showed that stress indicators were positively and significantly correlated with self-reported behavioral concerns (i.e., conduct problems, negative affect, and cognitive/inattention), and that stress arousal (e.g., sleep problems, hypervigilance) accounted for significant variance in behavioral concerns. Results are discussed in the context of how schools can provide both universal responses to students during COVID-19 knowing that most students are coping well, while some may require more targeted strategies to address stress arousal and heightened negative affect.

Shaw, S. R. (2021). **Implementing Evidence-Based Practices in School Psychology: Excavation by De-Implementing the Disproved.** *Canadian Journal of School Psychology*, 36(2), 91-97. <https://doi.org/10.1177/08295735211000513>

The scientist-practitioner model of practice is the most common approach to the profession of school psychology and embraces evidence-based practices as foundations of clinical practice. The focus on evidence-based practices involves not only using the preponderance of research to determine what works, but also how to implement these practices effectively. An important impediment to implementing innovative evidence-based practices is that interventions and practices that have been proved ineffective or of low value continue to be used in education and psychology. What are the issues that assist in discontinuing practices that are widely used, but have been disproved or are otherwise problematic? How can room be made for more effective, innovative, and evidence-based practices? This issue of the *Canadian Journal of School Psychology* is devoted to exploration of different forms of disproved, low value, or problematic practices, factors that keep these practices alive in schools, and how to best de-implement ineffective, low value, and problematic practices. If the scientist-practitioner model is to be defined largely by the implementation of evidence-based practices, then de-implementation will be a critical aspect in the evolution of the profession of school psychology.

Soylu Yalcinkaya, N., Gravelin, C. R., & Adams, G. (2021). **Gendered virtual environments of STEM fields: a cultural-ecological analysis of predominantly white and historically black institutions.** *Social Psychology of Education*, 24(2), 361-386. <https://doi.org/10.1007/s11218-021-09618-x>

Although many studies have examined gender and racial discrepancies in STEM participation, few have considered variation in the gendered construction of STEM across racial spaces. We applied a cultural psychological perspective to investigate whether variation in conceptions of gender identity across African American and European American settings resonates with variation in gendered constructions of science, technology, engineering, and mathematics (STEM) domains across predominantly white institutions (PWIs) and historically black colleges and universities (HBCUs). We further examined implications of engagement with virtual STEM departments across these school categories. In Study 1, independent coders rated website images as less masculine, and evaluated website climates more favorably, for physics and biology departments at HBCUs relative to PWIs. In Studies 2 and 3, we used these website images as stimuli in within- and between-subjects experiments. Participants gave more positive ratings for sense of belonging and perceived climate in response to images from physics departments at HBCUs than at PWIs; women rated physics departments at PWIs as higher in masculinity than those at HBCUs. We replicated these patterns in Study 3, and also found that lower sense of belonging due to exposure to images from PWI physics departments predicted less interest in pursuing STEM fields among women only. We discuss implications of our findings for understanding and addressing gender discrepancies in STEM participation.

Tang, E., Cheng, R. W., & Fung, W. (2021). **Perceived parental stress in face of kindergarten children's academic setback: roles of parents' goals and education.** *European Journal of Psychology of Education*, 36(2), 439-451. <https://doi.org/10.1007/s10212-020-00477-2>

Previous research studies have demonstrated the link between parents' education and parental stress level. However, these studies have not taken parents' goal orientation into consideration. Based on the framework of goal orientation theory, we examined how parents' goals would interact with parents' education to affect perceived parental stress in face of children's upsetting school experience. Participants were 189 parents of Hong Kong Chinese children studying in kindergartens. Using an experimental design, parents with various education backgrounds were randomly assigned to mastery or performance goals manipulation. The interaction between parents' goals and parents' education on perceived parental stress was investigated. Results from the two-way ANOVA indicated the significant main effect of parents' goals, while the main effect of parents' education and the interaction effect between parents' goals and parents' education were both nonsignificant. Regardless of parents' education, parents in the performance goals condition reported significantly higher parental stress than those in the mastery goals condition. The findings highlight the utility of fostering parents' mastery goal orientation to improve their well-being and capacity to cope with children's academic setback.

Taverna, A. S., Padilla, M. I., Baiocchi, M. C., & Peralta, O. A. (2021). **Collaborative pedagogy: 3-year-olds bring pedagogical cues into alignment with analogical reasoning to extract generic knowledge**. *European Journal of Psychology of Education*, 36(2), 423-438. <https://doi.org/10.1007/s10212-020-00475-4>

Although there is wide evidence on young children's category learning, questions concerning how cognitive mechanisms and social mediation work collaboratively in this process remain sparse. Here, we study the impact of pedagogy in young children's categorization of novel artifacts. A before-and-after micro-genetic study compared 58 3-year-old children's performance in four learning scenarios which varied in the way category information—the artifact function—was provided: (a) in one single pedagogical demonstration, (b) in several guided pedagogical demonstrations aimed at eliciting analogies and inductions, or (c) employing analogies and inductions, but not in a guided pedagogical way. Results showed that children detected the function as the central conceptual property of the novel artifact only if the information was transmitted analogically (but not inductively) in several pedagogical demonstrations contingent with children categorization performance. These findings expand the role of pedagogy in categorization at an early age, showing that pedagogical cues act in concert with certain inferential learning mechanisms helping children extract generic knowledge.

Thums, K., Artelt, C., & Wolter, I. (2021). **Reading for entertainment or information reception? Gender differences in reading preferences and their impact on text-type-specific reading competences in adult readers**. *European Journal of Psychology of Education*, 36(2), 339-357. <https://doi.org/10.1007/s10212-020-00486-1>

This study aims at exploring gender differences in text-type-specific reading competences via readers' gender-specific reading preferences. Women were expected to read more often for the sake of entertainment (entertainment preference), whereas men were expected to read more often to gain information (information preference). We further assumed that individuals who read for entertainment would have higher reading competence in fictional literary texts compared with non-fictional informational texts, and vice versa for individuals who read to gain information. The analysis was based on a sample of 830 adults between 19 and 71 years ($M = 31.04$; $SD = 12.53$) from a pilot study of the German National Educational Panel Study (NEPS). A structural equation model confirmed that women and men show different reading

preferences during leisure time. The preference to read for entertainment was predictive for reading competence in literary texts; however, the preference to read for information had positive effects on reading competence in both informational and literary texts.

Vestad, L., Bru, E., Virtanen, T. E., & Stallard, P. N. (2021). **Associations of social and emotional competencies, academic efficacy beliefs, and emotional distress among students in lower secondary school.** *Social Psychology of Education, 24*(2), 413-439. <https://doi.org/10.1007/s11218-021-09624-z>

This cross-sectional study aimed to investigate how perceived social-emotional competencies (SECs), relationship skills, emotional regulation, and the ability to structure schoolwork at school and at home were associated with academic efficacy belief (AEB) and emotional distress among 1142 Norwegian eighth-grade students. The students answered an Internet-based questionnaire during school hours. Structural equation modeling was used to assess the paths of associations. In the structural model, AEB was treated as an intermediate variable predicted by the other SECs and as a predictor of emotional distress. Perceived relationship skills, emotional regulation, and the ability to structure schoolwork showed moderate to strong associations with AEB. AEB showed a strong association with emotional distress, whereas relationship skills and emotional regulation showed a moderately strong association with emotional distress. The results suggest that all SECs play a role in AEB, whereas high AEB, good perceived ability for emotional regulation, and relationship skills are linked to less emotional distress. Good perceived relationship skills, emotional regulation, and structuring of schoolwork were more strongly related to less emotional distress among females. Moreover, emotional regulation and structuring of schoolwork were more strongly associated with AEB for females. These findings may indicate that these SECs may be more essential to emotional well-being among female adolescent students.

Xu, J. (2021). **Homework goal orientation, interest, and achievement: testing models of reciprocal effects.** *European Journal of Psychology of Education, 36*(2), 359-378. <https://doi.org/10.1007/s10212-020-00472-7>

Whereas it is often a challenge to keep students motivated and interested in academic tasks, it is more of a challenge to have students stay motivated and interested in academic tasks outside school during nonschool hours—homework. Prior research, however, has largely overlooked the reasons or purposes students have for doing homework and their interest in homework. Informed by achievement goal theory and interest theory, along with cultural differences pertaining to these theories, the present study uses reciprocal models to study longitudinal relationships among homework goal orientation, interest, and math achievement. Participants were 1450 Chinese students in grade 8. Results found reciprocal influences of mastery-approach and math achievement. Additionally, prior mastery-approach had a positive effect on subsequent performance-approach. Furthermore, prior interest had a positive effect on subsequent mastery-approach. Meanwhile, prior performance-approach negatively influenced subsequent achievement. Taken together, the present study points to the complex interplay among mastery-approach, performance-approach, homework interest, and math achievement over time. These findings hold important practical implications (e.g., to promote mastery-approach and math achievement simultaneously and to help students focus on developing competencies through math homework, not how well they have done compared with their peers).

Zhu, C., & Urhahne, D. (2021). **Temporal stability of teachers' judgment accuracy of students' motivation, emotion, and achievement.** *European Journal of Psychology of Education*, 36(2), 319-337. <https://doi.org/10.1007/s10212-020-00480-7>

Numerous studies have focused on the significance and consequences of teacher judgment; the development of teachers' judgment accuracy over time, however, has been rarely examined. The aim of this study was to investigate the temporal stability of teachers' judgment accuracy of students' motivation, emotion, and achievement. The correspondence between teacher judgments and student characteristics was measured twice within a 4-week period. Nine classes with 326 sixth-graders from a Chinese elementary school and their mathematics teachers took part in the study. Students worked on a standardized mathematics test and a self-description questionnaire for measuring students' motivation and emotion. Teachers judged each student's motivation, emotion, and achievement by single items. Results show that teachers were able to assess student achievement with high accuracy, student motivation with moderate to high accuracy, and student emotion mostly with low accuracy. Teachers' judgment accuracy was highly stable with little changes on different accuracy components. It can be concluded that Chinese elementary school teachers are in a position to make fair judgments about student achievement and student motivation at different times. Student emotions, however, are hard to grasp for teachers.

Aspects sociaux de l'éducation

Bishop, M. (2021). **'Don't tell me what to do' encountering colonialism in the academy and pushing back with Indigenous autoethnography.** *International Journal of Qualitative Studies in Education*, 34(5), 367-378. <https://doi.org/10.1080/09518398.2020.1761475>

As an Aboriginal woman critiquing Australia's education system as a site of ongoing colonialism, I aim to actively resist the temptation to perform research within Western hegemonic research paradigms, and instead seek ways to disrupt normative research practices with the what, how, and why of research. In this paper, I utilise Indigenous autoethnography as a cultural imperative to 'walk my talk', embedding an autoethnographic dataset of reflection, poetry, emotion, and subjective blurting in response to my experiences of colonialism in the academy. Indigenous autoethnography allows a space from which I can expose (and resist) the abnormality of the 'normal'; fulfil cultural, ethical and relational obligations; and recentre axiology and ontology as a starting place for research. This paper seeks to contribute to the small but growing literature on Indigenous autoethnography, to offer another pathway for Indigenous scholars to follow, as well as illuminate normative research practices for non-Indigenous researchers.

Blaskó, Z., da Costa, P., & Schnepf, S. V. (2021). **Learning Loss and Educational Inequalities in Europe: Mapping the Potential Consequences of the COVID-19 Crisis.** In *IZA Discussion Papers* (N° 14298). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://ideas.repec.org/p/iza/izadps/dp14298.html>

It is widely discussed that the pandemic has impacted on educational inequalities across the world. However, in contrast to data on health or unemployment, data on education outcomes are not timely. Hence, we have extremely limited knowledge about the actual impact of the pandemic on learning outcomes at the national and the cross-national

level. As it might take years to get new comparative evidence on the actual extent of the problem, this paper uses the latest large scale international student assessment data from before the pandemic, the Trends in International Mathematics and Science Study (TIMSS) 2019 and applies simple descriptive analysis, regressions and logical deductions to map potential consequences of the Covid-19 crisis across Europe. We obtain the relative trajectories of children's learning loss and its unequal distribution from information on home and school resources, the importance of these resources for learning outcomes and countries' school closure duration policies and compare Covid-19 related risk of learning loss between European countries. Results based on 4th graders' school achievements indicate that throughout Europe educational inequalities between and within countries are likely to increase substantially. Some European countries are highly likely to face already an education crisis.

Burdick-Will, J., Nerenberg, K. M., Grigg, J. A., & Connolly, F. (2021). **Student Mobility and Violent Crime Exposure at Baltimore City Public Elementary Schools.** *American Educational Research Journal*, 58(3), 602-634. <https://doi.org/10.3102/0002831220963908>
High levels of school mobility are a problem in many urban districts. Many of these same districts are also dealing with high rates of violent crime. In this study, we use 6 years (2010–2011 to 2015–2016) of administrative data from Baltimore City public elementary school students and crime data from the Baltimore Police Department to examine whether changes in violent crime at schools are associated with the likelihood of school exit. Using logistic regression with school fixed effects to adjust for constant differences between schools, we find that students are more likely to leave following years with higher levels of violent crime at their school. These associations are strongest for students ineligible for free or reduced-price meals and from safer neighborhoods.

Degoy, E., & Berra, S. (2021). **Effects of Health on Academic Performance Trajectories in Children: a Two-Year Follow-Up Study in Córdoba-Argentina.** *Child Indicators Research*, 14(3), 1139-1156. <https://doi.org/10.1007/s12187-020-09795-9>
This study assessed the effects of self-perceived health on the trajectories of academic performance (TAP) in children from Córdoba-Argentina, taking into account socioeconomic characteristics and intellectual capacity. A total of 494 children (mean = 9.5 years old) who attend public schools were followed-up from fourth to six grade to measure their TAP. Self-perceived health was measured at baseline using the KIDSCREEN-52 questionnaire, which provided information of ten health's dimensions. Means and standard deviations of health scores at baseline were compared between TAP by calculating the effect size (ES) and logistic regression models were run to evaluate the effect of each dimension of health on children's school outcomes. Lower average scores in almost all psychosocial dimensions of health corresponded to worse TAP. Children 'self-perceived health at baseline showed more pronounced differences as more contrastive were TAP to each other. Self-perception, autonomy and school environment showed to have the most pronounced effects on TAP. Students with poorer psychosocial health showed a disadvantage as such students were more likely to get an educational risk TAP. These findings are important to develop nontraditional school achievement strategies potential to enhance both student health and academic achievement.

Dubet, F. (2021, mai 12). **L'obsession méritocratique**. Consulté 17 mai 2021, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/francois-dubet/lobsession-meritocratique/00098954>

En 1958, Michael Young, un sociologue anglais proche des travaillistes, publiait un essai prophétique, *The Rise of Meritocracy* (Harmondsworth, Penguin Book) prédisant que le règne de la mér

Greaves, M., Nabhani, M., & Bahous, R. (2021). **Tales of resilience and adaption: a case-study exploring the lived-experiences and perceptions of Syrian refugee teachers in Lebanon**. *International Journal of Qualitative Studies in Education*, 34(5), 429-446. <https://doi.org/10.1080/09518398.2020.1762949>

Education plays a key role in safeguarding the well-being of refugee children but providing high-quality educational experiences to the approximately 500,000 Syrian school aged children living in Lebanon is an unprecedented challenge. This exploratory case-study utilizes phenomenological interviews to explore the lived-experiences and perceptions of two Syrian refugees, working as teachers of Syrian refugee children in a Non-Formal Education (NFE) program in Lebanon. Both our research participants developed perceptions of NFE, in line with current emergency education best practices, based upon in-service training and lived experience only. We conclude that in-service training combined with an appreciation of refugee lived experience can provide a powerful model for creating effective emergency education programs. We propose that Lebanon take steps to capacity build existing NFE programs, by providing a pathway to accreditation, to help incentivize educational improvements, while maintaining the unique benefits of these programs.

Grewenig, E., Lergetporer, P., Werner, K., Woessmann, L., & Zierow, L. (2020). **Covid-19 and Educational Inequality: How School Closures Affect Low- and High-Achieving Students**. In *CESifo Working Paper Series* (N° 8648). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_8648.html

In spring 2020, governments around the globe shut down schools to mitigate the spread of the novel coronavirus. We argue that low-achieving students may be particularly affected by the lack of educator support during school closures. We collect detailed time-use information on students before and during the school closures in a survey of 1,099 parents in Germany. We find that while students on average reduced their daily learning time of 7.4 hours by about half, the reduction was significantly larger for low-achievers (4.1 hours) than for high-achievers (3.7 hours). Low-achievers disproportionately replaced learning time with detrimental activities such as TV or computer games rather than with activities more conducive to child development. The learning gap was not compensated by parents or schools who provided less support for low-achieving students. The reduction in learning time was not larger for children from lower-educated parents, but it was larger for boys than for girls. For policy, our findings suggest binding distance-teaching concepts particularly targeted at low-achievers.

Howes, A. J., & Miles, S. (2021). **The contact zone: photography and social justice in educational research**. *International Journal of Qualitative Studies in Education*, 34(5), 464-479. <https://doi.org/10.1080/09518398.2020.1771459>

Issues of social justice associated with photography based educational research (PBER) are under-explored and under-theorised. In Part 1 of this paper, a practical synthesis of social justice in education is used to interrogate the purposes and processes of PBER,

which then frames discussion of the particular affordances of images and the ethical issues involved. In Part 2, the 'contact zone' (Pratt, 1992) theorises PBER as a process of generating autoethnographic texts which work for social justice while acknowledging the external researcher's position in relation to structures of injustice. A published study involving teacher educators in an area of conflict in Burma demonstrates this approach, which we term 'contact zone pedagogy'. The approach offers a resolution of the associated ethical issues, with consequences for the way researchers and co-researchers are positioned in relation to social justice, and their creation, interpretation and presentation of photographs.

Jang, Y., & Lee, K. (2021). **The Effect of Mothers' Anxiety, Psychological Control, and Attention to Academic Achievement on Korean Early Childhood Children's Helplessness.** *Child Indicators Research*, 14(3), 1157-1174. <https://doi.org/10.1007/s12187-020-09781-1>
Psychological control refers to intrusive parental behaviors that affect child development. This study examines two subfactors of psychological-control parenting: autonomy-control and affection-control. While autonomy-control involves parental behaviors that ignore the thoughts and opinions of children, affection-control defines behaviors that show conditional affection by withdrawing affection or causing children to experience a sense of guilt. Direct and indirect effects of mothers' anxiety, psychological control, and attention to academic achievement on children's helplessness with the mediating effects of academic self-efficacy were examined. Participants included 201 children who completed a puzzle task and a puppet interview to measure responses for helplessness and academic self-efficacy, respectively. Affection-control of mothers had positive associations with children's helplessness. While autonomy-control parenting reduced children's academic self-efficacy scores, mothers' attention to achievement increased academic self-efficacy. Results suggest that parents may be able to lower children's helplessness by improving children's academic self-efficacy through autonomy-supportive parenting. The most important developmental tasks in early childhood are to teach children to act out of their own will, to believe in themselves, and to forge meaningful relationships with others rather than focusing on academic achievement.

Jarraud, F. (2021a, mai 5). **Les inégalités territoriales en France.** Consulté 7 mai 2021, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2021/05/05052021Article637557936794711885.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508975

L'Insee publie une nouvelle synthèse sur les inégalités de revenu en France. « Les ménages les plus aisés, pour leur part, sont davantage concentrés dans les aires les plus grandes. Les disparités de niveaux de vie entre habitants sont les plus fortes au sein des départements frontaliers, ceux du pourtour méditerranéen et souvent ceux abritant une métropole... Ainsi, différents profils de départements se distinguent, notamment celui de Paris et de la plupart des départements abritant une métropole, où le déficit de ménages à niveau de vie intermédiaire est marqué. Dans le Grand Ouest, les ménages de niveau de vie intermédiaire sont surreprésentés alors qu'en Seine-Saint-Denis ou dans l'Aisne, ce sont les ménages les plus modestes qui sont surreprésentés. La crise de 2008 a davantage affecté les départements les plus modestes. Entre 2008 et 2011, les écarts entre hauts et bas revenus se sont accrus au sein de tous les départements. Entre 2012 et

2017, les écarts ont connu une légère baisse, sous l'effet généralement d'une augmentation un peu plus vive des revenus les plus modestes ».

Jarraud, F. (2021b, mai 6). **Bernard Charlot: Les fondements anthropologiques de l'apprendre**. Consulté 7 mai 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/05/06052021Article637558809135678356.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508990

« Apprendre est toujours plus qu'acquérir un geste, un comportement, un savoir, c'est entrer dans un monde partagé avec d'autres, dans une situation socio-historique particulière et en y occupant une certaine place et, par son histoire, s'y construire comme exemplaire singulier de l'humain. Aussi ce rapport épistémique est-il toujours, également, un rapport social et identitaire ». Dans un bel article publié par la Rivista Internacional Educon (vol 2 n°1), Bernard Charlot revient sur son itinéraire intellectuel qui lui fait construire une théorie du rapport au savoir en partant du constat des inégalités sociales de réussite scolaire.

Jarraud, F. (2021c, mai 10). **Grande pauvreté et réussite scolaire**. Consulté 12 mai 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/05/10052021Article637562211866279524.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=509061

« On compte aujourd'hui en France 1,2 million d'enfants et d'adolescents qui vivent au sein de familles dont les revenus sont inférieurs à 500€ par mois. Avec la détérioration de la situation économique, la réalité de la pauvreté se transforme : plus visible qu'auparavant, elle concerne aussi une population plus jeune. L'école française «fonctionne» sans toujours mesurer les effets de cette situation de fragilité économique et sociale sur la réussite scolaire ». L'académie de Créteil publie ce document qui « a pour objectif d'inciter la communauté éducative à mieux connaître les conditions de vie des élèves, et de mener une action pédagogique et éducative mieux adaptée à tous les publics accueillis ». Il propose des leviers pour agir notamment en développant les connaissances des enseignants pour construire les apprentissages en tenant compte de la situation de tous les élèves.

Jarraud, F. (2021d, mai 12). **Les enseignantes de sciences valent mieux que ce qu'elles croient**. Consulté 17 mai 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/05/12052021Article637563926197236660.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=509138

Les résultats de la grande enquête internationale TIMSS sur les sciences et les maths ont parlé. Les professeures de maths et sciences réussissent plutôt mieux que leurs collègues masculins. Pourtant elles se sentent beaucoup moins capables qu'eux. Un sentiment qui quelque part doit se retrouver dans l'attitude des jeunes filles qui se détournent des sciences beaucoup plus fréquemment que les garçons. L'Unesco et l'Association internationale pour l'évaluation du rendement scolaire (IEA) veulent sensibiliser enseignantes et élèves.

Kim, E. H., Flack, C. B., Parham, K., & Wohlstetter, P. (2021). **Equity in Secondary Career and Technical Education in the United States: A Theoretical Framework and Systematic**

Literature Review. *Review of Educational Research*, 91(3), 356-396.
<https://doi.org/10.3102/0034654321995243>

Career and technical education (CTE) has become increasingly popular in U.S. secondary schools, but equity has not always been a focus of federal legislation or state and local policies and programs. This literature review of trends in CTE research between 1998 and 2019 uses a novel equity framework to examine whether and how secondary CTE programs affect educational equity. A total of 123 sources were reviewed. Findings revealed that CTE research most commonly addresses access and participation, measured by high school graduation rates and GPA. Few studies disaggregate outcome measures by student subgroups to better assess equity. Furthermore, a dearth of large-scale, comparative, and longitudinal research limits generalizability. Most extant research on secondary CTE programs in the United States examines a single state, district, or school. This article identifies promising policies and practices for enhancing equity in CTE conveyed by extant literature and recommends important directions for future research.

Lac, V. T. (2021). **“Now I know that meritocracy and the American dream are myths”:** **employing critical hope in a teacher pipeline program serving minoritized high school students.** *International Journal of Qualitative Studies in Education*, 34(5), 447-463.
<https://doi.org/10.1080/09518398.2020.1771458>

The purpose of this teacher action research project is to examine the perspectives of high school youth as they experience an intensive, 45-hours summer course geared toward developing and strengthening students critical consciousness as future teachers. This research study centers on a teacher pipeline program called the Future Educators Program (FEP) focused on preparing a diverse group of students interested in the teaching profession. Employing tenets of critical hope, such as hokey hope and Socratic hope, the teacher-researcher seeks to examine how students make sense of educational inequality as it relates to race and class. Findings from this study illustrate the ways participants debunk misconceptions linked to hokey hope and exercise Socratic hope in their critical self-reflections with regards to their lived and racialized experiences. The author concludes with implications for the recruitment and retention of minoritized youth as future teachers for social justice.

Magdalena, S. (2021). **Experimental evidence on gender bias in an occupational choice: the role of parents.** In *GRAPE Working Papers* (N° 51). Consulté à l'adresse GRAPE Group for Research in Applied Economics website:
<https://ideas.repec.org/p/fme/wpaper/51.html>

Gender occupational segregation, as one of the main sources of gender pay gap, is still strongly present. The stagnation of gender inequality in the labor market raises questions. One of them is how this situation is affected by sticky gender norms and inter-generational transmission of these norms. We conducted a vignette experiment in which subjects were advising fictional character in a job choice. Characters, as subjects were informed, already receive some advice from a parent or Internet occupational advisor. We find that subjects are in general more likely to follow some advice, but less likely to advise male-typed offer if the advisor is a parent. Also subjects with more traditional gender norms are less likely to advice risky, competitive, and inflexibly but better paid offers.

Mastari, L., Spruyt, B., & Siongers, J. (2021). **Preadolescents' Stereotypical Occupational Preferences: a Matter of Competence or Culture?** *Child Indicators Research*, 14(3), 1199-1225. <https://doi.org/10.1007/s12187-021-09802-7>

One of the clearest manifestations of how gender norms come into play, is the overrepresentation of men and women in gender stereotypical occupations. Therefore, this paper studies occupational preferences and their relationship with perceived gender typicality, perceived pressure for gender conformity from friends and discontent with gender boundaries among preadolescents (N = 795) in the Dutch-speaking part of Belgium (Flanders). Discriminant analysis enables us to develop an original and sensitive measure for gendered preferences. Subsequently, we use multivariate regression analyses to study the variation in gendered occupational preferences. Models are separately estimated for boys (n = 395) and girls (n = 400) and further include their academic self-concept, socio-economic and socio-cultural background. The main finding of this study indicates that boys' and girls' stereotypical occupational preferences are differently related to gender norms. While boys' gender stereotypical preferences relate to their perceived pressure for gender conformity from friends, this does not apply to girls. For girls, the results indicate that their stereotypical occupational preferences reflect an important part of their gender typical identity. Moreover, girls who feel confident about their academic capabilities aspire less gender stereotypical occupations. The results also indicate the relevance of considering socio-economic and socio-cultural background variables when studying preadolescents' occupational preferences.

Moodley, J. (2021). **Heterogeneity in Disability and the Quality of Life of South African Children.** *Child Indicators Research*, 14(3), 1227-1249. <https://doi.org/10.1007/s12187-020-09784-y>

In South Africa, fragmented research has shown that children with disabilities experience lower levels of education, poorer health and lower life expectancy than children without disabilities. Yet, no study has developed a multi-dimensional measure that can provide a multifaceted understanding of their quality of life (QoL). Furthermore, life quality has not been compared by heterogeneity in disability. This study therefore aims to: 1) construct a QoL index for children with disabilities; 2) compare QoL based on heterogeneity in child disability; and 3) determine which dimensions most contribute to explaining the variance in QoL for different groups of children. Categorical Principal Component Analysis (CATPCA) and the method of Nicoletti et al. (2000) were used to construct and weight a composite QoL index using the 2016 South African General Household Survey which comprises 1247 children with disabilities. The findings revealed that children with sight impairments experienced the highest QoL in South Africa and that those with mobility impairments experienced the lowest QoL. Furthermore, irrespective of the severity of disabilities experienced, increased access to basic services emerged as a priority area for policy implementation. This was also true for children with sight, hearing and multiple disabilities. Yet, for children with walking and concentration impairments, income support for households emerged as an immediate need, while for those with communication impairments, food access was imperative. Focusing on these specific areas for children with disabilities, depending on their type and severity of disability is crucial if their QoL is to be improved.

Raybaud, A. (2021, mai 8). **S'exprimer en public, un défi encore plus grand pour les filles.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/05/08/s-exprimer-en-public-un-defi-encore-plus-difficile-pour-les-femmes_6079610_4401467.html
Moins encouragées et moins valorisées que les garçons lorsqu'elles prennent la parole en classe, les filles arrivent dans l'enseignement supérieur avec moins d'aisance à l'oral. Un désavantage qui se ressent ensuite dans le monde professionnel.

Rodríguez-González, A. (2021). **The Impact of the Female Advantage in Education on the Marriage Market.** In *Working Papers* (N° 2021:5). Consulté à l'adresse Lund University, Department of Economics website: https://ideas.repec.org/p/hhs/lunewp/2021_005.html

In recent years, the traditional gender gap in educational attainment in favor of men has been reversed in many countries. This development may have far-reaching consequences for the family, challenging traditional patterns of union formation and potentially affecting marriage and fertility outcomes. I study the implications of the female advantage in education on family formation through changes in the marriage market. My empirical strategy exploits the gradual implementation of a large school reform in Finland that increased women's relative level of education. I analyze the reduced-form relationship between marriage market exposure to the reform and marriage and fertility outcomes. The results show that in marriage markets with a larger female advantage in education men had fewer children and were less likely to be in a couple by age 40. I provide suggestive evidence that these results are mostly driven by the mismatch between the distributions of educational attainment of men and women, and that they might have negative consequences for low-educated men's health behaviors and mental health.

Stewart-Ambo, T. (2021). **"We Can Do Better": University Leaders Speak to Tribal-University Relationships.** *American Educational Research Journal*, 58(3), 459-491. <https://doi.org/10.3102/0002831220983583>

Wielding degrees of influence within educational organizations, university leaders are critical in determining how institutions enact their espoused missions and support severely marginalized campus communities. How do universities address and improve educational outcomes for the most severely underrepresented communities? This article presents emergent findings from an illustrative multiple-case study that examined the relationships between two public universities and local American Indian nations in California. As a preliminary step in understanding the present state of "tribal-university relationships," I present findings on university leaders' perceptions and knowledge regarding American Indians broadly and relationships with local Native nations specifically. Using tribal critical race theory as an analytical framework, I posit how colonization, federal recognition, and educational practices affect curricular, political, and economic relationships.

Ubakivi-Hadachi, P., & Nimmerfeldt, G. (2021). **What makes a good education? Transitional value patterns of educational preferences in Estonian Middle class families.** *International Journal of Qualitative Studies in Education*, 34(5), 379-394. <https://doi.org/10.1080/09518398.2020.1761477>

The competitiveness of middle-class parents' educational strategies has been researched extensively across differing institutional contexts, but evidence from Eastern Europe is lacking. This article examines how Estonian middle-class parents with differing

amounts of economic and cultural capital harbour contrasting understandings of good education and good parenting, adopting different expectations to the school system characterised by moderate processes of marketization. 36 in-depth interviews with families from varying middle-class backgrounds expose different enclaves of privilege, created by parents' strong preferences and values. Discourses expressing the importance of a 'natural childhood' and supportive schooling are contrasted with elitist approaches to education and a stark separation between the roles of parents and educators. A Bourdieusian framework suggests that these divergent preferences and choices correspond to the predominance of either cultural or economic capitals that different parents have acquired. It is argued that these areas of 'educational specialisation' enable middle-class parents to divide and conquer the field of education, ensuring the success of their children no matter what.

Climat de l'école

Arslan, G., Allen, K.-A., & Tanhan, A. (2021). **School Bullying, Mental Health, and Wellbeing in Adolescents: Mediating Impact of Positive Psychological Orientations.** *Child Indicators Research*, 14(3), 1007-1026. <https://doi.org/10.1007/s12187-020-09780-2>

School bullying is a serious psychosocial problem due to its detrimental effects on youth school functioning and adjustment. The present study explored the effects of victimization and perpetration experiences on positive psychological orientations, mental health problems, and subjective wellbeing in high school students. Participants of the study included 456 adolescents studying in two public high schools in a city of Turkey. They were 52.5% (239) female and 47.5% (217) male, and their ages ranged between 13 and 19 years ($M = 15.53$, $SD = 1.13$). Findings from the analyses indicated that adolescents in victim and perpetrator groups reported significantly fewer positive psychological orientations, diminished subjective wellbeing, and greater emotional and behavioral problems compared with their non-involved peers. Further outcomes revealed that positive psychological orientations mediated the link between school bullying and mental health problems as well as wellbeing, suggesting the importance of these constructs in developing effective intervention strategies to prevent school bullying and promote youth mental health and wellbeing in school settings.

Aslanyan, A. H., Avetisyan, L. R., Khachikyan, N. Z., Saroyan, J., & Gasparyan, Kh. V. (2021). **Do the Social and Emotional Behaviors of High School Adolescents in Yerevan Determine Mental and Emotional Well-Being?** *Child Indicators Research*, 14(3), 1055-1074. <https://doi.org/10.1007/s12187-020-09796-8>

Adolescence is characterized by rapid physical, mental and physiological development, as well as by the adolescent's own mental health protection, which is of particular importance. In this study we aim to determine whether certain social and emotional behaviors of high school students, are associated with achieving and maintaining a state of mental and emotional well-being. The study included 439 10th grade high school students in Yerevan, who each completed a survey as well as a biosocial questionnaire to evaluate their lifestyle characteristics and attitudes toward their own health. From the study results, we further evaluate the impact of several determining factors related to the development of adolescent mental health. Such factors include personal relationships that form between adolescents and adults, difficulties arising during the adjustment to a new learning system, insufficient and restless

sleep, and the social environment within the family that leads to occurrences of anxiety and health-related complaints.

Cruz, R. A., Firestone, A. R., & Rodl, J. E. (2021). **Disproportionality Reduction in Exclusionary School Discipline: A Best-Evidence Synthesis.** *Review of Educational Research*, 91(3), 397-431. <https://doi.org/10.3102/0034654321995255>

A full canon of empirical literature shows that students who are African American, Latinx, or American Indian/Alaskan Native, and students who are male, diagnosed with disabilities, or from low socioeconomic backgrounds are more likely to experience exclusionary discipline practices in U.S. schools. Though there is a growing commitment to mitigating discipline disparities through alternative programming, it is clear that disproportionality in the application of harmful discipline practices persists. The purpose of this literature synthesis was to examine the effectiveness of empirically studied school-based interventions in reducing disproportionality in discipline practices. We analyzed articles that assessed both prevention and intervention program effects using at least one outcome variable representing exclusionary discipline, either in the form of office discipline referrals or suspension/expulsion rates. Included studies used experimental, quasi-experimental, or observational research designs that disaggregated student outcomes by race, ethnicity, gender, disability, or other sociodemographic categories. We identified 20 articles meeting inclusion criteria, four of which provided direct evidence of disproportionality reduction using interaction terms. Results indicate limited evidence that available programs reduce discipline disparities and that common programs may function as a protective factor for White and female students while failing to do so for marginalized students. Findings identify promising areas for future research.

Granvik Saminathen, M., Plenty, S., & Modin, B. (2021). **The Role of Academic Achievement in the Relationship between School Ethos and Adolescent Distress and Aggression: A Study of Ninth Grade Students in the Segregated School Landscape of Stockholm.** *Journal of Youth and Adolescence*, 50(6), 1205-1218. <https://doi.org/10.1007/s10964-020-01199-w>

Equitable access to high-quality schools is important for student achievement. However, the increasing attention placed on adolescent mental health promotion suggests that school contextual factors and school achievement may also play an important role for students' psychological well-being. This study examined the relationships between school ethos, academic achievement, psychological distress and aggressive behaviour among Swedish students, further considering the role of school sociodemographic composition. Analyses were based on two separate data collections in Stockholm, one among teachers (n = 2089) and the other among students aged 15–16 (n = 9776; 49.7% girls). Using multilevel structural equation modelling, the relations between teachers' reports of school ethos and students' reports of achievement, psychological distress and aggressive behaviour were tested. Analyses showed a positive relationship between a school's ethos and average academic achievement. At the school level, higher academic achievement was in turn associated with less psychological distress among students, providing an indirect pathway between school ethos and psychological distress. At the individual level, students with higher academic achievement reported less psychological distress and aggressive behaviour. These findings indicate that schools' value-based policies and practices can play a role for students' academic performance, and through this, for their psychological well-being.

Hernández-Torrano, D., Faucher, C., & Tynybayeva, M. (2021). **The Role of the School Psychologist in the Promotion of Children's Well-Being: Evidence from Post-Soviet Kazakhstan.** *Child Indicators Research*, 14(3), 1175-1197. <https://doi.org/10.1007/s12187-020-09793-x>

There is widespread agreement that school psychologists are in a unique position to contribute to the promotion of the mental health and well-being of children and adolescents in school settings. However, results from national and international surveys indicate that school psychologists tend to adopt traditional roles and spend most of their time conducting psycho-educational assessment and counselling students. This qualitative study aims to contribute to the international research literature by examining how Kazakhstani school psychologists conceptualize students' well-being, how they promote students' well-being in schools, and some of the major challenges they face in their daily practice in this role. The results showed that school psychologists share generally positive, strength-based notions of child well-being, consider themselves as active but not major agents contributing to the promotion of student well-being, and acknowledge the influence of contextual factors (e.g. family, teachers, peers, physical environment) in the well-being of the students. However, this work is predominantly realized within a deficit-oriented model of school psychology mostly concerned with identifying and addressing ill-being rather than with promoting positive states of being. Moreover, school psychologists reported facing a myriad of structural, social, financial and professional challenges that hamper their ability to foster children's well-being. The results are discussed and practical implications for the promotion of child well-being in school settings and the development of school psychology as a discipline in Kazakhstan and elsewhere are provided.

Marasca, A. R., Hoffmann, M. S., Gaya, A. R., & Bandeira, D. R. (2021). **Subjective Well-Being and Psychopathology Symptoms: Mental Health Profiles and their Relations with Academic Achievement in Brazilian Children.** *Child Indicators Research*, 14(3), 1121-1137. <https://doi.org/10.1007/s12187-020-09792-y>

The aim of this study is to examine the differences in children's academic achievement considering their mental health profiles. Previous studies have started to seek those differences. However, it is not clear what are the academic achievement differences considering distinct children's mental health profile. We used a cross-sectional study sample of 273 students from an elementary school (6–11 years of age) in Porto Alegre, Brazil. Mental health profiles were empirically investigated using latent class analysis by combining a subjective well-being measure and a psychopathology symptom screening. Standardized tests and school grades were considered to assess academic achievement. Findings reveal an empirical division of the sample into four mental health groups. The adjusted analysis revealed that the group with a high level of symptoms, despite having high subjective well-being, had lower levels of academic achievement when compared with the other groups, which have low to moderate levels of psychopathology. Present findings support the idea that psychopathology is a detrimental factor for educational achievement regardless of the levels of wellbeing.

Marquez, J., & Long, E. (2021). **A Global Decline in Adolescents' Subjective Well-Being: a Comparative Study Exploring Patterns of Change in the Life Satisfaction of 15-Year-Old Students in 46 Countries.** *Child Indicators Research*, 14(3), 1251-1292. <https://doi.org/10.1007/s12187-020-09788-8>

There is a growing body of research that demonstrates declines in subjective well-being and increases in mental health problems among children and young people in recent decades. However, there is little comparative research examining changes in adolescents' life satisfaction (LS) across a large number of countries, and critically, how this differs across sociodemographic groups. This study addresses this question by investigating changes in the LS of 15-year-old students between 2015 and 2018, with particular attention given to differences by gender, socio-economic status, immigrant background and urbanity. Data for this study come from the Programme for International Student Assessment (PISA). Due to the skewed nature of LS scale variables, the current study includes both mean levels of LS in a 0 to 10 scale, and the proportion of students reporting low LS (5 points or less). Linear regression models were used. Results demonstrate a global decline in mean levels of LS in 39 out of the 46 countries. In most countries, mean LS declined more among girls than among boys. Mean LS declined more, and the proportion of students reporting low LS increased more, among non-immigrant students and those of higher SES in the majority of countries. Findings regarding rural or urban communities were mixed. We advise that heterogeneity across all sociodemographic groups needs to be accounted for in public policy efforts to increase LS among young people.

Sbroglio Rizzotto, J., & Aniceto França, M. T. (2021). **Does Bullying Affect the School Performance of Brazilian Students? An Analysis Using Pisa 2015.** *Child Indicators Research*, 14(3), 1027-1053. <https://doi.org/10.1007/s12187-020-09790-0>

The present study aims to analyze the impact of the different dimensions of bullying (physical, psychological and indirect) on the school performance of Brazilian students. For this analysis, data from the Programme for International Student Assessment (PISA) from the year of 2015 were used. The methodology applied was the Propensity Score Matching (PSM), the Inverse Probability-Weighted Regression-Adjustment (IPWRA) and the categorical multivalued treatment known as Generalized Propensity Score (GPS). The results show that physical bullying (being spanked and having belongings destroyed) is harmful for the students' academic performance. Psychological bullying (having gossip spread, being made fun of, and being threatened), however, did not negatively impact the grades. When considering the frequency (weekly, monthly, or annual) of bullying in the model, it is observed that, among the different dimensions of aggression, the effect on the grades of Brazilian students is both increasing and negative. Bullying causes several consequences to students in addition to the decrease of school performance since it can result in school evasion and sometimes difficulties in the labor market. Thus, studying this phenomenon, by means of school behavior, is an important subject for the society.

Évaluation des dispositifs d'éducation-formation

Lambert, J. M., Torelli, J. N., Houchins-Juarez, N. J., Tate, S. A., & Paranczak, J. L. (2021). **The Effect of Abolishing Operations on Mand Acquisition During Functional Communication Training.** *Journal of Behavioral Education*, 30(2), 260-279. <https://doi.org/10.1007/s10864-020-09369-3>

Previously applied research has shown independent manding is not likely to emerge when functional communication training (FCT) is implemented in conjunction with dense schedules of noncontingent reinforcement (NCR) but does emerge when it is implemented after NCR schedules have been leaned. One interpretation of these data

may be that participants are unlikely to acquire mands when functional reinforcers are abolished and that FCT is optimally effective in the presence of relevant establishing operations (EO). However, it is also possible that participants acquire mands during FCT + NCR but only demonstrate learned relations when it becomes necessary to do so, following sufficient exposure to relevant EOs. The purpose of this study was to evaluate whether independent manding would emerge during no-prompt probes (i.e., when therapeutic contingencies were enforced but not trained) following training sessions that exclusively occurred in contexts in which functional consequences were abolished as reinforcers.

Lewandowski, L., Martens, B. K., Clawson, A., & Reid, T. (2021). **Effects of a Private Room Versus Group Setting on Math Test Performance of College Students with ADHD.** *Journal of Behavioral Education*, 30(2), 247-259. <https://doi.org/10.1007/s10864-020-09367-5>

The effects of (a) private room, (b) typical classroom, and (c) high-distraction room test settings were examined on the math test performance of six college students (four females) with ADHD. Participants (aged 18–30 years) completed multiple, equivalent algebra calculation tests (100 items each) under the three test-setting conditions. A multi-element design was used to compare the number of items attempted (test access) and percentage correct (accuracy). Students also rated their level of distraction after each testing session on a Likert-type scale. Results showed that students found the high-distraction setting more distracting than other settings and that five of six students accessed more test items in the private room versus the high-distraction setting, with three of the six demonstrating nonoverlapping data across settings. A regular classroom setting did not produce a high level of distraction, nor did it restrict student access to the math tests relative to a private room setting. These findings suggest that some students with ADHD are affected negatively by highly distracting environments and may benefit from a quiet, private test setting. Single-case experimental designs may be useful for examining individual differences among students with disabilities receiving specific test accommodations.

McArdle, P. E., McMahon, M. X. H., Ardoin, S. P., Trump, C. E., & Molony, M. A. (2021). **Efficacy and Social Validity of a Class-Wide Interdependent Group Contingency to Decrease Between-Class Transition Durations.** *Journal of Behavioral Education*, 30(2), 280-298. <https://doi.org/10.1007/s10864-020-09370-w>

The time students spend actively engaged with instruction is positively correlated with their academic achievement (Dotterer and Lowe in *J Youth Adolesc* 40:1649–1660, 2011). Conversely, the time spent transitioning between activities is inversely related to the time spent in productive learning activities, thus limiting opportunities for student engagement (Cameron et al. in *J Sch Psychol* 43:61–85, 2005; Coddling and Smyth in *J Educ Psychol Consult* 18:325–345, 2008). As such, there is a need for behavioral interventions that facilitate effective and efficient transitions. In this applied study, teachers and students implemented an interdependent group contingency to decrease durations of between-class transitions in 4 elementary school classrooms. The treatment package included explicit timing, visual performance feedback, and progressive performance criteria (Brogan et al. in *Behav Modif* 41:405–421, 2017) in which each class had to outperform its prior shortest transition time to earn rewards. Treatment effects were examined using an ABAB design. Classes demonstrated high implementation fidelity and teachers generally reported high acceptability of the intervention, although correspondence between indirect and direct measures of social validity varied.

Mitchell, B. S., Lewis, T. J., & Stormont, M. (2021). **A Daily Check-In/Check-Out Intervention for Students with Internalizing Concerns.** *Journal of Behavioral Education*, 30(2), 178-201. <https://doi.org/10.1007/s10864-020-09365-7>

This study investigated the impact of a self-management intervention, known as “Check-in/Check-out” (CICO) on academic engaged time and internalizing problems of three elementary-level students identified with risk for internalizing behavior problems. A multiple baseline across three students’ research design was used to examine effects of CICO on student academic engagement. Classroom teacher ratings of student anxiety, depression, somatic complaints and overall internalizing problems were collected pre- and post-intervention. Participant perceptions of the intervention when applied to students with internalizing concerns were also gathered. Visual analysis of direct observation data and single-case effect size estimates indicated positive effect for one student, questionable effect for a second student, and limited effect on academic engaged time for the third student. Post-intervention teacher ratings of student behavior showed decreases in several problem areas including anxiety, depression, and overall internalizing problems. Finally, student and parent participants generally viewed the intervention favorably and school personnel were able to implement a majority of intervention components with fidelity. Implications for practice and future research are discussed.

Sleeman, M., Friesen, M., Tyler-Merrick, G., & Walker, L. (2021). **The Effects of Precision Teaching and Self-regulated Learning on Early Multiplication Fluency.** *Journal of Behavioral Education*, 30(2), 149-177. <https://doi.org/10.1007/s10864-019-09360-7>

Fluent recall of basic facts is essential to the development of more complex math skills. Therefore, failure to develop fluency with basic facts may impede the development of these skills. The present study used a between-group experimental design to investigate whether a basic facts fluency program, implemented within a self-regulated learner (SRL) framework, could lead to increased fluency with multiplication facts for Year 5 and Year 6 New Zealand students (9–10 years old). This study also investigated the extent to which the SRL program altered students’ basic facts practice behavior outside of school hours. The study found that the SRL program resulted in rapid fluency development that was maintained over time. Nomothetic and idiographic analysis confirmed that the program was suitable for use within Tier 1 of the response to intervention framework. In addition, the study also found that students who received the program altered their practice behavior outside school hours. The results from this study show how elements of self-regulated learning and precision teaching can be successfully combined to enhance students’ mathematics achievement.

Marché du travail

Cruz, M. D., & Mercier, D. (2021). **« I Walk and I Cross the line ». Le cas des opérateurs transnationaux des centres d’appels au Mexique.** *Formation emploi. Revue française de sciences sociales*, (153), 27-43. <https://doi.org/10.4000/formationemploi.8764>

Nous présentons ici trois débats autour de la transnationalisation des marchés du travail, de l’emploi et de la qualification. Tout d’abord, nous présenterons les centres d’appels et leur développement, au Mexique, en positionnant ce développement dans un cycle de transformations techniques. Ensuite, nous focaliserons notre regard sur les opérateurs transnationaux et cette gestion transnationale de la main-d’œuvre. Enfin, nous

développerons une analyse croisée des marchés du travail transnational et du cas mexicain pour comprendre son rôle de laboratoire. Le travail transnational est surtout un travail dématérialisé et la clé de spatialisation est détachée de la question de la proximité géographique. L'exemple le plus typique est le travail des jeunes dans des entreprises frontalières dans les centres d'appels, mais aussi dans la production de logiciels, dans toutes les organisations dont l'activité est incarnée par des plateformes, des outils, des algorithmes dont l'activité peut se réaliser sur n'importe quel territoire.

INSEE. (2021a, mai 11). **Activité, emploi et chômage en 2020 et en séries longues - Insee Résultats**. Consulté 17 mai 2021, à l'adresse INSEE résultats website: https://www.insee.fr/fr/statistiques/5359511?pk_campaign=avis-parution
Une photographie du marché du travail en 2020

INSEE. (2021b, mai 11). **Estimations d'emploi**. Consulté 17 mai 2021, à l'adresse INSEE Résultats website: https://www.insee.fr/fr/statistiques/4981513?pk_campaign=avis-parution

Cet Insee Résultats présente les Estimations d'emploi annuelles au niveau national et localisé (région, département, zone d'emploi). Pour une année donnée, l'Insee estime une première fois les niveaux d'emplois, puis une deuxième fois quelques mois plus tard avant de diffuser les valeurs définitives. L'onglet Documentation apporte des informations complémentaires sur le rythme de diffusion et le contenu des fichiers proposés en téléchargement. Les Estimations d'emplois sont diffusées selon le statut (salarié ou non) et le secteur d'activité.

INSEE. (s. d.). **Micro-entrepreneurs en 2018 : situation initiale. Enquête SINE**. Consulté 17 mai 2021, à l'adresse INSEE résultats website: https://www.insee.fr/fr/statistiques/5346889?pk_campaign=avis-parution

Silva, E. M., Cortés, E. B., & García, G. R. (2021). **L'impact identitaire de restructurations industrielles sur les communautés, les travailleurs et leurs syndicats, au Mexique**. *Formation emploi. Revue française de sciences sociales*, (153), 45-60. <https://doi.org/10.4000/formationemploi.8843>

La restructuration des industries sidérurgique, électrique et pétrolière (autrefois considérées comme stratégiques), au Mexique, a engendré de profonds changements au sein des communes qui se sont développées autour de l'entreprise, selon le modèle de l'économie d'enclave. À partir de trois études de cas, nous abordons, au-delà de la question du chômage qui émerge en parallèle des ajustements de la production, l'impact de la restructuration de la production sur la trajectoire des communautés et sur l'identité des travailleurs et de leurs syndicats.

Silva, E. M., & Montelongo, M. A. J. (2021). **Trajectoires de vie de femmes travaillant dans le secteur du nettoyage dans la région métropolitaine de Monterrey (Mexique)**. *Formation emploi. Revue française de sciences sociales*, (153), 109-128. <https://doi.org/10.4000/formationemploi.9042>

L'article porte sur les travailleuses adultes, au Mexique, qui assument des responsabilités domestiques et s'occupent des enfants. La visibilité de ces femmes sur le marché du travail a été rendue possible grâce à leur participation accrue à la population active. Il s'agissait pour elles d'assumer la charge économique du foyer, en évitant d'envoyer leurs enfants sur le marché du travail. L'un des résultats de l'étude révèle que la

caractéristique du travail féminin d'insertion-expulsion-insertion du marché du travail constitue un obstacle à la modification des rôles assignés aux hommes et aux femmes au sein du ménage, rendant difficile la construction d'identités professionnelles.

Vivès, C., & Grégoire, M. (2021). **Les salariés en contrats courts : chômeurs optimisateurs ou travailleurs avant tout?** *Connaissance de l'emploi*, (168). Consulté à l'adresse https://ceet.cnam.fr/medias/fichier/168-les-salaries-en-contrats-courts_1620735746051-pdf?ID_FICHE=1094820&INLINE=FALSE

Les réformes actuelles de l'assurance chômage partent du postulat que les allocataires, et notamment ceux qui occupent des contrats courts, feraient un usage stratégique de l'indemnisation. Ce numéro de *Connaissance de l'emploi* montre que lorsque l'on interroge des salariés ayant occupé des contrats de moins d'un mois - afin de documenter leurs usages de l'indemnisation -, on découvre que leurs stratégies concernent avant tout l'emploi (ménager leur réputation sur le marché du travail, favoriser une embauche future) et secondairement le niveau d'allocation. Ces salariés précaires ont une connaissance variable des règles d'assurance chômage et seuls certains d'entre eux sont en mesure de faire des calculs en lien avec leur indemnisation. L'hypothèse d'usage stratégique ou de comportements optimisateurs paraît dès lors déconnectée au regard de leurs pratiques. À l'inverse, différentes formes de non recours aux droits - absentes des réflexions sur l'assurance chômage - sont fréquentes.

Métiers de l'éducation

Casillas, J. C. S. (2021). **La profession d'enseignant au Mexique. Une mutation accélérée.** *Formation emploi. Revue française de sciences sociales*, (153), 61-84. <https://doi.org/10.4000/formationemploi.9007>

Au Mexique, la profession d'enseignant a traversé différentes étapes qui ont déterminé la manière dont s'est déroulée sa construction sociale et professionnelle. Ces changements ont été influencés par la volonté des différents gouvernements et par les forces internationales historiques. Par ailleurs, ses relations avec l'État et les organisations syndicales, deux acteurs prépondérants, ont profondément marqué la constitution du corps de métier enseignant, au point qu'il peut être défini comme semi-professionnel plutôt que comme professionnel.

Castro-Rodríguez, E., & Rico, L. (2021). **Knowledge of preservice elementary teachers on fractions.** *Uniciencia*, 35(2), 1-17. <https://doi.org/10.15359/ru.35-2.10>

Collie, R. J. (2021). **A multilevel examination of teachers' occupational commitment: the roles of job resources and disruptive student behavior.** *Social Psychology of Education*, 24(2), 387-411. <https://doi.org/10.1007/s11218-021-09617-y>

The aim of the current study was to extend knowledge of occupational commitment by examining predictors at the teacher- and school-level. Several job resources hypothesized to be positively associated with occupational commitment were examined: helpful feedback, input in decision-making, teacher collaboration, and principal discipline support. The moderating role of disruptive student behavior (which was hypothesized to negatively predict the outcome) was also examined to see whether the job resources help support teachers' occupational commitment even when disruptive behaviors are high. With 12,955 teachers from 827 schools in four English-

speaking countries (Australia, Canada, England, and the US), findings revealed at the teacher-level that helpful feedback and input in decision-making were positively associated with occupational commitment, whereas the reverse was true for disruptive student behavior. An interaction effect also showed that helpful feedback was particularly important for occupational commitment when disruptive student behavior was high. At the school-level, input in decision-making and principal discipline support were positively associated with occupational commitment and disruptive student behavior was negatively associated with the outcome. Findings were similar across the four countries.

Heinrich, W. F., Louson, E., Blommel, C., & Green, A. R. (2021). **Who Coaches the Coaches? The Development of a Coaching Model for Experiential Learning.** *Innovative Higher Education*, 46(3), 357-375. <https://doi.org/10.1007/s10755-020-09537-3>

This study explores a case of coaching deployed in experiential, interdisciplinary, and project-based courses. This study follows coaching in two courses that operated on a high-impact practice framework. In these courses, coaching was experienced by both students and faculty as a critical feature of the success of the courses. Students showed that coaching impacted their sense of the gravity of course content, their ownership of student-designed work, their relationships with faculty, and their experience of place-based learning. Faculty indicated that the coaching promoted transdisciplinary course planning, while their teaching benefited student engagement. We recommend practices for coaching that can support gains for students and faculty in experiential, project-based, interdisciplinary courses.

Jacinto, A., & Gershenson, S. (2021). **The Intergenerational Transmission of Teaching.** *American Educational Research Journal*, 58(3), 635-672. <https://doi.org/10.3102/0002831220963874>

Parental influences, particularly parents' occupations, may influence individuals' entry into the teaching profession. This mechanism may contribute to the relatively static demographic composition of the teaching force over time. We assess the role of parental influences on occupational choice by testing whether the children of teachers are disproportionately likely to become teachers themselves and whether the intergenerational transmission of teaching varies by race or sex. Overall, children whose mothers are teachers are seven percentage points more likely to enter teaching than children of nonteachers. The transmission of teaching from mother to child is about the same for White children and for Black daughters; however, transmission rates for Hispanic daughters are even larger while those for Black sons are near zero.

Jarraud, F. (2021, mai 12). **Les enseignantes de sciences valent mieux que ce qu'elles croient.** Consulté 17 mai 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/05/12052021Article637563926197236660.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=509138

Les résultats de la grande enquête internationale TIMSS sur les sciences et les maths ont parlé. Les professeures de maths et sciences réussissent plutôt mieux que leurs collègues masculins. Pourtant elles se sentent beaucoup moins capables qu'eux. Un sentiment qui quelque part doit se retrouver dans l'attitude des jeunes filles qui se détournent des sciences beaucoup plus fréquemment que les garçons. L'Unesco et l'Association

internationale pour l'évaluation du rendement scolaire (IEA) veulent sensibiliser enseignantes et élèves.

Jerrim, J., Sims, S., Allen, R., & Taylor, H. (2020). **How does the mental health and wellbeing of teachers compare to other professions? Evidence from eleven survey datasets** (DoQSS Working Paper N° 20-18). Consulté à l'adresse Quantitative Social Science - UCL Social Research Institute, University College London website: <https://econpapers.repec.org/paper/qssdqsswp/2018.htm>

There is growing concern about the mental health and wellbeing of teachers globally, with the stress caused by the job thought to be a key factor driving many to leave the profession. It is often claimed that teachers have worse mental health and wellbeing outcomes than other occupational groups. Yet academic evidence on this matter remains limited, with some studies supporting this notion, while a handful of others do not. We contribute to this debate by providing the largest, most comprehensive analysis of differences in mental health and wellbeing between teachers and other professional workers to date. Drawing upon data from across eleven social surveys, we find little evidence that teachers have worse health and wellbeing outcomes than other occupational groups. Research in this area should shift away from whether teachers are disproportionately affected by such issues towards strengthening the evidence on the likely drivers of mental ill-health within the education profession.

Luo, W., Li, H., Baek, E., Chen, S., Lam, K. H., & Semma, B. (2021). **Reporting Practice in Multilevel Modeling: A Revisit After 10 Years**. *Review of Educational Research*, 91(3), 311-355. <https://doi.org/10.3102/0034654321991229>

Multilevel modeling (MLM) is a statistical technique for analyzing clustered data. Despite its long history, the technique and accompanying computer programs are rapidly evolving. Given the complexity of multilevel models, it is crucial for researchers to provide complete and transparent descriptions of the data, statistical analyses, and results. Ten years have passed since the guidelines for reporting multilevel studies were initially published. This study reviewed new advancements in MLM and revisited the reporting practice in MLM in the past decade. A total of 301 articles from 19 journals representing different subdisciplines in education and psychology were included in the systematic review. The results showed improvement in some areas of the reporting practices, such as the number of models tested, centering of predictors, missing data treatment, software, and estimates of variance components. However, poor practices persist in terms of model specification, description of a missing mechanism, power analysis, assumption checking, model comparisons, and effect sizes. Updates on the guidelines for reporting multilevel studies and recommendations for future methodological research in MLM are presented.

Thomas, J.-E. (2021). **Les heures supplémentaires des enseignants à la rentrée 2020 dans le second degré**. *Note d'Information*, (21.20). Consulté à l'adresse <https://www.education.gouv.fr/media/89078/download>

La pratique des HSA est très répandue puisque seuls 10 % des enseignants n'y sont pas éligibles et les trois quarts de ceux éligibles au dispositif en effectuent au moins une. Entre les rentrées 2019 et 2020, le nombre total de HSA dans l'ensemble du second degré a augmenté de 1,8 %, mais a diminué de 1,1 % pour les formations générales et technologiques en lycée et augmenté de 4,8 % pour les formations professionnelles en lycée. La rémunération d'une HSA est de 1 410 euros en moyenne sur l'année ce qui

conduit à un gain annuel moyen pour les agents réalisant des HSA de 3 580 euros pour les hommes et de 2 920 euros pour les femmes.

Zugelder, B. S. (1^{apr.} J.-C.). **Empowering Formal and Informal Leadership While Maintaining Teacher Identity.** In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-6500-1>. Consulté à l'adresse www.igi-global.com/book/empowering-formal-informal-leadership-while/255732

Teacher leadership remains at the forefront of conversations in teacher education, with discussions on recruitment, retention, and effectiveness. Teachers are at the core of schooling, and the roles they assume and types of leadership they engage in are multi-dimensional. Teacher leadership comes in...

Numérique et éducation

Alabdulaziz, M. S., Aldossary, S. M., Alyahya, S. A., & Althubiti, H. M. (2021). **The effectiveness of the GeoGebra Programme in the development of academic achievement and survival of the learning impact of the mathematics among secondary stage students.** *Education and Information Technologies*, 26(3), 2685-2713. <https://doi.org/10.1007/s10639-020-10371-5>

The objective of this research is to identify the effectiveness of the GeoGebra program in developing academic achievement and ensuring survival of the learning impact of the mathematics among female secondary stage students. To achieve this objective, an experimental approach was applied. This consisted of a quasi-experimental design comprising an experimental group and control group with pre, post, and deferred assessments for both groups. The research was conducted with a random sample of 60 female third grade of secondary stage divided into two groups: an experimental group comprising 30 students who studied using the GeoGebra program and a control group comprising 30 students who studied in the traditional manner. The measurement tool consisted of an achievement test on scientific concepts in a polar coordinates and complex numbers unit at different cognitive levels (Application-Analysis). This was pre-applied to both groups in the second term of 2020. At the end of the experiment, the post application was conducted, and the deferred test was applied 10 days later. The results revealed that the experimental group were superior to the control group in achievement scores and survival of learning impact. Based on the findings, the researchers recommend the inclusion of GeoGebra program in mathematics curricula at various stages of education. They further recommend including this program in mathematics in general, and in polar coordinates geometry and complex numbers in particular.

Albelbisi, N. A., Al-Adwan, A. S., & Habibi, A. (2021). **Self-regulated learning and satisfaction: A key determinants of MOOC success.** *Education and Information Technologies*, 26(3), 3459-3481. <https://doi.org/10.1007/s10639-020-10404-z>

MOOC is an innovative method in modern education, particularly important for sharing of excellent educational resources worldwide. To realize the full potential of MOOC, we need to understand the factors influencing MOOC success. In this study a theoretical framework has been proposed by integrating a self-regulated learning theory and DeLone and McLean success model to investigate the determinants of successful MOOC. This study aimed to (1) examine the relationships between quality factors and

satisfaction; self-regulated learning and (2) understand the role of satisfaction as a mediator of the quality factors /self-regulated learning relationships. Six hundred twenty-two structured questionnaires collected from undergraduate students in Malaysia. The subsequent analysis employing Partial Least Squares Structural Equation Modeling (PLS-SEM) revealed three main results: first, system quality has a positive impact on satisfaction; second, satisfaction and service quality have a positive impact on self-regulated learning; finally, system quality has an indirect effect on SRL via satisfaction. The findings provide by the study will guide MOOC designer and developer to formulate methods and strategies that could further improve the adoption of MOOC successfully.

Al-Emran, M., Mezhuyev, V., & Kamaludin, A. (2021). **Is M-learning acceptance influenced by knowledge acquisition and knowledge sharing in developing countries?** *Education and Information Technologies*, 26(3), 2585-2606. <https://doi.org/10.1007/s10639-020-10378-y>

Researchers have shown that knowledge acquisition and sharing have considerably influenced the acceptance of various technologies. However, there is a scarce of knowledge on how these two factors affect the acceptance of Mobile learning (M-learning). Thus, this research is believed to be one of the few attempts that aims to understand the impact of knowledge acquisition and knowledge sharing on M-learning acceptance through the extension of technology acceptance model (TAM) by these factors. The data were collected from 735 IT undergraduate students enrolled in two different academic institutions in two different developing countries, namely Malaysia and Oman, using questionnaire surveys. The partial least squares-structural equation modeling (PLS-SEM) is used to validate the extended theoretical model. The findings indicated that knowledge acquisition has a significant positive influence on perceived ease of use and perceived usefulness of M-learning in both samples. Moreover, the findings revealed that knowledge sharing has a significant positive impact on perceived usefulness with respect to the Omani sample, whereas this relation was not supported in terms of the Malaysian sample. Theoretical and practical implications, limitations, and future research directions are also discussed.

Allagui, B. (2021). **TED talk comments to enhance critical thinking skills in an undergraduate reading and writing course.** *Education and Information Technologies*, 26(3), 2941-2960. <https://doi.org/10.1007/s10639-020-10388-w>

Commenting, liking and reacting on the Internet have become ubiquitous. In almost every online interaction, people have the opportunity to show their approval of comments. It has also become common to express several other feelings such as anger, love, and compassion through emojis. Previous research suggests that "online spaces represent a cultural turn towards new democratic discourse" (Suhr 2014, p.77) requiring readers to be critical thinkers so that they do not fall prey to readily available information. Critical thinking is an indispensable skill to teach to our students today who are also frequent users of online spaces. Unfortunately, there is little research on how "liking" a comment can be used to promote critical thinking and deep learning. This article discusses the use of a simple guided critique of online comments to encourage students to think critically about what they are reading or viewing. Data included students' written analyses of comments posted in response to a TED talk, students' pretest and posttest critical thinking performance scores, and students' answers about the effectiveness of the analysis activity. Findings demonstrated that students applied four criteria to judge the plausibility of online comments (informativeness, consistency with prior belief and

current context, objectivity, and format/appropriateness). Pretest and posttest comparison showed that evaluating online comments provided students with several alternatives to consider which had a positive impact on their critical thinking skills. Using comment sections is a promising instructional tool to improve critical thinking skills.

Al-Marroof, R. S., Alfaisal, A. M., & Salloum, S. A. (2021). **Google glass adoption in the educational environment: A case study in the Gulf area.** *Education and Information Technologies*, 26(3), 2477-2500. <https://doi.org/10.1007/s10639-020-10367-1>

The rapid changes in recent years witnessed the development of technology-based education environment where teachers and learners can interact by adopting Information and Communication Technology (ICT) such as Google Glass. However, few educational universities and colleges have adopted Google Glass in their educational institutions. The reason behind this tendency is that the integration of the technology phenomenon has not been widely explored. This study is an attempt to investigate Google Glass adoption in the Gulf area. We hypothesized that presenting the teachers and learners with the influential features of Google Glass would change their attitudes towards using Google Glass in educational institutions. This paper reports on the design of a framework that links TAM with other influential factors. In other words, this study examines the integration of the Technology Acceptance Model (TAM) with the well-known effective features of the device, including teaching and learning facilitator and learning motivator, 'functionality', and trust and information privacy to enhance communication between teachers and students in the classroom. The total number of questionnaires collected was 968 different universities. Partial Least Squares-Structural Equation Modeling (PLS-SEM) was utilized to investigate the research model based on the student's data gathered through a survey. The results that motivation, trust & privacy have a significant relationship with perceived usefulness and perceived ease of use of Google Glass. The results also suggested that functionality was significantly associated with the perceived ease of use. Further, perceived usefulness and perceived ease of use were significantly related to the Google Glass adoption. Finally, trust & privacy and the perceived ease of use have a crucial role in supporting the adoption of Google Glass. The practical implications of these findings in relation to future work also presented.

Bailey, D., Almusharraf, N., & Hatcher, R. (2021). **Finding satisfaction: intrinsic motivation for synchronous and asynchronous communication in the online language learning context.** *Education and Information Technologies*, 26(3), 2563-2583. <https://doi.org/10.1007/s10639-020-10369-z>

Intrinsic value is related to intrinsic motivation and influences learners' decisions to begin, continue, and return to learning tasks. In the context of a fully online foreign language English course, we used structural equation modeling to explore the motivation for asynchronous collaborative writing practice, motivation for video-synchronous speaking practice, course satisfaction, and the mediating effect course satisfaction has on behavioral intentions to use language learning technology. Cross-sectional survey results (n = 186) revealed that students who were motivated by asynchronous online collaborative writing were more likely to enjoy online learning in general when compared to students who reported motivation for video-synchronous online speaking practice. Moreover, the relationship between motivation for collaborative writing and behavioral intentions to use language learning technology was mediated by course satisfaction. A follow-up open-ended survey (n = 65) revealed that students held positive views for online second language writing and speaking practice overall but for distinctly different

reasons. The findings are discussed in terms of their theoretical implications for modeling e-learning approaches with significance for promoting instructional training effectiveness and transformative learning.

Barfi, K. A., Bervell, B., & Arkorful, V. (2021). **Integration of social media for smart pedagogy: initial perceptions of senior high school students in Ghana.** *Education and Information Technologies*, 26(3), 3033-3055. <https://doi.org/10.1007/s10639-020-10405-y>

Social media have become part of students' life as a result of their features and the predominant mobile smart medium of usage. In the advanced world, the social platforms have provided affordances for integration in education providing smart learning environments. However, within the Sub-Saharan African region, especially in Ghana, this phenomenon is emerging and warrants an investigation into the initial perceptions of students on integrating mobile phones and social media in the Ghanaian educational system. It is against this background that this study seeks to investigate senior high school students' perception of the use of social media for pedagogical purposes. Bandura's social learning theory and Vygotsky's social constructivism theory formed the theoretical foundation of the study. The descriptive survey design was adopted for this study with data collected through a questionnaire. In all, 200 students were selected from a senior high school using purposive and simple random sampling techniques. Statistical tools such as means, standard deviation, analysis of variance (ANOVA) and regression were employed for analysis. The study found that most of the students had positive perceptions towards the integration of social media and its effects on teaching and learning. There were no statistical differences in perception based on the mean scores of ages of students, year of study and programme of study in terms of social media integration in education and effects on teaching and learning. Furthermore, the perception on social media integration in education predicted the effects on integrating social media in teaching and learning. Consequently, both the perceptions of social media integration in education and its effects on teaching and learning predicted actual usage for learning. Based on the results recommendations were provided on policy and practice of social media use for academic purposes in secondary schools in Ghana.

Bosmans, D. (2021). **Exploration of the social, teaching and cognitive presence of the student teacher in their lx online classroom.** *MOOCs, Language learning and mobility, design, integration, reuse*. Présenté à Online Conference, Italy. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03215841>

This study analyses student teachers' perceptions when teaching a foreign language and presenting in a virtual learning environment. Because of the COVID-19 pandemic, students on their initial teacher training programme were required to teach and present online for their end-of-module evaluation. Did the VLE help or inhibit their social, cognitive and teaching presence in the classroom? The impact of the virtual context is explored in the light of Horwitz's work on foreign language anxiety (1986) and Garrison et al. (1999) is also looked at in relation to their community of inquiry framework. A taxonomy of social, teaching and cognitive indicators was established, adding more detail on the emotion indicator of practitioners' social presence when teaching languages online. The implication for language teacher trainers is that student teachers need help to be able to control their emotions when being evaluated online and coping strategies need integrating into their programme of study.

Castro-Gil, R., & Correa, D. (2021). **Transparency in previous literature reviews about blended learning in higher education.** *Education and Information Technologies*, 26(3), 3399-3426. <https://doi.org/10.1007/s10639-020-10406-x>

Literature reviews as standalone papers serve various purposes; these include the development of new theories, the shaping of future research, the production or knowledge dissemination, and support of evidence-based practices. Review papers, as a foundational block of the research process, may promote further research with higher level of quality. However, in some cases, this methodological approach raises questions about their scientific rigor, trustworthiness, systematicity, and transparency. The main goal of this study is to assess transparency levels in previous review papers pertaining to blended learning in higher education. To complete this goal, this study collects and analyzes information about the report of methodological decisions and research activities in 40 review papers. As a result, in this descriptive review paper, we identify some patterns about the type of reviews and their transparency levels. Findings also demonstrate that most efforts (80%) remain focused on describing a phenomenon in the formats of narrative reviews (65%) and descriptive reviews (15%). These types of papers show low levels of transparency in their reporting process. Nevertheless, trends indicate in the last 5 years an increase in other types of published review papers such as critical, meta-analysis, and qualitative systematic reviews. This represents an important shift in the research domain. Finally, we argue that, regardless of its type, each review paper should have a minimum level of transparency in order to ensure trustworthiness in the research process.

Çevik, Ö., ATA, R., & Çevik, M. (2021). **Bullying and victimization among Turkish adolescents: the predictive role of problematic internet use, school burnout and parental monitoring.** *Education and Information Technologies*, 26(3), 3203-3230. <https://doi.org/10.1007/s10639-020-10410-1>

This study aims to examine the paths between excessive Internet use, school burnout and parental monitoring and their predictor effects in peer bullying and victimization among Turkish adolescents. The relational survey design was employed in the study. The study group consisted of 362 students (108 females, 254 males, aged 15–18 years) from three different vocational high schools including each grade level. "Internet Addiction Scale", "School Burnout Scale", "Parental Monitoring Scale", and "Peer Bullying / Victimization Scale" were used as data collection instruments. Structural Equation Modeling was employed in order to test the hypotheses argued in the study. Findings indicate that the tendency of becoming a victim among vocational high school students is higher than becoming a bully. Furthermore, according to model analysis findings, it was established that bullying and victimization was predicted by factors of problematic Internet use, school burnout, and parental monitoring. Furthermore, a positive relationship was found between problematic Internet use and school burnout as well as parental monitoring and school burnout in line with the hypotheses. As a result, it was recommended that reducing the problematic Internet use through psycho-educational programs as well as increasing school engagement and family functioning with both indoor and outdoor social and cultural activities may prevent the emergence of bullying and victimization.

Coskun, A., & Cagiltay, K. (2021). **Investigation of classroom management skills by using eye-tracking technology.** *Education and Information Technologies*, 26(3), 2501-2522. <https://doi.org/10.1007/s10639-020-10368-0>

The purpose of this research is to show how wearable eye-tracking technology can be employed to assess and enhance classroom management skills by analyzing the instructors' eye movements in a university. The research also aimed to evaluate the instructors' gestures by recording with a video camera synchronized with the eye-tracking data. The findings showed that the wearable eye tracker gives informative feedback about the visual attention of the instructors. It provided meaningful data by video recordings and Retrospective Think Aloud sessions. Also, it demonstrated how the instructors interacted with classroom technology. Consequently, the wearable eye tracker and video-camera together could be used by Teaching/Learning Centers to improve instructors' classroom management skills and to observe their interaction with instructional technologies.

Debbağ, M., & Yıldız, S. (2021). **Effect of the flipped classroom model on academic achievement and motivation in teacher education.** *Education and Information Technologies*, 26(3), 3057-3076. <https://doi.org/10.1007/s10639-020-10395-x>

The present study investigates the effect of the Flipped Classroom (FC) model on the academic achievement and motivation levels of preservice teachers enrolled on the Teaching Principles and Methods (TPM) course, which is a higher education-level knowledge course in the teaching profession. A quasi-experimental design was adopted for the study, and the opinions of the participants of the course were taken at the end of the implementation process. The experimental group took the 14-week TPM course based on a FC model, while no intervention was made in the control group, which completed the process based on the current curriculum. In the experimental group, an interactive and controlled online learning environment was used to access the FC videos. Based on the findings of the study, it was found that the academic achievement and motivation levels of the preservice teachers in the experimental group were significantly higher than those in the control group. The preservice teachers expressed that the FC model provided them with the opportunity to put their knowledge into practice, while also improving their teaching skills and ensuring their active participation in the lesson. Their criticisms of the model, on the other hand, related mostly to the technical problems they encountered.

Demir, C. G., & Önal, N. (2021). **The effect of technology-assisted and project-based learning approaches on students' attitudes towards mathematics and their academic achievement.** *Education and Information Technologies*, 26(3), 3375-3397. <https://doi.org/10.1007/s10639-020-10398-8>

The aim of the present study was to examine the effects of Technology-Assisted Learning (TAL) and Project-Based Learning (PjBL) approaches upon students' attitudes toward mathematics and their academic achievements. A quasi-experimental research design was employed including pre-tests, post-tests and a retention test. The findings of the research revealed that the TAL approach, when compared to the PjBL approach, had a higher level of effect on students' attitudes toward mathematics. However, it was revealed that the PjBL approach had a higher level of effect on academic achievement than did TAL. In light of the findings that the present study yielded, a discussion is presented on the technology-assisted project-based learning (TAPjBL) method.

Domínguez Romero, E., & Bobkina, J. (2021). **Exploring the perceived benefits and drawbacks of using multimodal learning objects in pre-service English teacher inverted**

instruction. *Education and Information Technologies*, 26(3), 2961-2980. <https://doi.org/10.1007/s10639-020-10386-y>

This descriptive classroom-based study involved a group of 25 pre-service teacher participants from the Master's program in Teaching English as a Foreign and Second Language (TEFL) at the Complutense University in Madrid (UCM), Spain. The participants were approached in their threefold facet as graduate students, classroom active debate leaders, and prospective teachers. We aimed to explore what they perceived to be the benefits and drawbacks of using multimodal learning objects (LO) as learners, active classroom debate leaders and pre-service teachers of English in contexts of inverted classroom instruction. The results showed that LO were perceived as an excellent tool in inverted settings of instruction as they enabled a shift in the classroom dynamics towards a learner-centred approach. No significant differences were found among the views of students, debate leaders, and pre-service teachers. However, pre-service teachers expressed concerns about implementing LO. This suggests that more importance should be given to support their use in the English classroom.

Ekici, M. (2021). **A systematic review of the use of gamification in flipped learning.** *Education and Information Technologies*, 26(3), 3327-3346. <https://doi.org/10.1007/s10639-020-10394-y>

Flipped learning is considered an increasingly common strategy along with some drawbacks. Gamification has the significant potential to deal with the drawbacks. This study presents a systematic literature review on the use of gamification in flipped learning research. To demonstrate its effectiveness clearly, the only empirical research was covered related to this topic. The Web of Science, Scopus, Wiley Online Library, ERIC and Science Direct databases were surveyed and a total of twenty two articles were selected for the review. The findings reveal that adding game elements into a flipped classroom yields higher motivation, participation and better learning performance. Yet there is insufficient evidence to generalize the results. It is also found that the platforms, Moodle and Kahoot, are the most preferred platforms and points, badges and leaderboards are the most used game elements for gamification.

El-Hamamsy, L., Chessel-Lazarotto, F., Bruno, B., Roy, D., Cahlikova, T., Chevalier, M., ... Mondada, F. (2021). **A computer science and robotics integration model for primary school: evaluation of a large-scale in-service K-4 teacher-training program.** *Education and Information Technologies*, 26(3), 2445-2475. <https://doi.org/10.1007/s10639-020-10355-5>

Integrating computer science (CS) into school curricula has become a worldwide preoccupation. Therefore, we present a CS and Robotics integration model and its validation through a large-scale pilot study in the administrative region of the Canton Vaud in Switzerland. Approximately 350 primary school teachers followed a mandatory CS continuing professional development program (CPD) of adapted format with a curriculum scaffolded by instruction modality. This included CS Unplugged activities that aim to teach CS concepts without the use of screens, and Robotics Unplugged activities that employed physical robots, without screens, to learn about robotics and CS concepts. Teachers evaluated positively the CPD and their representation of CS improved. Voluntary adoption rates reached 97% during the CPD and 80% the following year. These results combined with the underpinning literature support the generalisability of the model to other contexts.

Eltahir, Mohd. E., Alsalhi, N. R., Al-Qatawneh, S., AlQudah, H. A., & Jaradat, M. (2021). **The impact of game-based learning (GBL) on students' motivation, engagement and academic performance on an Arabic language grammar course in higher education.** *Education and Information Technologies*, 26(3), 3251-3278. <https://doi.org/10.1007/s10639-020-10396-w>

The objective of this study was to evaluate the impact of game-based learning (GBL) on students' motivation, engagement and academic performance on an Arabic language grammar course at Ajman University. The study was carried out utilizing a case study of quasi-empirical design. The respondents were 107 learners, grouped into two groups: one empiric group (n = 54) that used the game-based classroom response system; and the other a control group (n = 53) which was instructed using non-game-based methods. The game-based online assessment tool Kahoot! was used as a formative assessment method in the lectures, and a questionnaire was designed to measure motivation and engagement. The findings indicated that there were statistical differences in the benefit of the empiric group between the empiric and the control groups between the groups. Empirical group students showed more improved knowledge of the concepts taught on the Arabic language grammar course, and higher motivation than the students taught using the traditional strategy.

Engerer, V. P. (2021). **Implementing dynamicity in research designs for collaborative digital writing.** *Education and Information Technologies*, 26(3), 2657-2684. <https://doi.org/10.1007/s10639-020-10365-3>

This paper implements a dynamic (i.e. temporal and local) research design for collaborative digital writing (CDW) in writing assignments in higher education. This research design builds on my paper "Temporality revisited: Dynamicity issues in collaborative digital writing research", published in this journal (Engerer 2020). The design identifies current state-of-the-art approaches to digital writing and introduces 1) the components of text (the process and products of writing and learning communication), 2) external variables such as learning orientations and group composition, 3) an intermediate layer of time management that is related to organizing the assignment, and 4) the sphere of knowledge construction. The main modification, however, is the addition of four features specifically connected to time-related aspects: 5) micro-analysis, 6) dynamicity, 7) writer relevance and 8) source status. This dynamized research design is applied in a study of writing assignments carried out by the author with students of information science in the spring term of 2016. It is demonstrated how the temporal organization of a CDW process can be visualized and how central concepts such as Task structure, Reference structure and Final target structure are construed, operationalized and dynamically related to each other. Furthermore, a real-time analysis of sequential concept building is provided. The discussion shows that the study integrates all the above elements 1)-8) of a dynamic research design for CDW, although to different degrees. The study presented here can provide a general background for designing research in CDW and can inspire CDW researchers to capture in their research designs the dynamic, time-related features in CDW.

Ergado, A. A., Desta, A., & Mehta, H. (2021). **Determining the barriers contributing to ICT implementation by using technology-organization-environment framework in Ethiopian higher educational institutions.** *Education and Information Technologies*, 26(3), 3115-3133. <https://doi.org/10.1007/s10639-020-10397-9>

Information and communication technology (ICT) is an important element to improve teaching-learning practices. This paper is aimed to determine the barriers affecting the implementation of ICT in Ethiopian higher learning institutions by adapting the information system theory (i.e. Technology-Organization-Environment (TOE) framework). The study employed a case study research method by using a qualitative research approach. Purposively the stakeholders from higher learning institutions, ministry of science and higher education, higher education relevance and quality assurance agency, and non-governmental organizations were participated in the semi-structured interview questions and focus group discussions. For qualitative analysis, QDA Miner Lite free version software was employed to identify the technology-organization-environment related themes. The findings were explained based on the TOE framework and indicated that technological, organizational, and environmental barriers which are determining the ICT implementation in the higher learning institutions of Ethiopia. These determined barriers by adopting the TOE framework were critical for the future strategic plan for the effective implementation of ICT in the higher learning institutions teaching-learning practices in the country.

Gözüm, A. İ. C., & Kandır, A. (2021). **Digital games pre-schoolers play: parental mediation and examination of educational content.** *Education and Information Technologies*, 26(3), 3293-3326. <https://doi.org/10.1007/s10639-020-10382-2>

The aim of this study is to examine mediations of parents who make digital games played by 60–72 months old children accessible, and the contents of the digital games played by children educationally. In this research the convergent parallel mixed research method that include both qualitative and quantitative research methods was used. The study group of the research consists of 109 parents. In the research, two data collection tools as a survey and a questionnaire were used. The data collection tools were developed by the researchers. Qualitative data of the research consist of parents' opinions and the digital games their children play. Quantitative data were collected with the questionnaire form. As a consequence of combining quantitative and qualitative data and evaluating them as a meaningful whole, it was established that children of parents using a parental mediation consciously play digital games with educational content. Yet, this rate is below 10%. It was determined that 90% of the parents do not use a mediation strategy consciously. In fact, children who are not applied a mediation play digital games with violent and neutral content. According to the findings, it is another significant result that parents using a mediation strategy consciously choose digital games with educational content by taking expert opinions. The results of the research were discussed in consideration of the literature in terms of both parental mediation and educational content of digital games.

Happe, L., Buhnova, B., Koziolok, A., & Wagner, I. (2021). **Effective measures to foster girls' interest in secondary computer science education.** *Education and Information Technologies*, 26(3), 2811-2829. <https://doi.org/10.1007/s10639-020-10379-x>

The interest of girls in computing drops early during primary and secondary education, with minimal recovery in later education stages. In combination with the growing shortage of qualified computer science personnel, this is becoming a major issue, and also a target of numerous studies that examine measures, interventions, and strategies to boost girls' commitment to computing. Yet, the results of existing studies are difficult to navigate, and hence are being very rarely employed in classrooms. In this paper, we summarize the existing body of knowledge on the effective interventions to recruit and

retain girls in computer science education, intending to equip educators with a comprehensive and easy-to-navigate map of interventions recommended in the existing literature. To this end, we perform an aggregated umbrella literature review of 11 existing reviews on the topic, together accumulating joined knowledge from over 800 publications, and formulate the findings in a map of 22 concrete interventions structured in six groups according to their phase and purpose.

Iannella, A., & Marani, S. (2021). **Open Educational Resources (OER) and Universal Design for Learning (UDL): A Winning Combination To Enhance Human Diversity And Uniqueness.** *MOOCs, Language Learning and Mobility, Design, Integration, Reuse*. Présenté à Online Conference, Italy. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03217411>
Open Educational Resources (OER) for studying Latin language, literature and culture are rare. Even rarer are those created respecting the principles of the Universal Design for Learning (UDL), an educational framework attentive to the employment of methods, tools and strategies that offer everyone equal opportunities to learn. The UDL has inspired the ideation and creation of Latin Fables (see <https://www.oercommons.org/courses/latin-fables>), an OER for Latin didactics that makes it possible to discover Phaedrus's most notable fables. Latin Fables is a responsive web-app designed to set up a digital learning experience that is intrinsically inclusive, integrating and enhancing several strategies that are usually employed in a specific manner for people affected by learning disorders and disabilities. This paper presents Latin Fables as a didactic tool as well as a reference model for current and future teachers as they develop instructional design abilities and acquire digital skills in producing digital resources. This concept was tested during the Lab of Instructional and Learning Technologies for the degree course in Primary Teacher Education of the University of Turin, and was well-received by the students who engaged in active participation.

Ifedayo, A. E., Ziden, A. A., & Ismail, A. B. (2021). **Mediating effect of behavioural intention on podcast acceptance.** *Education and Information Technologies*, 26(3), 2767-2794. <https://doi.org/10.1007/s10639-020-10385-z>

This research contributes to knowledge in mediating effect of lecturers' behavioural intention towards the acceptance of podcasts technology in universities. A cross-sectional quantitative research design was involved in this study. Also, a total of eight hundred and twenty-nine (829) lecturers participated in this research from three different south-west Nigeria Federal universities. The research instrument was titled lecturer's acceptance questionnaire (LAQ) with a calculated Cronbach's alpha of .919, which confirmed the instrument validity. The gathered data was analysed by using both descriptive and inferential statistics. The formulated hypothesis was tested at .05 level of significance. The result from descriptive analysis of data suggested that behavioural intention was at a low level among lecturers and the results of hypothesis testing revealed the effect of behavioural intention as partial mediator of podcast acceptance. Based on these findings relevant conclusions and recommendations were suggested in this research.

Jaafar, I., & Pedersen, J. M. (1 apr. J.-C.). **Emerging Realities and the Future of Technology in the Classroom.** In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-6480-6>. Consulté à

l'adresse www.igi-global.com/book/emerging-realities-future-technology-classroom/255425

The COVID-19 pandemic has shed light on how much humans rely, more than ever before in our history, on technology. While technology in its simplest definition is the use of a tool for a practical purpose, in the last three decades, educators can confidently say it has revolutionized how information...

Jarraud, F. (2021a, mai 5). **Retour sur le plan numérique de 2015**. Consulté 7 mai 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/05/05052021Article637557936888152444.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508975

« La mise à disposition des équipements individuels mobiles (EIM : tablettes) a bien eu un effet positif qu'on peut évaluer à 10% ». Clémence Lobut, doctorante Sciences Po, présentait le 4 mai les résultats de l'étude ELAINE sur le plan numérique lancé par F Hollande en 2015, dans le cadre du séminaire LIEPP de Sciences Po. ELAINE établit un lien de causalité entre le plan et les résultats des élèves en maths et en français. Un effet modéré mais d'environ 0.1 écart type (soit 10%) en moyenne ce qui est loin d'être négligeable. C'est comme si chaque élève avait progressé d'un rang dans sa classe. Reste à savoir pourquoi. Le pari de F Hollande était viable

Jarraud, F. (2021b, mai 7). **Le numérique à l'école : des mythes aux réalités ?** Consulté 7 mai 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/05/07052021Article637559671903401284.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=509015

« Apprendre et faire apprendre, aussi et surtout à la maison : une situation devenue quotidienne, depuis un an, pour les élèves et leurs parents, et bien sûr aussi leurs enseignant·es. L'essor de la pratique des classes virtuelles a notamment réactivé des interrogations anciennes portant sur l'efficacité des outils numériques au service des apprentissage scolaires. » L'IFé propose une synthèse relue par André Tricot.

Jost, N. S., Jossen, S. L., Rothen, N., & Martarelli, C. S. (2021). **The advantage of distributed practice in a blended learning setting**. *Education and Information Technologies*, 26(3), 3097-3113. <https://doi.org/10.1007/s10639-020-10424-9>

Ongoing digital transformations facilitate the conduct of online courses and distance learning. In this study, it was aimed to investigate the role of learners' personalities and behaviors in their academic success (exam scores) in a blended learning setting (combination of distance learning and face-to-face learning). Next to individual differences in several variables (including intelligence), participants' (n = 62) learning time and learning motivation over 14 weeks (one term) using questionnaires for one learning module at the Swiss Distance University Institute was measured. Also, data on the participants' grades at the end of the course and the number of exercises they completed during the term were obtained. A stepwise regression analysis revealed that studying at the optimal time of the day and studying regularly are relevant predictors of academic success. The results and limitations of the study are discussed in the context of academic success prediction in higher education.

Kaewsaiha, P., & Chanchalor, S. (2021). **Factors affecting the usage of learning management systems in higher education.** *Education and Information Technologies*, 26(3), 2919-2939. <https://doi.org/10.1007/s10639-020-10374-2>

This study aimed to investigate the use of learning management systems (LMSs) in higher education institutions to analyze factors affecting usage behavior. The participants were 584 students and 42 teachers from various disciplines in higher education institutions in Thailand who used LMSs at different levels including discontinued users. Data were analyzed based on the technology acceptance model (TAM) using partial least squares structural equation modeling (PLS-SEM). Results indicated that perceived resource (within the information system concept), job relevance, and subjective norms were good predictors of LMS usage. Perceived resource had the most substantial influence on usage behavior, while the influence of voluntariness was found to be insignificant. The model revealed different perceptions between students and teachers with regard to LMS usage. High levels of confidence were shown due to variations in the samples, with Cronbach's alpha values between .728 and .979.

Karakostantaki, E., & Stavrianos, K. (2021). **The use of ICT in teaching religious education in primary school.** *Education and Information Technologies*, 26(3), 3231-3250. <https://doi.org/10.1007/s10639-020-10417-8>

The purpose of the present study is to investigate students' understanding of Religious instruction and more specifically the understanding of the Parable of the Prodigal Son, using a didactic approach with the aid of Information and Communication Technologies (ICT). The sample was comprised of two identical classes of 20 pupils each, aged 6 to 7, attending the first grade of primary school in Heraklion, Crete. Quantitative planning and more specifically experimental research were used to conduct this research. The sample was divided into two groups, an experimental one and a control one. The experimental group was taught through an intervention using ICTs as an auxiliary of teaching. The control group was taught according to the traditional instruction. The results showed significant improvement in the understanding of the Parable of the Prodigal Son in the experimental group in comparison to the control group.

Kargapolova, E. V., Novikov, A. V., Kargapolov, S. V., Koshkin, A. P., & Davydova, J. A. (2021). **E-culture of Russian students: Socio-cultural differentiation.** *Education and Information Technologies*, 26(3), 3497-3512. <https://doi.org/10.1007/s10639-021-10435-0>

Electronic culture constitutes a new form of social adjustment in the digital era. Our study aims to reveal socio-cultural differentiation in the social group of Russian students whose e-culture is being shaped. Moscow students became our test group. To achieve the research aim we analyzed the concept of "e-culture" focusing on its theoretical and methodological interpretations. The paper provides an overview of current approaches to understanding electronic culture, namely competence- and activity-based approaches, axiological and institutional ones. Cultural studies of classical sociology served as theoretical and methodological basis for our applied research. Sociological approach enables to reveal the position of e-culture in modern society and detect its differentiating action on everyday practices and value system of distinct social groups. Thus, we suggest that we should extend our applied sociological study of students' e-culture by using a significant indicator, i.e. reflective-axiological attitude towards electronic technologies. We surveyed students of Russian universities and can now conclude that students from different test groups shape their e-culture at their own pace. Reflective-axiological attitude to ICT exerts a significant impact on e-culture formation;

due to operational thinking technical students shape their critical reflective attitudes faster than non-technical ones. Most young adults today are common users, which suggests low demand for ICT in educational and professional areas where young people are actively involved. Youth socialization employs traditional forms of information culture, for example, book culture.

Khosrow-Pour D. B.A., M. (1 apr. J.-C.). **Handbook of Research on Modern Educational Technologies, Applications, and Management (2 Volumes)**. In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-3476-2>. Consulté à l'adresse www.igi-global.com/book/handbook-research-modern-educational-technologies/242895

As technology and technological advancements become a more prevalent and essential aspect of daily and business life, educational institutions must keep pace in order to maintain relevance and retain their ability to adequately prepare students for their lives beyond education. Such institutions and...

King, S. A., Dzenga, C., Burch, T., & Kennedy, K. (2021). **Teaching Partial-Interval Recording of Problem Behavior with Virtual Reality**. *Journal of Behavioral Education*, 30(2), 202-225. <https://doi.org/10.1007/s10864-019-09363-4>

Virtual reality (VR) places individuals within a simulated experience using an array of visual, auditory, and tactile interfaces. Research suggests VR, which facilitates the rehearsal of actual job duties and performance assessment during training, may improve professional development across a range of disciplines. Although studies incorporating technology into professional development for educators are increasingly common, few have examined the potential for VR as a training tool. Direct observation represents a fundamental skill for professionals involved in behavior change. The present study evaluated the effectiveness of an automated simulation in teaching graduate and undergraduate students (N=31) to collect partial-interval recording data pertaining to inappropriate behavior. Participants were randomly assigned to either a control condition or intervention condition consisting of a brief simulated observation of a student exhibiting problem behavior. Results suggest participants who used VR were more confident in their ability to collect data; however, evidence for improved outcomes related to data collection was not identified. These mixed findings provide tentative support for further research in this area.

Kopciwicz, L., & Bougsiaa, H. (2021). **Understanding emergent teaching and learning practices: iPad integration in Polish school**. *Education and Information Technologies*, 26(3), 2897-2918. <https://doi.org/10.1007/s10639-020-10383-1>

The appearance of tablet technology in the classroom is considered an obvious modernisation milestone. In the last few years school professionals in Poland have made large investments in digitalisation, especially through one to one model (1:1), using digital devices such as tablets. Researches on tablet technology integration in school classrooms convince that digital technologies are closely related to the discourse of educational change. What really changes when digital technology is used in the classroom? This is a driving question for the present study. This research contributes knowledge and new insights into learning and teaching practices in two classrooms in a Polish primary school that were observed over a longer perspective of three school semesters. The design of teaching and learning with tablet technology was explored using the didactical design framework. This perspective focuses on both teachers'

practices and students' learning activities in the classroom and how tablet technology is integrated into teaching and learning practices. Although the research project was performed on a small scale, it can be defined as one that documents the changes to learning and teaching practices happening in the traditional educational culture of the school under analysis. These changes were identified through the data collected by means of classroom video ethnography (63 teaching hours of recording) and follow-up interviews (18) with classroom's teachers. The analysis resulted in three distinct maps of emergent teaching and learning practices and a series of conflicts and tensions teachers experience in their everyday tablet-mediated teaching practices. The findings point out that tablet technology integration needs the alignment of the classroom pedagogy - technology relationships.

Kowalska-Chrzanowska, M., Krysiński, P., & Karwowski, M. P. (2021). **Digital competences of residents in Kuyavian-Pomeranian Voivodeship in the light of the polish training project "E-active"**. *Education and Information Technologies*, 26(3), 3427-3444. <https://doi.org/10.1007/s10639-020-10411-0>

The purpose of the article is to describe the trainings implemented as part of the project "E-Active Residents of the Kuyavian-Pomeranian and Łódź Voivodeships" and to present the results of partial assessment of the level of digital competence of 75 training groups (837 participants) recruiting from selected municipalities of the Kuyavian-Pomeranian Voivodeship (Aleksandrów Kujawski, Chełmża, Lipno, Lubanie, Radziejów, Stolno, and Śliwice). The project is implemented as part of the Digital Poland Operational Program for 2014–2020 by the Płużnica Commune Development Association in partnership with the Polish Ministry of Digital Affairs and the Foundation of Active Development Initiatives. The authors limit themselves to presenting results of 75 trainings only in the municipalities of the Kuyavian-Pomeranian Voivodeship, in which they had conducted the trainings on their own, in the capacity of certified instructors of digital competences, in the period of December 2018 – end of June 2019. Each participant of the training was obliged to take a pre-test consisting in 10 single-choice questions, that verified his digital competences (like use of search engines, digital resources, e-administration services, tools of cybersecurity). At the end of the training (consisting of the lecture with the presentation of tools) each participant had to solve the post-test to validate his knowledge (again, 10 single-choice questions with the pass threshold score of 75% of correct answers). Comparing the results of both tests, the authors of this article assessed the level of digital competence of participants' group before and after the trainings. The conducted analyses proved that all the training groups increased their levels of digital competences. In the case of almost 55% of groups, an increase by one level was evidenced (51% for average to high competences, and 4% for low to average competences), and in the case of 35% of groups — by two levels (from low to high competences). Slightly above 10% of groups increased their already high level of competences that was featured initially. The obtained results are the evidence of the high effectiveness of the trainings. In their final outcome, as much as 72 training groups increased their initial levels of digital competences to the high level, and 3 to the average level. There was no group reported with a drop in the level of competences. The results of analyses indicate high effectiveness of the trainings conducted within the scope of the "E-Active Residents of the Kuyavian-Pomeranian and Łódź Voivodeships" project – at least with respect to the Kuyavian-Pomeranian Voivodeship. A large number of participants featuring average and low digital competences (89% before the training and 96% after the trainings) may be evidence for the unsatisfactory level of digital competences in Poland. On the other

hand, a relatively high interest in the trainings among the seniors (aged 61 or older), may indicate that there is still a considerable need in Poland for initiating actions countering the digital exclusion.

Lakhal, S., & Khechine, H. (2021). **Technological factors of students' persistence in online courses in higher education: The moderating role of gender, age and prior online course experience.** *Education and Information Technologies*, 26(3), 3347-3373. <https://doi.org/10.1007/s10639-020-10407-w>

The aim of this study was to verify if technological factors have an influence on persistence in online courses. A theoretical model encompassing seven variables was tested, some of them borrowed from the Unified Theory of Acceptance and Use of Technology: performance expectancy, effort expectancy, social influence, facilitating conditions, attitude, anxiety and persistence in online courses. Three moderating variables (gender, age and prior online course experience) were also considered in the analyses. Data were collected among a sample of 430 students using an online questionnaire. The obtained results strongly support 6 of the 9 research hypotheses for the proposed model. Correlations revealed significant associations between persistence in online courses on the one hand and performance expectancy, effort expectancy, social influence, facilitating conditions, attitude, and anxiety on the other hand. A series of multiple linear regressions examined the predictability of persistence in online courses by the technological factors considered in the study for the whole sample, and for each gender, age and prior online course experience group. They showed that these factors explained 18.9% to 45.7% of the variability in persistence in online courses. The discussion focuses on how different technological factors explain persistence.

Legkauskas, V., & Steponavičiūtė-Kupčinskė, I. (2021). **Links between in-class use of social media and school adjustment of high-school pupils.** *Education and Information Technologies*, 26(3), 2853-2861. <https://doi.org/10.1007/s10639-020-10389-9>

The present study was conducted to assess the links between in-class use of social media and academic and social school adjustment of high school students attending 9th and 10th grade in Lithuania. Participants included 216 girls and 103 boys aged 14 to 17 years ($M = 15.60$) attending high schools in the second largest city of Lithuania. Participants filled questionnaires concerning their use of social media during class time and social adjustment at school. Also, schools provided data on current academic adjustment of participants. The results indicated that more time spent using social networking sites during classes was linked to lower grade point average, more missed classes, and poorer relationships with peers.

Lwande, C., Oboko, R., & Muchemi, L. (2021). **Learner behavior prediction in a learning management system.** *Education and Information Technologies*, 26(3), 2743-2766. <https://doi.org/10.1007/s10639-020-10370-6>

Learning Management Systems (LMS) lack automated intelligent components that analyze data and classify learners in terms of their respective characteristics. Manual methods involving administering questionnaires related to a specific learning style model and cognitive psychometric tests have been used to identify such behavior. The problem with such methods is that a learner can give inaccurate information. The manual method is also time-consuming and prone to errors. Although literature reports complex models predicting learning styles, only a few have used machine learning methods such as an artificial neural network (ANN). The primary objective of this study was to design, develop,

and evaluate a model based on machine learning for predicting learner behavior from LMS log records. Approximately 200,000 log records of 311 students who had accessed e-Learning courses for a 15-week semester were extracted from LMS to create a dataset. Machine learning concepts were identified from the log records. The dataset was split into training and testing sets. A model using the artificial neural network algorithm was designed and implemented using an r-studio programming language. The model was trained to predict learner behavior and classify each student. The prediction success rate of 0.63, 0.67, 0.64, 0.65, 0.26, 0.64 accuracy, precision, recall, f-score, kappa, and Area Under the Curve (AUC) respectively were recorded. This demonstrates that the model after full validation can be relied on to identify learner behavior.

Malhotra, S., Kumar, A., & Dutta, R. (2021). **Effect of integrating IoT courses at the freshman level on learning attitude and behaviour in the classroom.** *Education and Information Technologies*, 26(3), 2607-2621. <https://doi.org/10.1007/s10639-020-10376-0>

As a technology the effect of the Internet of Things (IoT) is so strong that it has changed the way of living. The transition is also apparent in the field of education, as statutory technical training bodies have made IoT a mandatory course in engineering education. But in terms of design and instruction, implementing this course at the freshman-level is difficult. The target, of course, must be planned in such a way as to link newly enrolled learners to engineering disciplines and promote professional learning. This paper focuses on the freshman level designing and implementing of the course. A reliability test was performed to assess the internal consistency between student learning attitude, student engagement actions in the classroom and acceptance of technology. In addition, it analyzed the effect of gender differentiation. One hundred and twenty-three First Year Engineering Students participated in a survey questionnaire based on the five - point Likert scale provided at the end of the course. The findings show Cronbach's alpha value of 0.93 for 12 test items, suggesting that the questionnaire was suitable for use as an assessment method for assessing how successful the course is in terms of learning attitude, behavioral engagement, and acceptance of technology. The reliability test results show a high correlation between acceptance of the technology and the behavioral engagement of the student. The internal consistency between the learning attitude with the conducted acceptance of the technology, and the result showed a = 0.715, making slight connection between two. Further the effect of gender on these parameters analyzed and found to be insignificant.

Masoumi, D. (2021). **Situating ICT in early childhood teacher education.** *Education and Information Technologies*, 26(3), 3009-3026. <https://doi.org/10.1007/s10639-020-10399-7>

Preparing the next generation of preschool teachers who can integrate and make use of ICT to capitalise on and develop young children's digital competences remains a challenging goal for teacher education programmes (TEP). Given the current gaps in the literature, this study aims to expand and deepen our understanding of the extent to which early childhood pre-service teachers encounter ICT during their training and how they are prepared to use digital technologies in their future practices. The empirical data was generated through a focus group study with pre-service teachers and interview with their teacher educators at an institution of higher education in Sweden. The findings of the study suggest that pre-service teachers feel they have not been adequately prepared to integrate ICT into their future educational practices in preschool. Teacher educators, however, demonstrated a completely different perspective, highlighting a variety of initiatives that they were implementing to prepare the next generation of

preschool teachers to use digital technologies. It will discuss why pre-service teachers, unlike teacher educators, feel they are not being adequately prepared to use digital technologies in early childhood education. The study also provides a detailed account of the varied procedures involved in preparing pre-service teachers' digital competences and makes recommendations to teacher educators on how to enhance future preschool teachers' TPACK.

Movchun, V., Lushkov, R., & Pronkin, N. (2021). **Prediction of individual learning style in e-learning systems: opportunities and limitations in dental education.** *Education and Information Technologies*, 26(3), 2523-2537. <https://doi.org/10.1007/s10639-020-10372-4>

The aim of the article is to study the prediction model of an individual learning style in e-learning systems to enhance the effectiveness of dentistry education. In developing the model, Neil Fleming's VARK concept of information perception was applied. The statistical data of the Russian Federal State Statistics Service on the students' distribution in the field of preparation of dentists in higher educational institutions for 2018–19 was used to assess the current state of development of dental education and the possibilities of introducing e-learning systems. In order to achieve the goal set, the anonymous survey was conducted among dental students of the I.M. Sechenov First Moscow State Medical University (MSMU). To compare the state of dental education with the developed countries, the study provides a survey performed by the American Dental Association in the United States. The investigation among the MSMU students involved 18 male and 24 female participants. The correlation analysis of the relationships between different learning styles revealed the closest relation between auditory and visual learning. Since the correlation was negative ($r = -0.500$), the visual style was considered less developed. Based on the data obtained, a model for predicting an individual learning style based on a specially designed questionnaire was proposed to improve the e-learning of dental students. The information resulted from the current research will contribute to the promotion of a profound study of academic disciplines in the field of dental education by developing an e-learning system. Thus, the use of students' cognitive skills could be improved.

Muranaka-Vuletich, H. (2021). **Effects of online language testing on final examination.** *Education and Information Technologies*, 26(3), 2795-2809. <https://doi.org/10.1007/s10639-020-10384-0>

Many tertiary language courses have some online components as part of their blended learning initiatives. These online activities could be part of assessments, and online quizzes/tests can be used as preparation for the demanding final written examination. This study attempts to shed some light on the effects of online tests on final examination performance. Results obtained from beginners' Japanese language students at a tertiary institute were examined by conducting three-way comparisons amongst the average scores and average number of attempts of the online tests, and the final examination score in order to ascertain the relationship between the number of attempts of online tests and the online test scores and the final examination scores. The results indicated that the number of attempts of quizzes cannot be used as an indicator of possible good final examination score, although the contents of quizzes and the final examination were closely related. In addition, although the online quizzes were created as preparation for the final examination, even the quiz average score cannot be the direct indicator for a successful final examination score.

Nikolopoulou, K. (2021). **Mobile devices in early childhood education: teachers' views on benefits and barriers.** *Education and Information Technologies*, 26(3), 3279-3292. <https://doi.org/10.1007/s10639-020-10400-3>

Mobile devices and, in particular, tablets have become increasingly popular in young children's lives; however, there is limited empirical evidence regarding early childhood teachers' perceptions on mobile technology-learning in early years. This study investigated teachers' views on mobile devices' usage in early childhood education classrooms, focusing on their perceived benefits, barriers and their concerns. A questionnaire with open ended questions was completed by 30 early childhood education teachers, in Greece. The primary perceived benefits regarded the facilitation of the educational process, the interactive learning environment and the support of children's learning and development. Major perceived barriers were related to the lack of (or limited) resources/equipment, the limited teacher training opportunities and lack of funding, while key concerns regarded the constraint of hands-on experiences, children's concentration, and cyber safety issues. Implications for pre-service and in-service teacher training, educational policy and practice, as well as links between home and school are discussed.

Papastergiou, M., & Mastrogiannis, I. (2021). **Design, development and evaluation of open interactive learning objects for secondary school physical education.** *Education and Information Technologies*, 26(3), 2981-3007. <https://doi.org/10.1007/s10639-020-10390-2>

The aim of this study was twofold: (a) the design and development of a set of open, interactive, digital Learning Objects (LOs) for high school Physical Education (PE), and (b) the evaluation of the newly-created LOs by PE teachers, experienced both in teaching PE and in Information and Communication Technology (ICT), as to their quality and usefulness, before the dissemination of the use of the LOs in schools. The design and development framework, which was included in an innovative national project, is first presented, followed by descriptions of the 19 LOs that were produced, grouped in two categories (instructivist-oriented and constructivist-oriented LOs). Thirteen (13) of the LOs were subjected to external, summative evaluation by 19 qualified PE teachers, each of whom evaluated all 13 LOs through completing an online evaluation form for each. The form consisted of a standard LO evaluation instrument comprising 4 criteria of quality (interactivity, design, engagement, usability), and of an additional item assessing the usefulness of the LO in the teaching of PE. The LOs were found to be adequate in terms of interactivity, design, engagement, usability and usefulness, which corroborates their suitability for use in schools. Instructivist-oriented LOs and constructivist-oriented LOs were not found to differ significantly in terms of design and usability. However, the latter were found to be significantly more interactive, engaging, and useful in PE teaching than the former. The study provides useful guidance for the future design and development of LOs for PE.

Peled, Y. (2021). **Pre-service teacher's self-perception of digital literacy: The case of Israel.** *Education and Information Technologies*, 26(3), 2879-2896. <https://doi.org/10.1007/s10639-020-10387-x>

Teachers provide society with literacy needs. They instruct students to acquire the essential skills and competencies required for a successful social integration. Thus, the need to identify digital readiness in teachers. The purpose of this study is to assess the level of digital literacies and digital readiness of students majoring in education. The research method includes a questionnaire comprising 54 items. The sample consists of

1265 students. The results show that more than half of the participants report an overall high level of literacy in all areas. Their sense of readiness for teamwork and their ethical readiness is high. Nonetheless, a low sense of readiness is found in a first and advanced order of readiness. The practical implications of these findings are crucial, as they can assist faculty and educational policymakers identify the strengths and weaknesses of students' digital literacies.

Pordelan, N., Hosseinian, S., & Baei Lashaki, A. (2021). **Digital storytelling: a tool for life design career intervention.** *Education and Information Technologies*, 26(3), 3445-3457. <https://doi.org/10.1007/s10639-020-10403-0>

Life design is a postmodern paradigm in career interventions for which technology plays an important role in helping clients in career decision-making process. Accepting the role of technology and information technology in life, this study aims to investigate the effect of digital storytelling on career counseling process with life design paradigm. This is a quasi-experimental study with pretest, posttest, and follow-up with control group. For this purpose, 45 students in Tehran were randomly selected to participate in the labor market entrance course and they were assigned to (i) the digital storytelling (15 students), (ii) the face-to-face storytelling (15 students), and (iii) the control (15 students) groups. The career decision-making and the career decision-making self-efficacy questionnaires were completed in the pretest, the posttest, and the follow-up test. The findings showed that career decision-making and career decision-making self-efficacy of the subjects in the intervention groups increased relative to the control group and the group in which the digital storytelling was used for career interventions obtained higher career decision-making self-efficacy than other groups. According to the findings, it can be said that although no difference exists between students' use of the digital storytelling and the face-to-face storytelling, the use of the digital storytelling results in higher career decision-making self-efficacy of students.

Rajabalee, Y. B., & Santally, M. I. (2021). **Learner satisfaction, engagement and performances in an online module: Implications for institutional e-learning policy.** *Education and Information Technologies*, 26(3), 2623-2656. <https://doi.org/10.1007/s10639-020-10375-1>

There has been debates related to online and blended learning from a perspective of learner experiences in terms of student satisfaction, engagement and performances. In this paper, we analyze student feedback and report the findings of a study of the relationships between student satisfaction and their engagement in an online course with their overall performances. The module was offered online to 844 university students in the first year across different disciplines, namely Engineering, Science, Humanities, Management and Agriculture. It was assessed mainly through continuous assessments and was designed using a learning-by-doing pedagogical approach. The focus was on the acquisition of new skills and competencies, and their application in authentic mini projects throughout the module. Student feedback was coded and analyzed for 665 students both from a quantitative and qualitative perspective. The association between satisfaction and engagement was significant and positively correlated. Furthermore, there was a weak but positive significant correlation between satisfaction and engagement with their overall performances. Students were generally satisfied with the learning design philosophy, irrespective of their performance levels. Students, however, reported issues related to lack of tutor support and experiencing technical difficulties across groups. The findings raise implications for institutional e-learning policy making to

improve student experiences. The factors that are important relate to the object of such policies, learning design models, student support and counseling, and learning analytics.

Sacré, M., Lafontaine, D., & Toczec, M.-C. (2021). **Quels éléments pédagogiques constituent la dimension distancielle des dispositifs hybrides ?** 8e Colloque International en éducation. Présenté à Montréal, Canada. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03217255>

L'enseignement hybride rencontre une popularité exponentielle dans l'enseignement supérieur et les études sur les effets de ce type d'enseignement florissent dans la littérature. Cette revue systématique a pour objectif (1) de recenser les études comparant les performances des étudiants dans des dispositifs d'enseignement hybride et les dispositifs « traditionnels » ou entièrement en ligne et (2) de répertorier les éléments pédagogiques effectivement mis en place dans ces dispositifs. L'interrogation de cinq bases de données a permis la sélection de 21 études au sein desquelles nous avons extraits les éléments pédagogiques caractérisant les dispositifs. Nous proposons une classification selon de ces éléments cinq composantes et nous les mettons en lien avec les performances des étudiants. Les résultats montrent la prépondérance des exercices en ligne et des feedbacks ainsi que de la mise à disposition des ressources en ligne. Les outils relatifs aux stratégies cognitives, d'aide à l'apprentissage ou facilitant les interactions sont également présents dans ces dispositifs. Les effets de ces composantes sur les performances des étudiants sont discutés au regard de la littérature.

Sandanayake, T. C., Karunanayaka, S. P., & Madurapperuma, A. P. (2021). **A framework to design open educational resources-integrated online courses for undergraduate learning: A design-based research approach.** *Education and Information Technologies*, 26(3), 3135-3154. <https://doi.org/10.1007/s10639-020-10393-z>

Open Educational Resources (OER) integrated online courses provide a rich and a flexible learning environment to acquire knowledge and skills among undergraduates. A significant issue with OER-integrated online courses is the poorly addressed instructional design features. Instructionally rich online courses will have a greater impact on both teaching and learning. This study is aimed at exploring different support systems in relation to the undergraduate learning process through the design of OER-integrated online courses. It explored design features under four main Instructional Design (ID) aspects, being: Information Design, Instruction Design, Interface Design and Interaction Design. The study adopted a Design-Based Research approach through analysis, design, development, implementation and evaluation of an intervention in multiple phases, using mixed methodologies. This resulted in a design framework with reusable design principles for OER-integrated online learning. The outcomes of this study will contribute to enhance OER-integrated course design and to develop undergraduate education.

Schina, D., Esteve-González, V., & Usart, M. (2021). **An overview of teacher training programs in educational robotics: characteristics, best practices and recommendations.** *Education and Information Technologies*, 26(3), 2831-2852. <https://doi.org/10.1007/s10639-020-10377-z>

The emergence of Educational Robotics (ER) and its rapid spread across all levels of education in recent years has drawn attention to the need for further training in this discipline. In this study we discuss the panorama of teacher training research in ER and make recommendations for institutions that intend to implement ER teacher training programs. We explore three databases that include publications in ER teacher training

and select 38 publications for analysis. We discuss these publications with special emphasis on requirements, durations, trainer and trainee profiles, pedagogical approaches and best practices. Our main findings are the lack of uniformity regarding the duration and requirements of training programs and the fact that information on trainer and trainee profiles is not always documented. ER teacher training programs are often not founded on theory. When they are based on pedagogical principles, however, these are usually constructivism/constructionism, inquiry-based learning or project-based learning. The most prominent best practices for ER teacher training fall into five categories: collaboration, materials, pedagogy, practice and feedback/support. Our recommendations will help to improve the content, structure and implementation of future ER teacher training programs and the reliability and generalizability of research results and design.

Shahzad, A., Hassan, R., Aremu, A. Y., Hussain, A., & Lodhi, R. N. (2021). **Effects of COVID-19 in E-learning on higher education institution students: the group comparison between male and female**. *Quality & Quantity*, 55(3), 805-826. <https://doi.org/10.1007/s11135-020-01028-z>

In response to the emerging and ever solution to the COVID-19 outbreak. This study proposes a theoretical framework based on literature and model to determined E-learning portal success. The study compared males and females to E-learning portal usage. The study objective is to check the difference between male and female E-learning portals' accessibility among the students' perspective. The study included service quality, system quality, information quality, user satisfaction, system use, and E-learning portal success. The empirical data of 280 students participated from the different universities of Malaysia through google surveys analyzed using the Partial Least Squares Structural Equation Modelling. The study further divided the full model into two domains, which are female and male. In the male model, information quality and system quality have direct relationships with user satisfaction. Information quality also supported the relationship with system use. At the same time, there is a positive relationship between user satisfaction and E-learning portals. Likewise, in the female model, E-service quality and Information quality both are supported by system use and user satisfaction. Similarly, system quality has a positive relationship with user satisfaction, and user satisfaction has a positive relationship with E-learning portals. The study will be further helpful for the Malaysian universities policy-makers such as top management, ministry of higher education, Malaysian universities union in designing the policies and programs on E-learning Portal Success in the country. The findings of the study reveal that males and females have a different level of in terms of usage of towards E-learning portals in Malaysian Universities.

Sood, S., & Saini, M. (2021). **Hybridization of cluster-based LDA and ANN for student performance prediction and comments evaluation**. *Education and Information Technologies*, 26(3), 2863-2878. <https://doi.org/10.1007/s10639-020-10381-3>

For a productive life, education plays a critical role to fill individual life with value and excellence. Education is compulsory to provide things that individuals partake in to compete in the modern world. Predicting the academic performance of the student is the most successive research in this era. A different set of approaches and methods are incorporated to increase student performance. However, this is a challenging task due to the wrong course selection. In the proposed study, we have used the hybrid approach consisting of Cluster-based Linear Discriminant Analysis (CLDA) and Artificial Neural

Network (ANN) to provide the prospective students with the motivational comments and the video recommendations by which students can choose the right subject and the comments will facilitate the students with the insight reasons of dropout opted by other students for this course. The outcomes of this study will help in the reduction of the number of dropouts. The students will be able to choose an appropriate course for performance enhancement and carrier excel.

Sungkur, R. K., & Maharaj, M. S. (2021). **Design and implementation of a SMART Learning environment for the Upskilling of Cybersecurity professionals in Mauritius.** *Education and Information Technologies*, 26(3), 3175-3201. <https://doi.org/10.1007/s10639-020-10408-9>

Teaching and Learning confined to within the four walls of a classroom or even online Learning through Massive Online Courses (MOOCs) and other Learning Content Management Systems (LCMS) are no longer seen as the optimal approach for competency and skills development, especially for working professionals. Each of these busy learners have their own training needs and prior knowledge. Adopting the one-size-fits-all teaching approach is definitely not effective, motivating and encouraging. For some learners, the content might be too easy and for others, it might be too difficult. This is why this research presents the use of SMART Learning Environment that makes use of Intelligent Techniques to personalise the learning materials for each learner. This mismatch in skills is becoming a pressing issue and is having a direct impact on the ICT Sector, which is one of the pillars of the Mauritian Economy. This research, therefore, besides proposing a novel approach to learning, also attempts to address an issue of national importance. Data was collected during three phases, namely an Expert Reference Group Discussion, a pre-test questionnaire and a survey questionnaire. The Expert Reference Group Discussion was carried out to further understand the training needs and expectations of Cybersecurity professionals in Mauritius. A SMART Learning Environment making use of Artificial Neural Networks and Backpropagation Algorithm to personalise learning materials was eventually designed and implemented. The major findings of this research were that personalisation of learning materials through the use of a SMART Learning Environment can be used to address the training needs of Cybersecurity professionals in Mauritius.

Tadbier, A. W., & Shoufan, A. (2021). **Ranking educational channels on YouTube: Aspects and issues.** *Education and Information Technologies*, 26(3), 3077-3096. <https://doi.org/10.1007/s10639-020-10414-x>

YouTube has become a global platform for learning and teaching. Its design as a social medium, its rapidly growing content and the obscurity of its search and recommendation system, however, frequently leave users with suboptimal results. Trying to give guidance, many professional websites started to publish ranked lists of educational channels. These lists, however, are highly non-conjoint and different in length, which challenges their general usefulness. This study first highlights some aspects and issues related to ranking YouTube's educational channels by a qualitative and quantitative analysis of 193 lists collected from 101 websites. Then, an iterative multi-algorithm approach is proposed to derive aggregated ranked lists starting from these online lists for three categories: general education, science and history. The aggregated lists were then correlated with surface features of the channels including the channel's lifetime and the total number of videos, views and subscribers. Also, an alternative rating-based ranking was established by analysing a total of 2900 videos from the different channels. The results show that the aggregated ranked list of science channels has strong correlation with surface channel

features. In contrast, the aggregated ranks of history channels are more correlated with viewers' positive ratings. The aggregated ranks of general education channels neither relate to channel features nor to viewers' ratings. Based on these findings several remarks and recommendations for the generation, usage, and research on ranked lists and rank aggregation of YouTube's educational channels are given.

Thornburg, A. W., Ceglie, R. J., & Abernathy, D. F. (1 apr. J.-C.). **Handbook of Research on Lessons Learned From Transitioning to Virtual Classrooms During a Pandemic**. In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-6557-5>. Consulté à l'adresse www.igi-global.com/book/handbook-research-lessons-learned-transitioning/255922

Online instruction is rapidly expanding the way administrators and educators think about and plan instruction. In addition, due to a pandemic, online instructional practices and learning in a virtual environment are being implemented with very little training or support. Educators are learning new t...

Tomczyk, Ł., Jáuregui, V. C., de La Higuera Amato, C. A., Muñoz, D., Arteaga, M., Oyelere, S. S., ... Porta, M. (2021). **Are teachers techno-optimists or techno-pessimists? A pilot comparative among teachers in Bolivia, Brazil, the Dominican Republic, Ecuador, Finland, Poland, Turkey, and Uruguay**. *Education and Information Technologies*, 26(3), 2715-2741. <https://doi.org/10.1007/s10639-020-10380-4>

The aim of the article is to highlight the key elements related to the implementation of new technologies in education from the perspective of the opinions and experiences of educators in the field in Bolivia, Brazil, the Dominican Republic, Ecuador, Finland, Poland, Turkey, and Uruguay. The text compares issues related to attitudes towards the use of new media in education, experiences with different forms of e-learning, and the level of restrictions on the use of smartphones in school. These variables are juxtaposed with the self-assessment of digital competence and how cyberspace is used. The survey was conducted using a standardised survey questionnaire translated into the relevant national languages in the first half of 2019, and involved a sample of 873 teachers representing eight countries. On the basis of the pilot studies it was noted that: 1) Teachers from LAC and EU like to use digital media - this is a constant trend independent of geographical location; 2) Teachers note that new technologies are not always better than analogue didactic aids; 3) Teachers from selected countries (the Dominican Republic, Brazil, Turkey, and Uruguay) have much greater techno-optimism in themselves than teachers from Bolivia, Poland, Finland and Turkey in terms of the impact of ICT on student motivation and engagement; 4) In all countries teachers prefer free online courses (the different forms of e-learning are used most often by those in the Dominican Republic, and the least often in Bolivia and Poland); 5) In each country teachers who highly value their own digital competences and have a positive attitude towards new media use ICT much more actively; 6) There is also a global trend in that the extensive use of cyberspace (typical e-services) appears in combination with the extensive use of various forms of e-learning; 7) Teachers from Ecuador are most likely to want to ban the use of smartphones in schools. The most liberal approach in this respect is taken by the Uruguayans; 8) The knowledge of the conditions related to restricting the use of smartphones goes beyond the analyses related to the style of use and attitude towards new media. This article is the result of pilot studies conducted within the framework of the SMART ECOSYSTEM FOR LEARNING AND INCLUSION project carried out in selected Latin American, Caribbean (LAC) and European (EU) countries.

Villeneuve, E., Saumonneau, M., Laguna Salvado, L., & Abi Akle, A. (2021). **Encourager l'implication des apprenants en combinant apprentissage par problème et outils numériques**. *8ème colloque international en éducation*. Présenté à Montréal (en ligne), Canada. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03214092>

L'enseignement des statistiques fait partie du socle de connaissances nécessaires dans le cadre d'une formation d'ingénieurs généralistes. Cependant, les résultats des étudiants dans cette discipline n'étaient pas à la hauteur des objectifs pédagogiques fixés. Une refonte des modalités d'enseignement a été menée en s'appuyant sur trois constats : les apprenants (1) ne percevaient pas l'intérêt de la discipline pour leur futur métier, (2) souhaitaient être plus actifs dans leur phase d'apprentissage et (3) appréciaient l'usage des outils numériques comme supports à leur formation. Un travail, mené par l'équipe pédagogique, a défini l'adaptation de l'enseignement proposé en intégrant plus de pédagogie active et plus d'outils numériques. Cette communication présentera la démarche pédagogique innovante issue de ce travail. Cette démarche s'appuie sur un cas d'étude nécessitant une implication forte des apprenants pour servir de base à un apprentissage par problème et est soutenue par des « briques » numériques (contenant chacune un apport théorique, des exercices et une évaluation) permettant à l'apprenant d'avancer à son rythme suivant un escalier pédagogique pour atteindre les objectifs pédagogiques. Les premiers résultats sont très prometteurs tant du point de vue des évaluations (amélioration significative des notes) que de la satisfaction des étudiants comme des enseignants.

Wu, B. (2021). **Influence of MOOC learners discussion forum social interactions on online reviews of MOOC**. *Education and Information Technologies*, 26(3), 3483-3496. <https://doi.org/10.1007/s10639-020-10412-z>

Although some studies have explored massive open online courses (MOOCs) discussion forums and MOOC online reviews separately, studies of both aspects are insufficient. Based on the theory of self-determination, this paper proposes research hypotheses that MOOC learning progress has a direct impact on MOOC online reviews and an indirect influence on MOOC online reviews through social interactions in discussion forums, as well. Coursera the largest MOOC platform, is selected as the empirical research object, and data from learners who participated in the MOOC discussion forum and provided MOOC online reviews from August 2016 to December 2019 are obtained from the most popular course, "Machine Learning". After processing, data from 4376 learners are obtained. Then, according to research hypotheses, multi regression models are constructed accordingly. The results show that the length of MOOC online review text is affected by the MOOC learning progress, the number of discussion forum posts, the number of follow, the online review sentiment and MOOC rating. This study highlights the main factors that affect MOOC online reviews. As a result, some suggestions are put forward for the construction of MOOC.

Yadav, A. K., & Oyelere, S. S. (2021). **Contextualized mobile game-based learning application for computing education**. *Education and Information Technologies*, 26(3), 2539-2562. <https://doi.org/10.1007/s10639-020-10373-3>

This paper intends to present an overview of a mobile game-based learning application, BaghLearn that develops and upskills programming and algorithmic knowledge by cross-curricular capabilities through a traditional world-based game. The focus of this research was to explore the learning effectiveness of BaghLearn on students. Mixed method

research approach was applied to collect, process and analyze the research data in which undergraduate students who had some prior knowledge or had taken algorithm courses were instructed to test the mobile game learning application. This study exhibits the idea of integrating learning with contextual mobile game as an effective approach in understanding the influence of games towards cognitive achievements of students in computing education. In addition, there are no major requirements for the use of this application (can be maintained in resource-constrained contexts such as Nepal), which makes it expressively satisfying and useful for students who are relentlessly using mobile devices. Besides, this study evaluated the influence of BaghLearn towards learning of the design and analysis of algorithm course, which is a compulsory course for most undergraduate computing education program. Furthermore, the study findings can be used as a guideline for developing learning solutions and usability evaluation of such solutions, especially for infrastructure-constrained contexts. Students using the BaghLearn opined that the application is easy to use, supportive and lead to improved learning satisfaction.

Yoshida, M. (2021). **Investigation of university students' behaviour in a Heterarchical twitter community**. *Education and Information Technologies*, 26(3), 3155-3174. <https://doi.org/10.1007/s10639-020-10402-1>

We conducted an investigational study of the formulation of the heterarchical online knowledge-based community among university students, which also involved users outside a course. As an exercise in a course, students were assigned to post their opinions regarding global issues on Twitter to connect with social actors. The emerging all connections were collected by Twitter's application programming interface. Dataset was categorised into types of behaviourgraphics, which were styles of online users' individual behaviour, as proposed by Solis. There were 954 tweets by 197 users, and 13 within 20 types of behaviourgraphics were exhibited in the Twitter community. However, students' isolated tweets without any connection occupied 74% of all tweets. The tweets of social actors counted for merely 14% of students' tweets, and connections in the community proved to be sparse. Compared with the types of behaviourgraphics in the results of our previous study, we could identify the following problems in students' messages: content without relational cues, inhibition points in the content, lack of communicative behaviour, insufficient consideration of timeline, and lack of likeability. The results indicate the need to cultivate students' sociability skills and their pre-investigation of other communities in order to expand their knowledge-based community. In terms of future studies, we discuss the importance of promoting a bridge to enhance connections with another community.

Orientation scolaire et professionnelle

Jarraud, F. (2021, mai 6). **L'apprentissage et la sélection**. Consulté 7 mai 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/05/06052021Article637558808993171512.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508990

Patricia Kergoat (Certop) publie les résultats d'une étude sur la sélection en apprentissage. « Les résultats de l'enquête

présentée dans le cadre de cette communication conduisent à discuter de la performance de l'apprentissage, à avancer que celle-ci s'enracine d'abord dans sa sélectivité. Ce sont 30% des candidat.es qui ne parviennent pas à signer un contrat d'apprentissage auprès d'un employeur, condition sine qua non pour s'inscrire en CFA et décrocher un diplôme. À rebours des représentations sociales, il est parfois plus difficile de trouver une place d'apprenti.e que d'entrer en seconde générale. Loin d'accueillir les élèves dont l'école ne veut plus, l'apprentissage introduit un nouveau sas de sélection déplacé en amont même de l'entrée en formation. Comment caractériser une sélection qui, d'une part, s'effectue au carrefour de l'école et du marché du travail et qui, d'autre part, différencie et hiérarchise les «réprouvé.es» du système scolaire? », écrit-elle. « L'entrée en formation professionnelle est un puissant révélateur tant de la manière dont se constituent, s'entremêlent et se succèdent les inégalités sociales que de la façon dont se combinent les rapports sociaux et se fabrique la division sociale du travail dans ses différentes dimensions (classe, «race», sexe et génération). L'apprentissage n'est pas un bien public, au sens de bien universel (Moreau, 2015), il est particulièrement sélectif. D'inspiration libérale, il représente une forme accomplie de ces politiques qui inscrivent les préoccupations de l'emploi au cœur du système éducatif, et c'est ce qui explique, pour partie, qu'il fasse encore mieux que le lycée professionnel en matière de production des inégalités ».

Le Nevé, S. (2021, avril 27). **Universités : un rapport pointe une panne géante d'aiguillage à l'entrée en master.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2021/04/27/universites-un-rapport-pointe-une-panne-geante-d-aiguillage-a-l-entree-en-master_6078253_3224.html

Saisis par des étudiants qui font valoir leur « droit à la poursuite d'études » après leur licence, les rectorats échouent à leur trouver des places au sein d'universités pas toujours coopératives.

Magdalena, S. (2021). **Experimental evidence on gender bias in an occupational choice: the role of parents.** In *GRAPE Working Papers* (N° 51). Consulté à l'adresse GRAPE Group for Research in Applied Economics website: <https://ideas.repec.org/p/fme/wpaper/51.html>

Gender occupational segregation, as one of the main sources of gender pay gap, is still strongly present. The stagnation of gender inequality in the labor market raises questions. One of them is how this situation is affected by sticky gender norms and inter-generational transmission of these norms. We conducted a vignette experiment in which subjects were advising fictional character in a job choice. Characters, as subjects were informed, already receive some advice from a parent or Internet occupational advisor. We find that subjects are in general more likely to follow some advice, but less likely to advise male-typed offer if the advisor is a parent. Also subjects with more traditional gender norms are less likely to advice risky, competitive, and inflexibly but better paid offers.

Akbasli, S., & Mavi, D. (2021). **Conditions of Syrian asylum seeker students in a Turkish university.** *International Journal of Inclusive Education*, 25(7), 763-778. <https://doi.org/10.1080/13603116.2019.1572796>

In this study, the conditions of the Syrian asylum seeker students in Turkish universities were addressed and discussed. This study was conducted by adopting a phenomenological approach from qualitative research methods. In this regard, interviews were held with fifteen Syrian asylum seeker students continuing their education in various departments of Kahramanmaraş Sutcu Imam University, a state university in Turkey. A semi-structured interview form developed by the researchers of this study was used for collecting data. In line with the examinations, important findings such as identity and citizenship crisis—which means being the others- and psychological problems caused by war and migration, desire to migrate to Europe were obtained. In addition to the basic needs of the Syrian asylum seeker students, such as nutrition, and sleep, there are also various problems in important areas such as economic conditions, transportation, legislation, social inclusion and support, Turkish language and academic opportunities. It was determined that these conditions may cause unwanted/unexpected situations such as early marriage, human trafficking, school dropouts, and crime.

Akiba, D. (2021). **Recruitment of International Students Through a Synthesis of English as a Second Language Instruction, Social Justice, and Service Learning.** *Innovative Higher Education*, 46(3), 321-335. <https://doi.org/10.1007/s10755-020-09538-2>

Universities across the U.S. have increasingly emphasized internationalization, leading to rising numbers of international students attending U.S. institutions of higher education. However, these students tend to gravitate toward larger research-intensive universities with many other institutions seeing no increase in international student enrollments. Little is known concerning how to attract international students to regional institutions lacking name recognition. To address the above and promote internationalization through increasing the presence of students from abroad, an academic department at a regional public U.S. college used needs analysis to develop a pilot program for Japanese university students (N = 13). The program involved a synthesis of English as a Second Language instruction, social justice as a content area, and service learning, in a two-week credit-bearing summer session course. A post-participation survey revealed highly positive reactions, particularly in terms of working with local community members, and broad agreement that the program had been life-altering. The implications for international student program development at regional institutions are discussed.

Armstrong, D. (2021). **Addressing the wicked problem of behaviour in schools.** *International Journal of Inclusive Education*, 25(8), 976-992. <https://doi.org/10.1080/13603116.2019.1597183>

Behaviour management is an influential educational cliché in Australia, Canada, England, New Zealand and US. In practice efforts to control student conduct in schools frequently utilise a manage and discipline model: a misinformed but deeply-rooted set of interconnected notions about how to ensure an orderly and productive classroom. Students with disabilities affecting their behavioural development or who have mental health difficulties (MH) frequently face disadvantage, suspension or exclusion as a result of the application of this model in practice. Accommodating the behavioural needs of this population and at the same time, enabling their inclusion therefore represents a significant wicked problem for education in Australia, Canada, England, New Zealand and US. Evidence-based, initiatives designed to address this dilemma in the US since the

late 1990s, using PBS (Positive Behaviour Support) and also SWPBS (School-Wide Positive Behaviour Support) are outlined but the conclusion is reached that these efforts do not appear to have been successful. Recommendations are made for progress in tackling this wicked problem and include: wholehearted rejection of the manage and discipline model by practitioners; targeted support for teachers experiencing (or at risk of experiencing) occupational burnout; and the introduction of tangible educational policy incentives intended to encourage schools to include students who might otherwise face suspension or exclusion on behavioural grounds. Finally, this article advocates radical change in attitudes by teachers toward student conduct in schools and argues that educational practice should align with insights about human behaviour arising from research in developmental psychology.

Baudry, M. (2021). **Projections des effectifs dans l'enseignement supérieur pour les rentrées de 2020 à 2029**. Note d'information du SIES, (21.04). Consulté à l'adresse https://cache.media.enseignementsup-recherche.gouv.fr/file/2021/22/9/Projections_etudiants_1404229.pdf

Selon les prévisions effectuées à partir des résultats du baccalauréat, des choix d'orientation observés à l'entrée de l'enseignement supérieur les années précédentes et des premières informations disponibles sur l'année en cours, les inscriptions à la rentrée 2020 auraient augmenté de 2,2% sur l'ensemble de l'enseignement supérieur, soit +59 600 étudiants environ. À la rentrée 2021, en faisant l'hypothèse d'un taux de réussite au baccalauréat aussi élevé que celui de la session 2020, le nombre d'inscriptions devrait s'accroître de +31 400 étudiants supplémentaires, soit une augmentation de près de 91 000 étudiants en deux ans. Si les taux de réussite au baccalauréat retrouvent, dès 2022, les niveaux observés avant la crise sanitaire et que les tendances en termes d'orientation et de poursuite d'études des bacheliers se prolongent, l'enseignement supérieur pourrait rassembler en 2024, 2,82 millions d'étudiants et en 2029, 2,87 millions d'étudiants. Le nombre d'étudiants dans l'enseignement supérieur augmenterait donc de 93 000 en cinq ans (2019 étant la dernière année de constat disponible) et de 143 000 étudiants en dix ans.

Bower, C. (2021). **'Um, I was getting bullied at school because I didn't believe in god': one family's experience of autism, school and home education**. *International Journal of Inclusive Education*, 25(8), 914-927. <https://doi.org/10.1080/13603116.2019.1588926>

Home education is one of several educational options for children in Northern Ireland. Many parents decide to home educate before their child reaches school age whereas others decide following a period of enrolment within a school. In these latter cases, parents often do so because they believe that their child's emotional, social and/or educational needs were not being met by school. Research has shown that children with special educational needs, particularly those with autism, are more at risk of not having their needs met in a classroom environment resulting in a higher proportion of these children being removed and home educated. This article focuses on one family who experienced this. The data, presented in a series of vignettes, explores their journey to home education. Their journey involved a negative school experience because of bullying and understandings of autism, sexuality and religion. The findings highlight the need for schools to become more inclusive of all children, and families, despite differences in educational needs, sexuality and religious views through additional training, awareness, and policies that are reflective of a changing society. These

recommendations would help to improve the school experience for those who diverge from society's perceptions of what is typical.

Bulman, G., & Fairlie, R. W. (2021). **The Impact of COVID-19 on Community College Enrollment and Student Success: Evidence from California Administrative Data.** In *NBER Working Papers* (N° 28715). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://ideas.repec.org/p/nbr/nberwo/28715.html>

Enrollment increased slightly at both the California State University and University of California systems in fall 2020, but the effects of the pandemic on enrollment in the California Community College system are mostly unknown and might differ substantially from the effects on 4-year colleges. This paper provides the first analysis of how the pandemic impacted enrollment patterns and the academic outcomes of community college students using administrative college-level panel data covering the universe of students in the 116-college California Community College system. We find that community college enrolment dropped precipitously in fall 2020 – the total number of enrolled students fell by 4 percent in spring 2020 and by 15 percent in fall 2020 relative to the prior year. All racial and ethnic groups experienced large enrollment decreases in spring and fall 2020, but African-American and Latinx students experienced the largest drops at 17 percent in fall 2020. Enrollment fell the most for first-year students in the community college system, basic skills courses, and fields such as engineering/industrial technology, education, interdisciplinary studies, and art. There were smaller decreases for continuing students, academic courses transferable to four-year institutions, and business and science fields. Enrollment losses were felt throughout the entire community college system, and there is no evidence that having a large online presence in prior years protected colleges from these effects. In terms of course performance, there was a larger disruption to completion rates, withdrawal rates, and grades in spring 2020 than in fall 2020. These early findings of the effects of the pandemic at community colleges, which serve higher percentages of lower-income and minority students, have implications for policy, impending budgetary pressures, and future research.

Carballo, R., Morgado, B., & Cortés-Vega, M. D. (2021). **Transforming faculty conceptions of disability and inclusive education through a training programme.** *International Journal of Inclusive Education*, 25(7), 843-859. <https://doi.org/10.1080/13603116.2019.1579874>

It is increasingly necessary to have a well-trained faculty to adequately respond to the needs of the diverse student body in the university classrooms. This study analyses the evolution of faculty conceptions of disability after participating in a training programme on inclusive education and disability. Qualitative methodology was used to evaluate the programme, with semi-structured group and individual interviews, open questionnaires and observation. Data analysis was performed using a category system created inductively. The results show the impact of the training on participants' knowledge about disability, supports and barriers encountered by the students, the existing resources in the university, and educational approaches such as inclusive education and Universal Design for Learning. Finally, in the conclusions, we discuss the results in relation to other previous studies, showing the importance and benefits of training in inclusive education for faculty members and how it improves their conceptions and knowledge of disability.

Choi, S., & Cha, Y.-K. (2021). **Integration policy in education and immigrant students' patriotic pride in host countries: A cross-national analysis of 24 European countries.**

International Journal of Inclusive Education, 25(7), 812-826.
<https://doi.org/10.1080/13603116.2019.1574315>

This study aims to examine whether there exists a gap in patriotic pride in host countries between immigrant and native students and whether an integration policy in education would work to narrow the gap. This study assumes that immigrant students' patriotic pride in host countries may not only result from immigrant status but also it may be a result of policy efforts to integrate them into society. With this aim, this study analyzed 72,371 students in grade 8 across 24 European countries based on the two datasets from the Migration Integration Policy Index and the International Civic and Citizenship Study by employing hierarchical linear modelling analyses. In doing so, this study found that there was a gap between immigrant and native students in terms of patriotic pride in host countries. In addition, there was a significantly positive association between integration policies in education and immigrant students' patriotic pride. The findings suggest that immigrant students are likely to take pride in and be more attached to host countries where government institutionalizes well-developed integration policies in education. This study provides insight into the role of integration policies in promoting immigrant students' socio-political integration in host countries.

Dallman, S., Nath, A., & Premik, F. (2021). **The Effect of Constitutional Provisions on Education Policy and Outcomes**. In *Staff Report* (N° 623). Consulté à l'adresse Federal Reserve Bank of Minneapolis website: <https://ideas.repec.org/p/fip/fedmsr/91153.html>

Education services in the United States are determined predominantly by non-market institutions, the rules of which are defined by state constitutions. This paper empirically examines the effect of changes in constitutional provisions on education outcomes in the United States. To show causal effects, we exploit discontinuities in the procedure for adopting constitutional amendments to compare outcomes when an amendment passed with those when an amendment failed. Our results show that adoption of an amendment results in higher per-pupil expenditure, higher teacher salaries, smaller class size, and improvements in reading and math test scores. We examine the underlying mechanism driving these results by studying the actions of the legislature and the courts after an amendment is passed. We find that, on average, the legislature responds with a one-year lag in enacting education policies satisfying the minimum standards imposed by the amendment, and there is no increase in the number of education cases reaching appellate courts. Using school finance reforms, we also show that in situations where the legislature fails to enact education policies, courts intervene to enforce constitutional standards to improve outcomes. This enforcement mechanism is more impactful in states that have higher constitutional minimum standards. Taken together, the causal effects on education outcomes and the patterns in legislative bill enactments and court cases provide a novel test of the hypothesis that a strong constitutional provision improves the bargaining position of citizens vis-à-vis that of elected leaders. If citizens do not receive education services as mandated in the constitution, they can seek remedy in court.

Dell'Anna, S., Pellegrini, M., & Ianes, D. (2021). **Experiences and learning outcomes of students without special educational needs in inclusive settings: a systematic review**. *International Journal of Inclusive Education*, 25(8), 944-959.
<https://doi.org/10.1080/13603116.2019.1592248>

This systematic review explores the experiences and learning outcomes of students without special educational needs (SEN) in inclusive settings. Based on a literature search, 450 records were screened, and 37 qualitative and quantitative studies were included.

According to the main findings, peers show good attitudes towards students with SEN, especially when they are female or had prior contacts with disability. Peers express a certain level of social acceptance and empathy towards students with SEN, together with worries regarding consequences of inclusion on their individual learning outcomes. Findings on peers' academic achievement and noncognitive outcomes are contradictory. The paper addresses barriers and backlashes deriving from the lack of a common definition of inclusion and a low methodological quality of the research available in the field. On the one hand, the results underline that the selected studies tend to overlook relevant variables, both contextual and individual. On the other hand, limitations are related to the non-availability of high-quality and rigorous experimental studies. The review highlights the urgent need to establish common criteria for the definition, implementation, and research in inclusive education in order to give more reliable information to stakeholders and policymakers.

Effendi, Y. R., bafadal, I., Sudana Degeng, I. N., & Arifin, I. (2021). **Investigation of the role of principal's transformational leadership for strengthening student character in Indonesia.** *Malaysian Online Journal of Educational Management*, 9(2), 29-45. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03213819>

Character education reinforcement in secondary school is one of the educational programs aimed to expect the tendency of moral perversion because of moral decadence. Various forms of moral deviations result in students being alienated from normal life. This article aims to discuss character values reinforcement and the principal's transformational leadership strategy to shape student characters in a descriptive-critical way. The aims of this study are school strategies in optimizing to carry out character education reinforcement. This research uses a qualitative method with a case study design. Data analysis used a modified analytic analysis method. Meanwhile, the data validity measurement was based on the level of credibility, transferability, dependability, and confirmability. The results emphasize the importance of shaping student character as an anticipatory step to decrease moral distortions among high school students and the effectiveness of the principal's transformational leadership role in optimizing implementing character education strengthening programs in schools.

El-Taliawi, O. G., Nair, S., & Van der Wal, Z. (2021). **Public policy schools in the global south: a mapping and analysis of the emerging landscape.** *Policy Sciences*, 54(2), 371-395. <https://doi.org/10.1007/s11077-020-09413-z>

Public policy education in the Global South has mushroomed in the past 2 decades, concomitant with governance models that provide an alternative to liberal Western democracies. However, not much empirical evidence exists on the drivers and implications of this trend, with few exceptions that point toward a form of internationalization in the policy sciences. This study aims to fill this scholarly gap by comparing 46 public policy schools on various dimensions including degree offerings, institutional establishment and status, and mission. Further, to determine whether a unique model for public policy education is emerging that extends beyond mimicry of longstanding programs in the USA and Western Europe, we surveyed the senior management of the schools in our sample. We find that less than 25% have been directly modeled after a Western school. We discuss the implications of our findings for the practice and study of public policy education.

Grant, R., Beasy, K., & Coleman, B. (2021). **Homonormativity and celebrating diversity: Australian school staff involvement in gay-straight alliances.** *International Journal of Inclusive Education*, 25(8), 960-975. <https://doi.org/10.1080/13603116.2019.1592249>

With the growing acceptance and normalisation of same-sex attraction in the West, scholars from a range of fields have documented a 'post-gay' shift, or a decline in the significance of sexual identity labels among youth. Despite this shift, lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ) youth continue to experience discrimination and harassment, particularly in schools. In this context, this article examines the role of student gay-straight alliances (GSA) or 'diversity groups' in Australian schools. Most research on GSAs focuses on student experiences in the North American context. In contrast, this article provides a unique exploration of teachers and staff involvement in school GSAs in Tasmania, Australia. Drawing on qualitative interviews with teachers and staff, this article examines staff perceptions and involvement in GSAs and the impact this may have on GSA function and success. Through thematic analysis, we identify three common situations: active GSAs, inactive GSAs, and singular event-based initiatives. We argue that neoliberal and homonormative understandings of LGBTIQ-inclusion permeate staff approaches to facilitating GSAs and impact on the potential for these groups to undertake the critical political work needed to bring about change in school contexts.

Hall, R., & Lulich, J. (2021). **University Strategic Plans: What they Say about Innovation.** *Innovative Higher Education*, 46(3), 261-284. <https://doi.org/10.1007/s10755-020-09535-5>

We analyze innovation in university strategic plans to assess whether innovation is a stated priority, to what end innovation is sought, and whether innovation is a comprehensive strategy or more carefully bounded, excluding innovation opportunities. Our analysis utilized Atlas.ti software to quantify word usage and to extract and classify sentences that state innovation intentions. Innovation, entrepreneurship and transformation are mentioned often in university strategic plans, conveying aspirations to change, both inside the university (to improve the institution) and outside (for the benefit of society at large). In recent years (especially since 2015), these terms have become unifying themes of many plans aiming to modernize, improve and become more responsive to societal needs, spanning multiple mission areas. Moreover, the terminology has been adopted by a broad range of American universities, though less often by those that have the highest rankings for their undergraduate education and research programs. Though innovation strategies nudge universities toward change by promoting adoption of technology, service to diverse students, and creation of buildings and spaces for collaboration, strategic plans do not express aspirations for disruptive forms of innovation that alter the direction of higher education.

Jacques, S., & Ouahabi, A. (2021). **Distance Learning in Higher Education in France during the COVID-19 Pandemic Chapter 4** (p. 45). Consulté à l'adresse <https://hal-univ-tours.archives-ouvertes.fr/hal-03214612>

Since the beginning of the COVID-19 pandemic, students around the world have seen their schooling completely disrupted. Their teachers have had to reorganize in a hurry and even develop digital skills to be able to teach their classes synchronously but at a distance. Thanks to strong political incentives, both at national and university level, many tools have been massively deployed: digital learning management systems (e.g. Moodle), collaborative digital platforms (e.g. Google Meets, Microsoft Teams and Zoom) and even social networks (e.g. Facebook and Twitter). While this unprecedented health crisis has demonstrated the essential role of digital technologies in higher education,

major questions arise regarding the quality of distance education, the learning process itself and the evaluation of knowledge and skills acquired at a distance. In this policy paper, about a hundred students from engineering schools and master's degrees in France were followed during several periods of confinement in order to provide some answers to these questions. The performance of the students in this very particular context is analyzed. The feelings of students, but also those of teachers, are also discussed, both on the use of digital technologies and on the digital transformation of higher education

Jarraud, F. (2021a, mai 4). **PISA : Regards croisés franco brésiliens**. Consulté 7 mai 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/05/04052021Article637557127246624469.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508957

Et si on donnait la parole aux enseignants sur Pisa ? C'est ce pari qui est relaté dans le dernier numéro d'Education comparée, la revue de l'AFEC. Huit articles exploitent des entretiens réalisés avec des enseignants français et brésiliens sur l'évaluation en lecture du dernier Pisa 2018. Des analyses fort différentes que font ces professeurs il ressort que si Pisa a peu d'influence dans les établissements et les pratiques, il influe grandement sur la mise en place des évaluations nationales et toute une conception du travail enseignant et de son encadrement par la superstructure éducative. En ce sens ce regard croisé est éclairant des enjeux à venir du métier enseignant.

Jarraud, F. (2021b, mai 6). **L'apprentissage et la sélection**. Consulté 7 mai 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/05/06052021Article637558808993171512.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=508990

Patricia Kergoat (Certop) publie les résultats d'une étude sur la sélection en apprentissage. « Les résultats de l'enquête présentée dans le cadre de cette communication conduisent à discuter de la performance de l'apprentissage, à avancer que celle-ci s'enracine d'abord dans sa sélectivité. Ce sont 30% des candidat.es qui ne parviennent pas à signer un contrat d'apprentissage auprès d'un employeur, condition sine qua non pour s'inscrire en CFA et décrocher un diplôme. À rebours des représentations sociales, il est parfois plus difficile de trouver une place d'apprenti.e que d'entrer en seconde générale. Loin d'accueillir les élèves dont l'école ne veut plus, l'apprentissage introduit un nouveau sas de sélection déplacé en amont même de l'entrée en formation. Comment caractériser une sélection qui, d'une part, s'effectue au carrefour de l'école et du marché du travail et qui, d'autre part, différencie et hiérarchise les «réprouvé.es» du système scolaire? », écrit-elle. « L'entrée en formation professionnelle est un puissant révélateur tant de la manière dont se constituent, s'entremêlent et se succèdent les inégalités sociales que de la façon dont se combinent les rapports sociaux et se fabrique la division sociale du travail dans ses différentes dimensions (classe, «race», sexe et génération). L'apprentissage n'est pas un bien public, au sens de bien universel (Moreau, 2015), il est particulièrement sélectif. D'inspiration libérale, il représente une forme accomplie de ces politiques qui inscrivent les préoccupations de l'emploi au cœur du système éducatif, et c'est ce qui explique, pour partie, qu'il fasse encore mieux que le lycée professionnel en matière de production des inégalités ».

Khosrow-Pour D. B.A., M. (1^{apr.} J.-C.). **Handbook of Research on Modern Educational Technologies, Applications, and Management (2 Volumes)**. In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-3476-2>. Consulté à l'adresse www.igi-global.com/book/handbook-research-modern-educational-technologies/242895

As technology and technological advancements become a more prevalent and essential aspect of daily and business life, educational institutions must keep pace in order to maintain relevance and retain their ability to adequately prepare students for their lives beyond education. Such institutions and...

Krämer, S., Möller, J., & Zimmermann, F. (2021). **Inclusive Education of Students With General Learning Difficulties: A Meta-Analysis**. *Review of Educational Research*, 91(3), 432-478. <https://doi.org/10.3102/0034654321998072>

This article presents a meta-analysis on cognitive (e.g., academic performance) and psychosocial outcomes (e.g., self-concept, well-being) among students with general learning difficulties and their peers without learning difficulties in inclusive versus segregated educational settings. In total, we meta-analyzed $k = 40$ studies with 428 effect sizes and a total sample of $N = 11,987$ students. We found a significant small to medium positive effect for cognitive outcomes of students with general learning difficulties in inclusive versus segregated settings ($d = 0.35$) and no effect on psychosocial outcomes ($d = 0.00$). Students without general learning difficulties did not differ cognitively ($d = -0.14$) or psychosocially ($d = 0.06$) from their counterparts in segregated settings. We examined several moderators (e.g., design, diagnosis, type of outcome). We discuss possible selection effects as well as implications for future research and practice.

Krammer, M., Gasteiger-Klicpera, B., Holzinger, A., & Wohlhart, D. (2021). **Inclusion and standards achievement: the presence of pupils identified as having special needs as a moderating effect on the national mathematics standards achievements of their classmates**. *International Journal of Inclusive Education*, 25(7), 795-811. <https://doi.org/10.1080/13603116.2019.1573938>

This article investigates the relationship between the achievement level of students in classes and the presence of students identified as having special needs in inclusive settings. In particular, it examines whether the presence of students with special educational needs in inclusive classrooms has an effect on the national mathematics standards achievement of their fellow students. In order to do so, the national standard scores of approximately 75,000 fourth graders in mathematics were used as dependent variable in multi-level regression modelling. As independent variables at class level the number of students with special needs and at the individual level socio-economic, cultural and ethnic background variables were used together with gender and age. Results show only a very small effect of the presence of students with special needs on the national mathematics standard scores of their classmates. The effect can be either positive or negative depending on further class conditions.

Lancaster, J., & Bain, A. (2021). **Do judgements about pre-service teachers' self-efficacy covary with their capacity to design and deliver evidence-based practice?** *International Journal of Inclusive Education*, 25(7), 827-842. <https://doi.org/10.1080/13603116.2019.1579873>

Despite the importance of successful inclusive practice, no studies have used objective measures to determine whether pre-service teacher self-efficacy for inclusion covaries with the actual quality of lesson design, classroom practice, and self-evaluation. This study sought to determine the impact of two course design approaches on the levels of self-efficacy and the design, delivery and self-evaluation of lessons by pre-service teachers during a professional learning experience. The study found that differences in the design, delivery and self-evaluation of lessons covaried with the type of course design experienced by the pre-service teachers. Results also indicate that levels of self-efficacy were not related to actual practices of pre-service teachers in the field. N.B. The term 'Course' is used throughout to indicate a single unit of study within an undergraduate programme of study completed by pre-service teachers.

Le Nevé, S. (2021, avril 27). **Universités : un rapport pointe une panne géante d'aiguillage à l'entrée en master.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/societe/article/2021/04/27/universites-un-rapport-pointe-une-panne-geante-d-aiguillage-a-l-entree-en-master_6078253_3224.html

Saisis par des étudiants qui font valoir leur « droit à la poursuite d'études » après leur licence, les rectorats échouent à leur trouver des places au sein d'universités pas toujours coopératives.

Ljungblad, A.-L. (2021). **Pedagogical Relational Teachership (PeRT) – a multi-relational perspective.** *International Journal of Inclusive Education*, 25(7), 860-876. <https://doi.org/10.1080/13603116.2019.1581280>

This article presents a theoretical relational perspective of education, Pedagogical Relational Teachership (PeRT), which supports the development of new knowledge about teachers' relational proficiencies to create opportunities for students to participate in their education and to emerge as unique individuals and speak with their own voices. Within the field of inclusive education, it is a relational approach where teaching is to be understood relationally. The fundamental bases in this inclusive perspective on education are the Convention on the Rights of the Child and the Salamanca Statement. The concept of relational teachership is elaborated on to emphasise the importance of teachers' relational proficiencies in the classroom. The article also clarifies how PeRT includes a multi-dimensional model to illuminate relational processes and relationships on different levels within the educational system. PeRT is a relational approach for scholars and practitioners, which can be seen as a new beginning and an invitation to a relational pathway that explores participation, accessibility and equity.

Miller, M. T., & Gearhart, G. D. (1 apr. J.-C.). **Handbook of Research on the Changing Role of College and University Leadership.** In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-6560-5>. Consulté à l'adresse www.igi-global.com/book/handbook-research-changing-role-college/255923 Higher education has changed significantly over the past 50 years, and the individuals who provide leadership for these institutions has similarly changed. The pathway to the college presidency, once the domain of academic administration, has diversified as an increasing number of development office...

Molla, T. (2021). **Educational aspirations and experiences of refugee-background African youth in Australia: a case study.** *International Journal of Inclusive Education*, 25(8), 877-895. <https://doi.org/10.1080/13603116.2019.1588924>

Access to educational opportunities is instrumental for social integration of refugee youth. This paper reports on a qualitative case study of educational aspirations and experiences of refugee-background African youth (RAY) in Melbourne, Australia. Guided by a capability approach to social justice, in-depth interviews were conducted with two groups of RAY: those who have transitioned to higher education (HE), and those who have not transitioned to HE after completing high school. The findings show that: (a) RAY share a firm belief in the value of HE; (b) but they are differently positioned to convert opportunities into achievements – e.g. only the refugee youth with high levels of navigational capacity take advantage of the available flexible pathways to HE; (c) the stress of racism pervades the educational experiences of both groups; and (d) some African refugee youth have shown a considerable level of resilience in that, despite the challenges of racism, a history of disrupted educational trajectories and a lack of scholarly resources at home, they have transitioned to and thrived in HE. In light of these findings, the paper draws some implications for equity policies and practices.

Pitt, F., Dixon, R., & Vialle, W. (2021). **The transition experiences of students with disabilities moving from primary to secondary schools in NSW, Australia.** *International Journal of Inclusive Education*, 25(7), 779-794. <https://doi.org/10.1080/13603116.2019.1572797>

This paper investigates the transition experiences of students with intellectual disability, as they move from primary to secondary school in New South Wales, Australia. Employing a multiple case study approach, the authors investigated the transition from the perspective of the students experiencing it. During the study, ten students with mild to moderate intellectual disability participated in interviews and were observed in the school environment before and after they transitioned from primary school to secondary school. Results indicate that students with intellectual disability generally have a positive transition experience. Nevertheless, students commonly encounter a number of major challenges, including issues around managing school work and homework, and bullying. The study found several factors contribute to a successful transition. These include the provision of assistance to help students become familiar with and manage their physical environment, building positive relationships with teachers, and having extra support from special needs staff. The study suggests there are some simple and practical steps that schools can take to enhance outcomes for successful transition experiences.

Rodriguez, J. (2021). **Perceptions and practices of U.S. pre-service special education teachers on teaching social studies instruction in inclusive classrooms.** *International Journal of Inclusive Education*, 25(8), 928-943. <https://doi.org/10.1080/13603116.2019.1590472>

In the most recent reauthorization of the seminal U.S. special education law, the Individuals with Disabilities Education Improvement Act (IDEIA), reaffirmed that students with disabilities should be taught in their least restrictive environment. This environment has progressively been seen as the general education classroom. The push for inclusion has resulted in a heightened sense of collaboration and co-teaching practices between general and special educators. Within general education settings, inclusion asks that special educators assume a more active, unified and participatory role in the design and delivery of content-based instruction. This study surveyed 179 preservice special education teachers through questionnaires regarding their practices and perceptions of

teaching social studies in inclusive settings. The results indicate that preservice students lacked a cogent definition of social studies as well as exposure to effective instructional practices. Both deficits contributed to a general lack of confidence in their ability to teach social studies in general education settings. It was therefore recommended that preservice special educators take a social studies methods course which supports field-based exposure to co-planning and co-teaching collaborative opportunities.

Rouvrais, S., Gerwel Proches, C., Andunsson, H., Chelin, N., Liem, I., & Tudela Villalonga, L. (2020). **Preparing 5.0 engineering students for an unpredictable post-COVID world.** *WEEF/GEDC 2020: World Engineering Education Forum and the Global Engineering Deans Council*. Présenté à Cape Town, South Africa. <https://doi.org/10.1109/WEEF-GEDC49885.2020.9293661>

In 2020, Higher Education and industry across the globe were immersed in extreme, unpredictable environments. Given the devastating impacts and disruptions observed since the appearance of COVID-19, the question to ask Higher Education is how it can better prepare students who are capable of being agile and proactive, and who demonstrate effective decision-making capabilities in complex situations. This paper therefore seeks to explore how educational engineering programs can better prepare 5.0 engineering students for their future workplace. It draws on the authors' involvement in two European Union projects, to provide insights and recommendations, which suggest that the focus be on: revisiting the curriculum; developing transversal skills and V-shape Engineer workspaces; work-based learning; graduate employability; and strengthening ties between academia and industry. We are also increasingly moving towards a 5.0 era where the emphasis is on developing human-centred IT soft-skills. This paper presents educational engineering-program leaders and managers, with suggestions for how to be responsible and proactive in ensuring that 5.0 engineering students have not only a qualification, but the requisite skills to make a more meaningful impact in their future workplace.

Rouvrais, S., Haraldur, A., Esnault, L., & Friðgeirsson Thordur, V. (2020). **Decision Skills in Engineering Programs -a Key for a VUCA Era.** *WEEF/GEDC 2020: World Engineering Education Forum and the Global Engineering Deans Council*. Présenté à Cape Town, South Africa. <https://doi.org/10.1109/WEEF-GEDC49885.2020.9293669>

Judgment and decision skills are now essential graduate attributes for the future engineer, in particular for facing the more frequent than ever volatile, uncertain, complex and ambiguous (VUCA) world in both professional and societal situations. One of the responsibilities of engineering programs is to train students to be agile and capable of taking decisions in challenging VUCA situations. This paper presents conceptual and practical results of an European project which explored, designed and iteratively analysed innovative educational learning and teaching activities to train decision-making skills. Following a design-based research approach, including both quantitative and qualitative analysis, the four VUCA dimensions were categorized, the relevant decision skills were defined, and activities to train decision skills were tested and evaluated. One outcome of this work is a rational selection of learning activities based on experiential learning to train specific decision-making skills, which can be integrated in the engineering curriculum. These learning and teaching activities are freely available

for adaption in engineering programs. In addition, six reference models are proposed and delineated, in an effort to support the integration processes for curriculum revisions.

Shahzad, A., Hassan, R., Aremu, A. Y., Hussain, A., & Lodhi, R. N. (2021). **Effects of COVID-19 in E-learning on higher education institution students: the group comparison between male and female**. *Quality & Quantity*, 55(3), 805-826. <https://doi.org/10.1007/s11135-020-01028-z>

In response to the emerging and ever solution to the COVID-19 outbreak. This study proposes a theoretical framework based on literature and model to determined E-learning portal success. The study compared males and females to E-learning portal usage. The study objective is to check the difference between male and female E-learning portals' accessibility among the students' perspective. The study included service quality, system quality, information quality, user satisfaction, system use, and E-learning portal success. The empirical data of 280 students participated from the different universities of Malaysia through google surveys analyzed using the Partial Least Squares Structural Equation Modelling. The study further divided the full model into two domains, which are female and male. In the male model, information quality and system quality have direct relationships with user satisfaction. Information quality also supported the relationship with system use. At the same time, there is a positive relationship between user satisfaction and E-learning portals. Likewise, in the female model, E-service quality and Information quality both are supported by system use and user satisfaction. Similarly, system quality has a positive relationship with user satisfaction, and user satisfaction has a positive relationship with E-learning portals. The study will be further helpful for the Malaysian universities policy-makers such as top management, ministry of higher education, Malaysian universities union in designing the policies and programs on E-learning Portal Success in the country. The findings of the study reveal that males and females have a different level of in terms of usage of towards E-learning portals in Malaysian Universities.

Smith, D. J., Lewis, R., & Singleton, L. (1apr. J.-C.). **Community Colleges and Workforce Preparation in the 21st Century: Emerging Research and Opportunities**. In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-4123-4>. Consulté à l'adresse www.igi-global.com/book/community-colleges-workforce-preparation-21st/244352

Community colleges are essential in preparing the 21st century workforce. Research has indicated that there is a shortage of individuals prepared for skilled workforce opportunities, such as plumbers, electricians, and many others. In fact, while college is essential in workforce development, it is...

Smythe, F. (2020). **Language Inclusiveness in Education: Implications for Immigrant Students in France and New Zealand**. *New Zealand Journal of Educational Studies*, 55, 215-246. <https://doi.org/10.1007/s40841-020-00164-2>

Stewart-Ambo, T. (2021). **"We Can Do Better": University Leaders Speak to Tribal-University Relationships**. *American Educational Research Journal*, 58(3), 459-491. <https://doi.org/10.3102/0002831220983583>

Wielding degrees of influence within educational organizations, university leaders are critical in determining how institutions enact their espoused missions and support severely marginalized campus communities. How do universities address and improve educational outcomes for the most severely underrepresented communities? This article

presents emergent findings from an illustrative multiple-case study that examined the relationships between two public universities and local American Indian nations in California. As a preliminary step in understanding the present state of “tribal-university relationships,” I present findings on university leaders’ perceptions and knowledge regarding American Indians broadly and relationships with local Native nations specifically. Using tribal critical race theory as an analytical framework, I posit how colonization, federal recognition, and educational practices affect curricular, political, and economic relationships.

Underwood, C., Mahmood, M. W., & Vásquez, O. (1^{apr.} J.-C.). **A Cultural Historical Approach to Social Displacement and University-Community Engagement: Emerging Research and Opportunities.** In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-7400-3>. Consulté à l'adresse www.igi-global.com/book/cultural-historical-approach-social-displacement/263382

In a time of worldwide turmoil and pervasive social displacement, universities and communities have come together to meet these urgent challenges in order to support the academic and social development of displaced young people from diverse cultural and linguistic backgrounds. It is crucial to under...

Walker, S., & Graham, L. (2021). **At risk students and teacher-student relationships: student characteristics, attitudes to school and classroom climate.** *International Journal of Inclusive Education*, 25(8), 896-913. <https://doi.org/10.1080/13603116.2019.1588925>

Student characteristics, their attitude to school and classroom climate can influence teacher-student relationships and adjustment to school. Poor early school experiences are associated with school avoidance, disruptive behaviour, teacher conflict, and suspension and exclusion. The focus, however, remains on the behaviour of individual children, rather than seeing behaviour as the result of interactions between individuals and their pedagogical contexts. This paper presents findings from the first year of an Australian longitudinal project tracking 240 children (101 boys, 139 girls) from high suspending primary schools serving disadvantaged communities through the first six years of school. Analyses, using multiple measures, including classroom observations, assessments and questionnaires, and multiple informants, such as teacher and child reports, explore associations between child characteristics, children’s attitudes to school, teacher-student relationship quality and the quality of classroom interactions as children commence school. Findings point to the importance of self-regulation as children transition to school and the pivotal role of inclusive and emotionally supportive classroom contexts in supporting the development of positive teacher-student relationships in the first year of school.

Pratiques enseignantes

Amaya De Armas, T., Castellanos, A. G., & Pino-Fan, L. R. (2021). **Competencias de profesores en formación en matemáticas al transformar las representaciones de una función.** *Uniciencia*, 35(2), 1-15. <https://doi.org/10.15359/ru.35-2.12>

Bellet, P., & Mailles, S. (2021). **Hybrider l’espace pour développer l’international : le projet ILE.** *Enjeux actuels et futurs de la formation et de la profession enseignante*. Présenté à

Montreal (en ligne), Canada. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03214698>

Bosmans, D. (2021). **Exploration of the social, teaching and cognitive presence of the student teacher in their lx online classroom.** *MOOCs, Language learning and mobility, design, integration, reuse*. Présenté à Online Conference, Italy. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03215841>

This study analyses student teachers' perceptions when teaching a foreign language and presenting in a virtual learning environment. Because of the COVID-19 pandemic, students on their initial teacher training programme were required to teach and present online for their end-of-module evaluation. Did the VLE help or inhibit their social, cognitive and teaching presence in the classroom? The impact of the virtual context is explored in the light of Horwitz's work on foreign language anxiety (1986) and Garrison et al. (1999) is also looked at in relation to their community of inquiry framework. A taxonomy of social, teaching and cognitive indicators was established, adding more detail on the emotion indicator of practitioners' social presence when teaching languages online. The implication for language teacher trainers is that student teachers need help to be able to control their emotions when being evaluated online and coping strategies need integrating into their programme of study.

Bozkurt, A. (1 apr. J.-C.). **Handbook of Research on Emerging Pedagogies for the Future of Education: Trauma-Informed, Care, and Pandemic Pedagogy.** In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-7275-7>. Consulté à l'adresse www.igi-global.com/book/handbook-research-emerging-pedagogies-future/262214

The COVID-19 pandemic caused educational institutions to close for the safety of students and staff and to aid in prevention measures around the world to slow the spread of the outbreak. Closures of schools and the interruption of education affected billions of enrolled students of all ages, leading...

Camus, R. M., Ngai, G., Kwan, K. P., Yau, J. H.-Y., & Chan, S. (2021). **Knowing where we Stand: Mapping Teachers' Conception of Reflection in Service-Learning.** *Innovative Higher Education*, 46(3), 285-302. <https://doi.org/10.1007/s10755-020-09534-6>

Reflection is fundamental in experiential pedagogies, and many studies have been carried out to investigate its impact and benefits on student learning outcomes. However, the concept of reflection is not well understood. In this study, we focus on the concept of reflection and ensuing approaches to it in service-learning, an experiential pedagogy that has been hailed as a high-impact practice in higher education. We first survey the semantic background of reflection and its usage in service-learning literature. We then present a qualitative study of how university faculty involved in service-learning actually conceive reflection. In-depth interviews uncovered common tendencies as well as concerns about handling reflection in service-learning courses. We devised a framework to map teachers' conception of reflection onto the service-learning goal of transformative education. From the data set, we identify four conceptual domains echoing varying conceptions of reflection in literature: reflection as transformative learning, as mindful practice, as evaluation exercise, and as articulated thinking – with the most popular being evaluation exercise and transformational learning.

Devauchelle, B. (2021, mai 7). **Quel avenir pour l'hybridation dans l'enseignement ?** Consulté 7 mai 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/05/07052021Article637559671974496941.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaigntype=CAMPAIGN_MAIL&actSource=509015

Alors que semble s'éloigner lentement mais progressivement le spectre de la crise sanitaire, il est utile de s'interroger sur l'avenir de l'hybridation dans l'enseignement scolaire et universitaire, mais aussi dans la formation continue.

Eaves, A. E., Radley, K. C., Dufrene, B. A., Olmi, D. J., & Bernard, L. E. (2021). **A Comparison of Two Group Contingencies on Teachers' Use of Behavior-Specific Praise.** *Journal of Behavioral Education*, 30(2), 226-246. <https://doi.org/10.1007/s10864-020-09366-6>

The present study evaluated the effects of two reinforcement contingencies on teacher use of behavior-specific praise (BSP) in the classroom. An alternating treatments design was used to compare the implementation of both an independent and interdependent contingency to increase frequency of BSP delivery. Four general education elementary school teachers and their students participated. Teachers' use of BSP and general praise, as well as, behavior-specific and general reprimands were evaluated. Data were also collected on students' levels of academically engaged and disruptive behaviors. Both the independent and interdependent conditions resulted in higher frequencies of BSP and reduced the use of both general and behavior-specific reprimands. Student levels of academic engagement increased while disruption decreased across both contingencies. Results of the present study are discussed in terms of related literature and implications for applied practice.

Frizelle, K. (2021). **Using personal history to (re)envision a praxis of critical hope in the face of neoliberal fatalism.** *International Journal of Qualitative Studies in Education*, 34(5), 395-411. <https://doi.org/10.1080/09518398.2020.1761478>

Who we are and who we become as educators is intimately connected to the historical and socio-political milieus in which we, ourselves, were educated and continue to work as educators. In this article I demonstrate how conventional conceptual metaphors are effective analytical lenses, through which we can explore our personal educational histories, rethink our current pedagogical practices and (re)envision our future educational philosophies. While higher education in South Africa attempts to respond to the post-Apartheid democratic project, it must also address the neoliberal ideology that has taken hold. Through personal history as method, I illustrate how a range of metaphors have enabled me to gain insight into the epistemological and ideological influences on my own educational history, the ways in which neoliberalism has infiltrated my current pedagogical practices, and led to a commitment to a future educational praxis characterised by critical hope, community and care.

Gansemer-Topf, A. M., Paepcke-Hjeltness, V., Russell, A. E., & Schiltz, J. (2021). **"Drawing" your Own Conclusions: Sketchnoting as a Pedagogical Tool for Teaching Ecology.** *Innovative Higher Education*, 46(3), 303-319. <https://doi.org/10.1007/s10755-020-09542-6>

Sketchnoting is a design methodology that involves communicating concepts visually. This active learning tool has shown potential for influencing student learning but its applications have been limited. Adopting the principles of research related to the Scholarship of Teaching and Learning and employing Mayer's cognitive theory of multimedia learning, our interdisciplinary team from industrial design, biology, and

education incorporated this pedagogical tool in an undergraduate upper-level ecology course and assessed its effectiveness. We found that students' perceptions of the value of using tools such as sketchnoting did not significantly change after being introduced to the tool, but over two-thirds of students found the tool valuable and would recommend it to other students. The percentages of students who used the tool never or seldom, remained similar over the semester, but a much higher percentage of students increased their use of sketchnoting. We found that there were differences in how students utilized sketchnoting for learning. Students reported the importance of using sketchnoting for communicating. Because drawings are critical ways to communicate science, teaching visual representation techniques such as sketchnoting can improve science students' ability to identify and solve problems; subsequently improving their long-term success. Additional research exploring why and how this approach could be integrated within college coursework and how it can support learning in science is needed. Framed as an example of SoTL work, our efforts also highlight the iterative nature of these projects and the importance for researchers and faculty members to embrace the multiple roles of teacher and learner.

Garcia, N. M., & Delgado Bernal, D. (2021). **Remembering and Revisiting Pedagogies of the Home.** *American Educational Research Journal*, 58(3), 567-601. <https://doi.org/10.3102/0002831220954431>

Almost two decades after Delgado Bernal's theorization of pedagogies of the home, this article examines pedagogies of the home of four Chicana/o college-educated families to understand the role of parent engagement not only in the college choice processes but also in college completion and graduate school enrollment. Using Chicana feminisms to inform educational oral histories, four Chicana/o parent-child dyads were interviewed. The findings suggest that among Chicana/o college-educated families the (re)making of home, (re)covering tensions, and (re)claiming and (re)learning of cultural knowledge were the pedagogies of the home that were embraced by two successive generations of college completers. Complexities, contradictions, and nuances among Chicana/o college-educated families add to the theorization of pedagogies of the home.

Hernández-Solís, L. A., Batanero, C., Gea, M., & Álvarez-Arroyo, R. (2021). **Comparing probabilities in urns: A study with primary school students.** *Uniciencia*, 35(2), 1-18. <https://doi.org/10.15359/ru.35-2.9>

Kaye-Tzadok, A., & Katz, C. (2021). **"It's Our Duty to Give Them a Voice" Participation of Children and Adolescents in College Courses.** *Child Indicators Research*, 14(3), 897-915. <https://doi.org/10.1007/s12187-021-09803-6>

This study explores how participation was experienced by children, adolescents and social work (SW) students who studied together in two unique college courses. Participants met weekly for 2–4 h, during one semester, at two different academic institutions in Israel. Both courses employed a developmentally appropriate model for child participation, inspired by (Lundy, *British Educational Research Journal* 33:927–942, 2007). Using a phenomenological approach, the study applies several qualitative methods to glean experiences of participation: focus groups (n = 40), personal interviews (n = 16) and reflective papers by SW students (n = 28). The results highlight participation experiences as a realignment of power relations, enabled through close, non-hierarchical relationships. In addition, they reveal that SW students realize the potential of participation and the unique knowledge which can be acquired through it, and they

report a newfound commitment to children's participation. The study illustrates how a developmentally appropriate model for child participation can be carried out in academia, contributing not only to the realization of children's right to participate, but also to the provision of experiential learning.

Lake, D., Flannery, K., & Kearns, M. (2021). **A Cross-Disciplines and Cross-Sector Mixed-Methods Examination of Design Thinking Practices and Outcome**. *Innovative Higher Education*, 46(3), 337-356. <https://doi.org/10.1007/s10755-020-09539-1>

This mixed method study investigated design thinking (DT) practices and outcomes from across disciplinary frameworks within one institution of higher education. Building upon prior DT studies, it examined three interlocking research questions: What DT practices are being implemented across the curriculum? What kinds of outcomes do faculty observe? What are the significant relationships between particular practices and observed outcomes? Thirty-five courses were examined via a faculty survey adapted from Liedtka and Bahr (2019), and a semi-structured interview created by Lake, Ricco, and Whipps (2018). In alignment with liberal arts educational practices, the most frequently utilized DT practices included working in teams that recognize diverse contributions and engaging in active listening in order to find shared meaning. Consistent with expectations for project- and team-based courses, faculty felt such practices yielded valued outcomes, concluding DT practices built trust across teams and increased the quality of solutions. Relationships between practices and outcomes revealed the utilization of more ethnographic tools was associated with a lower frequency of expanding relationships and resources, and that a greater focus on design criteria to find an ideal solution hampered efforts towards trust building. These findings suggest DT requires time and trust which can be constrained by the imposed deadlines of semester-based projects. The survey and interviews pointed to both similarities and differences between disciplines in DT practices. Future research investigating design thinking pedagogy should include faculty, students, and stakeholders with multiple touchpoints for assessment to identify learning experiences that build change-making capacities and yield genuinely valuable and viable real world projects.

Le, N. H. (2020). **Implementation of a dialectical constructivist pedagogy in primary Vietnamese language education** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03216454>

In the context of the fundamental and comprehensive current reform of education in Vietnam, the need of determining the basic theories of education as well as the teaching and learning models has significantly grown. At the beginning of the 21st century, constructivism-based pedagogies have been carried into Vietnamese education through a model entitled Vietnamese Escuela Nueva (VNEN). Accordingly, a profound deployment of the constructivism-based pedagogical reform was required with the aim to establish learners' competences rather than merely providing knowledge to them as was done in the traditional education. Whereas the competence-based curriculum aligned with the constructivist pedagogy has become a hectic preparation of the education reform in Vietnam, teachers' beliefs toward the constructivism-based teaching and learning approach have attracted educators' attentions. This research comprises four studies as follows. The first study is to explore the Vietnamese primary-school teachers' beliefs regarding self-study textbooks of the VNEN project, in order to determine to what extent the teachers think the textbooks support them to implement the constructivist pedagogies in Vietnamese language instruction. The results revealed

inconsistence in the teachers' beliefs toward roles of the targeted textbooks in directing teaching and learning activities. The mismatches between the VNEN textbooks and their original versions were also explored. Finally, the strengths and shortcomings of contents and physical quality of the textbooks were collected and used as bases for improving their quality. The second study aims at investigating Vietnamese primary teachers' beliefs on the dialectical constructivist pedagogy that is approved by Vietnamese Ministry of Education and Training (MoET) through the VNEN-based reform. The study found out a tendency of a simplified interpretation, even far difference from the original pedagogical intentions of the dialectical constructivist approaches. In addition, an inconsistency was unfolded between what the teachers thought about the constructivism-based instruction and what they actually implemented in their classroom. The follow-up interviews about the classroom observations provided the reasons and understandings that are responsible for the mismatch between their expressed beliefs and their teaching practices. In the third study, we a step forward in designing a constructivism-aligned instructional model in order to accommodate the dialectical constructivist features into the Vietnamese language instruction. This study focuses on describing the design of a formal model in which core features of dialectical constructivist pedagogies are synthesised with essential aspects of Vietnamese education and culture. The designed model was deployed in six lessons in Reading and used in the following experimental study. Through a fourth study, the feasibility of the dialectical constructivist-aligned model of teaching primary Vietnamese language was validated and evaluated through an experimental study. The teachers' teaching practices showed meaningful changes for a traditional way of learning to a more dialectical constructivist way. Concurrently, the experiment had a positive impact on the pupils' reading competences and their high-level thinking. In addition, the teachers' perceptions about the dialectical constructivist-aligned lessons as well as their proposition for adjusting the designed model were collected. The challenges of the model implementation in Vietnamese culture and education were perceived and discussed by the teachers. Finally, the pupils also showed their positive attitudes toward the designed lessons. This experimental study brought opportunities to improve the constructivist-aligned model and enhance the quality of teaching Vietnamese language at primary education in order to meet the new requirements of the current pedagogical reform in Vietnam.

Loffreda, M. (2021). ***L'activité d'organisation des ressources éducatives par les enseignants***. (Phdthesis, Université Paris-Saclay). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03222591>

L'exercice du métier enseignant s'appuie sur un certain nombre de ressources nécessaires à la préparation des cours. Leurs modes de circulation et d'appropriation constituent un enjeu pour l'ensemble des acteurs du secteur éducatif. Les évolutions en lien avec le développement du numérique posent également, de manière de plus en plus pressante, la question de la façon dont ils les organisent. Notre thèse étudie ces pratiques d'organisation. Un cadre d'analyse multidimensionnel articulant les niveaux macro, méso et micro a été construit afin d'appréhender cette activité en tenant compte du contexte socio-historique dans lequel elle se déploie. Il permet de mettre à jour les relations et tensions entre ces trois niveaux. Sur le plan théorique, il a été développé et enrichi par les apports de divers travaux menés dans les domaines des sciences de l'éducation, des sciences de l'information et de la communication, des sciences de l'organisation, et de l'histoire des savoirs, des sciences et des techniques. Il a permis d'élaborer un réseau de concepts éclairant notre sujet. Sur le plan

méthodologique, nous nous sommes appuyés sur ce cadre pour mener des enquêtes empiriques reposant sur des méthodologies qualitatives. Ces enquêtes ont donné lieu à l'élaboration de trois corpus. Deux corpus s'appuient sur les discours des enseignants. Le premier est issu d'une enquête de type ethnographique dans un lycée. Le deuxième repose sur des éléments de discours de sites web de réseaux enseignants concernant l'organisation des ressources et la mobilisation d'outils de gestion. Le dernier corpus est fondé sur une analyse de l'offre d'outils et de services numériques pour l'organisation des ressources, ou présentant des fonctionnalités dédiées à l'organisation des ressources. Enfin, nous avons entrepris l'élaboration de deux glossaires pour embrasser les notions et concepts-clés utilisés dans cette recherche. Nos analyses soulignent la complexité de l'activité d'organisation des ressources. Cette dernière repose sur plusieurs actions s'appuyant sur un vaste outillage hybride (papier et numérique) et se manifestant par des formes de bricolages. Elle recouvre également plusieurs dimensions : pratique, affective, biographique et intime. Notre thèse montre que cette activité, que l'on pourrait penser triviale et secondaire, joue au contraire un rôle important dans le processus d'appropriation et de construction des connaissances, et que c'est à travers ce processus que les enseignants peuvent avoir de la ressource, et ainsi construire et asseoir leur légitimité en tant que professionnels de l'enseignement en devenir et en développement.

Mendoza Velazco, D. J., Cejas Martínez, M. F., Navarro Cejas, M., Flores Hinostroza, E. M., & Castillo Pinos, K. M. (2021). **La eficacia pedagógica en la cultura organizativa escolar y la comunidad profesional de aprendizaje.** *Uniciencia*, 35(2), 1-15. <https://doi.org/10.15359/ru.35-2.11>

Montebello, M. (1^{er} apr. J.-C.). **Digital Pedagogies and the Transformation of Language Education.** In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-6745-6>. Consulté à l'adresse www.igi-global.com/book/digital-pedagogies-transformation-language-education/256883

Education has undergone numerous radical changes as the digital era has transformed the way we as humans communicate, inform ourselves, purchase goods, and perform other mundane chores at home and at work. Social media is one of those phenomena that has affected not only society at large but has hea...

Pelaccia, T., Demeester, A., Charlin, B., Deneff, J.-F., Gagnayre, R., Maisonneuve, H., ... Nendaz, M. (2020). **Le déploiement de la formation à distance au sein des facultés de médecine dans le contexte de la crise sanitaire liée à la COVID-19: et après?** *Pédagogie médicale*, 21(4), 173-174. <https://doi.org/10.1051/pmed/2020055>

Ramlo, S. (2021). **The Coronavirus and Higher Education: Faculty Viewpoints about Universities Moving Online during a Worldwide Pandemic.** *Innovative Higher Education*, 46(3), 241-259. <https://doi.org/10.1007/s10755-020-09532-8>

The purpose of this study is to examine faculty's views about the move from face-to-face (F2F) instruction to online due to the COVID-19 pandemic. The researcher used Q methodology [Q], a mixed method, to determine and describe faculty views about this situation. The participants sorted 36 statements to reveal and describe their subjective viewpoints. In Q, similar sorts are grouped together mathematically into factors, each representing a unique viewpoint. The Q-sorting process is reflective and self-referent. The operation of sorting items allows participants to provide their internal viewpoint. This is

different from responding to a Likert-type survey. Additionally, the analyses allow for differentiation of views rather than an aggregate of views. Each unique viewpoint is described by a representative sort, distinguishing statements, and participants' post-sort responses. Three views emerged: Techies who like to teach (the view most positive in relation to teaching online); Overwhelmed as human beings (populated by caregivers); and It's about what cannot be done online (those who are focused on the limitations of technology and abilities for online instruction). Generally, faculty felt frustrated with their ability to best support their students within the online format. Administrators should consider the results of this study to better understand the instructional and mental-health needs of faculty especially in an emergency situation, such as COVID-19. The findings indicate that creating the best learning situations for students is not one-size-fits-all and that there are discipline and pedagogical issues to consider when moving F2F courses online that are not fixed simply with technology.

Rodriguez, B. C. P., & Armellini, A. (1 apr. J.-C.). **Cases on Active Blended Learning in Higher Education.** In <https://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-7998-7856-8>. Consulté à l'adresse www.igi-global.com/book/cases-active-blended-learning-higher/266359
Active blended learning (ABL) is a pedagogical approach that combines sensemaking activities with focused interactions in appropriate learning settings. ABL has become a great learning tool as it is easily accessible online, with digitally rich environments, close peer and tutor interactions, and ac...

Rodriguez, J. (2021). **Perceptions and practices of U.S. pre-service special education teachers on teaching social studies instruction in inclusive classrooms.** *International Journal of Inclusive Education*, 25(8), 928-943.
<https://doi.org/10.1080/13603116.2019.1590472>

In the most recent reauthorization of the seminal U.S. special education law, the Individuals with Disabilities Education Improvement Act (IDEIA), reaffirmed that students with disabilities should be taught in their least restrictive environment. This environment has progressively been seen as the general education classroom. The push for inclusion has resulted in a heightened sense of collaboration and co-teaching practices between general and special educators. Within general education settings, inclusion asks that special educators assume a more active, unified and participatory role in the design and delivery of content-based instruction. This study surveyed 179 preservice special education teachers through questionnaires regarding their practices and perceptions of teaching social studies in inclusive settings. The results indicate that preservice students lacked a cogent definition of social studies as well as exposure to effective instructional practices. Both deficits contributed to a general lack of confidence in their ability to teach social studies in general education settings. It was therefore recommended that preservice special educators take a social studies methods course which supports field-based exposure to co-planning and co-teaching collaborative opportunities.

Sacré, M., Lafontaine, D., & Toczec, M.-C. (2021). **Quels éléments pédagogiques constituent la dimension distancielle des dispositifs hybrides ?** 8e Colloque International en éducation. Présenté à Montréal, Canada. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03217255>

L'enseignement hybride rencontre une popularité exponentielle dans l'enseignement supérieur et les études sur les effets de ce type d'enseignement florissent dans la

littérature. Cette revue systématique a pour objectif (1) de recenser les études comparant les performances des étudiants dans des dispositifs d'enseignement hybride et les dispositifs « traditionnels » ou entièrement en ligne et (2) de répertorier les éléments pédagogiques effectivement mis en place dans ces dispositifs. L'interrogation de cinq bases de données a permis la sélection de 21 études au sein desquelles nous avons extraits les éléments pédagogiques caractérisant les dispositifs. Nous proposons une classification selon de ces éléments cinq composantes et nous les mettons en lien avec les performances des étudiants. Les résultats montrent la prépondérance des exercices en ligne et des feedbacks ainsi que de la mise à disposition des ressources en ligne. Les outils relatifs aux stratégies cognitives, d'aide à l'apprentissage ou facilitant les interactions sont également présents dans ces dispositifs. Les effets de ces composantes sur les performances des étudiants sont discutés au regard de la littérature.

Sandoval-Hernández, E., & Coronado-García, F. (2021). **L'identité en perspective. Pratiques professionnelles de prosommation dans la communauté thrift de Monterrey au Mexique.** *Formation emploi. Revue française de sciences sociales*, (153), 129-147. <https://doi.org/10.4000/formationemploi.9088>

Dans cet article, nous analysons les pratiques de travail collaboratif dans la communauté thrift de Monterrey au Mexique. L'identité de ce groupe se polarise autour de la consommation, la production et le commerce de vêtements, au travers de marques locales et de boutiques. Quels sont les aspects du développement professionnel ou de l'organisation du travail qui peuvent s'expliquer par une identité construite en amont du choix de la profession (mode et design graphique) et caractérisée par certains principes de consommation et de production ? D'un point de vue analytique, nous considérons la communauté thrift comme une communauté de type tribal et prosommateur (produisant des contenus de manière collaborative).

Suárez, M. I., Asadi, L., Scaramuzzo, P., Slattery, P., & Mandala, C. R. (2021). **Using photovoice as an arts-based method for grieving: LGBTQ+ students and the pulse nightclub shooting.** *International Journal of Qualitative Studies in Education*, 34(5), 412-428. <https://doi.org/10.1080/09518398.2020.1762255>

Given the increase of gun violence in the United States, teachers are left with the added obligation of helping students process traumatic events. The present study seeks to address the following questions: What are some ways in which students process grief through arts-based methods? What can we observe through photovoice, a community-based method that uses photography, about the perceptions of six LGBTQ+ students at a predominantly white institution after the Pulse Massacre? The study consisted of semi-structured focus group interviews with these students, all of whom spent a week creating photos in response to the tragedy. In order to understand the depth of how stories may have oppositional counter-stories, we look to narrative inquiry and find intersectionality and colorblind intersectionality at play. Implications for practice, policy, and research are included.

Villeneuve, E., Saumonneau, M., Laguna Salvado, L., & Abi Akle, A. (2021). **Encourager l'implication des apprenants en combinant apprentissage par problème et outils numériques.** *8ème colloque international en éducation*. Présenté à Montréal (en ligne), Canada. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03214092>

L'enseignement des statistiques fait partie du socle de connaissances nécessaires dans le cadre d'une formation d'ingénieurs généralistes. Cependant, les résultats des

étudiants dans cette discipline n'étaient pas à la hauteur des objectifs pédagogiques fixés. Une refonte des modalités d'enseignement a été menée en s'appuyant sur trois constats : les apprenants (1) ne percevaient pas l'intérêt de la discipline pour leur futur métier, (2) souhaitent être plus actifs dans leur phase d'apprentissage et (3) appréciaient l'usage des outils numériques comme supports à leur formation. Un travail, mené par l'équipe pédagogique, a défini l'adaptation de l'enseignement proposé en intégrant plus de pédagogie active et plus d'outils numériques. Cette communication présentera la démarche pédagogique innovante issue de ce travail. Cette démarche s'appuie sur un cas d'étude nécessitant une implication forte des apprenants pour servir de base à un apprentissage par problème et est soutenue par des « briques » numériques (contenant chacune un apport théorique, des exercices et une évaluation) permettant à l'apprenant d'avancer à son rythme suivant un escalier pédagogique pour atteindre les objectifs pédagogiques. Les premiers résultats sont très prometteurs tant du point de vue des évaluations (amélioration significative des notes) que de la satisfaction des étudiants comme des enseignants.

Zilberberg, E. (2020). **Identifications imposées ou choisie et participation visible à des évaluations médiatisées non-certificatives** (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03216887>

Alors que l'identification patronymique prévaut lors d'évaluations en classe, l'utilisation d'artefacts pour collecter les réponses d'apprenant.e.s permet d'utiliser des modalités d'identification alternatives. La manipulation de l'identification de l'apprenant.e dans un dispositif pédagogique en classe proposant des évaluations non-certificatives fréquentes influe-t-elle sur la participation visible, enregistrée par l'artefact ? La littérature affirme que l'anonymat (absence de nom) est la cause de la participation visible en protégeant l'estime sociale en cas d'erreur. Nous supposons que la (non-)traçabilité de l'identifiant, et non l'anonymat, influe sur le degré de comparaison sociale entre apprenant.e.s, contribuant ou non à satisfaire leurs besoins d'autonomie, de compétence et de relation identifiés dans la théorie de l'autodétermination (TAD). Nous approfondissons l'étude du besoin de compétence, grâce à la théorie des buts d'accomplissement. Nous testons 3 modalités d'identification. Deux modalités explorent la polarité conventionnelle de la traçabilité (identification pseudonymique vs identification patronymique). La troisième modalité laissant les apprenant.e.s choisir leur identifiant ajoute une polarité identitaire qui oppose les identifications imposées (patronymique et pseudonymique) à l'identification autodéterminée. Nous faisons l'hypothèse que ces 3 modalités d'identification satisfont différemment les 3 besoins identifiés dans la TAD entravant ou favorisant la motivation intrinsèque. Nous mesurons ces différentiels en comparant les taux de réponses enregistrés par l'artefact lors des fréquentes séquences d'évaluations non-certificatives mises en œuvre.

Relation formation-emploi

Gauci, J., Carlo, J. de, Golfetti, A., Tomasello, P., Napoletano, L., Turhan, U., ... Drogoul, F. (2021, mai 9). **From education and training to the workplace: Gaps and challenges in aviation**. Présenté à Contemporary EHF 2021. Consulté à l'adresse <https://hal-enac.archives-ouvertes.fr/hal-03220575>

The aviation sector is constantly evolving, and it is necessary to keep training and education methods and programmes aligned with the needs of the workplace. This paper presents and discusses the results of a multinational study which was carried with

204 participants to analyse the transition from education and training to the workplace. The study was carried out by means of an online survey and structured interviews and focused on four groups of Vocational Education and Training users (flight crew, air traffic controllers, airport operators and Unmanned Aircraft System operators) and three target groups (employees, employers and external training providers). The results of the study highlight gaps in training and education; frequently encountered challenges in the workplace; changes which are expected to occur in the future workplace; and the impact of those changes on jobs and roles. These results will be used to identify new job profiles and to design study pathways, training programmes and assessment tools for the future aviation workforce.

Pérez, P. (2021). **Être infirmière au Mexique : de la spirale diplômante à l'exigence de justice irrésolue.** *Formation emploi. Revue française de sciences sociales*, (153), 85-107. <https://doi.org/10.4000/formationemploi.9037>

Au Mexique, il est possible d'exercer le métier d'infirmière, muni d'une formation technique (de niveau Bac) ou bien d'une licence (Bac + 4). Il en résulte une grande indétermination entre le titre scolaire et le poste occupé. En 2005, la Secretaría de Salud y Asistencia (ministère de la Santé et de l'Assistance), en charge de la protection sociale des travailleurs informels, reconnaît le grade de licence dans la convention collective. Il s'agit là d'un fait nouveau, propre à ce seul organisme employeur. Cet article se propose de rendre compte des logiques sociales qui ont présidé à une telle décision et des effets induits sur les stratégies de mobilité des personnels.

Pérez, P., & Mercier, D. (2021). **Introduction. L'entrée du Mexique dans le modèle libéral-exportateur : de la bifurcation brutale à ses effets sur la relation formation / emploi.** *Formation emploi. Revue française de sciences sociales*, (153), 7-26. Consulté à l'adresse <http://journals.openedition.org/formationemploi/8753>

Ce numéro spécial consacré au Mexique rassemble un ensemble de contributions fédérées par la volonté de proposer quelques « coups de sonde » au sein de secteurs et de métiers susceptibles d'éclairer, autant que faire se peut, la relation entre formation et emploi. Le lecteur y trouvera un article dédié aux salariés du secteur de l'énergie et de l'extraction, deux travaux portant sur ces métiers du « développement humain » que sont l'éducation et la santé (infirmierie), deux études consacrées a...

Réussite scolaire

Benner, A. D., Chen, S., Mistry, R. S., & Shen, Y. (2021). **Life Course Transitions and Educational Trajectories: Examining Adolescents who Fall off Track Academically.** *Journal of Youth and Adolescence*, 50(6), 1068-1080. <https://doi.org/10.1007/s10964-020-01376-x>

Educational interventions typically center on youth displaying early academic risk, potentially overlooking those falling off track academically later in their educational careers. The current study investigated the extent to which life course transitions experienced during adolescence were linked to falling off-track academically in high school. Data from the National Longitudinal Study of Adolescent to Adult Health (N = 4284; 53% female; Mage = 14.88) documented that 1516 students displayed no educational risk in early high school, yet 14% did not pursue 4-year college by age 24. Analyses revealed the unique life course transitions predictive of falling off-track academically (i.e., sexual intercourse, alcohol use, family transitions, residential mobility).

The study's findings highlight important intervention avenues to promote adolescents' continued educational persistence.

Crumé, H. J., Nurius, P. S., Kim, B.-K. E., & Logan-Greene, P. (2021). **School Engagement Among Youth Entering Probation**. *Journal of Youth and Adolescence*, 50(6), 1098-1113. <https://doi.org/10.1007/s10964-021-01405-3>

Strong school engagement is crucial for school success among adolescents and particularly important for reducing recidivism. Yet, little is known about school engagement among youth serving probation while attending community schools. This study tested the multivariate associations between risk and promotive factors with three components of school engagement (behavioral, cognitive, and emotional). The study's sample was derived from 5,378 intake assessments (23.6% female) of youth entering juvenile probation in a Pacific Northwest county who were assessed as either moderate or high risk for recidivism. The racial composition of the sample was predominantly White or European American (56.0%) and Black or African American (24.2%) and ranged in age from 10 to 19 years old ($M = 15.5$, $SD = 1.46$). The results suggest that dimensions of school engagement can be strengthened by increased relational and skill-building supports throughout youth's social ecologies. The promotive factors of prosocial attitudes and prosocial community connections were significantly associated with increased school engagement. The implications of these findings are discussed regarding opportunities and strategies that promote school engagement for youth on probation.

Valeurs

Tucci, I., Recotillet, I., Berthet, T., & Bausson, S. (2021). **Conseils de jeunes et participation : étude auprès des collectivités et de jeunes engagés** [Report]. Consulté à l'adresse INJEP Notes & Rapports website: <https://halshs.archives-ouvertes.fr/halshs-03212867>

En tant qu'outils de participation des jeunes à la vie locale, les conseils de jeunes sont de plus en plus mobilisés par les collectivités territoriales. Leur importance a été reconnue par le projet de loi Égalité et citoyenneté adopté en 2016. Ce rapport dresse un panorama de ces conseils en France et fournit des résultats sur les jeunes qui y participent. Pour cela, une première enquête a été conduite auprès des collectivités (communes, départements et régions) permettant de s'intéresser aux pratiques de fonctionnement, à la structure et à l'utilité du dispositif. Deux enquêtes ont ensuite été menées auprès de jeunes conseillères et conseillers : une enquête quantitative permettant de dresser le profil des jeunes engagés dans les conseils de jeunes et informant sur leur participation politique et citoyenne en général, et des entretiens qualitatifs permettant d'appréhender le sens que les jeunes mettent dans cet engagement, les compétences qu'ils peuvent en tirer ainsi que leur perception de ce dispositif et de son fonctionnement. L'enquête auprès des collectivités a permis de d'obtenir des informations sur 1 486 conseils de jeunes : 1 454 au niveau communal, 23 pour les départements et 9 pour les régions. Elle montre que les modalités d'organisation, les moyens dédiés et la capacité politique diffèrent fortement d'un niveau de territoire à un autre. Par ailleurs, ce rapport indique que la population des conseiller·ère·s se démarque de la population jeune en général : niveau de formation élevé, parents souvent diplômés du supérieur, engagement participatif précoce, résidant plutôt dans les villes, et faible proportion de jeunes issus des minorités. Si l'expression au sein du conseil de jeunes est libre, ce dernier n'est pas le lieu de discussions politiques. La connexion avec les conseillers municipaux et la teneur décisionnelle des avis rendus sont faibles.

Toutefois, l'expérience de conseiller·ère semble bien constituer un tremplin dans la construction d'un engagement politique ou associatif.