15 SEPTEMBRE 2021 NUMÉRO 163

Veille de l'IREDU

© Pascal Bochaton - UB

Sommaire :

Acquisition de compétences 2
Aspects économiques de l'éducation 4
Aspects psychologiques de l'éducation 18
Aspects sociaux de l'éducation 32
Évaluation des dispositifs d'éducation-formation 42
Formation continue 44
Marché du travail 46
Métiers de l'éducation 46
Numérique et éducation 54
Orientation scolaire et professionnelle 67
Politique de l'éducation et système éducatif 67
Pratiques enseignantes 93
Relation formation-emploi 103
Réussite scolaire 105
Valeurs 106

Accédez au groupe Zotéro qui recense toutes les références citées depuis la veille n°121

Acquisition de compétences

Jeannin, L., Serres, G., Roblès, C., Tichit, A., & Hamon, L. (2021). ***Le développement professionnel d'enseignants porteurs d'innovation pédagogique dans une université française : Y-a-t-il eu transformation ? (Working Paper)***. Consulté à l'adresse https://hal.uca.fr/hal-03340902
Nous analysons l'expérience d'enseignants porteurs d'un projet d'innovation pédagogique à l'université afin de mieux comprendre leur vécu et leur éventuel sentiment de transformation à la suite du projet. Une enquête par questionnaire a été réalisée auprès de 21 enseignants porteurs d'un projet d'innovation pédagogique sur la période 2018-2020 dans une université française. Les résultats, produits selon une approche mixte (analyse thématique et comptage d'occurrences) ont permis de mettre en évidence des ressorts motivationnels tournés vers les besoins du public étudiant, la reconnaissance professionnelle ou la réalisation de soi. Les enseignants ont décrit des facteurs positifs et négatifs ayant impacté la réalisation des projets, ainsi qu'un sentiment nuancé de transformation. Si de nombreux enseignants perçoivent une évolution de leurs pratiques, ils ne considèrent pas tous avoir été transformés par le projet.

Jeannin, L., Serres, G., Tichit, A., Roblès, C., & Hamon, L. (2021). ***Les apprentissages professionnels d'enseignants porteurs de projet pédagogique à l'université (Working paper)***. Consulté à l'adresse https://hal.uca.fr/hal-03340951
L'article analyse les apprentissages d'enseignants porteurs de projets d'innovation pédagogique dans une université française. Ces projets sont accompagnés et financés par un programme de transformation pédagogique de l'université soutenu financièrement par le Ministère de l'Enseignement Supérieur français. En analysant les réponses écrites de 21 enseignants, nous cherchons à comprendre dans quelle mesure la situation extraordinaire du projet a été propice aux apprentissages dans un contexte ordinaire de travail. Une méthodologie mixte a été utilisée, fondée sur une double analyse textométrique et thématique afin de faire émerger les représentations qu'ont les enseignants de leur contexte de travail et de documenter leurs apprentissages en termes de changements de pratique ou de conviction pédagogique. Par ailleurs, les résultats mettent en évidence un effet de diffusion des pratiques pédagogiques innovantes et invitent à aborder l'accompagnement des apprentissages professionnels en cherchant un alignement entre les préférences des enseignants, les caractéristiques du projet et les besoins d'apprentissage des étudiants.

Kuyumjian, N. de M. M. (2020). ***Langue et socialisation : l'impact des activités interculturelles en contexte scolaire multilingue*** (Phdthesis, Université Paul Valéry - Montpellier III). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03325573
Cette ethnographie s'inscrit dans le sillage des recherches en sciences humaines qui s'intéressent au lien entre langue et socialisation. Nous cherchons ici à connaître l'impact des activités interculturelles sur le développement de la langue de scolarisation et sur le rapport à l'altérité. Notre étude a été menée auprès d'enfants de grande section de maternelle dans une école située en zone d'éducation prioritaire dans le sud de la France. Les données ont été collectées au long d'une année scolaire dans deux classes : une classe exploratoire et une classe témoin. Nous avons utilisé trois méthodes de collecte et d'analyse des données. Les entretiens et les observations nous ont permis d'analyser les pratiques linguistiques. Les moments d'échange avec chaque enfant participant à la recherche ont été transcrits sur le logiciel d'analyse automatique de la

langue CLAN, pour une analyse structurelle de la langue. Les enregistrements vidéo des moments de jeu libre ont été traités avec le logiciel d'analyse des réseaux sociaux SocNetV, pour une analyse du positionnement social. Les résultats ainsi obtenus ont mis en évidence les effets positifs de la prise en compte de l'identité des enfants sur leur développement linguistique, notamment en amplifiant la dynamique de diffusion des connaissances entre pairs.

Lafleur, F., Nolla, J.-M., & Samson, G. (Éd.). (2021). ***Évaluation des apprentissages en formation à distance: enjeux, modalités et opportunités de formation en enseignement supérieur***. Québec: Presses de l'Université du Québec. https://www.puq.ca/catalogue/livres/evaluation-des-apprentissages-formation-distance-3998.html

Santibañez, L., & Guarino, C. M. (2021). **The Effects of Absenteeism on Academic and Social-Emotional Outcomes: Lessons for COVID-19**. *Educational Researcher*, *50*(6), 392-400. https://doi.org/10.3102/0013189X21994488
In March 2020, most schools in the United States transitioned to distance learning in an effort to contain COVID-19. A significant number of students did not fully engage in remote learning opportunities due to resource or other constraints. An urgent question for schools around the nation is how much did the pandemic impact student academic and social-emotional development. This paper uses administrative panel data from California to approximate the impact of the pandemic by analyzing how absenteeism affects student outcomes. Our results suggest student outcomes generally suffer more from absenteeism in mathematics than in ELA. Negative effects are larger in middle school. Absences negatively affect social-emotional development, particularly in middle school. Our results suggest districts will face imminent needs for student academic and social-emotional support to make-up for losses due to the COVID-19 pandemic.

Umansky, I. M., & Dumont, H. (2021). **English Learner Labeling: How English Learner Classification in Kindergarten Shapes Teacher Perceptions of Student Skills and the Moderating Role of Bilingual Instructional Settings**. *American Educational Research Journal*, *58*(5), 993-1031. https://doi.org/10.3102/0002831221997571
Prior research has shown that English learner (EL) classification is consequential for students; however, less is known about how EL classification affects student outcomes. In this study, we examine one hypothesized mechanism: teacher perceptions. Using a national data set (Early Childhood Longitudinal Study—Kindergarten Cohort of 2010–2011 or ECLS-K:2011), we use coarsened exact matching to estimate the effect of kindergarten EL status on teachers' perceptions of students' academic skills. We further explore whether that impact is moderated by instructional setting (bilingual vs. English immersion). We find evidence that EL classification results in lower teacher perceptions. This impact is, however, moderated by bilingual environments. In bilingual classrooms, we do not find evidence that EL classification results in diminished perceptions. This study adds to research on teacher perceptions and the effects of EL classification.

Werquin, P. (2021). **Recognition of prior learning in France: Where have the RPL-ready applicants gone?** *European Journal of Education*, *56*(3), 391-406. https://doi.org/10.1111/ejed.12465
This article analyses results of reforms and revisions of the system for recognition of prior learning outcomes in France (Validation des acquis de l'expérience, VAE), especially

from a quantitative perspective. The development of the recognition of prior learning system in France is reviewed and described. The analysis presented focuses on reasons for a decrease in the number of applicants over the previous decade. An important factor is that earlier generations of applicants were better suited and better prepared for recognition of prior learning outcomes and for participating in the VAE system. Applicants are no longer as ready for participating in the VAE process. Provision of supplementary modular learning has not met the need to complete the qualification process and achieve a full qualification for applicants who are not VAE-ready. The VAE system has been struggling to reach and validate the less VAE-ready layers of the population seeking or needing a qualification. Therefore, the number of participants in VAE has continued to decrease. Sustained challenges for a further development of the VAE system include a lack of in-depth guidance, appropriate provision of top-up modular training, as well as access and scheduling—so that adults can enrol despite occupational and personal constraints. The article concludes by discussing reasons for this decrease in the number of VAE applicants in France and possible ways forward as France moves towards adopting practices for awarding certificates for labour market competences, i.e., certificates that are not in the main National Qualifications Catalogue.

Aspects économiques de l'éducation

Agostinelli, F., Luflade, M., & Martellini, P. (2021). **On the Spatial Determinants of Educational Access**. In *Working Papers* (N° 2021-042). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: https://ideas.repec.org/p/hka/wpaper/2021-042.html
We study the role of local institutions--that is, school boundaries, school transportation provision, and zoning restrictions--in determining inequalities of educational opportunities for children. Motivated by our empirical findings on how the demand for both neighborhoods and schools responds to quasi-experimental variation in school quality and transportation, we build and estimate a spatial equilibrium model of residential sorting and school choice. We use the estimated model to analyze three policies that aim to improve educational access to economically disadvantaged children: expanding school choice, providing housing vouchers, and upzoning residential neighborhoods. We find that the success of school choice expansion is contingent on integrating transportation services, and that the common assumption in the school choice literature of policy-invariant residential location would lead to opposite implications for the equilibrium change in school composition. The voucher program benefits eligible families, but the benefits fade in equilibrium as the policy is implemented on a large scale. Finally, upzoning is an effective policy in lowering inequality in school composition via a reduction in neighborhood income segregation.

Aktas, K., Argentin, G., Barbetta, G. P., Barbieri, G., & Colombo, L. V. A. (2021). **High School Choices by Immigrant Students in Italy: Evidence from Administrative Data**. In *DISCE - Working Papers del Dipartimento di Economia e Finanza* (N° def108). Consulté à l'adresse Università Cattolica del Sacro Cuore, Dipartimenti e Istituti di Scienze Economiche (DISCE) website: https://ideas.repec.org/p/ctc/serie1/def108.html
We investigate the educational choices of first- and second-generation immigrant students at the transition between lower-secondary school and high school by exploiting a large longitudinal dataset of about 50,000 students in Italy. We find that immigrant students are less likely to choose challenging academic track high schools compared

with their Italian counterparts, after controlling for household characteristics, school fixed e ects, and students' performance. We show that systematic di erences in teachers' evaluations received by the two groups of students are an important driver of the observed di erences in educational choices by immigrant and native students. In particular, after controlling for observable characteristics, we find that immigrant students are more likely to be formally advised by their teachers to choose vocational or technical high schools rather than academic tracks, re ecting a discrimination bias that has not previously been emphasized in the literature. This suggests the role of a new dimension of policy intervention aimed at reducing the possibility of teachers' induced discrimination based on implicit stereotypes.

Alderotti, G., Rapallini, C., & Traverso, S. (2021). **The Big Five Personality Traits and Earnings: A Meta-Analysis**. In *GLO Discussion Paper Series* (N° 902 [rev.]). Consulté à l'adresse Global Labor Organization (GLO) website: https://ideas.repec.org/p/zbw/glodps/902r.html
The past two decades have witnessed an increasing interest in the relationship between personality and labor market outcomes, as well as the emergence of the Five-Factor Model as the reference framework for the study of personality. In this paper, we provide the first meta-analytical review of the empirical literature on the association between personal earnings and the Big Five personality traits. The analysis combines the results of 63 peer-reviewed articles published between 2001-2020, from which we retrieved 896 partial effect sizes. Overall, the primary literature provides robust support for a positive association between personal earnings and the traits of Openness, Conscientiousness, and Extraversion, while simultaneously revealing a negative and significant association between earnings and the traits of Agreeableness and Neuroticism. We find no evidence of a substantial publication bias. Meta-regression estimates suggest that Openness and Conscientiousness are positively associated with earnings even when primary researchers control for individual cognitive abilities and educational attainments. Similarly, the studies that includes labor market control variables exhibit weaker associations between earnings and Extraversion and Agreeableness. The results of the primary studies seem unaffected by the time at which the Big Five are measured, as well as by the scale and number of inventory items. Meta-regression estimates suggest that the results of the primary literature are not stable across cultures and gender, and that the ranking and academic field of the journal matter.

Andersson, F. W., Jordahl, H., & Kärnä, A. (2021). **Ballooning Bureaucracy: Tracking the Growth of High-Skilled Administration within Swedish Higher Education**. In *Working Paper Series* (N° 1399). Consulté à l'adresse Research Institute of Industrial Economics website: https://ideas.repec.org/p/hhs/iuiwop/1399.html
Organizations, both non-profit and for-profit, needs to allocate labor for both production as well as internal administration. If this allocation is skewed towards internal administration, organizations, and especially non-profit organizations, might develop sclerosis over time with too much labor allocated to internal administration compared to production. Using detailed registry data on all individuals working at Swedish universities and colleges, we document a rapid increase in the number of qualified administrators, both in the number of employees and in total wages paid for these. This increase is not present in less qualified administration, and is mainly driven by an increase by a few professions such as communication and human resources. The increase does not lead to a significant reduction, or increase, in the time that researchers and teachers spend on

administration. This in turn suggests that Swedish higher education over-allocates resources to high-skilled administration.

Antman, F. M., & Cortes, K. (2021). **The Long-Run Impacts of Mexican-American School Desegregation**. In *NBER Working Papers* (N° 29200). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/29200.html
We present the first quantitative analysis of the impact of ending de jure segregation of Mexican-American school children in the United States by examining the effects of the 1947 Mendez v. Westminster court decision on long-run educational attainment for Hispanics and non-Hispanic whites in California. Our identification strategy relies on comparing individuals across California counties that vary in their likelihood of segregating and across birth cohorts that vary in their exposure to the Mendez court ruling based on school start age. Results point to a significant increase in educational attainment for Hispanics who were fully exposed to school desegregation.

Arteaga, C. (2021). **Parental Incarceration and Children's Educational Attainment**. In *Working Papers* (N° tecipa-703). Consulté à l'adresse University of Toronto, Department of Economics website: https://ideas.repec.org/p/tor/tecipa/tecipa-703.html
This paper presents new evidence showing that parental incarceration increases children's educational attainment. I collect criminal records for 90,000 low-income parents who have been convicted of a crime in Colombia, and link them with administrative data on the educational attainment of their children. I exploit exogenous variation in incarceration resulting from the random assignment of defendants to judges, and extend the standard framework to incorporate both conviction and incarceration decisions. I show that the effect of incarceration for a given conviction threshold can be identified. My results indicate that parental incarceration increases educational attainment by 0.78 years for the children of convicted parents on the margin of incarceration.

Bonacini, L., Brunetti, I., & Gallo, G. (2021). **Choose the school, choose the performance. New evidence on the determinants of student performance in eight European countries**. In *GLO Discussion Paper Series* (N° 905). Consulté à l'adresse Global Labor Organization (GLO) website: https://ideas.repec.org/p/zbw/glodps/905.html
This study aims to identify the main determinants of student performance in reading and maths across eight European Union countries (Austria, Croatia, Germany, Hungary, Italy, Portugal, Slovakia, and Slovenia). Based on student-level data from the OECD's PISA 2018 survey and by means of the application of efficient algorithms, we highlight that the number of books at home and a variable combining the type and location of their school represent the most important predictors of student performance in all of the analysed countries, while other school characteristics are rarely relevant. Econometric results show that students attending vocational schools perform significantly worse than those in general schools, except in Portugal. Considering only general school students, the differences between big and small cities are not statistically significant, while among students in vocational schools, those in a small city tend to perform better than those in a big city. Through the Gelbach decomposition method, which allows measuring the relative importance of observable characteristics in explaining a gap, we show that the differences in test scores between big and small cities depend on school characteristics, while the differences between general and vocational schools are mainly explained by family social status.

Buscha, F., Gorman, E., & Sturgis, P. (2021). **Selective Schooling Has Not Promoted Social Mobility in England**. In *IZA Discussion Papers* (N° 14640). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14640.html
In this paper we use linked census data to assess whether an academically selective schooling system promotes social mobility, using England as a case study. Over a period of two decades, the share of pupils in academically selective schools in England declined sharply and differentially by area. Using a sample of census records matched to administrative data on selective system schooling within local areas, we exploit temporal and geographic variation to estimate the effects of the selective schooling system on absolute and relative social class mobility. Our results provide no support for the contention that the selective schooling system increased social mobility in England, whether considered in absolute or relative terms. The findings are precisely estimated and robust to a comprehensive battery of robustness checks.

Campbell, S., Macmillan, L., Murphy, R., & Wyness, G. (2020). **Matching in the Dark? Inequalities in student to degree match**. In *CEPEO Working Paper Series* (N° 20-01). Consulté à l'adresse Centre for Education Policy and Equalising Opportunities, UCL Institute of Education website: https://ideas.repec.org/p/ucl/cepeow/20-01.html
This paper examines inequalities in the match between student quality and university quality using linked administrative data from schools, universities and tax authorities. We analyse two measures of match at the university-subject (degree) level, based on student academic achievement, and graduate earnings. We find that students from lower socio-economic groups systematically undermatch for both measures across the entire distribution of achievement, with particularly stark socio-economic gaps for the most undermatched. This is in a setting with no up-front tuition fees and a generous financial aid system. We show that distance is not a driving factor, but that secondary schools play a key role in generating these gaps. While there are negligible gender gaps in academic match, high-attaining women systematically undermatch in terms of expected earnings, largely driven by subject choice.

Casalone, G., Michelangeli, A., Östh, J., & Türk, U. (2021). **The Effect of Lockdown on Students' Performance: A comparative study between Sweden, Italy and Turkey**. In *Working Papers* (N° 473). Consulté à l'adresse University of Milano-Bicocca, Department of Economics website: https://ideas.repec.org/p/mib/wpaper/473.html
During the start of the COVID-19 pandemic, different countries adopted different strategies in order to mitigate the effects of the pandemic. Regarding higher education, university studies were moved entirely to digital solutions in some countries, while other countries kept the universities open but restricted access. The sudden move to digital educational solutions affected students differently, and since different countries invented different mitigation strategies we got an opportunity to compare the effects of lockdowns due to the COVID-19 pandemic on university students' performance in Italy, Sweden and Turkey. We employ a difference-in-differences approach by exploiting the fact that Italy and Turkey experienced national lockdowns, while Sweden never applied nationwide mandatory restrictive measures. We use administrative data from universities in the three countries to estimate the probability to pass exams after the spread of COVID-19 pandemic (and the shift to distance education), with respect to the previous comparable period. We find that the pass rate decreased with the shift to online teaching. However, lockdown measures, especially if very restrictive as those applied in

Italy, helped to compensate such negative effect. A possible explanation is that students took advantage of the huge increase in the time available for their studies, given the impossibility to carry out any activity outside the home.

De Witte, K., & Soncin, M. (2021). **Do international classes pay off? A cost-benefit analysis of the internationalisation of higher education in Flanders**. *Higher Education*, *82*(3), 459-476. https://doi.org/10.1007/s10734-021-00737-0
Internationalisation is a major trend in higher education worldwide. Yet, little evidence is given on the net impact of international students on national economies. This study addresses this gap by estimating the benefits against the costs driven by international students in Belgium and its Flemish region in particular. Using a unique combination of various sources of micro-data, the results show net positive benefits that exceed costs by a factor ranging between 2.4 (lower bound) and 3.1 (upper bound) times. The results vary highly with the level of education, as the ratio is the lowest for doctoral students (1.2–1.6) and highest for master students (5.1–6.3). The effect is mainly driven by a high stay rate of international students, who are likely to work in the country after graduation. When considering indirect effects, our results show that there are no significant peer effects due to the presence of international students in the classroom.

Di Tommaso, M. L., Contini, D., De Rosa, D., & Piazzalunga, D. (2020). **Tackling the Gender Gap in Math with Active Learning Teaching Practices**. In *Department of Economics and Statistics Cognetti de Martiis. Working Papers* (N° 202016). Consulté à l'adresse University of Turin website: https://ideas.repec.org/p/uto/dipeco/202016.html
We design an innovative teaching method that aims to narrow the Gender Gap in Mathematics (GGM) in primary school and we evaluate its impact in grade 3 in Italy. The teaching methodology consists of 15 hours of math laboratories, which focus on peer interaction, sharing of ideas, studentsâ€™ engagement, problem solving, and problem posing. The causal effect is evaluated using a randomized controlled trial, conducted in the province of Torino, involving 50 third grade classes in 25 schools, and 1044 students. The treatment significantly improves math performance for girls (0.15 s.d.), with no impact on boys, contributing to reduce the gender gap in math by 39.5-46.2%. The results indicate that properly designed innovative methodologies have the potential to reduce the gender gap in math and call for further research on the role of teaching methodologies on math learning.

Donath, L., Morrissey, O., & Owens, T. (2021). **Does the pay period matter in estimating returns to schooling? Evidence from East Africa**. In *Discussion Papers* (N° 2021-01). Consulté à l'adresse University of Nottingham, CREDIT website: https://ideas.repec.org/p/not/notcre/21-01.html
This paper investigates whether returns to schooling differ according to the choice of the measure of earnings and the different periods in which workers are paid (daily, weekly, and monthly). Using comparable data from the Living Standards and Measurement Study (LSMS) for Malawi, Tanzania and Uganda, accounting for endogeneity using Gaussian Copula and for selection with the Heckman method, we show that converting earnings to common measures and pooling respondents produces different estimates of returns to education. Depending on the common measure chosen, estimates of returns for level of education can differ by up to 100% for Tanzania, up to 50% for Malawi and up to 20% for Uganda. Estimating separately for each pay period, returns also differ significantly. Returns to primary education are 40-70% in Uganda and 20-30% in Malawi

and Tanzania. Returns to secondary education are about 80% in Malawi and Tanzania but vary between 50% and 90% in Uganda. Returns to higher education are 130% in Tanzania, 100-150% in Uganda and 120-165% in Malawi. Returns to increase with the level of education completed but estimating separately for different periods is more reliable than pooling.

European Expert Network on Economics of Education (Transnational). (2021). **Human capital during recessions**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3369* [Report]. Consulté à l'adresse http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3370
We investigate the cyclicality of skill accumulation in Europe, using data from the European Labour Force Survey (ELFS) for 2005-18. Pooling data across all EU-27 countries, and across employed and not employed workers, we estimate that adult learning – which comprises both formal education and training – is acyclical and that training is mildly countercyclical. We show that there is substantial heterogeneity in the cyclicality of adult learning and training both across European countries and by employment status. Un résumé analytique en français est disponible au téléchargement (pdf, 8 p.) (pdf, 60 pages)

Fazlul, I., Jones, T. R., & Smith, J. (2021). **College Credit on the Table? Advanced Placement Course and Exam Taking**. In *IZA Discussion Papers* (N° 14652). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14652.html
Millions of high school students who take an Advanced Placement (AP) course in one of over 30 subjects can earn college credit by performing well on the corresponding AP exam. Using data from four metro-Atlanta public school districts, we find that 15 percent of students' AP courses do not result in an AP exam. We predict that up to 32 percent of the AP courses that do not result in an AP exam would result in a score of 3 or higher, which generally commands college credit at colleges and universities across the United States. Next, we examine disparities in AP exam-taking rates by demographics and course taking patterns. Most immediately policy relevant, we find evidence consistent with the positive impact of school district exam subsidies on AP exam-taking rates. In fact, students on free and reduced-price lunch (FRL) in the districts that provide a higher subsidy to FRL students than non-FRL students are more likely to take an AP exam than their non-FRL counterparts, after controlling for demographic and academic covariates.

Fazlul, I., Koedel, C., Parsons, E., & Qian, C. (2021). **Estimating test-score growth for schools and districts with a gap year in the data**. In *Working Papers* (N° 2110). Consulté à l'adresse Department of Economics, University of Missouri website: https://ideas.repec.org/p/umc/wpaper/2110.html
We evaluate the feasibility of estimating test-score growth for schools and districts with a gap year in test data. Our research design uses a simulated gap year in testing when a true test gap did not occur, which facilitates comparisons of district- and school-level growth estimates with and without a gap year. We find that growth estimates based on the full data and gap-year data are generally similar, establishing that useful growth measures can be constructed with a gap year in test data. Our findings apply most directly to testing disruptions that occur in the absence of other disruptions to the school system. They also provide insights about the test stoppage induced by COVID-19,

although our work is just a first step toward producing informative school- and district-level growth measures from the pandemic period.

Fischer, K., Reade, J. J., & Schmal, W. B. (2021). **The Long Shadow of an Infection: COVID-19 and Performance at Work**. In *Economics Discussion Papers* (N° em-dp2021-17). Consulté à l'adresse Department of Economics, University of Reading website: https://ideas.repec.org/p/rdg/emxxdp/em-dp2021-17.html
The COVID-19 pandemic has caused economic shock waves across the globe. Much research addresses direct health implications of an infection, but to date little is known about how this shapes lasting economic effects. This paper estimates the workplace productivity effects of COVID-19 by studying performance of soccer players after an infection. We construct a dataset that encompasses all traceable infections in the elite leagues of Germany and Italy. Relying on a staggered difference-in-differences design, we identify negative short- and longer-run performance effects. Relative to their pre-infection outcomes, infected playersâ€™ performance temporarily drops by more than 6%. Over half a year later, it is still around 5% lower. The negative effects appear to have notable spillovers on team performance. We argue that our results could have important implications for labor markets and public health in general. Countries and firms with more infections might face economic disadvantages that exceed the temporary pandemic shock due to potentially long-lasting reductions in productivity.

Gmaj, I., & Fijałkowska, B. (2021). **Between a humanistic and economic model of lifelong learning: The validation system in Poland**. *European Journal of Education*, *56*(3), 407-422. https://doi.org/10.1111/ejed.12466
This article showcases the Polish validation system through the lens of Critical Discourse Analysis and two models of lifelong learning—the economic and humanistic one, treated as competitive narratives on lifelong learning. We argue that some contradictions can be observed, generated by a clash between the two approaches, as the validation system subscribes to an economic model, while leaning on chosen elements of the humanistic model without maintaining humanistic values. We analyse the premises and structure of the Integrated Qualifications System (IQS) that introduced validation to Poland, as well as the practices emerging with the implementation of the IQS that began in 2015. Our main source of data are legal documents, the systems' institutional structure and core mechanisms as well as various studies conducted by the Educational Research Institute as part of implementing the IQS from 2017 to 2020. We conclude that the most serious consequence of the aforementioned contradictions and the resulting tensions is that the concept of validation as a process aimed at recognising non-formal and informal learning while providing guidance for the individual, is played down in the system. This is particularly concerning as it represents the marginalisation of the needs of learners, who are the systems' end users.

Gradín, C., & Oppel, A. (2021). **Trends in inequality within countries using a novel dataset**. In *WIDER Working Paper Series* (N° wp-2021-139). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: https://ideas.repec.org/p/unu/wpaper/wp-2021-139.html
We revisit trends in within-country income inequality using a newly integrated dataset that covers at least 70 per cent of the global population since 1980. We investigate absolute and relative inequality trends across the past four decades, combining the use

of Lorenz curves with a set of inequality measures to gain insights on countries without Lorenz dominance.

Granato, S., Havari, E., Mazzarella, G., & Schnepf, S. V. (2021). **Study Abroad Programmes and Students' Academic Performance: Evidence from Erasmus Applications**. In *IZA Discussion Papers* (N° 14651). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14651.html
Erasmus+ is one of the most popular programmes financed by the European Union. It provides international mobility grants to university students while staying enrolled at their home university. This paper brings novel evidence on the effect of participating in the programme on students' academic outcomes, using rich administrative data from one of the largest public universities in Italy. We rely on a fuzzy Regression Discontinuity Design, since the selection of applicants to Erasmus mobility programmes depends on a continuous score assigned during the application process. Our results show that Erasmus mobility does not delay graduation at the home university and, in addition, it has a positive and significant impact on undergraduates' final degree mark. Investigating possible heterogeneous effects, we find that Erasmus mobility improves graduation results for undergraduate students in scientific and technical fields (STEM) and for those who apply for the Erasmus grant in the first year of their studies. Finally, the positive impact on performance at graduation appears to be stronger for students who visit foreign universities of relatively lower quality compared with their home university and for those who stay abroad for more than six months.

Hara, H., & Rodríguez-Planas, N. (2021). **Long-Term Consequences of Teaching Gender Roles: Evidence from Desegregating Industrial Arts and Home Economics in Japan**. In *IZA Discussion Papers* (N° 14611). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14611.html
We explore whether a 1990 Japanese educational reform that eliminated gender-segregated and gender-stereotyped industrial arts and home economics classes in junior high schools led to behavioral changes among these students some two decades later when they were married and in their early forties. Using a Regression Discontinuity (RD) design and Japanese time-use data from 2016, we find that the reform had a direct impact on Japanese women's attachment to the labor force, which seems to have changed the distribution of gender roles within the household, as we observe both a direct effect of the reform on women spending more time in traditionally male tasks during the weekend and an indirect effect on their husbands, who spend more time in traditionally female tasks. We present suggestive evidence that women's stronger attachment to the labor force may have been driven by changes in beliefs regarding men' and women's gender roles. As for men, the reform only had a direct impact on their weekend home production if they were younger than their wives and had small children. In such relationships, the reform also had the indirect effect of reducing their wives' time spent in weekend home production without increasing their labor-market attachment. Interestingly, the reform increased fertility only when it decreased wives' childcare. Otherwise, the reform delayed fertility.

Hassan, H., Islam, A., Siddique, A., & Wang, L. C. (2021). **Telementoring and homeschooling during school closures: A randomized experiment in rural Bangladesh**. In *Munich Papers in Political Economy* (N° 13). Consulté à l'adresse TUM School of

Governance at the Technical University of Munich website: https://ideas.repec.org/p/aiw/wpaper/13.html
Prolonged school closures due to political unrests, teacher strikes, natural disasters, and public health crises can be detrimental to student learning in developing countries. Using a randomized controlled experiment in 200 Bangladeshi villages, we evaluate the impact of over-the-phone mentoring and homeschooling support delivered by volunteers on the learning outcomes of primary school children during school closures caused by the coronavirus pandemic. The telementoring program improved the learning outcomes of treated children by 0.75 SD and increased homeschooling involvement of treated mothers by 0.64 SD. The impacts on learning are driven primarily by the direct mentoring of children and to some extent also by the increased homeschooling involvement of mothers. Academically weaker children and households from relatively lower socioeconomic backgrounds benefitted the most from telementoring. These findings suggest that learning crises in low-resource settings can be addressed by simple and very low-cost technology solutions.

Heckman, J. J., & Loughlin, C. P. (2021). **Athletes Greatly Benefit from Participation in Sports at the College and Secondary Level**. In *IZA Discussion Papers* (N° 14584). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14584.html
The recent Supreme Court decision NCAA vs Alston (June 2021) has heightened interest in the benefits and costs of participation in sports for student athletes. Anecdotes about the exploitation of student athletes were cited in the opinion. This paper uses panel data for two different cohorts that follow students from high school through college and into their post-school pursuits to examine the generality of these anecdotes. On average, student athletes' benefit- often substantially so—in terms of graduation, post-collegiate employment, and earnings. Benefits in terms of social mobility for disadvantaged and minority students are substantial, contrary to the anecdotes in play in the media and in the courts.

Hermo, S., Päällysaho, M., Seim, D., & Shapiro, J. (2021). **Labor Market Returns and the Evolution of Cognitive Skills: Theory and Evidence**. In *Research Papers in Economics* (N° 2021:2). Consulté à l'adresse Stockholm University, Department of Economics website: https://ideas.repec.org/p/hhs/sunrpe/2021_0002.html
A large literature in cognitive science studies the puzzling "Flynn effect" of rising fluid intelligence (reasoning skill) in rich countries. We develop an economic model in which a cohort's mix of skills is determined by different skills' relative returns in the labor market and by the technology for producing skills. We estimate the model using administrative data from Sweden. Combining data from exams taken at military enlistment with earnings records from the tax register, we document an increase in the relative labor market return to logical reasoning skill as compared to vocabulary knowledge. The estimated model implies that changes in labor market returns explain 36 percent of the measured increase in reasoning skill, and can also explain the decline in knowledge. An original survey of parents, an analysis of trends in school curricula, and an analysis of occupational characteristics show evidence of increasing emphasis on reasoning as compared to knowledge.

Hristova, A., & Tosheva, E. (2021). **Quality of School Life and Student Outcomes in Europe**. In *http://veille-et-analyses.ens-*

lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3368 [Report]. Consulté à l'adresse European Expert Network on Economics of Education (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/1ed26993-c998-11eb-84ce-01aa75ed71a1

There is little research offering consistent estimates of the quality of school life aspects across EU education systems and analysing their predictive value for different outcomes of schooling. As such, this report aims to fill the existing gap by providing a research model for measuring the subjective quality of school life for EU students based on large-scale international assessments like the OECD's Programme for International Student Assessment (PISA). Using individual data from 189 468 15-year-old EU students who participated in the PISA 2018 assessment cycle, the analytical model provides valid subjective measures for six specific QSL dimensions: students' perceptions of the potential benefits of schoolwork for their future educational and employment opportunities; their sense of self-efficacy in learning and of rewarding achievement; the awareness of academic and socio-emotional support, attention, understanding, encouragement and inspiration received from their teachers, which can contribute to self-motivation in learning and instructional effectiveness; students' sense of belongingness as part of their identity formation; a cooperative learning spirit established at schools; and students' experience of safety at their school, as associated with lower exposure to bullying. The report captures the quality of school life aspects that could be considered universal across European school systems, despite the specific national policy, institutional and socio-cultural influences, and provides strong evidence of the importance of their promotion in EU countries.

Jepsen, C., Mueser, P., Troske, K., & Jeon, K.-S. (2021). **The Benefits of Alternatives to Conventional College: Comparing the Labor-Market Returns to for-Profit Schools and Community Colleges**. In *CESifo Working Paper Series* (N° 9272). Consulté à l'adresse CESifo website: https://ideas.repec.org/p/ces/ceswps/_9272.html

This paper provides novel evidence on the labor-market returns to for-profit postsecondary school and community college attendance using a two-step model to avoid recent concerns with singlestage fixed effects methods. Specifically, we link administrative records on for-profit school and community college attendance with quarterly earnings data for over 400,000 students in one state. Five years after enrollment, quarterly earnings conditional on employment exceed earnings in the absence of schooling by 20-29 percent for students attending for-profit schools and 16-27 percent for students attending community colleges. Despite differences in costs, in aggregate the benefits of attendance generally exceed the costs in both for-profit schools and community colleges. Finally, we present evidence showing that students in for-profit schools and community colleges pursue different degrees and focus on different areas of study.

Jung, S., & Vranceanu, R. (2020). **Student satisfaction with distance education during the COVID-19 first-wave: A cross-cultural perspective**. In *Working Papers* (N° hal-02977873). Consulté à l'adresse HAL website: https://ideas.repec.org/p/hal/wpaper/hal-02977873.html

This research note reports results of a survey on student satisfaction with distance education in Korea and France as implemented in May 2020 on 510 respondents. At that time, both countries closed the facilities of higher education institutions and imposed the extensive use of on-line education. A majority of French students express a preference

for in-class teaching compared with on-line teaching, while preferences of the Korean students are more balanced. On average, Korean students express higher satisfaction with online teaching compared to French students. Women students also report higher satisfaction scores. The COVID-19 stress is negatively related to satisfaction with online teaching in Korea, but not in France.

Kalra, A. (2021). **A « Ghetto » of One's Own: Communal Violence, Residential Segregation and Group Education Outcomes in India**. In *SocArXiv* (No rzjct). Consulté à l'adresse Center for Open Science website: https://ideas.repec.org/p/osf/socarx/rzjct.html
How does ethnic violence and subsequent segregation shape children's lives? Using exogenous variation in communal violence due to a Hindu nationalist campaign tour across India, I show that violence displaces Muslims to segregated neighbourhoods. Surprisingly, I find that post-event, Muslim primary education levels are higher in cities that were more susceptible to violence. For cohorts enrolling after the riots, the probability of attaining primary education decreases by 2.3% every 100 kilometres away from the campaign route. I exploit differences in the planned and actual route to show that this is due to greater spatial cohesion within communities threatened by violence.

León, J., Guerrero, G., Cueto, S., & Glewwe, P. (2021). **What difference do schools make?: a mixed methods study in secondary schools in Peru**. In *Documentos de Investigación* (No dt114). Consulté à l'adresse Grupo de Análisis para el Desarrollo (GRADE) website: https://ideas.repec.org/p/gad/doctra/dt114.html
This study contributes to filling the existing gap in the scarce literature on school effectiveness in secondary education in Peru by addressing the following questions: i) which educational processes within schools are most influential in math and reading comprehension? and in the case of the most effective schools, ii) what is the importance that principals, teachers, and students place on school processes variables in explaining educational outcomes? We use a mixed-method design that follows a sequential explanatory design. First, using the Young Lives secondary school survey in Peru (2017), we estimate a random effects model to explore the effect of teacher and school level variables on math and reading comprehension. Then, we conduct a qualitative case study in two schools identified as high-performance schools (HPS) by the survey, with the aim of explaining the role of school processes variables on educational results. The multivariate analysis shows that among teacher and classroom level variables, feedback provided to students and the satisfaction with his/her relationship with the educational actors were statistically significant. Among school level variables, school principal´s experience, average level of school wealth index, students per classroom and the infrastructure were statistically significant. The analysis of in-depth interviews and focus groups with vice-principals, teachers, and students from the two HPS shows that these two effective schools promote higher student achievement through different policies. At the school level, they have monitoring and constant teacher training policies to improve the quality of teaching. They also have student discipline and teacher collaboration policies to promote a conducive school learning environment. Correspondingly, at the classroom level, these schools are characterized by the quality of their teaching strategies regarding peer-mentoring, feedback and use of materials, and by their positive classroom learning environments based on teachers' monitoring of students' progress and teacher-student relations of care and trust. Our results point out the importance of the pedagogical work of the different educational actors inside the school. Educational programs carried out by local and national governments should pay

more attention to the dynamics within the school to mitigate the educational inequalities, equalizing upwards the opportunities for children in impoverished public schools.

Makridis, C. A., & Hirsch, B. (2021). **The Labor Market Earnings of Veterans: Is Military Experience More or Less Valuable than Civilian Experience?** In *IZA Discussion Papers* (N° 14636). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14636.html
We assess the labor market experiences of military veterans, focusing on three major outcomes, among others, controlling for a wide array of demographic characteristics and industry and occupational fixed effects. First, we find that male and female veterans receive civilian earnings nearly equivalent to nonveteran men and women. This finding implies that military experience is valued in the labor market similarly to foregone civilian experience. Second, veterans are clustered in occupations with somewhat lower than average employment and real earnings growth, and in metropolitan areas with lower levels and growth of real GDP per capita. Third, veterans experience lower returns to formal educational investments (e.g., college) than do nonveterans. Veterans realize earnings gains from professional licenses, but their returns are lower than for nonveterans. These gains are concentrated among science, technology, engineering, and math (STEM) jobs, suggesting that veterans could help meet the growing demand for tech talent and artificial intelligence skills.

Moreno, H. (2021). **The Influence of Parental and Grandparental Education in the Transmission of Human Capital**. In *Working Papers* (N° 588). Consulté à l'adresse ECINEQ, Society for the Study of Economic Inequality website: https://ideas.repec.org/p/inq/inqwps/ecineq2021-588.html
This paper examines the influence of parental and grandparental education in the transmission of human capital. A natural experimental set-up, from a regional conflict that occurred in 1926 is exploited to instrument years of schooling of the grandparents' generation whereas local labour market indicators at adolescence serve as an instrument for the education of the parents' generation. Using a nationally representative Mexican survey that gathers detailed information on three generations, the paper shows that accounting for endogeneity reveals significantly more inter-generational mobility rather than ignoring it. The paper also documents greater persistence of family background in the older pair of parent-child links, i.e. grandparent-parent, than in the younger pair, i.e. parent-grandchildren. Results show that the direct influence of parental education on the grandchildren's education is so dominant that the impact of grand-parental education fades away once accounting for parental education.

Motte, H. Z., & Oliveira, R. C. (2021). **Do disadvantaged students benefit from attending classes with more skilled colleagues?: Evidence from a top university in Brazil**. In *WIDER Working Paper Series* (N° wp-2021-137). Consulté à l'adresse World Institute for Development Economic Research (UNU-WIDER) website: https://ideas.repec.org/p/unu/wpaper/wp-2021-137.html
Peers play an essential role in cognitive and non-cognitive skills formation. Ordinal rank may also change incentives and environment, impacting students' efforts. Using two rich administrative data sets and a rule of admission at one top university in Brazil, we apply a regression discontinuity design to study the effect of class allocation on academic

performance and labour market outcomes. The rule creates two potential effects on students: peer and ranking effects.

Orbeta, A., Potestad, M. V., & Melad, K. A. M. (2020). ***Correlates of Test Performance of 15-year-old Students in the Philippines: Evidence from PISA*** (Discussion Paper Nº DP 2020-57). Consulté à l'adresse Philippine Institute for Development Studies website: https://econpapers.repec.org/paper/phddpaper/dp_5f2020-57.htm
To provide evidence on the drivers of the quality of education in the country, this study focuses on the correlates of test performance of 15-year-old students in the Philippines. It aims to quantitatively measure the roles of individual, family, and school characteristics in test performance. It uses the 2018 Program for International Student Assessment (PISA) which include a rich set of student, family, and school characteristics. In addition to the average relationship between the variables provided by ordinary least squares, it also provides an analysis for high and low performing students using quantile regressions. The estimation results show that, in terms of individual characteristics, there is consistent negative correlation between grade repetition, age at start of primary schooling and incidence of bullying and test scores across mathematics, science and reading. For household characteristics, parental occupation and emotional support are positively correlated with test scores. For school characteristics, disciplinary climate provided a consistent positive correlation with test scores. In addition, to these results the paper also found puzzling results that require in-depth studies. The paper also provided recommendations in the light of the estimation results. Comments to this paper are welcome within 60 days from date of posting. Email publications@mail.pids.gov.ph.

Pagani, L., & Pica, G. (2021). **A Peer Like Me? Early Exposure to High Achievers in Math and Later Educational Outcomes**. In *CSEF Working Papers* (Nº 619). Consulté à l'adresse Centre for Studies in Economics and Finance (CSEF), University of Naples, Italy website: https://ideas.repec.org/p/sef/csefwp/619.html
This paper investigates whether exposure to academically gifted peers of the same and opposite gender in primary school (grade 5, at age 10) affects later academic achievement (grade 8, at age 13) and high-school track choice. For identification we exploit random allocation of kids across classes within primary schools. We document that, conditional on primary school fixed effects and grade 8 class fixed effects, as well as on baseline achievement, a higher share of same/oppositegender high-achievers in math in primary school is related, both for boys and girls, to better/worse later math academic achievement in grade 8 and to a higher/lower probability of choosing a scientific high-school track. We argue that these results are consistent with a role model channel.

Parker, P., Dicke, T., Guo, J., Basarkod, G., & Marsh, H. (2021). **Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect**. *Educational Researcher*, *50*(6), 334-344. https://doi.org/10.3102/0013189X20986176
Understanding how children's broader context influences their development is critical if we are to develop policies that help them flourish. Combining sociological, economic, and psychological literature, we argue that ability stratification—the degree to which children of similar levels of ability are schooled together—influences a child's academic self-concept. This is because countries with more ability stratification should have larger Big-Fish-Little-Pond Effects (the negative effect of school average achievement on academic self-concept). We used four cycles of the Trends in International Math and

Science Study to test the hypothesis that more country-level ability stratification is associated with larger country-level Big-Fish-Little-Pond Effects for math self-concept. Findings strongly support this hypothesis. Our findings have implications for school system design and policy.

Rothstein, J., & Schanzenbach, D. W. (2021). **Does Money Still Matter? Attainment and Earnings Effects of Post-1990 School Finance Reforms**. In *NBER Working Papers* (N° 29177). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/29177.html
Card and Krueger (1992a,b) used labor market outcomes to study the productivity of school spending. Following their lead, we examine effects of post-1990 school finance reforms on students' educational attainment and labor market outcomes. Lafortune et al. (2018) show that these reforms increased school spending and narrowed spending and achievement gaps between high- and low-income districts. Using a state-by-cohort panel design, we find that reforms increased high school completion and college-going, concentrated among Black students and women, and raised annual earnings. They also increased the return to education, particularly for Black students and men and driven by the return to high school.

Suebang, A. R., & Maingari, D. (2021). **Facteurs socioéconomiques et décrochage des études au premier cycle universitaire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14590
La question du décrochage scolaire au Cameroun n'a jusqu'ici porté que sur les enseignements primaire et secondaire (Ngoufo Yemedi, 2004 ; Noumba, 2008 ; Ntouda Betsogo, 2011). La présente étude s'interroge sur les facteurs pouvant être en relation avec le décrochage des études universitaires dans le pays. Son objectif est donc d'examiner le lien existant entre les facteurs socioéconomiques et le décrochage des études au premier cycle de la FALSH à l'Université de Yaoundé I. L'étude est basée sur un projet de recherche quantitatif faisant appel au questionnaire comme instrument de collecte des données. Les résultats obtenus ont été interprétés à partir de la théorie sociale de Baudelot et Establet (1971) et Mballa Owono (1986) et la théorie économique du capital humain de Becker (1964). Ces résultats montrent l'existence d'une relation entre trois facteurs (niveau d'instruction du père, niveau socioprofessionnel du père, temps passé par l'étudiant dans un emploi rémunéré durant les études par semaine) et le décrochage des études au premier cycle de la FALSH à l'Université de Yaoundé I.

Vermeylen, M. (2021, septembre 1). **La rentrée coûtera-t-elle plus cher cette année ?** Consulté 8 septembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/rentree-coutera-t-plus-cher-cette-annee/00100263
Du primaire au supérieur, la rentrée sera plus onéreuse, mais pas tant à cause de la hausse des prix que de la diminution de l'aide publique.

von Grafenstein, L., Kumar, A., Kumar, S., & Vollmer, S. (2021). **Impacts of Double-Fortified Salt on Anemia and Cognition: Four-Year Follow-up Evidence from a School-Based Nutrition Intervention in India**. In *IZA Discussion Papers* (N° 14627). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14627.html

Long-term follow-up of early childhood health interventions is important for human capital accumulation. We provide experimental evidence on child health and human capital outcomes from the longer-term follow-up of a school-based nutrition intervention in India. Using panel data, we examine the effectiveness of the use of iron and iodine fortified salt in school lunches to reduce anemia among school children. After four years of treatment, treated children, on average, have higher hemoglobin levels and a lower likelihood of anemia relative to the control group. Interestingly, the intervention did not have any impact on cognitive and educational outcomes.

Wolff, S., & Carlson, D. (2021). **Who Chooses DonorsChoose? Submission and Funding Patterns on the Nation's Largest Education Crowdfunding Platform**. *Educational Researcher*, *50*(6), 355-367. https://doi.org/10.3102/0013189X21990002
Crowdfunding platforms direct millions of dollars annually to schools across the country, but the scholarly and policy communities have a limited understanding of their operations. In this paper we leverage data from DonorsChoose and the Common Core of Data to examine the characteristics of schools whose teachers do and do not submit projects to DonorsChoose, the subject areas and resource requests of these projects, and the characteristics of projects that achieve full funding. We find that teachers in schools serving disadvantaged student populations in the lowest-spending states are most likely to post projects on DonorsChoose. Despite accounting for a majority of submitted projects, math and reading projects are less likely to reach full funding than those in other subject areas.

Aspects psychologiques de l'éducation

Camacho-Morles, J., Slemp, G. R., Pekrun, R., Loderer, K., Hou, H., & Oades, L. G. (2021). **Activity Achievement Emotions and Academic Performance: A Meta-analysis**. *Educational Psychology Review*, *33*(3), 1051-1095. https://doi.org/10.1007/s10648-020-09585-3
Achievement emotions are emotions linked to academic, work, or sports achievement activities (activity emotions) and their success and failure outcomes (outcome emotions). Recent evidence suggests that achievement emotions are linked to motivational, self-regulatory, and cognitive processes that are crucial for academic success. Despite the importance of these emotions, syntheses of empirical findings investigating their relation with student achievement are scarce. We broadly review the literature on achievement emotions with a focus on activity-related emotions including enjoyment, anger, frustration, and boredom, and their links to educational outcomes with two specific aims: to aggregate all studies and determine how strongly related those emotions are to academic performance, and to examine moderators of those effects. A meta-analytical review was conducted using a systematic database of 68 studies. The 68 studies included 57 independent samples for enjoyment (N = 31,868), 25 for anger (N = 11,153), 9 for frustration (N = 1418), and 66 for boredom (N = 28,410). Results indicated a positive relation between enjoyment of learning and academic performance (ρ = .27), whereas the relations were negative for both anger (ρ = − .35) and boredom (ρ = − .25). For frustration, the relation with performance was near zero (ρ = − .02). Moderator tests revealed that relations of activity emotions with academic performance are stronger when (a) students are in secondary school compared with both primary school and college, and (b) the emotions are measured by the Achievement Emotions

Questionnaires – Mathematics (AEQ-M). Theoretical and practical implications are discussed.

Castro-Alonso, J. C., Wong, R. M., Adesope, O. O., & Paas, F. (2021). **Effectiveness of Multimedia Pedagogical Agents Predicted by Diverse Theories: a Meta-Analysis**. *Educational Psychology Review*, *33*(3), 989-1015. https://doi.org/10.1007/s10648-020-09587-1
Multimedia pedagogical agents are on-screen characters that allow users to navigate or learn in multimedia environments. Several agents' characteristics may moderate their instructional effectiveness, including appearance, gender, nonverbal communication, motion, and voice. Here, we conducted a meta-analysis to test hypotheses from diverse theories predicting the effects of these agents' characteristics. We tested predictions of cognitive load theory, cognitive theory of multimedia learning, computers are social actors, social agency theory, uncanny valley, and the action observation network. Our meta-analysis of 32 effect sizes (N = 2104) revealed a small overall effect (g+ = 0.20), showing that learning with multimedia pedagogical agents was more effective than learning without these agents. As predicted by the redundancy effect of cognitive load theory and the coherence principle of cognitive theory of multimedia learning, 2D agents (g+ = 0.38) tended to be more effective than 3D agents (g+ = 0.11). As predicted by the computers are social actors hypothesis, most of the agents' characteristics, including nonverbal communication, motion, and voice, appeared not to moderate their effectiveness. We conclude that multimedia pedagogical agents help learning through multimedia, and that students may be able to learn similarly from different types of agents.

Cervin-Ellqvist, M., Larsson, D., Adawi, T., Stöhr, C., & Negretti, R. (2021). **Metacognitive illusion or self-regulated learning? Assessing engineering students' learning strategies against the backdrop of recent advances in cognitive science**. *Higher Education*, *82*(3), 477-498. https://doi.org/10.1007/s10734-020-00635-x
Knowing how students approach learning in higher education contexts is key to promote learning strategies that are effective in the long run. Previous research has concluded that students often use ineffective learning strategies but believe them to be effective—a phenomenon known as metacognitive illusion. In a bid to broaden the perspective on students' use of learning strategies, this study draws on the notion of self-regulated learning as a theoretical lens. A questionnaire, comprising both open-ended and closed-ended questions, was developed to gather data from 416 engineering students. The questionnaire was geared towards (1) mapping what learning strategies students use in a real-world setting, in real courses, (2) probing their metacognitive awareness of the effectiveness of various learning strategies and (3) investigating why students choose certain learning strategies. We also compared which learning strategies the engineering students chose across programs and types of courses. The findings reveal a complex picture of why students sometimes use seemingly ineffective learning strategies, and we conclude that this is not always due to metacognitive illusion. It is instead often linked to attempts to regulate behaviour, motivation and/or learning context, sometimes in response to the context. This study adds to the current HE research investigating students' abilities to reflect on, assess and take control of their learning in an effective way, confirming that students need explicit guidance.

Dale, B. A., Finch, W. H., Shellabarger, K. A. R., & Davis, A. (2021). **Wechsler Intelligence Scale for Children, Fifth Edition Profiles of Children With Autism Spectrum Disorder Using a Classification and Regression Trees Analysis**. *Journal of Psychoeducational Assessment*, *39*(7), 783-799. https://doi.org/10.1177/07342829211025924
The Wechsler Intelligence Scales for Children (WISC) are the most widely used instrument in assessing cognitive ability, especially with children with autism spectrum disorder (ASD). Previous literature on the WISC has demonstrated a divergent pattern of performance on the WISC for children ASD compared to their typically developing peers; however, there is a lack of research concerning the most recent iteration, the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V). Due to the distinctive changes made to the WISC-V, we sought to identify the pattern of performance of children with ASD on the WISC-V using a classification and regression (CART) analysis. The current study used the standardization sample data of the WISC-V obtained from NCS Pearson, Inc. Sixty-two children diagnosed with ASD, along with their demographically matched controls, comprised the sample. Results revealed the Comprehension and Letter-Number Sequencing subtests were the most important factors in predicting group membership for children with ASD with an accompanying language impairment. Children with ASD without an accompanying language impairment, however, were difficult to distinguish from matched controls through the CART analysis. Results suggest school psychologists and other clinicians should administer all primary and supplemental subtests of the WISC-V as part of a comprehensive assessment of ASD.

Daley, N., & Rawson, K. A. (2021). **Effects of Elaborations Included in Textbooks: Large Time Cost, Reduced Attention, and Lower Memory for Main Ideas**. *Educational Psychology Review*, *33*(3), 1165-1189. https://doi.org/10.1007/s10648-020-09553-x
Textbooks currently include many elaborations that describe, illustrate, and explain main ideas, increasing the length of these textbook chapters. The current study investigated if the cost in additional reading time that these elaborations impose is outweighed by benefits to memory for main ideas. Given that elaborations in textbooks sometimes fail to produce memory benefits, the current study also investigated if the reason is that less time is spent reading main ideas sentences in elaborated versus unelaborated texts. In two experiments, participants read a textbook passage with just the main ideas or with these main ideas and elaborations. Two days later, participants completed tests of their memory for the main ideas. Conceptually replicating previous research, elaborations did not provide a memory benefit commensurate with the time cost they imposed. Results also indicated that the lack of benefit is at least partially attributable to less time spent reading main ideas for the elaborated versus unelaborated text. To further investigate why students spent less time on main idea sentences, Experiment 2 provided evidence that this difference may be due to difficulty discriminating main ideas from elaborations while reading. In sum, textbook elaborations may impair memory for main ideas due to less time spent on these main ideas despite the large overall time cost imposed; thus elaborated texts can be less effective than unelaborated texts.

Fallon, L. M., Cathcart, S. C., & Johnson, A. H. (2021). **Assessing Differential Item Functioning in a Teacher Self-Assessment of Cultural Responsiveness**. *Journal of Psychoeducational Assessment*, *39*(7), 816-831. https://doi.org/10.1177/07342829211026464
The Assessment of Culturally and Contextually Relevant Supports (ACCReS) was developed in response to the need for well-constructed instruments to measure

teachers' cultural responsiveness and guide decision-making related to professional development needs. The current study sought to evaluate the presence of differential item functioning (DIF) in ACCReS items and the magnitude of DIF, if detected. With a national sample of 999 grade K-12 teachers in the United States, we examined measurement invariance of ACCReS items in relation to responses from (a) racially and ethnically minoritized (REM) youth and white teachers (teacher race), (b) teachers in schools with 0–50% and 51–100% REM youth (student race), and (c) teachers with <1–5 years of teaching experience and teachers with >5 years of experience. Findings suggested that ACCReS items exhibited negligible levels of DIF. The lack of DIF found provides additional evidence for the validity of scores from the ACCReS to assess teachers' cultural responsiveness. Furthermore, descriptive analyses revealed that teachers were more likely to agree with items pertaining to their own classroom practice than items related to access to adequate training and support. Results inform implications for future educational and measurement research.

Greene, J. A., Copeland, D. Z., & Deekens, V. M. (2021). **A Model of Technology Incidental Learning Effects**. *Educational Psychology Review*, *33*(3), 883-913. https://doi.org/10.1007/s10648-020-09575-5
Increases in technology use, among youth and adults, are concerning given the volume of information produced and disseminated in the modern world. Conceptual models have been developed to understand how people manage the large volume of information encountered during intentional learning activities with technology. What, if anything, do people learn when they happen upon news and other information while using technology for purposes other than learning? Questions like this highlight the need to understand incidental learning, i.e., learning that occurs when people, who are pursuing a goal other than learning such as entertainment, encounter information that leads to a change in thinking or behavior. In this article, we integrate theory and research from multiple scholarly literatures into the Technology Incidental Learning Effects (TILE) model, which provides a framework for future research on how incidental learning occurs and what factors affect this process. Current research on incidental learning can be informed by educational psychology scholarship on dual-processing, motivation, interest, source evaluation, and knowledge reconstruction. The TILE model points to many promising future directions for research with direct implications for modern society, including the need to better understand how and why people move from merely noticing to engaging with incidentally exposed information as well as how to help people successfully manage the large amounts of information they encounter when using technology for purposes other than learning.

Jarraud, F. (2021, septembre 9). **Mickaël Jury : École inclusive : Les enseignants sont-ils les méchants de l'histoire ?** Consulté 9 septembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/09/09092021Article637667677612038213.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511705
Köhler, C., Hartig, J., & Naumann, A. (2021). **Detecting Instruction Effects—Deciding Between Covariance Analytical and Change-Score Approach**. *Educational Psychology Review*, *33*(3), 1191-1211. https://doi.org/10.1007/s10648-020-09590-6
The article focuses on estimating effects in nonrandomized studies with two outcome measurement occasions and one predictor variable. Given such a design, the analysis

approach can be to include the measurement at the previous time point as a predictor in the regression model (ANCOVA), or to predict the change-score of the outcome variable (CHANGE). Researchers demonstrated that both approaches can result in different conclusions regarding the reported effect. Current recommendations on when to apply which approach are, in part, contradictory. In addition, they lack direct reference to the educational and instructional research contexts, since they do not consider latent variable models in which variables are measured without measurement error. This contribution assists researchers in making decisions regarding their analysis model. Using an underlying hypothetical data-generating model, we identify for which kind of data-generating scenario (i.e., under which assumptions) the defined true effect equals the estimated regression coefficients of the ANCOVA and the CHANGE approach. We give empirical examples from instructional research and discuss which approach is more appropriate, respectively.

Kokkonen, T., & Schalk, L. (2021). **One Instructional Sequence Fits all? A Conceptual Analysis of the Applicability of Concreteness Fading in Mathematics, Physics, Chemistry, and Biology Education**. *Educational Psychology Review*, *33*(3), 797-821. https://doi.org/10.1007/s10648-020-09581-7
To help students acquire mathematics and science knowledge and competencies, educators typically use multiple external representations (MERs). There has been considerable interest in examining ways to present, sequence, and combine MERs. One prominent approach is the concreteness fading sequence, which posits that instruction should start with concrete representations and progress stepwise to representations that are more idealized. Various researchers have suggested that concreteness fading is a broadly applicable instructional approach. In this theoretical paper, we conceptually analyze examples of concreteness fading in the domains of mathematics, physics, chemistry, and biology and discuss its generalizability. We frame the analysis by defining and describing MERs and their use in educational settings. Then, we draw from theories of analogical and relational reasoning to scrutinize the possible cognitive processes related to learning with MERs. Our analysis suggests that concreteness fading may not be as generalizable as has been suggested. Two main reasons for this are discussed: (1) the types of representations and the relations between them differ across different domains, and (2) the instructional goals between domains and subsequent roles of the representations vary.

Kulkarni, T., Sullivan, A. L., & Kim, J. (2021). **Externalizing Behavior Problems and Low Academic Achievement: Does a Causal Relation Exist?** *Educational Psychology Review*, *33*(3), 915-936. https://doi.org/10.1007/s10648-020-09582-6
Children's low academic skills are associated with a variety of behavior problems and maladaptive outcomes throughout childhood and adulthood. Given the prevalence of behavioral disorders is approximately 19% of all US children, understanding of the mechanisms through which academic achievement and externalizing behavior problems interact can inform effective intervention to prevent persistent academic failure, chronic behavioral difficulties, and related negative long-term outcomes. The purpose of this study, therefore, was to systematically review research on the association between low academic achievement and externalizing behavior problems, as well as evaluate the research indicating causal linkages, if any, between the two domains. Five databases were searched, including OVID Medline, PsycInfo, Academic Search Premier, ERIC, Education Resource, and PROQUEST. Search terms included statistical designs that

could support a hypothetical causal association (e.g., structural equation modeling). We screened a total of 1990 studies, of which 26 met the final inclusion criteria. In total, ten studies reported significant negative effects between the two domains, of which only six reported effect sizes that could be considered meaningful. All but two reported these effects in the direction of early externalizing behavior problems to later academic achievement. Overall, there was inconclusive evidence for either causal or predictive relations. Implications for future research and educational practice are discussed.

La Salle, T. P., McCoach, D. B., & Meyers, J. (2021). **Examining Measurement Invariance and Perceptions of School Climate Across Gender and Race and Ethnicity**. *Journal of Psychoeducational Assessment*, *39*(7), 800-815. https://doi.org/10.1177/07342829211023717
School climate can have a notable impact on student academic, social, emotional, and behavioral outcomes. It is also a critical component of school improvement efforts, as demonstrated by recent federal and state initiatives to provide resources and supports for increased school climate measurement, accountability, and improvement. The primary purpose of the current study was to establish measurement invariance of the Georgia School Climate Survey across gender and race/ethnicity among middle school students. The secondary purpose was to explore mean comparisons in school climate experiences across student groups. Participants included 629,584 middle and high school students. Confirmatory factor analyses supported a hierarchical model of school climate that included one overall factor, school climate, and eight subscales: school connectedness, civic engagement, physical environment, adult social support, peer social support, cultural acceptance, order and discipline, and safety. Measurement invariance for a subscale model of school climate across gender and race/ethnicity was established, and student means across groups were compared. Implications for the practical use of the GSCS as a school improvement tool to guide targeted and data-based decision are discussed.

Lafage, L. (2018). ***Du conseil de classe en lycée : étude clinique à partir d'observations et d'entretiens*** (These de doctorat, Paris 10). Consulté à l'adresse http://www.theses.fr/2018PA100066
Cette thèse, qui s'inscrit dans une démarche clinique d'orientation psychanalytique en sciences de l'éducation se propose de réaliser une étude clinique de conseils de classe en lycée, à partir de l'analyse d'observations participantes effectuées par la chercheure, elle-même conseillère principale d'éducation, ainsi qu'à partir d'entretiens cliniques de recherche réalisés auprès d'enseignants du second degré. Il s'agit de porter un regard sur les enjeux conscients et inconscients à l'œuvre au cours d'un conseil de classe pour les enseignants qui y participent ainsi que sur les processus psychiques groupaux qui sous-tendent les réunions de cette instance institutionnelle. La thèse comporte cinq parties : la première partie analyse des éléments du parcours scolaire et professionnel de la chercheure et montre la manière dont elle est passée de la position d'être en recherche à celle de faire de la recherche. La deuxième partie présente le champ disciplinaire dans lequel s'inscrit ce travail ainsi que des éléments concernant la démarche et la méthodologie de recherche utilisées. La troisième partie est composée de l'ensemble des observations et de leur analyse. La quatrième partie est consacrée aux cinq entretiens cliniques et à leur analyse. Et, enfin, la cinquième partie propose une mise en perspective des analyses dans laquelle sont avancées des hypothèses de compréhension de ce qui peut se jouer en conseil de classe pour les enseignants.

Latimier, A., Peyre, H., & Ramus, F. (2021). **A Meta-Analytic Review of the Benefit of Spacing out Retrieval Practice Episodes on Retention**. *Educational Psychology Review*, *33*(3), 959-987. https://doi.org/10.1007/s10648-020-09572-8
Spaced retrieval practice consists of repetitions of the same retrieval event distributed through time. This learning strategy combines two "desirable difficulties": retrieval practice and spacing effects. We carried out meta-analyses on 29 studies investigating the benefit of spacing out retrieval practice episodes on final retention. The total dataset was divided into two subsets to investigate two main questions: (1) Does spaced retrieval practice induce better memory retention than massed retrieval practice? (subset 1); (2) Is the expanding spacing schedule superior to the uniform spacing schedule when learning with retrieval practice? (subset 2). Using meta-regression with robust variance estimation, 39 effect sizes were aggregated in subset 1 and 54 in subset 2. Results from subset 1 indicated a strong benefit of spaced retrieval practice in comparison with massed retrieval practice ($g = 0.74$). Results from subset 2 indicated no significant difference between expanding and uniform spacing schedules of retrieval practice ($g = 0.034$). Moderator analyses on this subset showed that the number of exposures of an item during retrieval practice explains inconsistencies between studies: the more learners are tested, the more beneficial the expanding schedule is compared with the uniform one. Overall, these results support the advantage of spacing out the retrieval practice episodes on the same content, but do not support the widely held belief that inter-retrieval intervals should be progressively increased until a retention test.

Laurent, M., Bressoux, P., & Nurra, C. (2020, septembre). ***Apprendre les mathématiques au primaire avec la pensée informatique : quels effets sur les variables motivationnelles ?*** Présenté à 13ème Congrès International de l'ADRIPS. Consulté à l'adresse https://hal.univ-grenoble-alpes.fr/hal-03320898
Apprendre les mathématiques au primaire avec la pensée informatique : quels effets sur les variables motivationnelles ?

Li, Q., Cho, H., Cosso, J., & Maeda, Y. (2021). **Relations Between Students' Mathematics Anxiety and Motivation to Learn Mathematics: a Meta-Analysis**. *Educational Psychology Review*, *33*(3), 1017-1049. https://doi.org/10.1007/s10648-020-09589-z
The current meta-analysis examined the association between K-12 students' motivation to learn mathematics and mathematics anxiety, and explored the effects of potential moderating factors, including different motivation measures, dimensions of mathematics anxiety, students' developmental stages, and cultural contexts. This meta-analysis was conducted with 73 articles (80 independent samples, total $N = 95{,}872$) and a total of 142 effect sizes. Results indicated a moderate, negative correlation between students' motivation for mathematics and mathematics anxiety ($r = -0.42$). Moreover, in accordance with the control-value theory, we classified the effect sizes into two groups: (a) correlations between mathematics anxiety and competence beliefs (i.e., self-efficacy and self-concept) and (b) correlations between mathematics anxiety and value beliefs (i.e., intrinsic value and achievement value). The strength of the correlation between students' mathematics anxiety with competence beliefs ($r = -0.48$) was stronger than the correlation with value beliefs ($r = -0.36$). Moderator analyses revealed that the magnitudes of the overall effect sizes were not influenced by the dimensions of mathematics anxiety, students' developmental stages, and cultural contexts. Theoretical and practical implications of the findings are discussed.

Liang, W., Liu, S., & Zhao, C. (2021). **Impact of student-supervisor relationship on postgraduate students' subjective well-being: a study based on longitudinal data in China**. *Higher Education*, *82*(2), 273-305. https://doi.org/10.1007/s10734-020-00644-w
This paper explores the relationship between the student-supervisor relationship (SSR) and postgraduate students' subjective well-being. Based on a longitudinal survey of Beijing college students, the present study suggests that in China, the SSR is a supervisor-centred, top-down hierarchical relationship. The reciprocity level of the SSR is positively related to the students' subjective well-being. The trust level of the SSR also has a positive relationship with students' subjective well-being; improving the trust level may also mitigate the possible negative implications of the low level of reciprocity in the relationship. The present study further reveals that it is more difficult for first-generation students to establish sound SSR than non-first-generation students. Additionally, a good SSR is more important for first-generation students' positive well-being. The findings provide implications for educational practices on how to improve postgraduate students' subjective well-being by improving the SSR.

Lin, X. (2021). **Investigating the Unique Predictors of Word-Problem Solving Using Meta-Analytic Structural Equation Modeling**. *Educational Psychology Review*, *33*(3), 1097-1124. https://doi.org/10.1007/s10648-020-09554-w
The purpose of the present study is to clarify the contributions of cognitive skills (nonverbal reasoning, language comprehension, working memory, attention, processing speed) and academic skills (mathematics facts retrieval, mathematics computation, mathematics vocabulary, reading comprehension) in performing mathematics word problems among elementary school students. With the two-stage meta-analytic structural equation modeling approach, I synthesized 112 correlation matrices from 98 empirical studies (N = 111,346) and fitted the hypothesized partial mediation model. Overall, path analysis indicated that language comprehension, working memory, attention, mathematics vocabulary, and mathematics computation were unique predictors of word-problem solving. Subgroup analysis demonstrated different unique predictors for younger and older students to perform word problems (K-2nd grades versus 3rd–5th grades). Implications, limitations, and future directions are discussed.

Makransky, G., & Petersen, G. B. (2021). **The Cognitive Affective Model of Immersive Learning (CAMIL): a Theoretical Research-Based Model of Learning in Immersive Virtual Reality**. *Educational Psychology Review*, *33*(3), 937-958. https://doi.org/10.1007/s10648-020-09586-2
There has been a surge in interest and implementation of immersive virtual reality (IVR)-based lessons in education and training recently, which has resulted in many studies on the topic. There are recent reviews which summarize this research, but little work has been done that synthesizes the existing findings into a theoretical framework. The Cognitive Affective Model of Immersive Learning (CAMIL) synthesizes existing immersive educational research to describe the process of learning in IVR. The general theoretical framework of the model suggests that instructional methods which are based on evidence from research with less immersive media generalize to learning in IVR. However, the CAMIL builds on evidence that media interacts with method. That is, certain methods which facilitate the affordances of IVR are specifically relevant in this medium. The CAMIL identifies presence and agency as the general psychological affordances of learning in IVR, and describes how immersion, control factors, and representational fidelity facilitate

these affordances. The model describes six affective and cognitive factors that can lead to IVR-based learning outcomes including interest, motivation, self-efficacy, embodiment, cognitive load, and self-regulation. The model also describes how these factors lead to factual, conceptual, and procedural knowledge acquisition and knowledge transfer. Implications for future research and instructional design are proposed.

Martinez, A. J. (2021). **Factor Structure and Measurement Invariance of the Academic Time Management and Procrastination Measure**. *Journal of Psychoeducational Assessment*, *39*(7), 891-901. https://doi.org/10.1177/07342829211034252
Students' ability to effectively allocate time toward educational tasks and reduction of maladaptive behaviors such as procrastination are important predictors of successful educational outcomes. The Academic Time Management and Procrastination Measure (ATMPM) purports to measure the extent to which students engage in such behaviors; however, the psychometric properties of the ATMPM have only been explored with exploratory techniques. In addition, the extent to which measurement invariance is supported among first-generation college students (FGCS) and non-FGCS is unknown. The purpose of the present study was to (1) examine the factor structure of the ATMPM within a college population by employing confirmatory factor analysis and to (2) investigate measurement invariance through an application of multiple group confirmatory factor analysis (MGCFA). Results supported a three-factor solution (planning time, monitoring time, and procrastination), and invariance analyses supported full configural, metric, and scalar invariance.

Martinot, D. (2021, septembre 7). **Estime de soi et difficultés scolaires, un cercle vicieux ?** Consulté 8 septembre 2021, à l'adresse The Conversation website: http://theconversation.com/estime-de-soi-et-difficultes-scolaires-un-cercle-vicieux-161384
Face aux échecs scolaires, les élèves activent des mécanismes psychologiques autoprotecteurs qui risquent d'entamer leur motivation personnelle. Comment les aider à mobiliser d'autres stratégies ?

Martinot, D. (s. d.). **Estime de soi et difficultés scolaires, un cercle vicieux ?** Consulté 15 septembre 2021, à l'adresse The Conversation website: http://theconversation.com/estime-de-soi-et-difficultes-scolaires-un-cercle-vicieux-161384
Face aux échecs scolaires, les élèves activent des mécanismes psychologiques autoprotecteurs qui risquent d'entamer leur motivation personnelle. Comment les aider à mobiliser d'autres stratégies ?

McBreen, M., & Savage, R. (2021). **The Impact of Motivational Reading Instruction on the Reading Achievement and Motivation of Students: a Systematic Review and Meta-Analysis**. *Educational Psychology Review*, *33*(3), 1125-1163. https://doi.org/10.1007/s10648-020-09584-4
This systematic review and meta-analysis explores the impact of motivational reading interventions on the reading achievement and reading motivation of school-age students. Results of preliminary searches for—and inspection of—the existing meta-analytic literature suggest that while there exist published meta-analyses on motivational reading interventions, these would benefit from inclusion of more recent research and

narrower selection criteria (e.g., inclusion of a non-motivational control group, school-based). A systematic search of previous meta-analyses of motivational reading interventions identified 28 articles meeting inclusion criteria, while a systematic search of individual motivational reading intervention studies (2007–2020) identified a further 21 articles. A meta-analysis of the resulting 49 studies corrected by Hedge's g showed that motivational reading interventions were associated with an effect size of g = 0.20, p < .001 on reading achievement outcomes and an effect size of g = 0.30, p < .001 on reading motivation outcomes. However, analysis of funnel plots strongly suggested that publication bias was present in reporting of reading achievement outcomes. Analysis of moderators indicated that effect sizes varied significantly depending on content approaches to intervention, intensity of training given to intervention providers, study quality, and type of measures used. However, effect sizes did not vary significantly depending on group size or student population (e.g., age, at-risk status). Implications for research and practice are discussed.

Nice, M. L., Joseph, M., Kolbert, J. B., Hilts, D. N., Crothers, L. M., & Kratsa, K. (2021). **Development of the School Counselor Efficacy for College Knowledge Questionnaire**. *Journal of Psychoeducational Assessment*, *39*(7), 874-890. https://doi.org/10.1177/07342829211021680
The present work describes the development of a new measure of school counselors' perceived self-efficacy regarding their knowledge of information and processes necessary to effectively guide their students through the college transition process. Researchers developed the School Counselor Efficacy for College Knowledge Questionnaire and examined data from a national sample of 600 school counselors to determine its psychometric properties and factor structure. Exploratory and confirmatory factor analyses supported use of a modified five-factor model. Results showed strong internal consistency and preliminary evidence for convergent and divergent validity of the resultant scales.

Núñez-Regueiro, F., Archambault, I., Bressoux, P., & Nurra, C. (2021). **Measuring Stressors Among Adolescents: Validation of the Positive and Negative Adolescent Life Experiences Scale**. *Journal of Psychoeducational Assessment*, 07342829211027751. https://doi.org/10.1177/07342829211027751
This article develops and validates the Positive and Negative Adolescent Life Experiences (PANALE) scale, a 11-item tool that enables researchers to measure adolescent stressors in a more valid and efficient manner than existing adolescent stressors scales. The PANALE presents good psychometric qualities, in terms of construct validity (factorial structure, measurement invariance, and composite reliability) and concurrent validity with regard to eustress and distress symptoms in a French sample of high school adolescents (N = 1513). Overall, the PANALE provides a viable alternative to existing methods for conducting quantitative research on adolescent stress processes, notably those related to school disengagement and dropout processes.

Parker, P., Dicke, T., Guo, J., Basarkod, G., & Marsh, H. (2021). **Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect**. *Educational Researcher*, *50*(6), 334-344. https://doi.org/10.3102/0013189X20986176
Understanding how children's broader context influences their development is critical if we are to develop policies that help them flourish. Combining sociological, economic, and psychological literature, we argue that ability stratification—the degree to which

children of similar levels of ability are schooled together—influences a child's academic self-concept. This is because countries with more ability stratification should have larger Big-Fish-Little-Pond Effects (the negative effect of school average achievement on academic self-concept). We used four cycles of the Trends in International Math and Science Study to test the hypothesis that more country-level ability stratification is associated with larger country-level Big-Fish-Little-Pond Effects for math self-concept. Findings strongly support this hypothesis. Our findings have implications for school system design and policy.

Parkin, J. R. (2021). **The Simple Views of Reading and Writing: Frameworks for Interpretation of the Woodcock–Johnson IV**. *Journal of Psychoeducational Assessment*, *39*(7), 832-847. https://doi.org/10.1177/07342829211023325
The simple views of reading (SVRs) and writing (SVWs) reflect useful frameworks for the psychoeducational evaluation of literacy difficulties. They describe reading comprehension and written expression as the outcome of oral language, decoding, and transcription skills. Prior research has demonstrated that these components explain the vast majority of variance in comprehension and written expression. However, subtests' specific task demands can influence the relationships among these components within the models. As a result, practitioners should know the degree to which various test batteries operationalize these frameworks. Using correlations from school-age participants provided in the technical manual, these analyses investigated the SVR and SVW within the Woodcock–Johnson IV battery through structural equation modeling. Results suggest that the battery's measures conform to many of the expectations stemming from the SVR/SVW. However, its comprehension and written expression measures appear less language-influenced and more affected by decoding/spelling. Implications for psychoeducational practice are discussed.

Perrin, A.-L., Jury, M., & Desombre, C. (2021). **Are teachers' personal values related to their attitudes toward inclusive education? A correlational study**. *Social Psychology of Education*, *24*(4), 1085. https://doi.org/10.1007/s11218-021-09646-7
Renauld, D. (2021). **Ressentis contre-transférentiels, relances en miroir et réflexivité inconsciente dans un entretien clinique à visée de recherche consacré à l'enseignement de la philosophie au lycée**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14290
Cet article se propose d'examiner l'incidence de relances en miroir sur le déroulement d'un entretien clinique non-directif à visée de recherche. Si ce dernier peut contribuer à susciter certains effets de sens sur une personne interviewée en favorisant chez celle-ci l'émergence de résonances psychiques à partir des associations libres suscitées par la consigne, des relances en reflet peuvent être elles-mêmes soumises à des processus psychiques inconscients amenant un chercheur à solliciter l'interviewé sur tel ou tel point entrant en résonance, ou en miroir, avec sa propre histoire. Dans ce cas, lorsque ces dernières se font en miroir du psychisme de l'interviewer, mais à l'insu de celui-ci, peut-on parler de réflexivité inconsciente ? Cet article propose ainsi quelques hypothèses au sujet de ces relances à travers l'analyse de fragments d'un entretien clinique issu d'une recherche en sciences de l'éducation consacrée à l'enseignement de la philosophie au lycée.

Rivers, M. L. (2021). **Metacognition About Practice Testing: a Review of Learners' Beliefs, Monitoring, and Control of Test-Enhanced Learning**. *Educational Psychology Review*, *33*(3), 823-862. https://doi.org/10.1007/s10648-020-09578-2
Over a century of research has established practice testing as a highly robust learning strategy that promotes long-term retention. However, learners do not always appreciate the benefits of testing for memory and do not use it as effectively as they could during their own self-regulated learning. The goal of this review is to identify common themes from research focused on learners' metacognition about practice testing using the three components of metacognition (i.e., beliefs, monitoring, and control) as an organizational guide. To foreshadow the key findings from this research: (1) Without support, learners lack metacognitive awareness of testing as a tool to enhance memory but do recognize that testing can be used as a monitoring tool. (2) Learners can accurately monitor their learning while using practice testing when judgments are made in contexts that are representative of those encountered during a criterion test. (3) In educational contexts, learners report using less effective strategies equally or more often than practice testing. (4) Learners tend to test themselves only under conditions that encourage retrieval success, and rarely use a strategy involving repeated successful retrieval even when it would lead to improved retention. After reviewing research findings, I discuss various interventions that lead to learners using testing more often and more effectively in their own learning and offer recommendations for future research.

Robinson, D. H. (2021). **A Complete SMOCkery: Daily Online Testing Did Not Boost College Performance**. *Educational Psychology Review*, *33*(3), 1213-1220. https://doi.org/10.1007/s10648-020-09588-0
In an article published in an open-access journal, (Pennebaker et al. PLoS One, 8(11), e79774, 2013) reported that an innovative computer-based system that included daily online testing resulted in better student performance in other concurrent courses and a reduction in achievement gaps between lower and upper middle-class students. This article has had high impact, not only in terms of citations, but it also launched a multimillion-dollar university project and numerous synchronous massive online courses (SMOCs). In this study, I present a closer look at the data used in the Pennebaker et al. study. As in many cases of false claims, threats to internal validity were not adequately addressed. Student performance increases in other courses can be explained entirely by selection bias, whereas achievement gap reductions may be explained by differential attrition. It is hoped that the findings reported in this paper will inform future decisions regarding SMOC courses. More importantly, our field needs watchdogs who expose such unsupported extravagant claims—especially those appearing in pay-to-publish journals.

Tani, M., Gheith, M. H., & Papaluca, O. (2021). **Drivers of student engagement in higher education: a behavioral reasoning theory perspective**. *Higher Education*, *82*(3), 499-518. https://doi.org/10.1007/s10734-020-00647-7
Student engagement is a crucial factor in the success of students enrolled in higher education. Despite the existence of numerous studies on the factors that influence student engagement, investigating the factors that affect the level of student engagement in higher education is important. In applying the behavioral reasoning theory (BRT), this research investigates factors that influence freshman students' decisions to engage in academic activities. Data have been collected from a sample of students enrolled in management studies at the University of Federico II in Naples, Italy. The results highlight that reasons serve as important links between students' values, global motives,

and engagement behavior, confirming one of the main premises of BRT. In particular, the findings suggest that BRT is a good model to predict student engagement as global motives, intentions, and reasons for engagement have a significant direct effect on engagement. These findings support the importance of examining and reinforcing the reasons for engagement (facilitators) while minimizing the reasons against engagement (obstacles) in order to enhance students' engagement in academic activities.

Tetzlaff, L., Schmiedek, F., & Brod, G. (2021). **Developing Personalized Education: A Dynamic Framework**. *Educational Psychology Review*, *33*(3), 863-882. https://doi.org/10.1007/s10648-020-09570-w
Personalized education—the systematic adaptation of instruction to individual learners—has been a long-striven goal. We review research on personalized education that has been conducted in the laboratory, in the classroom, and in digital learning environments. Across all learning environments, we find that personalization is most successful when relevant learner characteristics are measured repeatedly during the learning process and when these data are used to adapt instruction in a systematic way. Building on these observations, we propose a novel, dynamic framework of personalization that conceptualizes learners as dynamic entities that change during and in interaction with the instructional process. As these dynamics manifest on different timescales, so do the opportunities for instructional adaptations—ranging from setting appropriate learning goals at the macroscale to reacting to affective-motivational fluctuations at the microscale. We argue that instructional design needs to take these dynamics into account in order to adapt to a specific learner at a specific point in time. Finally, we provide some examples of successful, dynamic adaptations and discuss future directions that arise from a dynamic conceptualization of personalization.

Tsaousis, I., Sideridis, G. D., & Alahmadi, M. T. S. (2021). **Applying a Multidimensional Item Response Theory Approach in Validating the Dimensionality of the Positive Youth Development Scale**. *Journal of Psychoeducational Assessment*, *39*(7), 861-873. https://doi.org/10.1177/07342829211002332
Positive youth development has gained a lot of attention recently since it acts as a protective factor for several risk behaviors and other important life outcomes in adolescents and young adults. The main objective of this study was to explore the factorial structure of the Positive Youth Development Scale (PYDS) using multidimensional item response theory (MIRT). Three different models were examined: a unidimensional model, a multidimensional model with six distinct dimensions, and a multidimensional bifactor model, where each item was restricted to load simultaneously on a global positive development factor as well as a domain-specific one. Results indicated that the bifactor model provided superior model fit compared to the competing models, including a testlet and purified models. The study concludes with the advantages of MIRT models in dimensionality assessment and provides some suggestions for the improvement of the PYDS' item characteristics.

Vagos, P., Marinho, P. I., Pandeirada, J. N. S., Rodrigues, P. F. S., & Marsee, M. (2021). **Measuring Forms and Functions of Aggression in Portuguese Young Adults: Validation of the Peer Conflict Scale**. *Journal of Psychoeducational Assessment*, *39*(7), 902-908. https://doi.org/10.1177/07342829211018106
This work reports a preliminary validation of the Peer Conflict Scale (PCS) for Portuguese young adults (ages 18–30 years). This instrument assesses aggression considering two of

its forms (overt and relational aggression) and its two functions (reactive and proactive aggression). The initially proposed 4-factor model provided the best fit for our data and was partially invariant by sex. All subscales revealed good reliability based on internal consistency and test–retest indicators. Construct validity was obtained through the investigation of sex differences that align with previous findings on aggressive behavior and in relation to emotion regulation strategies. These initial results suggest that the PCS, originally designed for adolescents, is a promising tool to assess aggression in young adults, notwithstanding the need of additional psychometric studies to further establish the quality of this instrument.

Weissgerber, S. C., Brunmair, M., & Rummer, R. (2021). **Null and Void? Errors in Meta-analysis on Perceptual Disfluency and Recommendations to Improve Meta-analytical Reproducibility**. *Educational Psychology Review*, *33*(3), 1221-1247. https://doi.org/10.1007/s10648-020-09579-1

In the 2018 meta-analysis of Educational Psychology Review entitled "Null effects of perceptual disfluency on learning outcomes in a text-based educational context" by Xie, Zhou, and Liu, we identify some errors and inconsistencies in both the methodological approach and the reported results regarding coding and effect sizes. While from a technical point of view the meta-analysis aligns with current meta-analytical guidelines (e.g., PRISMA) and conforms to general meta-analytical requirements (e.g., considering publication bias), it exemplifies certain insufficient practices in the creation and review of meta-analysis. We criticize the lack of transparency and negligence of open-science practices in the generation and reporting of results, which complicate evaluation of the meta-analytical reproducibility, especially given the flexibility in subjective choices regarding the analytical approach and the flexibility in creating the database. Here we present a framework applicable to pre- and post-publication review on improving the Methods Reproducibility of meta-analysis. Based on considerations of the transparency and openness (TOP)-guidlines (Nosek et al. Science 348: 1422–1425, 2015), the Reproducibility Enhancement Principles (REP; Stodden et al. Science 354:1240–1241, 2016), and recommendations by Lakens et al. (BMC Psychology 4: Article 24, 2016), we outline Computational Reproducibility (Level 1), Computational Verification (Level 2), Analysis Reproducibility (Level 3), and Outcome Reproducibility (Level 4). Applying reproducibility checks to TRANSFER performance as the chosen outcome variable, we found Xie's and colleagues' results to be (rather) robust. Yet, regarding RECALL performance and the moderator analysis, the identified problems raise doubts about the credibility of the reported results.

Yang, W., Laakkonen, E., & Silvén, M. (2021). **Teachers' Relationships with Children in the Finnish Early Childhood Education Context: A Validation Study**. *Journal of Psychoeducational Assessment*, *39*(7), 848-860. https://doi.org/10.1177/07342829211019150

This study examined the factorial validity and measurement invariance of the Student–Teacher Relationship Scale–Short Form (STRS-SF), modified by Whitaker et al. (2015), in the Finnish Early Childhood Education (ECE) context. Confirmatory factor analysis (CFA) supported the two-factor model of Closeness and Conflict after some item modifications and partial strong measurement invariance across ECE student teachers and two qualified ECE teacher groups. In general, the participants perceived high levels of closeness and low levels of conflicts with children. The qualified teachers who voluntarily enrolled in training to improve their professional competence perceived their

relationships with children as more conflictual, reported less working experience, and had younger children in their classrooms, compared to the other qualified teachers. The student teachers perceived less closeness than the teachers but reported fewerconflicts than the teachers enrolled in training. This study extended the application of the STRS-SF in teacher education and research to a Nordic cultural context.

Aspects sociaux de l'éducation

Allouch, A. (2021). ***Mérite***. Consulté à l'adresse https://www.leslibraires.fr/livre/18955216-merite-annabelle-allouch-anamosa
Alors que les inégalités sociales (notamment face à l'école) ont été aggravées ces vingt dernières années par les crises économiques, pourquoi continue-t-on de croire au mérite ? " Yes, we can ! ", " Qui veut, peut ", " premiers de cordées "... Défendu autant par les partis progressistes que conservateurs, peu de notions font l'objet d'un consensus politique aussi complet que le mérite. Il est ainsi investi comme un principe " juste " de distribution des ressources rares. De la même façon, l'école s'est imposée dans de nombreuses sociétés comme l'espace de construction de l'émancipation des individus par le mérite par excellence. Pourtant qui définit le mérite aujourd'hui, et surtout comment le définit-on ? Cet essai incarné et sensible vise, à partir de l'apport d'études récentes en sciences sociales, à réhabiliter les luttes (ordinaires ou politiques) qui structurent les usages de la rhétorique méritocratique comme principe de justice. Car loin d'être univoque, le mérite fait l'objet d'une reconfiguration perpétuelle, autant dans l'espace public, que dans nos relations ordinaires aux institutions. De la même manière, à rebours d'une lecture qui ferait du mérite un principe abstrait de la justice sociale hérité de la Révolution française, la sociologue Annabelle Allouch propose de comprendre le mérite comme une morale sensible de la reconnaissance qui structure notre quotidien, ce qui permet de comprendre notre attachement à cette notion, malgré les critiques dont elle fait l'objet. Pour ce faire, elle mobilise avec talent un ensemble de saynètes tirées de l'actualité ou bien ses propres enquêtes autour de la sociologie du concours et des effets de la discrimination positive dans l'accès à l'enseignement supérieur.

Andrews, T. (2021). **Bourdieu's Theory of Practice and the OECD PISA Global Competence Framework**. *Journal of Research in International Education*, *20*(2), 154-170. https://doi.org/10.1177/14752409211032525
Globalisation has become increasingly important in education, and national systems are no longer defined only by the nation-state. The role of intergovernmental organisations such as the OECD has also become increasingly important, particularly through the development of the PISA tests and the publication of international comparison tables. With a growing recognition of educating for an international and globalised future, the OECD assessed global competence for the first time in 2018, with results released in October 2020. The power that the OECD exerts over its member states, and indeed further, in the field of education through the global competence assessment demonstrates social reproduction. This article examines the OECD's 2018 Global Competence Framework from a Bourdieusian perspective. An analysis is undertaken of the framework using Bourdieu's thinking tools of habitus, field and capital, and the mechanisms of pedagogic authority, pedagogic action and pedagogic work, demonstrating an unconsciously agreed power differential between social groups. The OECD, as well as policy-makers at a national level, must consider such implications in

anticipating future policy developments in order to enable systemic injustices to be overcome and educational equality to be achieved.

Antman, F. M., & Cortes, K. (2021). **The Long-Run Impacts of Mexican-American School Desegregation**. In *NBER Working Papers* (N° 29200). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://ideas.repec.org/p/nbr/nberwo/29200.html
We present the first quantitative analysis of the impact of ending de jure segregation of Mexican-American school children in the United States by examining the effects of the 1947 Mendez v. Westminster court decision on long-run educational attainment for Hispanics and non-Hispanic whites in California. Our identification strategy relies on comparing individuals across California counties that vary in their likelihood of segregating and across birth cohorts that vary in their exposure to the Mendez court ruling based on school start age. Results point to a significant increase in educational attainment for Hispanics who were fully exposed to school desegregation.

Baker, S., Buttigieg, B., Cantillon, Z., Pavlidis, A., Rodriguez Castro, L., & Watson, A. (2021). **Getting students to 'do' introductory sociology: Analysis of a blended and flipped interactive workshop model**. *Journal of Sociology*, *57*(3), 612-630. https://doi.org/10.1177/1440783320934180
Blended learning and flipped classroom models are increasingly encouraged in higher education, where notions of flexibility and technological development inform institutional systems and strategies. This article presents results from an Australian study on redesigning and delivering an introductory sociology course using a combination of such models. Four central elements of the redesign are highlighted: overall course format; use of mini-lectures; face-to-face activities; and our assessment model. We present analysis of students' and instructors' understandings and experiences of the redesign over three course iterations to offer insight into the unfolding and responsive dynamics involved in implementing blended and flipped models. We aim to contribute to the ongoing implementation of similar models in the context of changing institutional environments and expectations, as well as to broader projects for pedagogical enrichment in sociology.

Bayón-Calvo, S., Lucas-García, J., & Gómez-García, R. (2021). **An endogenous analysis of early school leaving in Spain: The role of gender and regional inequalities**. *European Journal of Education*, *56*(3), 482-495. https://doi.org/10.1111/ejed.12461
Early school leaving is a major social problem and a socio-political priority in knowledge-based societies, especially in southern European countries that have a tendency for comparatively high dropout rates. The literature has focused strongly on the exogenous factors that cause students to leave school early. Meanwhile, endogenous factors, such as scholastic performance, educational attainment or the holistic needs of students are also important to consider. Early school leaving represents the culmination of a process of disengagement; this article analyses some of the endogenous factors behind it. To this end, we compare early school leaving with educational results from previous stages. We focus on regional and gender inequalities in Spain, where early school leaving rates are the highest in the European Union. The results confirm the correlation between weak scholastic performance and early school leaving. They also reveal that regional and gender imbalances persist.

Bonini, N. (2018). **L'enjeu sociétal de la scolarisation des filles de pasteurs est-africains : confrontation des discours et des pratiques en présence**. *Autrepart*, *87*(3), 143-160. Consulté à l'adresse https://www.cairn.info/revue-autrepart-2018-3-page-143.htm
L'article porte sur les enjeux de la scolarisation à l'école secondaire des jeunes filles de populations pastorales en Afrique de l'Est. Fondé sur des enquêtes de terrain chez les Maasai de Tanzanie, il confronte les différents discours et pratiques éducatives des divers acteurs de l'éducation en présence : les Maasai eux-mêmes dont les attitudes à l'égard de l'école et de la scolarisation secondaire des filles en particulier divergent en fonction de leur engagement dans les activités pastorales, de leur rapport à la culture maasai et de leur religion – les enseignants et les personnes en charge de l'éducation qui œuvrent en faveur de la scolarisation des filles, tels les membres d'une église chrétienne à l'initiative d'une école secondaire privée qui financent la scolarisation de jeunes filles de pasteurs contre l'avis de leurs parents. L'ethnographie de cette école constitue un cadre privilégié pour l'analyse de ces positions divergentes et réduisant ensuite la focale aux élèves, celle de l'identité des jeunes filles scolarisées.

Buscha, F., Gorman, E., & Sturgis, P. (2021). **Selective Schooling Has Not Promoted Social Mobility in England**. In *IZA Discussion Papers* (N° 14640). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://ideas.repec.org/p/iza/izadps/dp14640.html
In this paper we use linked census data to assess whether an academically selective schooling system promotes social mobility, using England as a case study. Over a period of two decades, the share of pupils in academically selective schools in England declined sharply and differentially by area. Using a sample of census records matched to administrative data on selective system schooling within local areas, we exploit temporal and geographic variation to estimate the effects of the selective schooling system on absolute and relative social class mobility. Our results provide no support for the contention that the selective schooling system increased social mobility in England, whether considered in absolute or relative terms. The findings are precisely estimated and robust to a comprehensive battery of robustness checks.

European Commission. (2021). **Girls' career aspirations in STEM**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3367* (p. 110) [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/fr/publication-detail/-/publication/b2a7fea8-da13-11eb-895a-01aa75ed71a1
This study investigates the determinants and drivers of girls' career aspirations in science, technology engineering and mathematics (STEM). It is based on a literature review and an in-depth descriptive and econometric analysis of OECD PISA 2018 microdata. The motivation for this study is the persistent under-representation of women in the labour market for science and technology. Increasing the proportion of women in STEM is important to expanding the labour force in science and technology (ICT), increasing women's access to well-paid jobs, and promoting the development of technology that is not gender biased. As Commissioner Mariya Gabriel said in her speech at an ICT/STEM event, The work for the future or how to attract young people for careers in ICT and STEM?, "Only one in three STEM graduates is a woman. On average, women make up only 17% of tech-sector jobs." Career aspirations during adolescence have been shown to be good predictors of actual career choices in adulthood though career preferences can be formed earlier. Hence, by providing insights on the drivers of girls' aspirations when they may be making choices about upper secondary and tertiary education, this

study helps understand the reasons for lower participation of women in the STEM sector and what policy initiatives can drive up girl's aspirations in STEM and ICT occupations.

Farges, G. (2021). **Héloïse Durler et Philippe Losego (dir.), Travailler dans une école. Sociologie du travail dans les établissements scolaires en Suisse romande**. *Sociologie du Travail*. https://doi.org/10.4000/sdt.39578
Prix des jeunes auteurices 2020 Héloïse Durler et Philippe Losego (dir.), Travailler dans une école. Sociologie du travail dans les établissements scolaires en Suisse romande

Frank, T. J., Powell, M. G., View, J. L., Lee, C., Bradley, J. A., & Williams, A. (2021). **Exploring Racialized Factors to Understand Why Black Mathematics Teachers Consider Leaving the Profession**. *Educational Researcher*, *50*(6), 381-391. https://doi.org/10.3102/0013189X21994498
Research on the attrition of teachers of color suggests that, under certain organizational conditions, they leave teaching at higher rates than other teachers. Additionally, research has identified microaggressions experienced by Black teachers. Building on the literature, we explored how racism and microaggressions may help us understand Black mathematics teachers' attrition. We designed and administered the Black Teachers of Mathematics Perceptions Survey and found that teachers' experiences of microaggressions accounted for most of the variance in our modeling of teachers' thoughts of leaving the profession. These data reveal that anti-Black, racist microaggressions should be addressed as organizational conditions to be mitigated. From a critical quantitative perspective, the data reveal sociocultural and sociopolitical influences that often go unnoticed in large-scale policy work.

Gmaj, I., & Fijałkowska, B. (2021). **Between a humanistic and economic model of lifelong learning: The validation system in Poland**. *European Journal of Education*, *56*(3), 407-422. https://doi.org/10.1111/ejed.12466
This article showcases the Polish validation system through the lens of Critical Discourse Analysis and two models of lifelong learning—the economic and humanistic one, treated as competitive narratives on lifelong learning. We argue that some contradictions can be observed, generated by a clash between the two approaches, as the validation system subscribes to an economic model, while leaning on chosen elements of the humanistic model without maintaining humanistic values. We analyse the premises and structure of the Integrated Qualifications System (IQS) that introduced validation to Poland, as well as the practices emerging with the implementation of the IQS that began in 2015. Our main source of data are legal documents, the systems' institutional structure and core mechanisms as well as various studies conducted by the Educational Research Institute as part of implementing the IQS from 2017 to 2020. We conclude that the most serious consequence of the aforementioned contradictions and the resulting tensions is that the concept of validation as a process aimed at recognising non-formal and informal learning while providing guidance for the individual, is played down in the system. This is particularly concerning as it represents the marginalisation of the needs of learners, who are the systems' end users.

Goreau, É. P. (2018). **Les implications de la préscolarisation dans la vie des femmes et des fillettes : l'exemple au Tamil Nadu (Inde)**. *Autrepart*, *87*(3), 125-142. Consulté à l'adresse https://www.cairn.info/revue-autrepart-2018-3-page-125.htm

L'Inde se distingue des autres pays des Suds par l'antériorité de ses programmes en faveur de la préscolarisation, combinant à l'entrée précoce dans le processus d'éducation un accès plus équitable à un système de santé et de nutrition dans un contexte de fortes inégalités socio-économico-spatiales. À la suite des actions publiques menées dans l'État du Tamil Nadu et le territoire de Pondichéry dès 1975, l'offre préscolaire a évolué sous la pression de la population et de l'importance croissante du secteur privé. En s'appuyant sur 130 entretiens semi-directifs collectés entre 2013 et 2015, cet article a pour objectif de montrer les implications de la préscolarisation dans la vie des femmes et des fillettes. Les résultats montrent tout d'abord que la scolarité du jeune enfant résulte de choix complexes où le biais du genre et la modification du rapport de forces intrafamiliales ont toute leur importance. En effet, offrir un mode de garde gratuit et sécurisé devait favoriser l'émancipation féminine des mères par le travail à l'extérieur, la poursuite de la scolarité des filles aînées, la réduction des inégalités de genre à l'entrée à l'école des fillettes et ouvrir un espace à la voix féminine. Les nombreuses enseignantes ont joué et jouent encore pour cela un rôle important : médiatrice entre les familles et les institutions, leur statut et leur réussite professionnelle encouragent aussi la poursuite des études des filles.

Greenwalt, K. (2021). **Theorizing the "Home" in Homeschooling: Pragmatist Analyses of the Family, Education, and Civic Belonging**. *Educational Theory*, *71*(3), 353-370. https://doi.org/10.1111/edth.12486
Over the past twenty-five years, homeschooling has been growing in popularity. Conventionally, the actions of homeschoolers are understood as a rejection of the public school — and, by extension, a rejection of participation in the public sphere writ large. Yet such interpretations are made without due attention to the meaning of both "home" and "school" in larger social discourses. This article explores the wisdom of such analyses through an examination of the place and function of home and school in pragmatist views of democracy. Using the thought of John Dewey and Jane Addams, Kyle Greenwalt shows how the relationship between household and school was reconfigured at a key moment in the history of American public education. After demonstrating how this is so, Greenwalt extends his outlook by considering pragmatic thought as it interacts with the Chinese tradition — through the lens of Confucian role ethics. In particular, he argues that Confucian role ethics provides a way of thinking about the family household that emphasizes its civic potential through the promotion of relationships that are fluid, sustainable, and educative. In short, Greenwalt argues for a new way to think about the educative potential of family-centered, community-based living.

Gregory, S. K. (2021). **Managing labour market re-entry following maternity leave among women in the Australian higher education sector**. *Journal of Sociology*, *57*(3), 577-594. https://doi.org/10.1177/1440783320927089
Paid maternity leave policy attracts considerable attention in Australia and internationally, not least because taking a maternity break and employment re-entry benefits economies, businesses and well-being. The literature on factors contributing to a positive relationship between paid employment, reproduction and caring is fragmented and continues to highlight the complexity of the matter. Drawing on qualitative interviews, and Williams' theory of domesticity ideology and Pocock's work/care regimes, I examine women's paid employment re-entry experiences and management strategies following maternity leave in higher education in Australia. This analysis develops a critical conceptualisation of women making 'constrained choices'

and 'forced decisions' to manage work/care, and relates to gender inequality in the workplace–household intersection; taking a step back in paid employment; outsourcing housework; and the complexity of childcare. Findings highlight the need for support models to promote work/life balance in the context of debates about gender equality and flexibility, and the workplace–household intersection.

Guidi, P. (2018). **Éduquer les femmes de la nation éthiopienne : discours d'émancipation et assignations sexuées (1941-1991)**. *Autrepart*, *87*(3), 53-68. Consulté à l'adresse https://www.cairn.info/revue-autrepart-2018-3-page-53.htm
De 1941 à 1991, la scolarisation des Éthiopiennes s'est inscrite dans les projets de centralisation et de « modernisation » mis en œuvre sous l'autocratie « progressiste » de Hailé Sélassié (1941-1974), puis le marxisme-léninisme du Derg (1974-1991). Malgré des visions distinctes de l'avenir de la nation, la politique d'éducation des femmes a constamment été conçue en tension entre émancipation et assignations sexuées. Il convient alors de se pencher sur les manières dont ces discours et leurs inflexions se sont traduits dans les savoirs et les pratiques scolaires, puis de comprendre comment les femmes scolarisées se sont approprié et ont transmis les modèles de féminités enseignés. Il s'agira, en définitive, de comprendre comment les Éthiopiennes scolarisées ont questionné leurs rôles sociaux et leurs positions dans la société pour agir sur les rapports sociaux de sexe.

Hofmann, E. (2018). **Violences de genre en milieu scolaire en Afrique francophone : enjeux définitionnels derrière l'instigation de lutter contre des pratiques néfastes banalisées**. *Autrepart*, *87*(3), 35-52. Consulté à l'adresse https://www.cairn.info/revue-autrepart-2018-3-page-35.htm
Les violences de genre en milieu scolaire (VGMS) ont fait leur entrée sur l'agenda international de l'éducation et font l'objet d'une attention particulière en Afrique subsaharienne. Parmi un certain nombre d'acteurs internationaux, une dynamique de prise d'influence sur les acteurs nationaux et locaux est en cours afin de les engager dans la lutte contre les VGMS. Une des dimensions centrales de ce processus concerne l'enjeu définitionnel : la signification de VGMS est a priori déterminée par ses éléments constitutifs – violence, genre, école –, mais il s'agit de termes multidimensionnels. Sur la base de recherches en Afrique francophone et plus particulièrement au Bénin, il s'avère que la variation des acceptions du terme VGMS est un obstacle à la production de données probantes et à une plus forte mobilisation pour réduire ces pratiques qui sont néfastes pour les victimes et les autres élèves.

Igodoe, A. A. (2018). **Scolarisation primaire des filles à Niamey : généralisation de l'accès, mais maintien des représentations sociales des rôles de genre**. *Autrepart*, *87*(3), 89-107. Consulté à l'adresse https://www.cairn.info/revue-autrepart-2018-3-page-89.htm
L'enseignement primaire au Niger est, entre autres, marqué par des inégalités de sexe. En 2013-2014, l'écart entre les taux bruts de scolarisation des enfants des deux sexes était de 12,9 points de pourcentage au détriment des filles. Cette sous-scolarisation féminine est particulièrement prononcée dans les régions rurales, et est en partie liée aux représentations de la femme dans la société. Cependant, à Niamey, les données du ministère de l'Enseignement primaire, de l'Alphabétisation, de la promotion des Langues nationales et de l'Éducation civique affichent une quasiparité entre filles et garçons à l'école primaire. Celle-ci implique-t-elle une égalité dans la scolarité des enfants des deux sexes ? L'importante scolarisation des filles dans cette région urbaine signifierait-elle

qu'en ville les représentations sociales sur les enfants des deux sexes sont égalitaires ? Cet article s'appuie sur les données d'une enquête réalisée dans sept écoles primaires, auprès de vingt-trois familles de Niamey et auprès des autorités publiques. Au sein d'une première partie, nous indiquerons les facteurs liés à l'offre scolaire et à la demande éducative qui permettent une scolarisation élevée des filles à Niamey. Une seconde partie s'intéressera aux attentes et aux rôles socialement construits et réservés aux femmes qui restent très présents et influencent la scolarité primaire des filles.

Jacquot, A. (2021). ***Les ateliers relais, sociologie d'un partenariat entre Education populaire et Education Nationale*** (Theses, Aix Marseille université ; LEST UMR 7317). Consulté à l'adresse https://hal.archives-ouvertes.fr/tel-03344047

Kalra, A. (2021). **A « Ghetto » of One's Own: Communal Violence, Residential Segregation and Group Education Outcomes in India**. In *SocArXiv* (N° rzjct). Consulté à l'adresse Center for Open Science website: https://ideas.repec.org/p/osf/socarx/rzjct.html
How does ethnic violence and subsequent segregation shape children's lives? Using exogenous variation in communal violence due to a Hindu nationalist campaign tour across India, I show that violence displaces Muslims to segregated neighbourhoods. Surprisingly, I find that post-event, Muslim primary education levels are higher in cities that were more susceptible to violence. For cohorts enrolling after the riots, the probability of attaining primary education decreases by 2.3% every 100 kilometres away from the campaign route. I exploit differences in the planned and actual route to show that this is due to greater spatial cohesion within communities threatened by violence.

Lange, M.-F. (2018). **Une discrète révolution mondiale : la progression de la scolarisation des filles et des jeunes filles dans les pays du Sud**. *Autrepart*, *87*(3), 3-33. Consulté à l'adresse https://www.cairn.info/revue-autrepart-2018-3-page-3.htm

Moreno, H. (2021). **The Influence of Parental and Grandparental Education in the Transmission of Human Capital**. In *Working Papers* (N° 588). Consulté à l'adresse ECINEQ, Society for the Study of Economic Inequality website: https://ideas.repec.org/p/inq/inqwps/ecineq2021-588.html
This paper examines the influence of parental and grandparental education in the transmission of human capital. A natural experimental set-up, from a regional conflict that occurred in 1926 is exploited to instrument years of schooling of the grandparents' generation whereas local labour market indicators at adolescence serve as an instrument for the education of the parents' generation. Using a nationally representative Mexican survey that gathers detailed information on three generations, the paper shows that accounting for endogeneity reveals significantly more inter-generational mobility rather than ignoring it. The paper also documents greater persistence of family background in the older pair of parent-child links, i.e. grandparent-parent, than in the younger pair, i.e. parent-grandchildren. Results show that the direct influence of parental education on the grandchildren's education is so dominant that the impact of grand-parental education fades away once accounting for parental education.

Parker, P., Dicke, T., Guo, J., Basarkod, G., & Marsh, H. (2021). **Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect**. *Educational Researcher*, *50*(6), 334-344. https://doi.org/10.3102/0013189X20986176

Understanding how children's broader context influences their development is critical if we are to develop policies that help them flourish. Combining sociological, economic, and psychological literature, we argue that ability stratification—the degree to which children of similar levels of ability are schooled together—influences a child's academic self-concept. This is because countries with more ability stratification should have larger Big-Fish-Little-Pond Effects (the negative effect of school average achievement on academic self-concept). We used four cycles of the Trends in International Math and Science Study to test the hypothesis that more country-level ability stratification is associated with larger country-level Big-Fish-Little-Pond Effects for math self-concept. Findings strongly support this hypothesis. Our findings have implications for school system design and policy.

Perronnet, C. (2021). ***La bosse des maths n'existe pas***. Consulté à l'adresse https://www.autrement.com/la-bosse-des-maths-nexiste-pas/9782746755734
Réputées plus égalitaires que les matières littéraires, les disciplines scientifiques sont celles dont on attend qu'elles rétablissent l'égalité des chances entre les enfants, sans considération de leur bagage culturel ou de leur milieu social. Pourtant les filles, bonnes élèves à l'école, , disparaissent des filières scientifiques à mesure qu'elles progressent dans leurs études. Valable aussi pour les jeunes issus des classes populaires ou des minorités ethno-racisées, ce constat appelle une réflexion sans fard sur la place des sciences dans notre système scolaire et dans notre société – sous peine d'en faire, avec la meilleure volonté qui soit, un vecteur de discrimination plus injuste encore. Effet Pygmalion, autodépréciation, prophéties autoréalisatrices, menace du stéréotype : cet essai documenté explore comment, loin de la neutralité sociale qu'on leur prête, les sciences attisent les inégalités dans le cercle scolaire aussi bien que familial, mettant en jeu nos représentations à tous les niveaux. Au gré de cette enquête passionnante, l'autrice met au jour des initiatives déjà en place ou à encourager, pour avancer sur le chemin d'une égalité réelle dans le monde des sciences.

Rajčan, A., & Burns, E. A. (2021). **Research productivity of sociology PhD candidates at interdisciplinary schools of social science at elite Australian universities, 2013–17: A gender perspective**. *Journal of Sociology*, *57*(3), 501-521. https://doi.org/10.1177/1440783320927094
Gender data are presented from a study into sociology PhD completions and student research outputs during enrolment at Australian 'Group of Eight' interdisciplinary schools of social science. Findings confirm views and impressions offered by Australian sociology academic leaders. The present data contributes to this wider discussion by describing patterns in the contemporary cohort of sociology PhD students. First, we document a stable gender composition of the discipline in Australia reflective of the literature across several decades rather than a recent feminisation process. Second, we report for this cohort of contemporary PhD sociology completions in Australia women and men publish at similar rates during candidacy. Third, there is no significant gendered difference between students at any level of research output production. Fourth, methodological approaches used by sociology doctoral students confirm the epistemological domination of qualitative analysis in this current cohort of sociology PhD theses.

Ramdani, H. (2021). ***L'université et après ? Devenirs sociaux des filles et fils d'immigrés - (1950-2010)***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9

782343224428&utm_source=phplist&utm_campaign=message_32323&utm_medium=email&utm_content=lienTitre
Ce livre analyse le devenir d'une population de filles et fils d'immigrés entrés à l'université de Lyon dans la deuxième partie du vingtième siècle. Plus précisément, il se penche sur le processus de socialisation de ces hommes et de ces femmes dans la société française à travers l'étude de leur devenir professionnel et matrimonial. L'auteure analyse la mobilité intergénérationnelle et le degré d'adéquation entre le parcours universitaire et l'insertion sur le marché du travail à partir de différents indicateurs. Mais elle étudie également la situation matrimoniale, la formation du couple et les règles qui régissent le choix du conjoint, et rend compte de l'impact des trajectoires universitaires et professionnelles sur les comportements matrimoniaux de ces descendants d'immigrés.

Ramia, G. (2021). **Crises in international education, and government responses: a comparative analysis of racial discrimination and violence towards international students**. *Higher Education*, *82*(3), 599-613. https://doi.org/10.1007/s10734-021-00684-w
Crises affect international students' overseas experiences, but crisis theory is rarely considered in international education studies. This article provides a comparative study of two countries, using a 'most similar cases' research design, to analyse host-nation government responses to crisis situations. The two countries are Australia and New Zealand. The crisis in each case relates to racial discrimination and violence against international students. The article finds that Australia and New Zealand each had a 'long-shadow crisis'. Yet, Australia's governmental response was more systematic and comprehensive, mainly because of the formation of a pro-action 'advocacy coalition' which was formed in the context of a federal political system. The article discusses key implications for international education studies, highlighting that governmental structures matter in crisis response, and that crisis theory is important to interpreting policy challenges, especially in the era of COVID-19.

Raybaud, A. (2021, septembre 2). **« Le mérite est un mode de justification des inégalités très commode », selon la sociologue Annabelle Allouch**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2021/09/02/le-merite-est-un-mode-de-justification-des-inegalites-tres-commode_6093097_4401467.html
Chevillée au système scolaire, la notion de « mérite » telle que nous l'envisageons aujourd'hui est à même de fragmenter la société, explique la sociologue Annabelle Allouch, spécialiste des politiques éducatives.

Rome, I. (2021). **Haute fonctionnaire à l'égalité femmes-hommes – Rapport d'activité juin 2018 – 2021**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3363* (p. 60). Consulté à l'adresse Gouvernement website: http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3364
Lutte contre les violences conjugales, déploiement du bracelet anti-rapprochement, accord sur l'égalité professionnelle, signature de la charte de l'équilibre des temps de la vie…Le rapport trace le bilan du ministère de la Justice sur ses actions en faveur de l'égalité femmes-hommes. Il fixe les nouveaux objectifs.

Ruggera, L. (2021). **Licensed professions: a new look at the association between social origins and educational attainments in Italy**. *Higher Education*, *82*(2), 369-386. https://doi.org/10.1007/s10734-021-00701-y

It has long been known that Italy is characterized by the highest levels of professional regulation in Europe, but little attention has been given to the link between professional regulation and educational stratification. This article investigates the association between social origins and education by focusing on fields of study within tertiary education and by disaggregating the upper class of social origin into different micro-classes of professionals. Thus, since these professions are regulated in the first place by educational fields of study, it assesses how processes of social closure enhance occupational intergenerational immobility in the professional employment in Italy. Recently, deregulation of liberal professions in Italy has been central in many public and political debates. It contributes to these debates by examining the micro-level dynamics in the professionals' social reproduction and related practises of social exclusion, which may have strong implications for policy interventions. By using ISTAT's "Sbocchi Professionali dei Laureati" survey (2011), and employing multinomial logistic regressions, it shows how social selection into highly regulated fields of study is guided by parents' professional domain. The analyses indicate that both sons and daughters of licensed professionals are more inclined to graduate in a field of study that is in line with the father's profession and that this propensity is stronger among children of regulated self-employed professionals.

Séne, M. F. (2018). **L'éducation arabo-islamique au féminin : une diversité de l'offre et des stratégies familiales au Sénégal**. *Autrepart*, *87*(3), 109-123. Consulté à l'adresse https://www.cairn.info/revue-autrepart-2018-3-page-109.htm
Objet d'une politique éducative depuis les années 2000, l'offre arabo-islamique connaît une évolution constante avec la multiplication des écoles et la croissance des effectifs. La dimension religieuse qui définit ce secteur éducatif, garante de la transmission de valeurs musulmanes, constitue un élément de compréhension de l'évolution des représentations sociales en matière d'éducation des filles. Bien que la formation arabo-islamique soit souvent présentée comme concurrente de l'école officielle dans les choix éducatifs des familles, qui s'inscrivent dans des logiques d'optimisation, il n'est pas rare que les deux enseignements soient considérés comme davantage complémentaires qu'opposés. Si la dimension spirituelle, identitaire, et accessoirement économique des stratégies familiales est indéniable, ces dernières s'inscrivent surtout dans une dynamique de scolarisation sous conditions, et qui vise la reproduction des rôles sociaux attribués aux femmes. C'est là toute l'ambiguïté de l'offre arabo-islamique qui oscille entre la promotion de l'accès au savoir, donc à l'autonomie, et le maintien d'un cadre de contrôle des jeunes filles et des femmes.

Suebang, A. R., & Maingari, D. (2021). **Facteurs socioéconomiques et décrochage des études au premier cycle universitaire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14590
La question du décrochage scolaire au Cameroun n'a jusqu'ici porté que sur les enseignements primaire et secondaire (Ngoufo Yemedi, 2004 ; Noumba, 2008 ; Ntouda Betsogo, 2011). La présente étude s'interroge sur les facteurs pouvant être en relation avec le décrochage des études universitaires dans le pays. Son objectif est donc d'examiner le lien existant entre les facteurs socioéconomiques et le décrochage des études au premier cycle de la FALSH à l'Université de Yaoundé I. L'étude est basée sur un projet de recherche quantitatif faisant appel au questionnaire comme instrument de collecte des données. Les résultats obtenus ont été interprétés à partir de la théorie sociale de Baudelot et Establet (1971) et Mballa Owono (1986) et la théorie économique

du capital humain de Becker (1964). Ces résultats montrent l'existence d'une relation entre trois facteurs (niveau d'instruction du père, niveau socioprofessionnel du père, temps passé par l'étudiant dans un emploi rémunéré durant les études par semaine) et le décrochage des études au premier cycle de la FALSH à l'Université de Yaoundé I.

Wang, S. (2018). **Le genre dans les manuels scolaires chinois**. *Autrepart*, *87*(3), 69-87. Consulté à l'adresse https://www.cairn.info/revue-autrepart-2018-3-page-69.htm
Les manuels scolaires d'instruction morale en Chine constituent un champ d'interaction entre l'idéologie socialiste promue par l'État qui prône une politique d'égalité entre les sexes et la société chinoise où de nombreuses inégalités entre hommes et femmes continuent d'être observées. Une analyse des représentations sexuées a été menée sur deux séries de manuels d'époques différentes (1988 et 2002-2003). Nos résultats montrent que, en dépit d'un message a priori égalitaire (transmis notamment par la parité entre les sexes sur la couverture des manuels), de profondes inégalités demeurent dans les activités, les rôles et les qualités attribués à chaque sexe. Paradoxalement, ils montrent aussi que les représentations sexuées sont parfois plus marquées dans les manuels étudiés que dans la réalité. Des évolutions sont malgré tout observées entre les deux séries de manuels, qui reflètent celles effectivement à l'œuvre dans la société.

Xu, D., Solanki, S., & Fink, J. (2021). **College Acceleration for All? Mapping Racial Gaps in Advanced Placement and Dual Enrollment Participation**. *American Educational Research Journal*, *58*(5), 954-992. https://doi.org/10.3102/0002831221991138
This article documents the patterns of White-Black and White-Hispanic enrollment gaps in Advanced Placement (AP) and Dual Enrollment (DE) programs across thousands of school districts in the United States by merging several data sources. We show that the vast majority of districts have racial enrollment gaps in both programs, with wider gaps in AP than DE. Results from fractional regression models indicate that geographic variations in these gaps can be explained by both local and state factors. We also find that district-level resources and state policies that provide greater access to AP and DE are also associated with wider racial enrollment gaps, implying that greater resources may engender racial disparity without adequate efforts to provide equitable access and support for minority students.

Évaluation des dispositifs d'éducation-formation

Assude, T., Millon-Faure, K., Winder, C. G.-B., & Gobert, J. (2021). **Effets déclarés par les acteurs à propos du dispositif « devoirs faits » dans un collège**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14039
Le dispositif « devoirs faits » a été mis en place dans les collèges depuis l'année 2017. Dans le cadre d'un projet de recherche sur le suivi et l'accompagnement de cette mise en place dans un collège REP + à Marseille, nous nous intéressons à ce que les acteurs (élèves et intervenants) déclarent des effets perçus de ce type de dispositif, des difficultés et obstacles rencontrés.

Biémar, S., Corfdir, A., & Libert, A. (2021). **La présence d'un enseignant supplémentaire comme opportunité pour développer la différenciation et le travail collaboratif : le cas d'un projet pilote au sein du cycle 5-8 ans**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14715

La Fédération Wallonie Bruxelles de Belgique est engagée dans une réforme visant notamment à développer la différenciation en mettant en place un accompagnement personnalisé. Pour ce faire, un enseignant supplémentaire est détaché pour quelques heures dans chaque classe. Le présent article relate l'expérience pilote menée avec 10 écoles dans les classes d'âge de 5 à 8 ans. Son objectif est de documenter l'évolution des représentations véhiculées par les enseignants à propos de la différenciation et de la collaboration en regard des pratiques rapportées. Deux questionnaires ont été soumis aux enseignants à une année d'intervalle. L'analyse des données a mis en évidence un élargissement des conceptions véhiculées à propos des élèves. La présence d'une personne supplémentaire semble soutenir le développement d'une dynamique collaborative et des pratiques de différenciation. Au terme de nos investigations, nous relevons que la représentation du temps de travail enseignant n'intègre pas le travail collectif, perçu comme un surplus de travail.

Jacquot, A. (2021). ***Les ateliers relais, sociologie d'un partenariat entre Education populaire et Education Nationale*** (Theses, Aix Marseille université ; LEST UMR 7317). Consulté à l'adresse https://hal.archives-ouvertes.fr/tel-03344047

Jarraud, F. (2021, septembre 10). **Quels effets pour Devoirs faits ?** Consulté 10 septembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/09/10092021Article637668535116812814.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511731

Mis en place par le ministère, Devoirs faits est devenu un des objets de communication du ministre pour montrer son souci social. Des chercheures (Teresa Assude, Karine Millon-Faure, Claire Guille-Biel Winder et Julie Gobert) ont étudié sa mise en place dans un collège Rep+ de Marseille. S'ils estiment le dispositif positif, elles montrent que Devoirs faits n'atteint pas sa cible. Les élèves les plus en difficulté n'y participent pas ou s'ils y sont obligés en perturbent le déroulé. Ce sont de bons élèves ou des élèves moyens qui y participent. Ces derniers y trouvent un outil pour retrouver leur role d'élève. Elles soulèvent d'autres problèmes. " Quel type d'aide mettre en place ? Si certains enseignants ou AED centrent leurs interventions sur les contenus de savoirs, soit en accompagnant la réalisation des devoirs soit en reprenant certains points du cours, d'autres apportent une forme d'aide différente, centrée sur le développement de compétences transversales ou la mise en place de conditions optimales pour que l'élève puisse effectuer seul ses devoirs. Il s'agit toutefois d'un point à clarifier afin que parents et élèves sachent ce qu'ils vont pouvoir retirer de ces séances. « Enfin, comment établir un lien entre le dispositif « devoirs faits » et l'extérieur, qu'il s'agisse de la maison ou de la classe ? Cela supposerait une communication dans les deux sens pour que toutes les personnes qui jouent un rôle dans l'accompagnement de la scolarité de l'élève connaissent ses difficultés, mais également les efforts fournis dans les autres espaces de travail ».

Marquié-Dubié, H. (2021). **L'école maternelle au service des besoins fondamentaux de l'enfant : résultats d'une expérimentation sur les besoins de sécurisation et d'exploration**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14335

Dans cet article sont présentés les premiers résultats obtenus dans le cadre d'une expérimentation de dispositif de classe innovant pour l'école maternelle (PREXFEM : Projet Expérimental de Formation des Enseignants d'Ecole Maternelle). Il

s'agit de séjours organisés dans un lieu permettant une libre circulation des élèves entre les différents espaces aménagés de manière à permettre des activités en autonomie, y compris à l'extérieur. Dans ce contexte, il est demandé aux adultes (enseignants et autres accompagnants) d'intervenir le moins possible sur l'activité des élèves et de les soutenir dans la réalisation des projets qu'ils choisissent librement. La question des sentiments de sécurisation et d'attachement (Bolwby, 1969) des enfants identifiés par les enseignantes comme ayant des besoins spécifiques est le premier élément sur lequel a porté notre réflexion et a été le point de départ de la recherche-action (Morissette, 2013) menée. Les résultats de l'étude menée à ce sujet montrent que le dispositif a un impact positif sur les enfants les plus en difficulté.

Formation continue

Gmaj, I., & Fijałkowska, B. (2021). **Between a humanistic and economic model of lifelong learning: The validation system in Poland**. *European Journal of Education*, *56*(3), 407-422. https://doi.org/10.1111/ejed.12466
This article showcases the Polish validation system through the lens of Critical Discourse Analysis and two models of lifelong learning—the economic and humanistic one, treated as competitive narratives on lifelong learning. We argue that some contradictions can be observed, generated by a clash between the two approaches, as the validation system subscribes to an economic model, while leaning on chosen elements of the humanistic model without maintaining humanistic values. We analyse the premises and structure of the Integrated Qualifications System (IQS) that introduced validation to Poland, as well as the practices emerging with the implementation of the IQS that began in 2015. Our main source of data are legal documents, the systems' institutional structure and core mechanisms as well as various studies conducted by the Educational Research Institute as part of implementing the IQS from 2017 to 2020. We conclude that the most serious consequence of the aforementioned contradictions and the resulting tensions is that the concept of validation as a process aimed at recognising non-formal and informal learning while providing guidance for the individual, is played down in the system. This is particularly concerning as it represents the marginalisation of the needs of learners, who are the systems' end users.

XETHALI, A. (2021). ***Adult education and training in Europe: Building inclusive pathways to skills and qualifications***. Consulté à l'adresse Eurydice website: https://eacea.ec.europa.eu/national-policies/eurydice/node/11855_en
This Eurydice report focuses on adult education and training in Europe. It investigates current approaches to promoting lifelong learning, with a particular emphasis on policies and measures supporting adults with low levels of skills and qualifications to access learning opportunities. Starting with a range of quantitative indicators related to adult education and training (Chapter 1), the report examines national arrangements for coordinating adult learning policies and measures (Chapter 2). It then provides a cross-country overview of publicly subsidised programmes that seek to provide opportunities for adults to upgrade their skills and qualifications (Chapter 3). The report also addresses the question of financial support, paying particular attention to the financial incentives for groups with low qualification levels (Chapter 4). Approaches to achieving flexible learning pathways constitute another area of investigation (Chapter 5). This is followed

by an analysis of arrangements for the recognition and validation of non-formal and informal learning (Chapter 6). The report finally looks at the extent to which awareness-raising and outreach actions (Chapter 7) and guidance services (Chapter 8) underpin the available learning provision. The report's prime source is the policy information collected from Eurydice National Units, representing 42 education and training systems across 37 European countries. These data have been complemented with qualitative and quantitative data provided by other organisations, including Cedefop, Eurostat and the OECD.

Marché du travail

Gentina, E. (2021, janvier 12). **Difficultés de recrutement : les nouvelles clés pour attirer les jeunes**. Consulté 13 septembre 2021, à l'adresse The Conversation website: http://theconversation.com/difficultes-de-recrutement-les-nouvelles-cles-pour-attirer-les-jeunes-166977
Les leviers de motivation pour postuler à un emploi ont évolué, avec notamment une plus grande attention portée à l'intérêt de la mission et à l'équilibre vie privée-vie professionnelle.

Germain, S. (2021, septembre 13). **Difficultés de recrutement : pourquoi les embouteillages persistent**. Consulté 15 septembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/difficultes-de-recrutement-embouteillages-persistent/00100357
L'emploi salarié dépasse déjà son niveau d'avant-crise, mais la machine à recruter peine à suivre le rythme.

Holford, A. (2021). **Access and returns to unpaid graduate work experience**. *LABOUR*, *35*(3), 348-377. https://doi.org/10.1111/labr.12196
We use longitudinal data on graduates from UK universities to evaluate whether unpaid work experience is a stepping stone into paid or stable employment. We document the characteristics and occupations of recent graduates taking unpaid work experience and then use propensity score matching to estimate the treatment effect of unpaid work experience on outcomes 3.5 years after graduation. We find negative treatment effects compared with initially being in paid work, on annual salary (£2900), job security and attainment of a professional occupation (both 9% pts). We find no evidence of a benefit to salary or job attributes compared with initially being out of the labour force.

INSEE. (2021, septembre 3). **Les créations et créateurs d'entreprises en 2014 : situation initiale, situation en 2017 et en 2019**. Consulté 8 septembre 2021, à l'adresse INSEE Résultats website: https://www.insee.fr/fr/statistiques/2384906?pk_campaign=avis-parution

Métiers de l'éducation

Akkerman, S. F., Bakker, A., & Penuel, W. R. (2021). **Relevance of Educational Research: An Ontological Conceptualization**. *Educational Researcher*, *50*(6), 416-424. https://doi.org/10.3102/0013189X211028239
Educational research is repeatedly confronted with the question of its relevance. Current interpretations of relevance narrowly focus on outcomes and impact of research. In this essay, we propose an alternative, ontological conceptualization of relevance, arguing that more is at stake than outcomes and impact. We characterize the ontology of education and learning in terms of people's meaningful movements in an always changing world and propose that relevance of educational research resides in what we call "ontological synchronization"—continuous attunement to what is happening and matters at hand, and what future is being generated, including what values and judgments researchers themselves perpetuate in society. Such synchronization, we conclude, hinges on a disciplinary and ethical commitment to principles of actuality and

generativity. We discuss what such conceptualization of relevance implies for educational research.

Alternatives économiques. (2021, septembre 6). **Dossier : Enseignants, une profession désenchantée**. Consulté 8 septembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/enseignants-une-profession-desenchantee/00100262
Attractivité, formation, salaires… Alternatives Economiques fait le point sur cinq questions vives qui devraient animer autant les salles des profs que le débat politique dans la perspective de l'élection présidentielle de 2022.

Bartanen, B., Rogers, L. K., & Woo, D. S. (2021). **Assistant Principal Mobility and Its Relationship With Principal Turnover**. *Educational Researcher*, *50*(6), 368-380. https://doi.org/10.3102/0013189X21993105
Assistant principals (APs) are important education personnel, but empirical evidence about their career outcomes remains scarce. Using administrative data from Tennessee and Missouri, we provide the first comprehensive analysis of AP mobility. While prior work focuses on promotions into principal positions, we also examine APs exiting school leadership and transferring across schools. We find yearly mobility rates of 25% to 28%, with 10% of APs leaving school leadership, 7.5% changing schools, and 7.5% to 10% becoming principals. We also document a strong relationship between AP mobility and principal turnover, where higher-performing APs are substantially more likely to replace their departing principal. Finally, principal transitions appear to increase the likelihood that APs exit school leadership and change schools.

Bergeron, L., & Rousseau, N. (Éd.). (2021). ***La recherche-développement en contextes éducatifs: une méthodologie alliant le développement de produits et la production de connaissances scientifiques***. Québec: Presses de l'Université du Québec.
Chen, J. (2021). **Development and validation of the Principal Emotion Inventory: A mixed-methods approach**. *Educational Management Administration & Leadership*, *49*(5), 750-767. https://doi.org/10.1177/1741143220919764
The current study aimed to develop and validate a Principal Emotion Inventory (PEI). Equipped with the theoretical-empirical strategy of test construction, this development and validation procedure consists of one expert survey and five sequential empirical studies with sufficient samples of participating principals based on existing emotion theories and empirical studies. The reliability, substantive validity, structural validity and external validity were tested using exploratory factor analysis, confirmative factor analysis, invariance analysis and structural equation modelling. As a result, a multidimensional model on principal emotions with 25 items was identified with a good model fit. The PEI consists of five factors: enjoyment, pride, frustration, anxiety and hopelessness. This paper is the first attempt to develop and validate a sound instrument that enables measuring school principals' salient emotions in relation to their working experiences. The PEI would provide a validated instrument for future research on discovering the nature of principal emotions as an independent construct. Measurement is critically important to the replicability and robustness of the research. The findings on principal emotions are also informative for principal preparation and evaluation while taking emotions into consideration.

Doll, K., Ragan, M., Calnin, G., Mason, S., & House, K. (2021). **Adapting and Enduring: Lessons Learned from International School Educators During COVID-19**. *Journal of Research in International Education*, *20*(2), 114-133. https://doi.org/10.1177/14752409211034399
With the outbreak of COVID-19 in early 2020, school buildings across the globe closed, leading educators, students and families to transition rapidly to online education. It is clear that schools will in the future continue to employ online learning, even as students and educators return to school buildings. While the education community has over a number of years generated a range of practical tips and guidance about online education—especially since the onset of COVID-19—many are not supported by research (DiPietro et al., 2010) and neglect international school settings (Barbour, 2014). This study investigates the experiences of sixty-one K-12 international educators via nineteen focus groups, contributing to the literature base on pedagogical, leadership and practical strategies needed to support effective online learning. Four lessons learned emerged from the data: technological challenges are exacerbated during a crisis; educators adapted to revise pedagogical strategies when under pressure; student and parent experiences were inconsistent and complex; and school leaders play an important role during a transition to online education. Although COVID-19 posed challenges, educators are resilient, adaptable, and deeply committed to student learning. School leaders now have an opportunity to reconstruct a model of education which offers students the best of face-to-face learning augmented by the most effective use of virtual technologies. This is more than planning for potential crises; this is reimagining the future of education.

Duru-Bellat, M. (2021, septembre 15). **Autonomie des écoles : l'ambivalence des enseignants**. Consulté 16 septembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/autonomie-ecoles-lambivalence-enseignants/00100374
En déplacement à Marseille le 2 septembre, le président Macron a préconisé, pour faire face aux difficultés locales des écoles, de leur donner plus d'autonomie afin qu'elles puissent lancer de

Essex, J., Alexiadou, N., & Zwozdiak-Myers, P. (2021). **Understanding inclusion in teacher education – a view from student teachers in England**. *International Journal of Inclusive Education*, *25*(12), 1425-1442. https://doi.org/10.1080/13603116.2019.1614232
Policies on inclusion are being increasingly embedded within education systems and teacher education across the world, with schools and teachers called upon to add 'inclusion' to their already large set of skills and tasks. There is, however, no consistent definition of what inclusion means or how it can be best promoted. The purpose of this paper is to explore the dilemmas that student teachers face when they encounter policy requirements to practice inclusion, and how they mediate the tensions. Drawing on two exploratory studies with science student teachers in two Initial Teacher Education programmes in England, we focus on the conceptions of inclusion held by the student teachers and the links between inclusion and teacher education. Our findings suggest that conventional understandings in relation to ability still dominate, with ability-based differentiation viewed as the key teaching strategy to promote inclusion. In addition, student teachers find themselves having to negotiate contradictory and often conflicting approaches to inclusion, diversity, and academic attainment. The discrepancies

highlighted by this study have implications for how teacher education courses need to be organised to promote the practice of inclusion.

Farges, G. (2021). **Héloïse Durler et Philippe Losego (dir.), Travailler dans une école. Sociologie du travail dans les établissements scolaires en Suisse romande**. *Sociologie du Travail*. https://doi.org/10.4000/sdt.39578
Prix des jeunes auteurices 2020 Héloïse Durler et Philippe Losego (dir.), Travailler dans une école. Sociologie du travail dans les établissements scolaires en Suisse romande

Frank, T. J., Powell, M. G., View, J. L., Lee, C., Bradley, J. A., & Williams, A. (2021). **Exploring Racialized Factors to Understand Why Black Mathematics Teachers Consider Leaving the Profession**. *Educational Researcher*, *50*(6), 381-391. https://doi.org/10.3102/0013189X21994498
Research on the attrition of teachers of color suggests that, under certain organizational conditions, they leave teaching at higher rates than other teachers. Additionally, research has identified microaggressions experienced by Black teachers. Building on the literature, we explored how racism and microaggressions may help us understand Black mathematics teachers' attrition. We designed and administered the Black Teachers of Mathematics Perceptions Survey and found that teachers' experiences of microaggressions accounted for most of the variance in our modeling of teachers' thoughts of leaving the profession. These data reveal that anti-Black, racist microaggressions should be addressed as organizational conditions to be mitigated. From a critical quantitative perspective, the data reveal sociocultural and sociopolitical influences that often go unnoticed in large-scale policy work.

Grave, B. (2021). **Métaphores, temporalités et éthos professionnel. Le cas de chefs d'établissements scolaires en formation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14119
On ne perçoit souvent les métaphores que comme de simples figures rhétoriques. Certains professionnels en usent pourtant pour évoquer le rapport qu'ils entretiennent avec leur temps professionnel. Les temporalités, ainsi métaphorisées, sont constitutives de leur éthos professionnel. Notre étude montre en quoi les métaphores utilisées dans le discours de chefs d'établissement scolaires rendent compte à la fois, de l'appropriation d'une culture, de valeurs professionnelles et d'une perception/quête identitaire dans leur environnement de travail.

Jarraud, F. (2021a, septembre 7). **Bernadette Voisin-Girard : Que sait-on des inspections du 2d degré ?** Consulté 8 septembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/09/07092021Article637665947489429254.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511654
Chercheuse en sciences de l'éducation (laboratoire IRISSE La Réunion) et elle-même IA IPR en disponibilité, Bernadette Voisin-Girard est la seule scientifique à avoir travaillé précisément sur ce qui se passe lors des inspections. Sa thèse porte sur « l'activité de jugement des inspecteurs (IA IPR) ». Elle en dévoile les secrets et réagit au livre d'Eric Maurin « Trois leçons sur l'école républicaine ».

Jarraud, F. (2021b, septembre 7). **Les inspecteurs vont-ils sauver l'Ecole ?** Consulté 8 septembre 2021, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2021/09/07092021Article637665947498648299.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511654
Votre inspecteur va sauver l'éducation nationale. Dans un petit livre qui se lit bien (Trois leçons sur l'école républicaine, Seuil), Eric Maurin, professeur à l'école d'économie de Paris le démontre, preuve à l'appui. Et en plus, ce sauvetage sera pas cher. Selon lui, les inspections ont un effet déterminant sur les résultats des élèves. Pour 100 euros par enseignant et par an, une somme dérisoire, on obtient le même effet qu'une diminution de 20% du nombre d'élèves. Il n'y a pas mieux en terme d'efficacité du système scolaire ! L'effet est très bien démontré avec une argumentation en béton. Reste à trouver comment se produit le miracle de ce ruissellement pédagogique vers le bas. Une heure avec un inspecteur suffit-il à changer un professeur ?

Jeannin, L., Serres, G., Roblès, C., Tichit, A., & Hamon, L. (2021). ***Le développement professionnel d'enseignants porteurs d'innovation pédagogique dans une université française : Y-a-t-il eu transformation ? (Working Paper)***. Consulté à l'adresse https://hal.uca.fr/hal-03340902
Nous analysons l'expérience d'enseignants porteurs d'un projet d'innovation pédagogique à l'université afin de mieux comprendre leur vécu et leur éventuel sentiment de transformation à la suite du projet. Une enquête par questionnaire a été réalisée auprès de 21 enseignants porteurs d'un projet d'innovation pédagogique sur la période 2018-2020 dans une université française. Les résultats, produits selon une approche mixte (analyse thématique et comptage d'occurrences) ont permis de mettre en évidence des ressorts motivationnels tournés vers les besoins du public étudiant, la reconnaissance professionnelle ou la réalisation de soi. Les enseignants ont décrit des facteurs positifs et négatifs ayant impacté la réalisation des projets, ainsi qu'un sentiment nuancé de transformation. Si de nombreux enseignants perçoivent une évolution de leurs pratiques, ils ne considèrent pas tous avoir été transformés par le projet.

Jeannin, L., Serres, G., Tichit, A., Roblès, C., & Hamon, L. (2021). ***Les apprentissages professionnels d'enseignants porteurs de projet pédagogique à l'université (Working paper)***. Consulté à l'adresse https://hal.uca.fr/hal-03340951
L'article analyse les apprentissages d'enseignants porteurs de projets d'innovation pédagogique dans une université française. Ces projets sont accompagnés et financés par un programme de transformation pédagogique de l'université soutenu financièrement par le Ministère de l'Enseignement Supérieur français. En analysant les réponses écrites de 21 enseignants, nous cherchons à comprendre dans quelle mesure la situation extraordinaire du projet a été propice aux apprentissages dans un contexte ordinaire de travail. Une méthodologie mixte a été utilisée, fondée sur une double analyse textométrique et thématique afin de faire émerger les représentations qu'ont les enseignants de leur contexte de travail et de documenter leurs apprentissages en termes de changements de pratique ou de conviction pédagogique. Par ailleurs, les résultats mettent en évidence un effet de diffusion des pratiques pédagogiques innovantes et invitent à aborder l'accompagnement des apprentissages professionnels en cherchant un alignement entre les préférences des enseignants, les caractéristiques du projet et les besoins d'apprentissage des étudiants.

Kaasila, R., Lutovac, S., Komulainen, J., & Maikkola, M. (2021). **From fragmented toward relational academic teacher identity: the role of research-teaching nexus**. *Higher Education*, *82*(3), 583-598. https://doi.org/10.1007/s10734-020-00670-8
Academics have multiple identities, and their professional identities can sometimes be fragmented. This can lead to identity tensions and hinder their development as teachers. Our data consists of interviews with seven academics at a research-intensive university and the teaching portfolios created during their teaching practicums. All academics participated in 2 years of pedagogical studies, wherein teaching practicums played a central role. Their teacher identities developed significantly during the pedagogical studies. We examined the narratives two academics—Matti and Kari—that chronicled their development as teachers. Initially, Matti and Kari presented bias towards the pedagogical training. We found that the key features of their teaching practicums, such as a developmental project and reflexivity, facilitated the development of more holistic, relational identities. Our findings challenge some dominant views about academics' teacher identity development and argue for the need to redefine academics' teacher identity by taking into account the relational nature of the concept and the role of the research-teaching nexus. The study has an important implication for policy; for supporting holistic teacher-researcher development, developmental projects should be implemented as a vital part of pedagogical training.

Mignot, É. (2021, septembre 1). **Formation des enseignants : une réforme à l'économie ?** Consulté 8 septembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/formation-enseignants-une-reforme-a-leconomie/00100255
En plaçant les concours un an plus tard dans la formation des enseignants, Jean-Michel Blanquer va faire perdre à de nombreux étudiants leur statut de fonctionnaire stagiaire… et alourdir leur charge de travail.

Molénat, X. (2021, septembre 3). **Démission : y a-t-il une vie après l'enseignement ?** Consulté 8 septembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/demission-y-a-t-une-vie-apres-lenseignement/00100292
Claquer la porte : beaucoup de profs en rêvent sans doute, mais peu franchissent le pas, tant les débouchés sont difficiles à trouver

Morrissette, J., & Demazière, D. (2021). **Les déplacements identitaires d'enseignantes formées à l'étranger s'intégrant dans l'école montréalaise**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14138
En raison de la pénurie actuelle de main d'œuvre au Québec, de nombreux enseignants formés à l'étranger y poursuivre leur carrière. Pour ceux et celles qui viennent de pays très différents, les premières expériences constituent un choc si important qu'elles initient une transformation identitaire. Un dispositif de recherche impliquant des entretiens individuels et de groupe avec 4 d'entre eux, analysés selon une perspective interactionniste, a conduit à identifier trois changements de leur « rapport à soi » : du maître dépositaire du savoir vers le spécialiste de la relation pédagogique, du technicien contrôlé vers un professionnel plus autonome, du concurrent qui sort du lot vers un pair coopératif qui se conforme. Ces déplacements identitaires mettent en relief les manières par lesquelles les interactions au travail ont socialisé les participants à une vision

cohérente de l'enseignement dans l'école québécoise par la reproduction des conventions de métier.

Reyes, V. C. (2021). **Clipped wings: School leaders' identities in ICT-enriched education landscapes – a narrative inquiry**. *Educational Management Administration & Leadership*, *49*(5), 807-823. https://doi.org/10.1177/1741143220918257
This qualitative research inquiry explores how school leaders shape their identities while navigating incessant and seemingly endless school transformations. The central questions addressed are the following: how do school leaders make sense of their identities in rapid periods of reform? And how do they view themselves in new educational landscapes? An exploratory case study of four target schools that took part in policy reform initiatives directed at the ubiquitous use of Information Communication and Technology was undertaken for this inquiry. Using narrative inquiry as an analytical frame for the focus group discussions interviews and field notes, this inquiry investigates and builds emerging explanations to school leaders' sense-making in periods of reform.

Ruet, M. (2021). **Et après ? Répercussions d'une mobilité académique sur un parcours de vie**. *JIM Journal of international Mobility, Moving for education, training and research*, *1*(8), 99-124. https://doi.org/DOI 10.3917/jim.008.0099

Tardif, M., Cividi, M., Mukamurera, J., & Borges, C. (2021). ***Enseigner en contexte de pandémie. Résultats d'une enquête menée auprès des enseignantes et enseignants du primaire, du secondaire et de la formation générale aux adultes du Québec*** (p. 51). Consulté à l'adresse CRIFPE website: https://crifpe.ca/publications/26563

Urdari, C. (2015). ***The impact of performance measurement systems on career management in higher education*** (Phdthesis, Conservatoire national des arts et metiers - CNAM ; Universitatea Babes-Bolyai (Cluj-Napoca, Roumanie). Facultatea de Stiinte Economice si Gestiunea Afacerilor). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03322904
Performance measurement systems impact the higher education field and influence the career management of academics. This dissertation aims to provide some elements in explaining how the academic world has changed and what academics aspire to do in the future. Particular attention is paid to the meaning of university ranking measurements and to the individual perception of the current academic environment. Content analysis of rankings and accreditation systems, observation of higher education institutions (HEIs) and semi-structured interviews with Tenured Professors, Assistant Professors, Lecturer, and PhD candidates were used as a reliable database for the current research.The institutionalization of performance measurement systems plays an important role in the transformation of the academic field. Used intensively in the marketization of HEIs, they lead to the development of a snowball effect. The proliferation of rankings has pushed forward certain activities performed by HEIs, forcing the transformation of academic practices and the development of image inequalities among different academic career paths. As normative pressure guided institutions to align to international demands, major transformations occurred at the individual level, where faculty members underwent significant change in their understanding of what an academic career meant.The question on how performance measurements impact the academic career management emerged as I observed international rankings and accreditation systems, as well as HEIs actions and academics behavior. My findings corroborate one of the

management accounting key concepts, 'you get what you measure', and bring to light the emphasis placed by the academic community on research activities. This dissertation emphasizes the drawbacks of using such measurements in search for standardization of academic activities. In particular, I highlight that the improper use of the current performance indicators lead to several anomalies, such as the obscuration of the pedagogical career, which has lost its status and is now often regarded as a limited and shameful career choice.

Webster, D. (2021). **Beyond Academics: How Teachers Flourish through Students' Ethical Education**. *Educational Theory*, *71*(3), 409-429. https://doi.org/10.1111/edth.12483
In this essay Dustin Webster argues that it is not the teaching of academics, but instead contributing to the ethical development of students that allows teachers to flourish in their roles. Engaging in what he calls "ethics education" provides intrinsic value that serves a teacher's flourishing as well as adding instrumental value in allowing a teacher to overcome certain crises in their practice. This essay begins by defining the idea of ethics education and how it is this component of education specifically that allows a teacher to flourish. Examples from teachers show that even within their instructional academic roles, it is the ethical components of student development that are most important to them. Lastly, the instrumental value that ethics education holds for teachers in solving dilemmas of justice is discussed.

Whitchurch, C., Locke, W., & Marini, G. (2021). **Challenging career models in higher education: the influence of internal career scripts and the rise of the "concertina" career**. *Higher Education*, *82*(3), 635-650. https://doi.org/10.1007/s10734-021-00724-5
The paper develops the metaphorical concept of the "concertina" career to describe ways in which academic staff, across a diversifying workforce, modulate their interactions with institutional career frameworks, which tend to be unilinear and to be characterised by detailed progression criteria and milestones. In doing this, they are guided by Internal career scripts, providing an additional dimension to the dichotomy of boundaried and boundaryless careers found in the literature. Drawing on a longitudinal study between 2017 and 2020, of forty-nine mid-career academic staff across eight UK universities, consideration is given to individuals' spatial movements, for instance, between academic activities, and professional and personal commitments; and the manipulation of timescales to accelerate or decelerate career progress in relation to opportunities and constraints. The study shows ways in which the spatial parameters of a career are being stretched in order to accommodate new forms of academic work supplementing disciplinary activity, such as online learning, employability initiatives and public engagement, as well as work-life considerations. In addition, individuals are adapting timescales to accommodate professional activities such as health practice or community outreach, as well as personal commitments such as caring responsibilities. Thus, in the concertina career, individuals expand and contract activity, as well as extending and compressing timescales. As a result, it is concluded that institutional career models do not entirely reflect the reality of career-making by individuals, which is likely to involve detours (therefore a spatial dimension) and a disruption of assumed timelines (therefore a temporal dimension).

Zeng, W., & Fickel, L. (2021). **Exploring collective identity of a group of teaching-oriented academics amid research discourse: a Chinese case**. *Higher Education*, *82*(3), 651-668. https://doi.org/10.1007/s10734-021-00728-1

This article explores how a group of teaching-oriented academics—College English (CE) teachers in China—negotiate their collective identity at the workplace amid research discourse. Drawing on an integrated theoretical framework focusing on the interrelationship between discourse, practice, and social networks, the study reveals the field of research where CE teachers lived imbued by multiple, dynamic discourses and power relations, i.e., the discourse of illegitimate pedagogic research v. the discourse of officially valued research, the discourse of the lower-status department oriented to teaching and public service v. the higher-status, disciplinary department. Drawing upon discursive resources, CE teachers positioned themselves as marginal pedagogic researchers and inferior CE teachers. Meanwhile, CE teachers constructed their identity-in-practice as pedagogic researchers by developing a pedagogic research community through their daily teaching practice. The contradiction between identity-in-discourse and identity-in-practice suggests the complexity of teaching-oriented, public service-oriented academics' professional life and the predicament they face, such as the limited access to research networks, and the lack of shared understanding in constructing a pedagogic research community. The study argues for more attention to be given to these academics who occupy the bottom of academic hierarchy in higher education context and might be the most vulnerable group in the midst of the COVID-19 pandemic.

Zhang, S., Bowers, A. J., & Mao, Y. (2021). **Authentic leadership and teachers' voice behaviour: The mediating role of psychological empowerment and moderating role of interpersonal trust**. *Educational Management Administration & Leadership*, *49*(5), 768-785. https://doi.org/10.1177/1741143220915925
Teachers' voice behaviour plays a critical role in school reform by providing constructive suggestions to promote teaching, students' learning and school management. This study investigates how and under what conditions principals' authentic leadership contributes to teachers' voice behaviour. Data collected from 982 teachers in 38 primary schools in mainland China were analysed using regression analysis and bootstrapping tests. The research tested a moderated mediation model of authentic leadership effects on teachers' voice behaviour in which teacher psychological empowerment was included as the mediator and interpersonal trust as the moderator. The results affirmed the partial mediation model, finding significant direct and indirect effects of principals' authentic leadership on teachers' voice behaviour. Moreover, interpersonal trust positively moderated the relationship between psychological empowerment and teachers' voice behaviour, and also strengthened the whole mediating mechanism. When teachers perceived a higher level of interpersonal trust, the effects of principals' authentic leadership on teachers' voice behaviour were stronger than for counterparts who perceived a low level of interpersonal trust. Our discussion highlights the benefits of understanding the impact of authentic leadership on teachers' voice behaviour in relation to interpersonal trust and their psychological empowerment and indicates how teachers can play a role in implementing the perceived situation practically.

Numérique et éducation

Abboud, M., & Rogalski, J. (2021). **Open Dynamic Situations of Classroom Use of Digital Technologies: Investigating Teachers' Interventions**. *Canadian Journal of Science,*

Mathematics and Technology Education, *21*(2), 424-440. https://doi.org/10.1007/s42330-021-00151-9

Benton, L., Mavrikis, M., Vasalou, A., Joye, N., Sumner, E., Herbert, E., … Raftopoulou, C. (2021). **Designing for "challenge" in a large-scale adaptive literacy game for primary school children**. *British Journal of Educational Technology*, *52*(5), 1862-1880. https://doi.org/10.1111/bjet.13146
The use of learning games within the classroom is becoming increasingly common because of their potential to positively impact learning. Recent developments in adaptivity offer further possibilities to personalise learning by tailoring the game to an individual child's level or particular learning needs. However, designing an adaptive learning game is a complex process as many different game components have an impact on the provision of optimal challenge, crucial for maintaining player engagement, with limited prior work considering the multifaceted nature of this concept. This paper explores how to design for "challenge" within large-scale adaptive learning games through a case study focused on the design of a literacy game for three linguistically and cognitively diverse learner groups—novice readers, children with dyslexia and children learning English as a foreign language. In reflecting on our design process, we identify three key design tensions that arose: (a) supporting longer-term learning goals through game replayability; (b) fostering either replication or innovation in pedagogy through adaptivity rules; and (c) addressing diversity between learner groups. We present a set of design recommendations to guide researchers and designers in taking a multidimensional view of challenge when designing large-scale adaptive learning games. Practitioner notes What is already known about this topic? Adaptive learning games can have a positive impact on children's learning outcomes. Ensuring optimal challenge within games is important for maintaining engagement. Designing adaptive learning games is a complex process. What this paper adds? Designing for optimal challenge within adaptive learning game should be considered as a multifaceted concept. Identification of key tensions related to optimising challenge that can emerge during the design of large-scale adaptive learning games. Recommendations for adaptivity researchers and learning game designers for how to address these tensions in adaptive learning game design. Implications for practice and/or policy? We need a more systematic approach to adaptivity game design to ensure wider spread adoption. Learning game designers seeking to utilise adaptive components in designing for optimal challenge should consider a focus on learners who may require a more targeted approach. Adaptive learning games offer opportunities for pedagogical innovation in the classroom through exploiting innovative game features as well as large-scale data collection to support adaptive learning over time.

Cerisier, J.-F. (2021, août 22). **Débat : Pourquoi le numérique doit s'apprendre à l'école**. Consulté 15 septembre 2021, à l'adresse The Conversation website: http://theconversation.com/debat-pourquoi-le-numerique-doit-sapprendre-a-lecole-149801
L'agilité avec laquelle la jeune génération jongle entre smartphones et réseaux sociaux cache en fait des lacunes importantes en termes de compétences numériques que l'école à distance a révélées.

Cisel, M. (2021a). **Étayer des démarches d'investigation avec le numérique : difficultés rencontrées lors de la mise à l'épreuve d'une application**. *Médiations et médiatisations -*

Revue internationale sur le numérique en éducation et communication. https://doi.org/10.52358/mm.vi8.231

Cisel, M. (2021b). **Évaluation des technologies éducatives émergentes : les aléas de la conception, un facteur d'instabilité pour la définition des problématiques de recherche?** *Médiations et médiatisations - Revue internationale sur le numérique en éducation et communication*. https://doi.org/10.52358/mm.vi8.225
En France, on demande de manière croissante aux laboratoires d'accompagner les projets de conception de technologies éducatives, sans nécessairement les mettre en position d'influer significativement sur ledit processus de conception. Pour pouvoir produire des résultats scientifiques, les chercheurs sont mis face à la nécessité de formuler leurs problématiques de sorte que les inévitables aléas de projets de conception inscrits dans la durée n'affectent pas de manière conséquente la productivité de leur travail. Dans cette contribution fondée sur un cas d'étude, le Carnet Numérique de l'Élève-Chercheur, nous revenons sur les trajectoires de plusieurs problématiques explorées dans le cadre de sa conception. Là où certaines sont imperméables aux difficultés du projet, d'autres doivent disparaître ou évoluer du fait de problèmes techniques rencontrés par le prototype, voire apparaissent en cours de conception, quand apparaît l'opportunité de produire des résultats originaux. Nous détaillons, sous la forme d'un retour d'expérience, les raisons sous-tendant ces choix.

Debeer, D., Vanbecelaere, S., Noortgate, W. V. D., Reynvoet, B., & Depaepe, F. (2021). **The effect of adaptivity in digital learning technologies. Modelling learning efficiency using data from an educational game**. *British Journal of Educational Technology*, *52*(5), 1881-1897. https://doi.org/10.1111/bjet.13103
During the last decade, many governments and ed-tech companies have demonstrated an increased interest in digital personalised learning, which resulted in a variety of often game-like adaptive learning environments. However, there has been limited attention for the impact of these personalised learning technologies on children's learning efficiency. Does digital personalised learning, like popular claims insist, foster learning in young children? This study attempts to empirically validate the beneficial impact of adaptive learning technology by analysing log-data from the Number Sense Game (NSG), an educational game that trains early numerical skills. In total, 81 children were randomly assigned to use either an adaptive or a non-adaptive version of the NSG in six sessions in a three-week period. Using a longitudinal item response model children's progress within and across sessions was modelled and compared between the two versions of the game. Regardless of the version of the NSG, children demonstrated progress within and across sessions. However, compared to the non-adaptive NSG, the progress across sessions was stronger in the adaptive NSG. These results provide empirical evidence that adaptive learning environments can improve learning efficiency in young children. Practitioner notes What is already known about this topic Adaptive digital technologies are able to address students' individual needs. Pretest posttest intervention research on the effectiveness of adaptive digital technologies revealed mixed results. What this paper adds Learning effectiveness is different from learning efficiency. Learning efficiency can be operationalised using log-data to model students' progress over time. Adaptive digital technologies increased students' learning efficiency compared to non-adaptive digital technologies. Implications for practice and/or policy Log-data can be obtained unintrusively and provides fine-grained information about students' learning.

Researchers are encouraged to investigate the effects of adaptive digital technologies in terms of learning effectiveness and learning efficiency.

Devauchelle, B. (2021, septembre 6). **Depp : Le numérique, pratique la moins prioritaire dans les établissements**. Consulté 8 septembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/09/06092021Article637665070702080812.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511628
Que sait-on des usages numériques dans les établissements scolaires ? Avec une nouvelle étude (« Le numérique éducatif : que nous apprennent les données de la DEPP ? »), le point fait par la DEPP, la division des études du ministère de l'éducation nationale, confirme ce que l'on sait déjà. L'équipement progresse mais reste très inégalement réparti.

Fox, B., Bearman, M., Bellingham, R., North-Samardzic, A., Scarparo, S., Taylor, D., … Volkov, M. (2021). **Longing for connection: University educators creating meaning through sharing experiences of teaching online**. *British Journal of Educational Technology*, *52*(5), 2077-2092. https://doi.org/10.1111/bjet.13113
This paper presents a reflexive analysis of how university educators experience the shift to increasing online teaching in 2019. We explore what it means to be an online educator in contemporary higher education and aim to raise questions about how we approach online education and understand ourselves as educators, informed by a sociomaterial lens. The research utilised collaborative autoethnography (CAE) to facilitate meaning-making and uncover complex perspectives through collaboration and conversation. This enabled us to question what we as educators were losing and what we were gaining as a consequence of shifting to more online modes of teaching via university mandated platforms and processes. Through this methodology, various themes emerged: the role of corporeality; how we constructed ourselves through texts; how others materialised us in virtual spaces; the experience of online time; and our transforming practices and identities. This paper provides a snapshot of a significant cultural milieu in academia as we were afforded time to engage in reflexive practice about teaching online just as the academic world was abruptly mandated to shift almost wholly online. It also provides unique insights into the significance of understanding ourselves as both embodied and social, and the importance of community within academia. Practitioner notes What is already known about this topic Higher education's shift online, both before and during COVID, has had a substantial effect on university staff, including discomfort and loss of agency. What this paper adds Considering the material and embodied is important in online education, particularly because it can be taken-for-granted and hence overlooked. Feelings of disconnection can result from the inevitable gap between how educators represent themselves online and how others perceive ("materialise") them online. Experiencing a lack of connection with online students provides the opportunity to question assumptions about student experiences and develop more nuanced online teaching practice. Teaching requires some kind of reconciliation between the linear time as laid out in learning design and the not-yet-here/always-there time of online learning. Implications for practice and/or policy Attention must continue to be paid to the experiences of educators as even experienced ones find teaching online disturbs identities and practices. Collegially sharing virtual spaces may assist university educators in making sense of the shifts demanded by online teaching and allow more active

modelling of meaning-making processes for students. Teaching may benefit from deliberate consideration of developing online personas and reflection on how to accommodate them within academic professional identities.

Greenhalgh, S. P., Rosenberg, J. M., & Russell, A. (2021). **The influence of policy and context on teachers' social media use**. *British Journal of Educational Technology*, *52*(5), 2020-2037. https://doi.org/10.1111/bjet.13096
Research on teachers' use of social media has typically assumed that it is a) driven by a need for professional learning and b) best understood in terms of individual motivations. In this study, we use a dataset of nearly 600,000 tweets posted to one or more of 48 Regional Educational Twitter Hashtags associated with 44 U.S. states. To explore the influence of local contextual factors on hashtag- and account-level activity in these hashtags, we use an analytic approach heretofore uncommon in social media-focussed education research: generalised linear and multilevel modelling. At the hashtag level, higher numbers of teachers within a state, proportions of students receiving subsidised meals, student-to-teacher ratios, and amounts of state spending per child are associated with more activity within a regional hashtag; by contrast, more left-leaning state governments and citizenries are associated with less activity. At the account level, more experienced accounts and accounts in more right-leaning states contribute more tweets to these hashtags. These findings reinforce established understandings of Twitter as a site for teacher learning; however, they also underline the importance of acknowledging other important purposes of teachers' Twitter use, including receiving emotional support and engaging in activism. Practitioner notes What is already known about this topic Many teachers use Twitter (and other social media platforms) for professional purposes. Teachers have identified professional learning—among other purposes—as motivating their use of Twitter. Regional Educational Twitter Hashtags are diverse learning spaces for teachers and other education stakeholders. What this paper adds Local context and policy factors help influence teachers' use of Twitter. Teachers may turn to Twitter because of a lack of emotional or political support—not just a lack of material support or professional development opportunities. Individual and idiosyncratic factors remain important in explaining teachers' engagement with social media. Implications for practice and/or policy Informal spaces like social media may supplement formal support mechanisms for teachers. Teachers' use of social media may help administrators and policymakers identify existing gaps to be repaired in those formal support mechanisms. Support for teachers should be conceived holistically and include emotional and political support.

Hsu, M.-E., & Cheng, M.-T. (2021). **Immersion experiences and behavioural patterns in game-based learning**. *British Journal of Educational Technology*, *52*(5), 1981-1999. https://doi.org/10.1111/bjet.13093
Games have been regarded as a potential vehicle for enhancing student learning. Previous studies mainly focused on learning outcomes; however, the learning processes and dynamic in-game behaviours of students who are immersed in a game context are relatively undiscovered. The purposes of this study were to develop an educational game, Bio Detective, to facilitate student science learning and to investigate how game immersion experiences are related to in-game behavioural patterns. The study included 128 7th graders (12–13 years old). A mixed-method approach collecting both quantitative and qualitative data was employed, and an integration of cluster and sequential analysis was used. The findings showed that the students were able to learn

from playing Bio Detective because significant improvements in science learning outcomes were obtained. The students who were totally immersed in Bio Detective acted more like expert problem solvers than their counterparts with no immersion experiences. They had better problem-solving efficiency, and their behavioural patterns revealed that they had more heuristic and analogical thinking strategies. Interpretations and limitations are further discussed. Practitioner notes What is already known about this topic Games are a potential vehicle for enhancing science learning. Previous studies about game-based learning mainly focused on learning outcomes. Studies aiming to reveal the learning processes and dynamic in-game behaviours of students who are immersed in a game context are relatively undiscovered. What this paper adds Student science learning was significantly enhanced through playing Bio Detective. The behavioural patterns of the students with no immersion experiences were more inconsistent and complicated. Students with experiences of total immersion exhibited more effective thinking and had more heuristic and analogical problem-solving strategies. Implications for practice and/or policy Bio Detective can be effective for students to learn scientific concepts. The behavioural patterns of gameplay can tell us more about individuals' learning processes behind the scenes. The in-situ data collected by the objective methods combined with other instruments would delineate a clearer picture of the gaming/learning processes.

Kucirkova, N., Gerard, L., & Linn, M. C. (2021). **Designing personalised instruction: A research and design framework**. *British Journal of Educational Technology*, *52*(5), 1839-1861. https://doi.org/10.1111/bjet.13119
Advances in technology have increased the opportunities for designers to personalise instruction based on student actions. We conducted semi-structured interviews with an international sample of educational professionals including researchers, teachers and designers, and reviewed interdisciplinary literature on personalisation to propose a framework for personalisation research and design. Thematic analysis of the interviews revealed that professionals value each type of personalisation opportunity (eg, customising for age-appropriate content, supports for student choice, automated guidance based on learner responses) and identify challenges (eg, trade-offs between adaptive and standardised instruction). Three research/design dilemmas emerged: individualisation and equity; group customisation and individual benefit; and adaptation and validity of measurement. We discuss these dilemmas in relation to three categories of personalisation: customisation by designers or teachers to support a specific audience (grade level, course, community); individualisation to support user choice (of book to read, project topic); and adaptation of instructional activities based on automated analysis of logged user performance (performance metrics, natural language processing, cumulative indicators). We suggest some guiding questions for a generative agenda for future research on personalised instruction. Practitioner notes What is already known about this topic Personalised learning is popular among educational professionals. Personalised design has multiple and inconsistent definitions. A shared framework for personalised instruction would facilitate research and design. What this paper adds A succinct but comprehensive definition of personalised education. Perspectives on personalisation from an international group of practitioners and designers. A framework including three dilemmas to guide future research on the design and practice of personalised instruction. Implications for practice and/or policy A shared definition of personalisation can support communication across diverse stakeholders. The framework can guide future design and instruction with personalised educational

technology. The framework identifies dilemmas that illustrate ethical pathways for policy-makers responsible for personalised education.

Lafleur, F., Nolla, J.-M., & Samson, G. (Éd.). (2021). ***Évaluation des apprentissages en formation à distance: enjeux, modalités et opportunités de formation en enseignement supérieur***. Québec: Presses de l'Université du Québec. https://www.puq.ca/catalogue/livres/evaluation-des-apprentissages-formation-distance-3998.html

Liang, H.-Y., Hsu, T.-Y., & Hwang, G.-J. (2021). **Promoting children's inquiry performances in alternate reality games: A mobile concept mapping-based questioning approach**. *British Journal of Educational Technology*, *52*(5), 2000-2019. https://doi.org/10.1111/bjet.13095
Active inquiry plays a key role in science education. To facilitate children's motivation, alternate reality games are applied to engage children actively in inquiry in authentic learning contexts. However, the complexity of real-world contexts and the ambiguity of game puzzles increase the difficulty for children to conduct effective inquiries. To achieve successful inquiry-based learning, concept mapping is an effective learning strategy to guide children to organise related information as well as to brainstorm for possible solutions. Accordingly, this study proposes a mobile concept mapping-based questioning approach for environmental education. A quasi-experimental study was conducted to evaluate the effectiveness of the proposed approach and the conventional questioning approach in game-based inquiry-based learning. The results showed that the proposed approach had a more significant effect on learning achievement, critical thinking, and learning attitude than the conventional questioning approach. However, cognitive overload negatively affected the children's learning. Besides, it was found that improper use of concept maps could limit their creative problem-solving performances. Practitioner notes What is already known about this topic Alternate reality game (ARG) significantly promotes children's learning motivation and engagement of game-based inquiry learning activities. Most children have difficulties in learning with ARGs due to the complexity of real-world contexts and the ambiguity of the puzzles. Children cannot construct knowledge effectively without proper learning supports in their cognitive process; however, it is challenge to provide proper learning supports without distracting children from gaming. What this paper adds An ARG with a mobile concept mapping-based questioning approach (ARG-CMQ) was applied to facilitate meaningful inquiry-based learning for children in different real environments (school campuses and in science museums). Both quantitative and qualitative analyses were examined to identify the effect of different learning strategies to support children learning with ARGs. ARG-CMQ improved children's learning achievement, critical thinking and learning attitude better than conventional ARGs. ARG-CMQ might limit children's divergent thinking and influences their creative problem-solving performance. Implications for practice and/or policy ARG-CMQ is a potential approach for inquiry-based learning in real environments, especially in improving learning perceptions and higher-order cognitive abilities. ARG-CMQ can be used to support competency-based education.

Major, L., Francis, G. A., & Tsapali, M. (2021). **The effectiveness of technology-supported personalised learning in low- and middle-income countries: A meta-analysis**. *British Journal of Educational Technology*, *52*(5), 1935-1964. https://doi.org/10.1111/bjet.13116

Digital technology offers the potential to address educational challenges in resource-poor settings. This meta-analysis examines the impact of students' use of technology that personalises and adapts to learning level in low- and middle-income countries. Following a systematic search for research between 2007 and 2020, 16 randomised controlled trials were identified in five countries. Studies involved 53,029 learners aged 6–15 years. Coding examined learning domain (mathematics and literacy); personalisation level and delivery; technology use; and intervention duration and intensity. Overall, technology-supported personalised learning was found to have a statistically significant—if moderate—positive effect size of 0.18 on learning (p = 0.001). Meta-regression reveals how more personalised approaches which adapt or adjust to learners' level led to significantly greater impact (an effect size of 0.35) than those only linking to learners' interests or providing personalised feedback, support, and/or assessment. Avenues for future research include investigating cost implications, optimum programme length, and teachers' role in making personalised learning with technology effective. Practitioner notes What is already known about this topic? Promoting personalised learning is an established aim of educators. Using technology to support personalised learning in low- and middle-income countries (LMICs) could play an important role in ensuring more inclusive and equitable access to education, particularly in the aftermath of COVID-19. There is currently no rigorous overview of evidence on the effectiveness of using technology to enable personalised learning in LMICs. What this paper adds? The meta-analysis is the first to evaluate the effectiveness of technology-supported personalised learning in improving learning outcomes for school-aged children in LMICs. Technology-supported personalised learning has a statistically significant, positive effect on learning outcomes. Interventions are similarly effective for mathematics and literacy and whether or not teachers also have an active role in the personalisation. Personalised approaches that adapt or adjust to the learner led to significantly greater impact, although whether these warrant the additional investment likely necessary for implementation at scale needs to be investigated. Personalised technology implementation of moderate duration and intensity had similar positive effects to that of stronger duration and intensity, although further research is needed to confirm this. Implications for practice and/or policy: The inclusion of more adaptive personalisation features in technology-assisted learning environments can lead to greater learning gains. Personalised technology approaches featuring moderate personalisation may also yield learning rewards. While it is not known whether personalised technology can be scaled in a cost-effective and contextually appropriate way, there are indications that this is possible. The appropriateness of teachers integrating personalised approaches in their practice should be explored given 'supplementary' uses of personalised technology (ie, additional sessions involving technology outside of regular instruction) are common.

Marty, O. (2021). **Une expérience de « Mooc professionnel » : des formations numériques à l'Éducation**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14798
Nous présentons empiriquement une expérimentation de « Mooc professionnel » sur France université numérique, signe de la numérisation et de professionnalisation des enseignements supérieurs. Nous analysons alors cet outil de formation selon plusieurs axes : le statut des savoirs professionnels, les imperfections de la socialisation éducative par le dispositif et, enfin, la remise en question de l'expérimentation au travers du concept d'expérience.

Pflaumer, N., Knorr, N., & Berkling, K. (2021). **Appropriation of adaptive literacy games into the German elementary school classroom**. *British Journal of Educational Technology*, *52*(5), 1917-1934. https://doi.org/10.1111/bjet.13149
The study presented here was aimed at understanding how teachers go about appropriating technology from the iRead EU Horizon 2020 Project into the classroom. iRead provides an adaptive personalised literacy game called Navigo that is deployed in tablets and intended for regular usage in the elementary school classroom. In our case, the game was provided for beginning readers of German. The goal of iRead was to develop these games and then understand how these can be deployed successfully into the classroom. The adaptation of technology by teachers has been a well-studied phenomenon for decades in some countries. However, in Germany, elementary schools lag behind in digitalisation, making such studies more difficult, resulting in a knowledge gap this study seeks to fill. Appropriation of the Navigo game by the teachers was studied through a series of semi-formal interviews with 21 teachers from 9 schools, scheduled at the beginning, middle and end of the project, resulting in a total of 55 interviews. Results show that teachers had similar experiences within the project, and faced common stumbling blocks, such as (a) technology, (b) digital literacy and (c) understanding the pedagogical use of adaptive learning games. While teachers generally accepted that interacting with tablets taught pupils the important skill of digital literacy, most teachers did not fully understand how pupils acquired language skills through Navigo. Those teachers who understood the academic benefit of the learning game appropriated Navigo fully by purposefully leveraging the adaptivity of the games to support pupils in a personalised manner. Using thematic analysis and automatic clustering of keyword occurrences in the interviews, we were able to identify four 'personas' on the continuum of teacher characteristics. Mapping teachers to these 'personas' determined the level of support required during the appropriation process. It was shown that the 'personas' are relatively stable and can be identified within the first weeks of appropriation to ensure a successful process as soon as possible. Practitioner notes What is already known about this topic Appropriation of technology models. Technology use in school for older pupils. Educational games outside of school. What this paper adds A view on technology usage in elementary schools particular to the German context with large amount of teacher interviews from diverse schools. Personas that can be identified early on in the process of appropriation based on simple interviews. Particular challenges of using adaptive technology in the classroom. Implications for practice and/or policy A simple model for picking appropriate teacher support in appropriation. Results show a clear need for improving technology support in the schools. Teacher training must include digital competence and openness to the idea of independent learning paths.

Polat, E., Hopcan, S., Kucuk, S., & Sisman, B. (2021). **A comprehensive assessment of secondary school students' computational thinking skills**. *British Journal of Educational Technology*, *52*(5), 1965-1980. https://doi.org/10.1111/bjet.13092
Performance in and perceptions of computational thinking (CT) are considered vital dimensions for comprehensively assessing CT skills of students. In this study, secondary school students' CT performance and their perceptions were examined in terms of certain variables including gender, grade level, achievement and self-efficacy. Casual-comparative and correlational methods were used. The sample of the study consisted of a total of 328 fifth- and sixth-grade (10–12 years old) secondary school students taking visual programming lessons. CT performance and perception tests were employed as data collection tools. The results show that CT performance of boys was higher than that

of girls. A significant difference was found in both CT performance and perception depending on grades. The results show that achievement in math positively affected CT performance and perception. However, achievement in IT affected CT performance less than achievement in math. Implications are discussed in terms of theoretical insights, practices for improving CT skills in secondary schools and directions for further research. Practitioner notes What is already known about this topic Due to the complex structure of computational thinking (CT) in association with computers, cognition, learning and psychology, CT skills should be evaluated from a variety of perspectives. CT performance and perception are considered vital dimensions for comprehensively assessing students' CT skills. What this paper adds This paper proposes a CT performance test and a CT perception scale for secondary school students to explore their skills in terms of certain variables including gender, grade level and achievements in math and information technology (IT) courses. This paper provides some evidence that CT performance of boys is better than that of girls. A significant difference was found in both CT performance and perception depending on grades. The results of the study show that math course achievement positively affected CT performance and perception. However, IT course achievement affected CT performance less than math course achievement. Implications for practice and/or policy CT performance is affected by different variables. Therefore, it may be beneficial to include specific topics in the curriculum that involve the use of more CT skills. Girls' interest and participation in practices such as programming can be encouraged. Teachers should provide students with cognitive scaffolding to help them and to have them collaborate with each other during CT activities, especially at higher grades. IT course content should include systematic and comprehensive CT activities to improve students' CT skills. We suggest developing and implementing a holistic curriculum combined with IT and math lessons to improve students' CT performance.

Reyes, V. C. (2021). **Clipped wings: School leaders' identities in ICT-enriched education landscapes – a narrative inquiry**. *Educational Management Administration & Leadership*, *49*(5), 807-823. https://doi.org/10.1177/1741143220918257
This qualitative research inquiry explores how school leaders shape their identities while navigating incessant and seemingly endless school transformations. The central questions addressed are the following: how do school leaders make sense of their identities in rapid periods of reform? And how do they view themselves in new educational landscapes? An exploratory case study of four target schools that took part in policy reform initiatives directed at the ubiquitous use of Information Communication and Technology was undertaken for this inquiry. Using narrative inquiry as an analytical frame for the focus group discussions interviews and field notes, this inquiry investigates and builds emerging explanations to school leaders' sense-making in periods of reform.

Rice, M. F., & Cun, A. (2021). **Personalising digital learning for young children: Leveraging psychosocial identities and Techne for literacy development**. *British Journal of Educational Technology*, *52*(5), 1823-1838. https://doi.org/10.1111/bjet.13076
Children learn literacies as social practices in context. Increasingly, these contexts include technological tools. Moreover, children engage with psychosocial identity tasks that involve more than cognitive growth. With the rapid rise in digital personalisation, there is a need to consider ways to ensure that digital technologies attend to literacies using understandings about psychosocial development. In this paper, we share ideas from Erik Erikson about the psychosocial tasks children must achieve in their communities

from infancy and we relate these to literacy. The psychosocial tasks are trust, autonomy, initiative and industry. We explain how digital personalisation efforts might contribute to holistic psychosocial development that are also supportive of expansive literacies. Then, we make three recommendations for enhancing the digital personalisation efforts. These include attending to identity tasks, considering multiple types of growth simultaneously and involving multiple systems (eg, parents, caregivers and community) in planning, implementing and evaluating personalised instructional materials for young children. Practitioner notes What is already known Personalisation is a concept centred on meeting learners' individual needs. Digital personalisation tools and practices for young children have not fully leveraged unique aspects of childhood versus other phases of life. What this paper adds Digital personalisation processes for young children can be enhanced through psychosocial considerations within social contexts, particularly for literacy learning. Psychosocial developmental theories offer new ways to think about how to involve parents and other caregivers in digital personalisation processes. Implications for practice Planners, implementers and evaluators of digital personalised instructional materials should tether their efforts to psychosocial identity tasks. Planners, implementers and evaluators should also consider ways to layer multiple types of learning (cognitive, social and psychological) within identity tasks. Planners, implementers and evaluators should work to include multiple support systems (parents, educators and communities) in their efforts to personalise digital activities and materials.

Schoors, R. V., Elen, J., Raes, A., & Depaepe, F. (2021). **An overview of 25 years of research on digital personalised learning in primary and secondary education: A systematic review of conceptual and methodological trends**. *British Journal of Educational Technology*, *52*(5), 1798-1822. https://doi.org/10.1111/bjet.13148
Due to the increasing digitisation, interest in digital personalised learning (DPL) continues to grow. Many empirical studies on the effect of adaptive tools have used a wide variety of conceptualisations and operationalisations of DPL. This systematic review aims to address the lack of consensus by presenting an analysis of empirical studies on technology for DPL in primary and secondary education. The work is guided by the following questions: (1) What are some different conceptualisations used in DPL research? (2) What types of tools are used in the studies and how are they implemented? (3) What is the current evidence on the impact of DPL with regard to student outcomes considering the nature of the current studies? A Boolean search string was used in the databases Web of Science and ERIC, resulting in a dataset containing 6,908 papers. A screening based on specific inclusion and exclusion criteria yielded 53 papers. Our findings revealed a great diversity in DPL conceptualisations, with several authors not defining the concept and others providing information regarding different elements such as technology, personalisation, personalisation target, personalisation source, personalisation method and personalisation outcomes. In line with these differences in conceptualisation of DPL, several DPL tools were used across the studies. Concerning the impact of DPL, a positive trend was observed on learning outcomes, although methodological differences need to be considered. The review ends with guidelines for future research. Practitioner notes What is already known There are many definitions and terms concerning DPL, resulting in a lack of consensus in conceptualisation. There is a wide variety of DPL tools with different adaptive dimensions. Many authors emphasise the benefits of DPL in educational practice including a possible impact on learning gains. What this paper adds Contribution to a thorough understanding of the conceptualisation of DPL. Insights into the diversity in DPL tools building on a framework of adaptivity by

Vandewaetere and Clarebout (2014) and adds focus on tool implementation as a context element. Insight into the impact of DPL taking into account study design and outcome indicators. Implications for practice and/or policy An overview of the affordances of DPL to educational researchers, educational policy makers, and teachers is provided that can encourage them to think about its opportunities for everyday practice. Concrete suggestions for future research are discussed.

Serra, J., & Gilabert, R. (2021). **Algorithmic versus teacher-led sequencing in a digital serious game and the development of second language reading fluency and accuracy**. *British Journal of Educational Technology*, *52*(5), 1898-1916. https://doi.org/10.1111/bjet.13131
Recent years have seen a surge of calls for personalization of education. Automatised adaptivity in serious games has been advocated as a potential instantiation of such calls. Yet little is known about the extent to which personalised learning through automatised adaptivity poses an advantage for language learning over generalised teacher-led sequencing in digital, game-based learning environments. The goal of this paper is to address this question by comparing the learning outcomes in reading accuracy and fluency of didactic sequences designed by EFL teachers or by an adaptive algorithm. A total of 67 participants completed several proficiency and reading skills pretest and posttest and used the iRead system for 6 months. Results showed that all learners made progress in reading skills, but no significant differences were found between the two sequences in relation to the development of reading skills. It was also shown that adaptivity works best if it leads to increase in the number of games per feature. Results are discussed in the context of previous findings, and the role of adaptivity and sequencing is critically assessed. Practitioner notes What is already known about this topic? Serious games have the potential to aid learning but empirical research is needed. Findings about the efficiency of serious games are mixed. Current and reviewed versions of the Simple View of Reading constitute a suitable framework to measure reading acquisition. What this paper adds? It contributes to the growing corpus of research on digital serious games. It provides empirical evidence on the use of an adaptive system in formal education. Comparing a teacher-led sequence to an algorithmic adaptive sequence on the same digital serious game has never been done before. The paper shows the need to obtain both system-internal and system-external data in order to capture the impact of gameplay on the development of L2 reading skills. Implications for practise and/or policy It sheds some light on how certain game designs may actually help practise with different degrees of intervention by teachers. It is interesting for teachers to use an adaptive sequence that they can check and intervene in if needed.

Vanbecelaere, S., & Benton, L. (2021). **Technology-mediated personalised learning for younger learners: Concepts, design, methods and practice**. *British Journal of Educational Technology*, *52*(5), 1793-1797. https://doi.org/10.1111/bjet.13150

Vogt, A., Babel, F., Hock, P., Baumann, M., & Seufert, T. (2021). **Immersive virtual reality or auditory text first? Effects of adequate sequencing and prompting on learning outcome**. *British Journal of Educational Technology*, *52*(5), 2058-2076. https://doi.org/10.1111/bjet.13104
Presenting a pictorial representation followed by a textual representation supports learners to build a coherent mental model. Providing an elaboration prompt stimulates

learners to process the learning content semantically. Hence, combining both approaches might result in synergetic effects as both foster mental model development, which could be particularly challenging in immersive virtual environments. In our 2 × 2 between-subject design study, we investigated the beneficial effects of adequate sequencing of text and picture and prompting, as well as their potential synergic effect in an immersive virtual reality (VR) learning environment with N = 81 learners. We presented the learning content in form of one pictorial and one textual representation and varied their presentation sequence: pictorial followed by textual representation or textual followed by pictorial representation. As the pictorial representation, we used a VR animation displaying a service robot. As the textual representation, we chose an auditory text about robotics. Additionally, we varied whether or not learners received an elaboration prompt before the learning unit started. We measured learning outcome differentiated for knowledge, comprehension, and application levels. We found beneficial effects for VR animation followed by auditory text on the knowledge level, only. Prompting led to a beneficial effect only on the application level. We found no synergic effect of adequate sequencing and prompting on learning outcome. Hence, depending on the level of learning outcome targeted, different support approaches are advisable. Future research might consider the long-term effects of adequate sequencing and prompting or different approaches to measuring mental models. Practitioner notes What is already known about this topic? Learning in Virtual Reality (VR) is a promising approach to present the learning material but does not per se guarantee deep learning and the development of a correct mental model. Prior findings imply that presenting pictorial representations first fosters mental model development. Beneficial effects of stimulating learners by an elaboration prompt before learning in virtual reality have been reported. Previous studies imply that instructional design and activation of learners might have synergetic, beneficial effects on learning outcome. What this paper adds We investigated the effects of sequencing order (VR animation or auditory text first) and prompting (with or without) on different levels of learning outcome. We found beneficial effects on the knowledge level when VR animation was presented first, while prompting fostered the application level. No synergetic effects of VR animation first and prompting were found as both support approaches seem to impact different levels of learning outcome. Implications for practice and/or policy Depending on the level of learning outcome that should be fostered while learning in VR, different support approaches are advisable. Presenting a VR animation first fosters learning of basic concepts and definitions at the knowledge level. Using an elaboration prompt before learning in VR enables the learners to process the content deeply. Presenting VR animations first can serve as a brief scaffold for the mental models and additional details can be added in the further learning process.

Yan, L., Whitelock-Wainwright, A., Guan, Q., Wen, G., Gašević, D., & Chen, G. (2021). **Students' experience of online learning during the COVID-19 pandemic: A province-wide survey study**. *British Journal of Educational Technology*, *52*(5), 2038-2057. https://doi.org/10.1111/bjet.13102

Online learning is currently adopted by educational institutions worldwide to provide students with ongoing education during the COVID-19 pandemic. Even though online learning research has been advancing in uncovering student experiences in various settings (i.e., tertiary, adult, and professional education), very little progress has been achieved in understanding the experience of the K-12 student population, especially when narrowed down to different school-year segments (i.e., primary and secondary

school students). This study explores how students at different stages of their K-12 education reacted to the mandatory full-time online learning during the COVID-19 pandemic. For this purpose, we conducted a province-wide survey study in which the online learning experience of 1,170,769 Chinese students was collected from the Guangdong Province of China. We performed cross-tabulation and Chi-square analysis to compare students' online learning conditions, experiences, and expectations. Results from this survey study provide evidence that students' online learning experiences are significantly different across school years. Foremost, policy implications were made to advise government authorises and schools on improving the delivery of online learning, and potential directions were identified for future research into K-12 online learning. Practitioner notes What is already known about this topic Online learning has been widely adopted during the COVID-19 pandemic to ensure the continuation of K-12 education. Student success in K-12 online education is substantially lower than in conventional schools. Students experienced various difficulties related to the delivery of online learning. What this paper adds Provide empirical evidence for the online learning experience of students in different school years. Identify the different needs of students in primary, middle, and high school. Identify the challenges of delivering online learning to students of different age. Implications for practice and/or policy Authority and schools need to provide sufficient technical support to students in online learning. The delivery of online learning needs to be customised for students in different school years.

Orientation scolaire et professionnelle

Laroye-Carré, F. (2021). ***Le conseil en évolution professionnelle (CEP) : Entre dialogue conjoncturel et délibération de carrière***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343238227?utm_source=phplist&utm_campaign=message_32315&utm_medium=email&utm_content=lienTitre
Depuis un demi-siècle, les nombreuses mutations économiques et sociales ont fait évoluer les besoins d'orientation des adultes en France. C'est dans ce contexte que le Conseil en évolution professionnelle (CEP) a vu le jour en 2015, permettant à toute personne de bénéficier gratuitement d'un service, dont l'ambition est d'accompagner la sécurisation des parcours professionnels. Nous avons entrepris de l'étudier par le biais des interactions sociales vécues en cours d'entretien et de leurs confrontations aux points de vue des bénéficiaires et des conseillers eux-mêmes. Les résultats dévoilent un CEP traversé par deux modèles plus ou moins explicites. Le premier vise l'employabilité à court-terme et le second met en jeu des demandes impliquant une délibération de carrière.

Politique de l'éducation et système éducatif

Amels, J., Krüger, M. L., Suhre, C. J., & van Veen, K. (2021). **The relationship between primary school leaders' utilization of distributed leadership and teachers' capacity to change**. *Educational Management Administration & Leadership*, *49*(5), 732-749. https://doi.org/10.1177/1741143220915921
Although it is generally known that distributed leadership is relevant for reinforcing teachers' capacity to change, how leadership roles are distributed among teachers largely depends on how principals perceive distributed leadership. Specifying principals'

perceptions and how these are related to teachers' capacity to change leads to theories about the knowledge and beliefs of leaders with regard to distributed leadership that are crucial for achieving educational change as a team. Combining questionnaire data from 787 Dutch primary school teachers and interview data from 58 principals in a parallel mixed methods design, this study shows differences in how school leaders distribute leadership roles. In addition, the results indicate that several aspects of teachers' capacity to change, namely, joint work, collegial support, knowledge sharing, self-efficacy and their internalization of school goals, are more present in schools in which school leaders distribute leadership among teachers than in schools in which they do not.

Andersson, P. (2021). **Quality in validation from a Nordic perspective**. *European Journal of Education*, *56*(3), 380-390. https://doi.org/10.1111/ejed.12463
Quality is a main issue when practices of validation are developed. In the Nordic countries, a model of quality assurance in validation has been introduced, to be applied in the development of validation practices. The model puts the individual at the centre and introduces eight factors for quality: information, preconditions, documentation, coordination, guidance, mapping, assessment, and follow-up. This article presents and discusses the Nordic model as a tool for quality work in validation. In the discussion on the model, some more general concepts and perspectives on quality in validation are introduced, such as the call for a balance between flexibility and standardisation, and the need to understand quality in relation to the possible aims of the validation process. The article also applies the model to the analysis of a project for the development of validation work in cooperation between the municipalities in the region of East Sweden, in which the model appears to be useful for understanding and developing validation work.

Andrews, T. (2021). **Bourdieu's Theory of Practice and the OECD PISA Global Competence Framework**. *Journal of Research in International Education*, *20*(2), 154-170. https://doi.org/10.1177/14752409211032525
Globalisation has become increasingly important in education, and national systems are no longer defined only by the nation-state. The role of intergovernmental organisations such as the OECD has also become increasingly important, particularly through the development of the PISA tests and the publication of international comparison tables. With a growing recognition of educating for an international and globalised future, the OECD assessed global competence for the first time in 2018, with results released in October 2020. The power that the OECD exerts over its member states, and indeed further, in the field of education through the global competence assessment demonstrates social reproduction. This article examines the OECD's 2018 Global Competence Framework from a Bourdieusian perspective. An analysis is undertaken of the framework using Bourdieu's thinking tools of habitus, field and capital, and the mechanisms of pedagogic authority, pedagogic action and pedagogic work, demonstrating an unconsciously agreed power differential between social groups. The OECD, as well as policy-makers at a national level, must consider such implications in anticipating future policy developments in order to enable systemic injustices to be overcome and educational equality to be achieved.

Bartel-Radic, A. (2021, septembre 12). **Le système d'apprentissage en Allemagne : un modèle de formation ?** Consulté 13 septembre 2021, à l'adresse The Conversation

website: http://theconversation.com/le-systeme-dapprentissage-en-allemagne-un-modele-de-formation-163682
Regard sur un système de formation qui a souvent été cité au niveau européen comme exemple de rempart contre le chômage des jeunes.

Becchetti-Bizot, C. (2021). **Rapport de la médiatrice de l'éducation nationale et de l'enseignement supérieur - Année 2020 - Favoriser le bien-être pour la réussite de chacun**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3365* [Report]. Consulté à l'adresse Médiateur de l'Éducation nationale et de l'Enseignement supérieur (France) website: http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3366
En 2020, la crise sanitaire a frappé de plein fouet le système éducatif, et particulièrement les publics les plus vulnérables. Elle a creusé les inégalités scolaires, accentué les phénomènes de décrochage, de discrimination ou d'exclusion, et pour certains le sentiment d'isolement et d'éloignement des services publics. Dans ce climat anxiogène, marqué par une recrudescence des conflits et des violences, la santé mentale de nombreux jeunes s'est dégradée, certains manques du système éducatif ont pu se faire cruellement sentir : notamment le manque d'accompagnants, de personnels médico-sociaux, de médecins de prévention ou de psychologues. Durant l'année 2020, les médiateurs, pour l'ensemble du réseau, ont traité près de 19 000 saisines – dont 16 904 reçues en 2020 et 1 896 qui n'avaient pas pu être clôturées en 2019. Le rapport 2020 développe quatre thématiques autour du « bien-être » des élèves, des étudiants et des personnels afin d'assurer la réussite de chacun : Les modalités d'accueil et d'affectation, à l'entrée dans les études et dans la carrière ; L'attention aux conditions de vie et au bien-être des élèves et des étudiants et à leur besoin de bienveillance et d'équité, notamment lors des examens ; La qualité de vie au travail et la reconnaissance de la valeur professionnelle, fondement essentiel du bien-être des personnels ; La prise en considération des situations humaines particulières nécessitant un accompagnement de proximité, à chaque étape de la carrière, jusqu'au départ à la retraite et au-delà.

Biémar, S., Corfdir, A., & Libert, A. (2021). **La présence d'un enseignant supplémentaire comme opportunité pour développer la différenciation et le travail collaboratif : le cas d'un projet pilote au sein du cycle 5-8 ans**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14715
La Fédération Wallonie Bruxelles de Belgique est engagée dans une réforme visant notamment à développer la différenciation en mettant en place un accompagnement personnalisé. Pour ce faire, un enseignant supplémentaire est détaché pour quelques heures dans chaque classe. Le présent article relate l'expérience pilote menée avec 10 écoles dans les classes d'âge de 5 à 8 ans. Son objectif est de documenter l'évolution des représentations véhiculées par les enseignants à propos de la différenciation et de la collaboration en regard des pratiques rapportées. Deux questionnaires ont été soumis aux enseignants à une année d'intervalle. L'analyse des données a mis en évidence un élargissement des conceptions véhiculées à propos des élèves. La présence d'une personne supplémentaire semble soutenir le développement d'une dynamique collaborative et des pratiques de différenciation. Au terme de nos investigations, nous relevons que la représentation du temps de travail enseignant n'intègre pas le travail collectif, perçu comme un surplus de travail.

Bongrand, P. (2021, juillet). ***L'instruction en famille au risque de la connaissance - et réciproquement*** (p. https://www.inshs.cnrs.fr/sites/institut_inshs/files/download-file/lettre_infoINSHS_72.pdf). p. https://www.inshs.cnrs.fr/sites/institut_inshs/files/download-file/lettre_infoINSHS_72.pdf. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03321280

Bush, T. (2021). **Assessing successful school leadership: What do we know?** *Educational Management Administration & Leadership*, *49*(5), 687-689. https://doi.org/10.1177/17411432211034675

Cahon, J. (2020). **Réformer les rythmes scolaires en France (1848-2017)**. *Histoire de l'éducation*, *154*(2), 209-256. Consulté à l'adresse https://www.cairn.info/revue-histoire-de-l-education-2020-2-page-209.htm?WT.tsrc=cairnEmailAlert&WT.mc_id=HDLE_154
Cet article renoue les fils d'une histoire complexe, à laquelle l'historiographie s'est jusqu'à présent très peu intéressée alors qu'il s'agit d'une composante pédagogique essentielle : les réformes des rythmes scolaires en France. Mobilisant et croisant archives de cabinets ministériels, archives locales (collectivités territoriales et inspections académiques), publications syndicales et presse généraliste, il démontre, à rebours des idées reçues, que la réforme des rythmes scolaires a une longue histoire, qui débute bien avant la décentralisation, et dont la réforme de 2013 est davantage l'écume. Du milieu du XIXe siècle, qui ouvre les réflexions sur le sujet, au décret du 28 juin 2017 qui autorise le retour à la semaine de 4 jours et met un terme à la réforme des rythmes scolaires portée par le ministre de l'Éducation nationale Vincent Peillon à partir de 2013, il questionne plus globalement le rôle des acteurs de ces politiques éducatives, le destin de ces réformes, les débats qu'elles ont engendrés et éclaire finalement les raisons des difficultés permanentes à réformer les rythmes scolaires.

Chen, J. (2021). **Development and validation of the Principal Emotion Inventory: A mixed-methods approach**. *Educational Management Administration & Leadership*, *49*(5), 750-767. https://doi.org/10.1177/1741143220919764
The current study aimed to develop and validate a Principal Emotion Inventory (PEI). Equipped with the theoretical-empirical strategy of test construction, this development and validation procedure consists of one expert survey and five sequential empirical studies with sufficient samples of participating principals based on existing emotion theories and empirical studies. The reliability, substantive validity, structural validity and external validity were tested using exploratory factor analysis, confirmative factor analysis, invariance analysis and structural equation modelling. As a result, a multidimensional model on principal emotions with 25 items was identified with a good model fit. The PEI consists of five factors: enjoyment, pride, frustration, anxiety and hopelessness. This paper is the first attempt to develop and validate a sound instrument that enables measuring school principals' salient emotions in relation to their working experiences. The PEI would provide a validated instrument for future research on discovering the nature of principal emotions as an independent construct. Measurement is critically important to the replicability and robustness of the research. The findings on principal emotions are also informative for principal preparation and evaluation while taking emotions into consideration.

Cheng, E. C. K. (2021). **Knowledge management for improving school strategic planning**. *Educational Management Administration & Leadership*, *49*(5), 824-840. https://doi.org/10.1177/1741143220918255
The objective of this paper is to determine the extent to which adopting Nonaka's SECI knowledge-creation processes enhances strategic planning capacity in the context of Hong Kong school education.A quantitative questionnaire survey is conducted to examine the predictive effects of the knowledge-creation processes of the SECI model on strategic planning processes. Data is collected from 42 principals and 392 teachers from 42 schools. A multilevel structural equation model is applied to examine the predictive effects of the mechanism on strategic planning capacity. Results show that the combination process of the SECI knowledge-creation model predicts strategic planning capacity, while a collaborative culture enables the process of knowledge externalization and combination. In response to the international debate on culture and context-dependent issues in using Nonaka's SECI model for knowledge creation, this study reaffirms that the SECI model is largely dependent on Japanese collaborative culture. The study also brings theories of knowledge management into discussion of strategic management in the school context. To enhance school planning capacity, school leaders should cultivate a collaborative culture to support the alignment of different departments in the knowledge combination process to craft strategies for development planning.

Choulet-Vallet, A. (2021). **Pour une critique et une reconstruction féministes de l'éducation thérapeutique. L'exemple de l'endométriose**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14223
L'éducation thérapeutique des patient·e·s (ETP) se développe depuis une vingtaine d'années afin de répondre aux changements induits par l'augmentation des maladies chroniques. Cette méthode a pour buts d'impliquer les malades dans leur trajectoire thérapeutique et d'opérationnaliser les soins. Si ce dispositif s'appuie sur l'autonomie des usager·e·s, il met davantage l'accent sur le rôle des soignant·e·s. Ce paradoxe résulte d'un triple impensé : 1. L'ETP présuppose un·e patient·e rationnel·le. 2. L'ETP pense la relation de soin de manière unilatérale. 3. L'ETP sous-estime l'ancrage sociopolitique de l'éducation à la santé. Pour pallier un dévoiement de l'éducation thérapeutique, cet article en propose une critique féministe. Et pour donner consistance à cette critique, cette étude prend l'exemple de l'endométriose.

De Witte, K., & Soncin, M. (2021). **Do international classes pay off? A cost-benefit analysis of the internationalisation of higher education in Flanders**. *Higher Education*, *82*(3), 459-476. https://doi.org/10.1007/s10734-021-00737-0
Internationalisation is a major trend in higher education worldwide. Yet, little evidence is given on the net impact of international students on national economies. This study addresses this gap by estimating the benefits against the costs driven by international students in Belgium and its Flemish region in particular. Using a unique combination of various sources of micro-data, the results show net positive benefits that exceed costs by a factor ranging between 2.4 (lower bound) and 3.1 (upper bound) times. The results vary highly with the level of education, as the ratio is the lowest for doctoral students (1.2–1.6) and highest for master students (5.1–6.3). The effect is mainly driven by a high stay rate of international students, who are likely to work in the country after graduation. When considering indirect effects, our results show that there are no significant peer effects due to the presence of international students in the classroom.

Delory-Momberger, C. (2021). ***Pouvoir d'agir des étudiants en situation de confinement***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343238289?utm_source=phplist&utm_campaign=message_32315&utm_medium=email&utm_content=lienTitre
La crise sanitaire du COVID-19 a conduit la communauté internationale à restreindre les libertés individuelles en période d'épidémie. À l'échelle mondiale les modes de vie ont été profondément transformés jusqu'à créer de nouvelles manières d'agir quotidiennement, de se mouvoir dans l'espace social et sur les territoires, de se protéger tout en prenant soin d'autrui, de se lancer dans le télétravail en partageant un espace de vie familial et de faire l'expérience d'auto-apprentissages avec l'environnement numérique.

Ding, Y., Wu, Y., Yang, J., & Ye, X. (2021). **The elite exclusion: stratified access and production during the Chinese higher education expansion**. *Higher Education*, *82*(2), 323-347. https://doi.org/10.1007/s10734-021-00682-y
This paper presents new evidence on how enrollment expansion affects higher education access and production with a focus on social inequality and institutional stratification. From 1999 to 2012, the world's largest higher education expansion happened in China that annual college enrollment dramatically increased from 1,083,600 to 6,888,300. We evaluate this exogenous, unprecedented policy using nationally representative student-level survey data and newly available confidential institution-level data. Enrollment expansion, which reduced per-student resources, negatively impacted college quality as measured by value-added on graduates' employment and earnings. The inequality in access between high- and low-SES students and the stratified production between college institutional tiers persisted during expansion.

Duque, J. F. (2021). **A comparative analysis of the Chilean and Colombian systems of quality assurance in higher education**. *Higher Education*, *82*(3), 669-683. https://doi.org/10.1007/s10734-020-00633-z
Over the past 30 years, quality assurance in higher education has rapidly developed on a global scale and become a widely studied research topic. However, a good deal of the research on this issue has been subject to an instrumental bias. The attention given to the technical features and expected results of quality assurance has overshadowed the analysis of its political and symbolic dimensions. This article argues that the political sociology of public policy instrumentation—a conceptual framework that foregrounds the technical and the social nature of public policy instruments, as well as their unexpected effects—can bring the instrumental, political, and symbolic dimensions of quality assurance together. To support this claim, the article presents a comparative analysis of the Chilean and Colombian systems of quality assurance in higher education, two cases that might seem analogous at first glance due to their instrumental commonalities but reflect contrasting approaches to quality: a flexible and an excellence-oriented approach, respectively.

Duru-Bellat, M. (2021, septembre 15). **Autonomie des écoles : l'ambivalence des enseignants**. Consulté 16 septembre 2021, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/autonomie-ecoles-lambivalence-enseignants/00100374

En déplacement à Marseille le 2 septembre, le président Macron a préconisé, pour faire face aux difficultés locales des écoles, de leur donner plus d'autonomie afin qu'elles puissent lancer de

Edenfield & McBrayer. (2021). **Institutional Conditions that Matter to Community College Students' Success**. *Community College Journal of Research and Practice*, *45*(10), 718-734. https://doi.org/10.1080/10668926.2020.1785353
Based on the shift in higher education from providing access to improving student outcomes, the purpose of this study was to examine institutional conditions community college students perceived as contributing to success in terms of identifying and making progress toward or achieving their educational goals. Institutional conditions were categorized as the campus environment and institutional agents (faculty, staff, and administrators). The study employed a qualitative and explanatory, multiple-case study at Grace Home College (GHC), a pseudonym. GHC is a multi-campus, nonresidential, limited-access state college in the southeastern United States. Data were collected through review of documents, archival data, artifacts, direct and participant observations, and semi-structured one-on-one interviews. Comparisons were made to identify commonalities and differences between aligned processes at two different sites at GHC. The results revealed similar findings at each location in that students identified three themes that addressed their educational goals including institutional characteristics, environment conducive for learning, and meaningful interactions with institutional agents. These findings led to the creation of a new model denoting the hierarchy of meaningful student interactions with institutional agents, which could be used by other institutions as a replicable or modifiable model to attain student success. The results from this study could contribute to the body of literature noting the importance of meaningful relationships that develop over time between students and institutional agents that lead to students' success.

Engel, M., Jacob, R., Claessens, A., & Erickson, A. (2021). **Kindergarten in a Large Urban District**. *Educational Researcher*, *50*(6), 401-415. https://doi.org/10.3102/0013189X211041586
Using data from 82 classroom observations conducted in a large urban school district, we explore how kindergartners spend their time in general and across schools serving children from lower and higher income households. Consistent with prior research, we find that kindergartners spend the majority of instructional time on reading and mathematics, with little time devoted to other subjects. On average, 2.5 hours are spent on noninstructional activities such as transitions. Kindergartners in lower income schools spend more time on reading and mathematics and experience more noninstructional time. They also spend substantially less time being physically active and have fewer opportunities to choose their own activities than their peers in higher income schools.

Essex, J., Alexiadou, N., & Zwozdiak-Myers, P. (2021). **Understanding inclusion in teacher education – a view from student teachers in England**. *International Journal of Inclusive Education*, *25*(12), 1425-1442. https://doi.org/10.1080/13603116.2019.1614232
Policies on inclusion are being increasingly embedded within education systems and teacher education across the world, with schools and teachers called upon to add 'inclusion' to their already large set of skills and tasks. There is, however, no consistent definition of what inclusion means or how it can be best promoted. The purpose of this paper is to explore the dilemmas that student teachers face when they encounter policy

requirements to practice inclusion, and how they mediate the tensions. Drawing on two exploratory studies with science student teachers in two Initial Teacher Education programmes in England, we focus on the conceptions of inclusion held by the student teachers and the links between inclusion and teacher education. Our findings suggest that conventional understandings in relation to ability still dominate, with ability-based differentiation viewed as the key teaching strategy to promote inclusion. In addition, student teachers find themselves having to negotiate contradictory and often conflicting approaches to inclusion, diversity, and academic attainment. The discrepancies highlighted by this study have implications for how teacher education courses need to be organised to promote the practice of inclusion.

European Commission. (2021). **The European credit system for vocational education and training**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3370* [Report]. Consulté à l'adresse European Commission (Transnational) website: http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3371
This note seeks to look back at the development and implementation process of the European Credit System for Vocational Education and Training (ECVET). It takes take stock of its main achievements and how they are taken forward in the 2020 Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness and resilence and pave the way for future EU initiatives.

Eyal, O., Da'as, R., & Berkovich, I. (2021). **Ethical considerations of Bedouin Arab school leaders: Negotiating Eurocentric and indigenous decision-making values**. *Educational Management Administration & Leadership*, *49*(5), 786-806. https://doi.org/10.1177/1741143220913556
Ethical considerations have been examined in American and European school management research, but indigenous and comparative aspects have largely been understudied. To better understand the ethical decision-making of indigenous school leaders, the present research aims to examine the ethical considerations of one such minority group – Bedouin Arab educators in Israel – and to compare their ethical decision-making with that of their counterparts in Israel's Jewish majority. The research utilized the pre-designed multiple Ethical Perspectives Instrument, which requires participants to resolve school dilemmas by choosing one of two given ethical perspectives taken from the following six: fairness, utilitarianism, care, critique, profession and community. Two exploratory studies were carried out: Study 1 examined the ethical judgments of Bedouin bachelor of education (BEd) students (n = 28), and their perceptions of the ethical judgments of hypothesized Bedouin school leaders. Study 2 compared the ethical judgments of Bedouin (n = 30) and Jewish (n = 39) masters (MA) educational administration students. Bedouin undergraduates reported care and critique as their own dominant ethical preferences, but viewed utilitarian considerations as being dominant among hypothesized Bedouin school leaders. Among the graduate students, utilitarian considerations were more dominant among the Bedouin group than the Jewish group. The implications of the findings are discussed.

Fanoos, A., & He, Y. (2021). **Curriculum analysis of educational leadership master's programs in the university system of Maryland**. *Educational Management Administration & Leadership*, *49*(5), 841-858. https://doi.org/10.1177/1741143220918252

In the USA, university-based educational leadership programs, usually referred to as principal preparation programs, have traditionally been the sole source of preparing aspiring school leaders for the job. In response to criticisms from time to time, the programs have been reformed and redesigned. This research was an attempt to investigate the current status of educational leadership programs regarding their missions, goals, and objectives, the curriculum design, and the incorporation of standards. Findings indicated that the programs' missions, goals, and objectives focused on the knowledge, skills, and dispositions as articulated in the Interstate School Leadership Licensure Consortium and Educational Leadership Constituent Council Standards in the form of expectations for school leaders. The courses aligned with the standards were designed to equip candidates with the basic knowledge and processes of administration and instructional leadership along with awareness of the current issues, application of research tools to make informed decisions, use of modern technology, and developmental and cultural understanding. Moreover, the internship component of the programs was meant to provide authentic opportunities for candidates to apply theory into practice and to devise and practice their own leadership style

Fernandez, S. (2021). **Making space in higher education: disability, digital technology, and the inclusive prospect of digital collaborative making**. *International Journal of Inclusive Education*, *25*(12), 1375-1390. https://doi.org/10.1080/13603116.2019.1610806
This paper explores the ways that the intersection between disability and digital technology in higher education unfolds collaborative experiences that include disabled students through what I call 'Digital Collaborative Making'. Students who participate in Digital Collaborative Making collaborate on multimedia video projects that tell stories about their relationship with digital technology. As a research-creation approach that weaves academic research and artistic practices together, Digital Collaborative Making invites students to devise creative methods of critiquing the social and cultural impact of digital technology. While digital technology can improve accessibility in education, ableist dynamics and 'disabling' ideologies remain pervasive in universities. By engaging students with different identities and lived experiences, Digital Collaborative Making presents opportunities for students with disabilities to openly express their creativity and subvert normative perspectives that stigmatise disability as a deficit. In turn, non-disabled students can learn what it means to be open to the presence of disability and difference. To illustrate these points, this paper considers the inclusive prospect of Digital Collaborative Making in Digital Lives, an undergraduate communications course at the University of Waterloo.

Frølich, N., & Stensaker, B. (2021). **Mergers and missions: investigating consequences for system diversity**. *Higher Education*, *82*(2), 411-434. https://doi.org/10.1007/s10734-021-00730-7
In recent decades, many higher education systems around the world have been exposed to institutional mergers. While the rationale for mergers has often been related to issues of improved quality, effectiveness and/or efficiency at the institutional level, fewer studies have analysed how mergers may affect institutional diversity within the higher education landscape. Focusing on institutional missions, the current study analyses the strategic plans of both merged and non-merged institutions in Norway. The key finding is that mergers may not necessarily reduce system level diversity, although mergers indeed may affect the organisational mission of individual institutions.

Furman, C. (2021). **Fairies on the schoolyard: curriculum as inclusive conversation**. *International Journal of Inclusive Education*, *25*(12), 1342-1357. https://doi.org/10.1080/13603116.2019.1610086
What does it mean for curriculum to be inclusive? This paper builds upon assertions that standardised, pre-determined curriculum marginalises students. This is especially harmful for students labelled with disabilities. I argue for an alternative approach to curriculum that is more fluid and inclusive than the traditional model. Describing this approach, I call on the image of a conversation: a discourse influenced by everyone, informal, and easily responsive to constant redirection. Where this model is applicable to all students, curriculum as conversation is especially needed for students labelled with disabilities. In the first part of this paper, I provide an argument for why inclusive curriculum is beneficial for everyone and flesh out the notion of conversation. In the second half, I look at how teachers in the long-term teacher inquiry group, the Brookline Teacher Research Seminar (BTRS) successfully treated curriculum as a conversation to include their students. I demonstrate how the writings of these teachers offer an extremely helpful opus of counter-narratives on inclusive conversational curricula.

Gallagher, J., & Spina, N. (2021). **Caught in the frontline: examining the introduction of a new national data collection system for students with disability in Australia**. *International Journal of Inclusive Education*, *25*(12), 1410-1424. https://doi.org/10.1080/13603116.2019.1614231
In Australia, a new system of collecting data on school-aged students with disability is in the early phases of implementation. The nationally consistent collection of data on school-age students with disability (NCCD) establishes a mandatory data collection process in which teachers categorise and report on individual students' level of additional educational needs. This data is used to determine funding allocations for students with disability. Under this policy, teachers are responsible for assessing students' needs, and for documenting their own teaching practice. This paper reports on the early phases of policy implementation. It presents data from teachers at two schools to make visible the new work teachers must undertake. Drawing on Dorothy E. Smith's sociological contributions, we show how the NCCD reorients teachers' work towards documentation and the production of evidence. After exploring teachers' work, we analyse how the NCCD is being taken up in ways that do not contribute to policy aims of ensuring teachers are better able to understand and meet student requirements. Our aim is to understand how the everyday realities of how teachers' work intersects with NCCD goals, and whether this new national policy is likely to make sustained inroads into achieving broader inclusive education ideals.

Garces, L. M., Johnson, B. D., Ambriz, E., & Bradley, D. (2021). **Repressive Legalism: How Postsecondary Administrators' Responses to On-Campus Hate Speech Undermine a Focus on Inclusion**. *American Educational Research Journal*, *58*(5), 1032-1069. https://doi.org/10.3102/00028312211027586
Guided by legal, sociolegal, and higher education concepts, we use an embedded case study of university administrators at a public institution to examine how they negotiate and institutionalize principles of freedom of expression and inclusion in responses to the proliferation of on-campus hate speech following the 2016 U.S. presidential election. Our findings reveal that an institution's legal context and administrators' interpretations of law and law-related pressures shape their understanding of hate speech–related incidents, and the permissible responses, in ways

that make it nearly impossible to consider and implement inclusion-focused practices. We advance the concept of "repressive legalism" to explain these dynamics and discuss implications for policies and practices that support both open, robust expression and inclusion for students of color.

Garcia-Molsosa, M., Collet-Sabé, J., & Montserrat, C. (2021). **Benefits, positive factors and difficulties perceived by mentors participating in a mentoring programme aimed at youth in residential care**. *European Journal of Education*, *56*(3), 496-510. https://doi.org/10.1111/ejed.12460
Mentoring programmes targeting young people in residential care need to promote long-term mentorships. Youth in residential care are a sensitive population that can be particularly affected by the ending of a mentorship relationship, due to their troubled bonding history. However, little is known about the difficulties mentors may encounter in such programmes, how to help mentors overcome problems, have a good mentoring experience and, ultimately, how to retain mentors. Within the framework of a pilot mentoring program aimed at youth in residential care carried out in five European countries, a two-phase study was designed to (1) explore positive factors and difficulties faced by mentors and (2) analyse the perceived benefits of participating in such a program. This article reports on findings from sixteen interviews with mentors in Spain and a survey of 62 mentors in Austria, Croatia, France, Germany and Spain. Factors that contribute to promoting a better mentoring experience and longer-term mentorships include taking care of the relationship between mentor and youth in residential care, encouraging youth in residential care to participate in decision-making and promoting collaboration between stakeholders. Minimising the impact of negative external factors from different contexts is also important. Finally, a key role is played by reinforcing mentor well-being, personal growth, socialisation and social awareness. [Correction added on 09 August 2021, after first online publication: The fifth sentence has been updated with more details of the mentors.]

Greenhalgh, S. P., Rosenberg, J. M., & Russell, A. (2021). **The influence of policy and context on teachers' social media use**. *British Journal of Educational Technology*, *52*(5), 2020-2037. https://doi.org/10.1111/bjet.13096
Research on teachers' use of social media has typically assumed that it is a) driven by a need for professional learning and b) best understood in terms of individual motivations. In this study, we use a dataset of nearly 600,000 tweets posted to one or more of 48 Regional Educational Twitter Hashtags associated with 44 U.S. states. To explore the influence of local contextual factors on hashtag- and account-level activity in these hashtags, we use an analytic approach heretofore uncommon in social media-focussed education research: generalised linear and multilevel modelling. At the hashtag level, higher numbers of teachers within a state, proportions of students receiving subsidised meals, student-to-teacher ratios, and amounts of state spending per child are associated with more activity within a regional hashtag; by contrast, more left-leaning state governments and citizenries are associated with less activity. At the account level, more experienced accounts and accounts in more right-leaning states contribute more tweets to these hashtags. These findings reinforce established understandings of Twitter as a site for teacher learning; however, they also underline the importance of acknowledging other important purposes of teachers' Twitter use, including receiving emotional support and engaging in activism. Practitioner notes What is already known about this topic Many teachers use Twitter (and other social media platforms) for professional purposes.

Teachers have identified professional learning—among other purposes—as motivating their use of Twitter. Regional Educational Twitter Hashtags are diverse learning spaces for teachers and other education stakeholders. What this paper adds Local context and policy factors help influence teachers' use of Twitter. Teachers may turn to Twitter because of a lack of emotional or political support—not just a lack of material support or professional development opportunities. Individual and idiosyncratic factors remain important in explaining teachers' engagement with social media. Implications for practice and/or policy Informal spaces like social media may supplement formal support mechanisms for teachers. Teachers' use of social media may help administrators and policymakers identify existing gaps to be repaired in those formal support mechanisms. Support for teachers should be conceived holistically and include emotional and political support.

Hatch-Tocaimaza, Mardock-Uman, Garcia, & Rodriguez. (2021). **Charting the Design of Community College Student Success Courses: Uncovering Their Espoused and Enacted Curricula**. *Community College Journal of Research and Practice*, *45*(10), 756-772. https://doi.org/10.1080/10668926.2020.1797598
Community colleges increasingly turn to various types of student success courses for their potential as high-impact practices to foster college completion. Despite commonly held assumptions of what characterizes these interventions, upon close inspection there is an un-scrutinized, circular confounding of their goals and means, which limits the ability of educators to design, deliver, and assess them adequately. In this mixed methods study of 45 community college student success programs across the U.S., we show how a sociocultural perspective helps to clarify the espoused versus enacted curriculum of student success courses and to explain the problematic tendency to continuously expand their curricular scope. Additionally, findings reveal the latent salience that instructors place on developing self-awareness and a college-going identity, notions rarely invoked as justification for student success courses to the same degree as instrumentalist notions of skills, navigation, and career planning valued by the traditional completion agenda discourse.

Hinton-Smith, T., & Padilla-Carmona, M. T. (2021). **Roma university students in Spain and Central and Eastern Europe: Exploring participation and identity in contrasting international contexts**. *European Journal of Education*, *56*(3), 454-467. https://doi.org/10.1111/ejed.12459
Roma are Europe's largest, most marginalised minority, with a long history of racism and exclusion informing complex inequalities. Roma higher education participation remains under addressed, and paucity of research hinders understanding. While there is variation between countries, the proportion of Roma accessing higher education compared to the general population is extremely small in all countries. Spain has the largest Roma population outside Central and Eastern Europe, and relatively high levels of Roma participation in higher education. As part of an international project on Internalisation and Mobility, here we discuss insights from eleven qualitative interviews carried out with Roma students and recent graduates in Central and Eastern Europe and Spain. Findings from a thematic analysis of interviews highlight identity and inclusion and how experience intersects with distinct national approaches. We focus in particular on competing pulls of ethnic invisibility versus coming out, and related onus on a responsibility to give back. The participation of Roma in higher education remains an important social justice issue in Europe. Our research shows that proactive efforts by

higher education institutions in Europe are needed to challenge persistent assumptions that fail to value the contribution and potential of Roma students within higher education.

Hsin-I, L., Tzu-Yu, L., & Sheng-Hsiung, C. (2021). **Inter-relating factors influencing the quality of stay of Chinese-speaking students in a French University**. *Higher Education*, *82*(2), 435-452. https://doi.org/10.1007/s10734-021-00723-6
This paper explores factors that influenced the quality of stay of Chinese-speaking mobile students in France, as the living experience abroad is one of the most-cited difficulties for international students. For practicality, we sieve through previous researches to identify 20 factors (grouped into 4 Dimensions: Personal Dimension Teacher's Effectiveness Dimension, Campus Environment Dimension, and Daily Environment Dimension), which most likely correlated with the quality of the stay of mobile Chinese-speaking students in France. We adopt the DANP (DEMATEL-based ANP) model, i.e., combining the Decision Making and Trial Evaluation Laboratory (DEMATEL) method and the Analysis Network Process (ANP), to construct the Influential Network Relation Maps, identifying the hierarchical structure among the factors and the dimensions. We find that the "Teacher's Effectiveness" is the most influential dimension to the other 3 dimension. Our research can provide more insights on the French educational system improvement, and help define a more effective policy strategy focus.

Huang, W., Yao, P., Li, F., & Liao, X. (2021). **Student governments in Chinese higher education: reflection on college students' and student cadres' political trust**. *Higher Education*, *82*(2), 387-409. https://doi.org/10.1007/s10734-021-00721-8
This paper documents the structure and operations of student governments in contemporary Chinese higher education and their effect on college students' political trust and party membership. We first investigate the structure and power distribution within student governments in Chinese universities, specifically focusing on the autonomy of student governments and the degree to which they represent students. Second, using a large sample of college students, we examine how participating in student government affects their political trust and party membership. Our results show that student government in Chinese higher education possesses a complex, hierarchical matrix structure with two main parallel systems—the student union and the Chinese Communist Party system. We found that power distribution within student governments is rather uneven, and student organisations that are affiliated with the Chinese Communist Party have an unequal share of power. In addition, we found that students' cadre experience is highly appreciated in student cadre elections, and being a student cadre significantly affects their political trust and party membership during college.

Igodoe, A. A. (2018). **Scolarisation primaire des filles à Niamey : généralisation de l'accès, mais maintien des représentations sociales des rôles de genre**. *Autrepart*, *87*(3), 89-107. Consulté à l'adresse https://www.cairn.info/revue-autrepart-2018-3-page-89.htm
L'enseignement primaire au Niger est, entre autres, marqué par des inégalités de sexe. En 2013-2014, l'écart entre les taux bruts de scolarisation des enfants des deux sexes était de 12,9 points de pourcentage au détriment des filles. Cette sous-scolarisation féminine est particulièrement prononcée dans les régions rurales, et est en partie liée aux représentations de la femme dans la société. Cependant, à Niamey, les données du ministère de l'Enseignement primaire, de l'Alphabétisation, de la promotion des Langues nationales et de l'Éducation civique affichent une quasiparité entre filles et garçons à

l'école primaire. Celle-ci implique-t-elle une égalité dans la scolarité des enfants des deux sexes ? L'importante scolarisation des filles dans cette région urbaine signifierait-elle qu'en ville les représentations sociales sur les enfants des deux sexes sont égalitaires ? Cet article s'appuie sur les données d'une enquête réalisée dans sept écoles primaires, auprès de vingt-trois familles de Niamey et auprès des autorités publiques. Au sein d'une première partie, nous indiquerons les facteurs liés à l'offre scolaire et à la demande éducative qui permettent une scolarisation élevée des filles à Niamey. Une seconde partie s'intéressera aux attentes et aux rôles socialement construits et réservés aux femmes qui restent très présents et influencent la scolarité primaire des filles.

Jarraud, F. (2021a, septembre 7). **Les inspecteurs vont-ils sauver l'Ecole ?** Consulté 8 septembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/09/07092021Article637665947498648299.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511654
Votre inspecteur va sauver l'éducation nationale. Dans un petit livre qui se lit bien (Trois leçons sur l'école républicaine, Seuil), Eric Maurin, professeur à l'école d'économie de Paris le démontre, preuve à l'appui. Et en plus, ce sauvetage sera pas cher. Selon lui, les inspections ont un effet déterminant sur les résultats des élèves. Pour 100 euros par enseignant et par an, une somme dérisoire, on obtient le même effet qu'une diminution de 20% du nombre d'élèves. Il n'y a pas mieux en terme d'efficacité du système scolaire ! L'effet est très bien démontré avec une argumentation en béton. Reste à trouver comment se produit le miracle de ce ruissellement pédagogique vers le bas. Une heure avec un inspecteur suffit-il à changer un professeur ?

Jarraud, F. (2021b, septembre 9). **Mickaël Jury : École inclusive : Les enseignants sont-ils les méchants de l'histoire ?** Consulté 9 septembre 2021, à l'adresse Le café pédagogique website:
http://www.cafepedagogique.net/lexpresso/Pages/2021/09/09092021Article637667677612038213.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511705

Jarraud, F. (2021c, octobre 8). **L'école n'est pas dans les préoccupations des Français**. Consulté 8 septembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/09/08092021Article637666810364510463.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZ_F-nIjsIKUSHjQDsDe0CI&actCampaignType=CAMPAIGN_MAIL&actSource=511677
Ils lui font globalement confiance : 73% des Français font confiance à leur école. C'est un peu moins que les PME (!) (82%) ou l'armée (81%) ou encore que les scientifiques (77%), et la police (75%). Mais c'est beaucoup plus que les conseillers régionaux ou départementaux (48%) ou le président de la République (37%). Pour autant les Français sont peu préoccupés par l'avenir du système scolaire. Leurs préoccupations se portent sur l'avenir du système social, la délinquance, l'environnement et le pouvoir d'achat. C'est ce que révèle la 9ème édition de Fractures françaises, un sondage Ipsos.Parmi les autres enseignements : les Français pensent que la gauche et la droite ce n'est pas pareil(à 67%). Ils sont déclinistes à 75% et pensent que « c'était mieux avant » à 69%.

Katz, J., Sokal, L., & Wu, A. (2021). **Academic achievement of diverse K-12 students in inclusive three-block model classrooms**. *International Journal of Inclusive Education*, *25*(12), 1391-1409. https://doi.org/10.1080/13603116.2019.1613450
The academic achievement of diverse kindergarten to grade 12 students in inclusive classrooms implementing the Three-Block Model (TBM) of universal design for learning was investigated. Fifty-one teachers and 684 of their students, including students with disabilities, students who were English language learners (ELL), and Indigenous students, participated in treatment and control groups. Results indicated significant differences between the two groups on measures of academic achievement, as reflected in a rubric that assessed levels of critical thinking. This was the case for typically developing students as well as those in the three subgroups, with large effect sizes in all cases. These findings suggest that the combination of social and emotional programming with universally designed instruction holds promise for improving the academic achievement of a broad spectrum of learners. Results are discussed in regards to implementation and training needs, and recommendations are made for future research.

Khamzina, K., Jury, M., Ducreux, E., & Desombre, C. (2021). **The conflict between inclusive education and the selection function of schools in the minds of French teachers**. *Teaching and Teacher Education*, *106*, 103454. https://doi.org/10.1016/j.tate.2021.103454
Positive attitudes among teachers toward inclusive education play an essential role in enabling students with special educational needs to participate in mainstream education. In this paper, we hypothesize that a conflict between the selection function of schools (i.e., the sorting of students into different academic pathways) and inclusive education makes it difficult for teachers to hold positive attitudes. Three studies (qualitative and quantitative) were conducted, providing support to this hypothesis. Overall, findings revealed that ideological barriers can hinder the implementation of inclusive education and raise new questions regarding the consequences of selection-predicated scholastic settings on students with special educational needs.

Kim, S.-K., & Chang Rundgren, S.-N. (2021). **South Korean elementary school teachers' experiences of inclusive education concerning students with a multicultural background**. *International Journal of Inclusive Education*, *25*(12), 1327-1341. https://doi.org/10.1080/13603116.2019.1609606
Due to the increase of economic immigration over the last few decades, South Korea has rapidly become a multi-ethnic society. The number of students with a multicultural background (SMBs) has increased more than tenfold in the past ten years. Research has revealed that despite physical inclusion of SMBs in general classrooms, SMBs tend to struggle at school as a result of language difficulties, academic underachievement, and social isolation. Shedding light on the Salamanca thinking, this study aims to investigate how teachers' experiences of SMBs vary according to school cultures. Thirteen teachers from three schools (with different school cultures) were invited to participate in qualitative semi-structured interviews. It was revealed that the teachers, who worked in the different school cultures, expressed differently with regard to (1) teachers' reasoning about SMBs' struggles, (2) teachers' professional knowledge and strategic practices, (3) collaboration with a multicultural education supervising teacher (MEST), and (4) dependency upon external support. The school judged to be contributing to 'true' inclusion was characterised by ample support from a MEST and the creation of an inclusive learning environment for SMBs as a whole-school approach. What can further 'true' inclusion of SMBs in elementary schools and the implications thereof are discussed.

Lafon, L. (2021). **Rapport d'information (...) sur l'accompagnement des étudiants : une priorité et un enjeu d'avenir pour l'État et les collectivités**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3366* [Report]. Consulté à l'adresse Sénat (France) website: http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3367
Alertée par l'ampleur d'un malaise étudiant apparu en pleine lumière du fait de la crise sanitaire, la mission d'information du Sénat sur les conditions de la vie étudiante s'est constituée en février 2021. Entre le 11 mars 2021 et le 6 juillet 2021, elle a entendu de nombreux acteurs de l'enseignement supérieur, représentants d'associations étudiantes et experts de la vie étudiante. Ces auditions ont confirmé l'importance de tout ce qui, dans l'environnement de l'étudiant (logement, santé, alimentation, vie sociale...), contribue à la réussite des études parallèlement au cursus académique. À partir des témoignages et expertises recueillis au cours de ses travaux, la mission d'information présente un bilan de la condition étudiante après deux années universitaires marquées par la pandémie et met en évidence des difficultés qui, déjà présentes avant la crise, ont été amplifiées par celle-ci. Son analyse du parcours des étudiants - de leur entrée dans l'enseignement supérieur à la préparation de leur insertion professionnelle - souligne, à chaque étape, la nécessité d'un accompagnement personnalisé. Le rapport insiste sur la nécessité d'inscrire l'enseignement supérieur au coeur des politiques d'aménagement du territoire et montre l'importance d'une offre diversifiée d'établissements d'enseignement supérieur. Dans cet esprit, il relève l'intérêt que présentent les petites structures universitaires de proximité, non seulement en termes de qualité de vie mais aussi pour encourager l'accès à l'enseignement supérieur des jeunes éloignés des grandes métropoles et constituer pour les étudiants un tremplin vers la réussite. Les conclusions de ce rapport plaident en faveur d'un ancrage renforcé de l'enseignement supérieur dans les territoires et appellent à tirer les conséquences de la crise sanitaire pour améliorer la condition étudiante, à mieux accompagner les étudiants dans leur parcours et à limiter les obstacles financiers aux études supérieures.

Lange, M.-F. (2018). **Une discrète révolution mondiale : la progression de la scolarisation des filles et des jeunes filles dans les pays du Sud**. *Autrepart*, *87*(3), 3-33. Consulté à l'adresse https://www.cairn.info/revue-autrepart-2018-3-page-3.htm

Lee, J. T., Lo, W. Y. W., & Abdrasheva, D. (2021). **Institutional logic meets global imagining: Kazakhstan's engagement with China's Belt and Road Initiative**. *Higher Education*, *82*(2), 237-253. https://doi.org/10.1007/s10734-020-00634-y
Theoretical ideas about globalization and internationalization of higher education emphasize the tension among different ideologies of higher education. According to literature, a competition among states, economy, knowledge, and status generates this tension to drive higher education development. This theoretical understanding not only shapes our global imaginations but also permeates the organizational behavior of universities. In this paper, we focus on the institutional logics that motivate universities in Kazakhstan to engage with China's ambitious Belt and Road Initiative (BRI). We investigate the ways that Kazakhstani higher education interprets and responds to China's vision of a global order. Based on interviews conducted at 10 higher education institutions (HEIs) in Kazakhstan, we argue that Kazakhstan's engagement with the BRI circumvents the cultural connectivity and global cooperation that are embraced by Chinese policy discourse and perpetuated by academic literature. Rather, institutional

leaders in Kazakhstan operate with a utilitarian logic that seeks revenue generation, links with industry, and opportunities for students in employment and further education. The pursuit of these strategic outcomes demonstrates a bilateral engagement with China rather than the multilateral cooperation envisioned by policymakers. In a higher education system dominated by the state, the institutions in our study exhibit partial agency to accrue pragmatic benefits rather than concede to isomorphic pressures or mimic internationalization from neoliberal contexts. The discrepancy between policy discourse from China and policy reception in Kazakhstan raises questions about the rhetoric of a multipolar global order and the realities of international cooperation in higher education.

Looney, J., & Santibañez, B. (2021). **Validation of non-formal and informal learning to support disadvantaged learners: Alternative assessments**. *European Journal of Education*, *56*(3), 439-453. https://doi.org/10.1111/ejed.12469
The European Union has set the goal to make lifelong learning a reality for more people through the creation of flexible pathways to improve access to higher levels of education and employment. Validation of non-formal and informal learning (VNFIL), which is intended to make learning from everyday work and life visible, is an important means to this goal. Nevertheless, in many countries take-up of VNFIL remains low among disadvantaged groups. While a variety of factors, such as outreach and accessibility of VNFIL, may affect take-up, the VNFIL approach and quality of assessment are important factors. This article describes alternative VNFIL assessment approaches identified in Innoval (2016–2018), an Erasmus+ project focused on supporting and empowering disadvantaged learners as they pursue further education, employment and/or certification.

Martínez, C. A., & Arellano, J. C. (2021). **University presidents' turnover and survival: the case of Chile**. *Higher Education*, *82*(3), 541-560. https://doi.org/10.1007/s10734-020-00665-5
Over the last four decades, the number of universities in Chile has increased dramatically (from eight to more than 50), along with the total enrollment of students (from 100,000 to 670,000 approximately). University presidents have played an increasingly important and complex role in this process. Meanwhile, understanding what happens at the very top of universities and who governs them is long overdue. Thus far, no study has attempted to understand what drives university presidents' survival in Chile. Drawing on scholarship on university presidents' turnover and on presidential survival from political science, we approach universities as political entities in which actors compete for power and office. Using an original dataset, we quantitatively analyze 236 presidents from 60 different Chilean universities between 1990 and 2019 to determine why some presidents stay in office while other involuntarily steps down. Our results show that survival is chiefly explained by the university's level of institutionalization (accreditation and year of foundation), whether it is public (state-owned) or private, and the frequency of street protests against presidents.

Merle, P. (2021). ***Parlons école en 30 questions*** (2ème édition). Consulté à l'adresse https://www.vie-publique.fr/catalogue/23415-parlons-ecole-en-30-questions
Missions, organisation, acteurs, bilans des différentes réformes, questions de société... Dans cette nouvelle édition, toutes les réformes en cours du système scolaire depuis

l'élection d'Emmanuel Macron (primaire, collège, baccalauréat, accès à l'université, etc.) sont abordées...

Munusamy, M. M., & Hashim, A. (2021). **An analysis of the ASEM Education Process and its role in higher education**. *European Journal of Education*, *56*(3), 468-481. https://doi.org/10.1111/ejed.12462
Worldwide, there is a pressing need for nations to seriously enhance the international dimension in higher education through international cooperation to stay competitive in a globalised higher education system. The Asia-Europe Meeting (ASEM) is an inter-governmental organisation formed in 1996. Since then, it has been actively involved in higher education programmes around the globe. The sixth ASEM Summit (2006) underlined the importance of multidimensional dialogue and cooperation in education. This led to the official formation of the ASEM Education Process (AEP) in 2008 and the inauguration of a recurring meeting of ministers with a focus on higher education. Also, more than 120 ASEM education meetings at political and stakeholder levels have been conducted. This article analyses the processes involved in embedding higher education in the AEP and assesses the prospects of intensifying the role of the AEP in ASEM higher education. The data were collected from participant observations, semi-structured interviews and an analysis of ASEM education policy documents and reports. Our findings highlight the AEP's role in setting the agenda for making higher education a fundamental priority of Asia-Europe cooperation. AEP offers numerous opportunities for ASEM partners to enhance the visibility of their higher education system. The creation of the right platform for all relevant parties to be involved in the development of ASEM education cooperation is vital. Thus, commitment from ASEM education partners and stakeholders is imperative in enriching the AEP and enabling continuous progress in higher education between Asia and Europe.

Mwantimwa, K. (2021). **What motivates students' decisions on programmes to pursue at university level: the role of information and knowledge**. *Higher Education*, *82*(2), 349-367. https://doi.org/10.1007/s10734-021-00698-4
Decision making is becoming more complex for prospective university students, in both the Global North and Global South. This study explored motivating information and knowledge for students' decision making on programmes to undertake at the university level in Tanzania. The study followed a descriptive design which mixed qualitative and quantitative approaches to explore how information and knowledge helped freshers at the University of Dar es Salaam in making decisions regarding programmes to pursue. The principal finding of the study reveals that extrinsic motivating information and knowledge influence the decision of more students than intrinsic motivating factors. The findings further inform that sources of extrinsic motivating information and knowledge are diverse. According to the findings, students' rational decision making is undermined by the lack of professional and career development programmes. To empower students with the ability to make rational decisions, the introduction of career and professional programmes in secondary schools is necessary.

OCDE. (2021). ***Soutenir les élèves ayant des besoins spécifiques d'éducation: Une priorité stratégique pour l'enseignement primaire***. https://doi.org/10.1787/2c72bb6d-fr
Les systèmes d'éducation du monde entier s'efforcent de rendre la salle de classe plus inclusive pour tous les enfants, quelles que soient leur origine et leurs capacités, afin que chacun d'entre eux ait les mêmes chances de bénéficier d'un apprentissage de qualité.

Il est devenu essentiel d'intégrer les élèves ayant des besoins spécifiques dans l'enseignement formel classique, et ces derniers sont de plus en plus nombreux à fréquenter des établissements et des classes ordinaires dans l'enseignement primaire. Les classes inclusives posent toutefois des exigences plus nombreuses et spécifiques aux enseignants. Les données de TALIS 2018 nous alertent sur le besoin urgent de soutenir les enseignants en charge d'élèves ayant des besoins spécifiques dans les établissements primaires. Soutenir les élèves ayant des besoins spécifiques constitue une priorité stratégique pour les chefs d'établissement et les enseignants à ce niveau d'enseignement. Le fait que les enseignants doivent adapter leurs cours pour soutenir ces élèves représente pour eux une source de stress particulière, et les enseignants sont nombreux à demander une formation complémentaire pour les aider à enseigner aux enfants ayant des besoins spécifiques.

OECD. (2021). ***Vocational Education and Training in Thailand***. https://doi.org/10.1787/cc20bf6d-en

OECD & United Nations Children's Fund. (2021). ***Education in Eastern Europe and Central Asia: Findings from PISA***. https://doi.org/10.1787/ebeeb179-en

Parker, P., Dicke, T., Guo, J., Basarkod, G., & Marsh, H. (2021). **Ability Stratification Predicts the Size of the Big-Fish-Little-Pond Effect**. *Educational Researcher*, *50*(6), 334-344. https://doi.org/10.3102/0013189X20986176
Understanding how children's broader context influences their development is critical if we are to develop policies that help them flourish. Combining sociological, economic, and psychological literature, we argue that ability stratification—the degree to which children of similar levels of ability are schooled together—influences a child's academic self-concept. This is because countries with more ability stratification should have larger Big-Fish-Little-Pond Effects (the negative effect of school average achievement on academic self-concept). We used four cycles of the Trends in International Math and Science Study to test the hypothesis that more country-level ability stratification is associated with larger country-level Big-Fish-Little-Pond Effects for math self-concept. Findings strongly support this hypothesis. Our findings have implications for school system design and policy.

Pashiardis, P., & Johansson, O. (2021). **Successful and effective schools: Bridging the gap**. *Educational Management Administration & Leadership*, *49*(5), 690-707. https://doi.org/10.1177/1741143220932585
The main purpose of this paper is to examine perspectives of successful and effective leadership as well as successful and effective schools in an effort to uncover the governance interventions which produce one or the other characterization. This examination is undertaken through the utilization of two guiding frameworks: the Pashiardis-Brauckmann Holistic Leadership Framework and the Bredeson and Johansson framework for principals' functions. Additionally, views on success and effectiveness from around the world are utilized. Following this, in this theoretically focused paper we make the argument that successful schools institutionalize the right processes in order to achieve and sustain the desired results and thus become effective. Then, in an effort to bring context into the equation, we discuss what the context is for each education system and student and if schools can make up for the deficiencies of a student's individual context. We end our discussion by stressing the fact that researchers, through

their work, can inspire teachers and principals with their (often) simple descriptions of complex school improvement processes. These descriptions have a profound effect on the applied pedagogical work in schools, which is sometimes more influential than national policy decisions and educational reforms.

Poizat, D. (2021, septembre 8). **Débat : Comment repenser les comparaisons internationales en éducation ?** Consulté 9 septembre 2021, à l'adresse The Conversation website: http://theconversation.com/debat-comment-repenser-les-comparaisons-internationales-en-education-163559
On dispose aujourd'hui d'indicateurs chiffrés et d'enquêtes internationales pour situer les performances des systèmes éducatifs. Mais cette approche n'est-elle pas réductrice ?

Poole, A. (2021). ***International Teachers' Lived Experiences: Examining Internationalised Schooling in Shanghai***. https://doi.org/10.1007/978-3-030-78686-1
This book explores the emerging and under-researched phenomenon of internationalised schooling in China. It focuses on a group of "accidental" teachers who fell into teaching through happenstance or necessity, a group of teachers increasingly seeking refuge in Chinese Internationalised Schools. Chinese Internationalised Schools cater to an affluent middle class in China, offering some form of international curriculum which is taught by host country Chinese nationals and expatriate teachers. Chapters focus on three dimensions of teachers' lived experiences of working in these schools: the intercultural, which explores teachers' negotiations of intercultural teacher identities; the precarious, which highlights the struggles they might face at work; and the resilient, which illustrates how teachers survive—and even thrive—in the position. The author identifies a complex interplay between surviving and thriving, giving rise to the concept of "sur-thrival."

Priolet, M. (2021). ***L'école à Mayotte***. Consulté à l'adresse https://www.editions-harmattan.fr/livre-l_ecole_a_mayotte_approches_plurielles_maryvonne_priolet-9791033401445-70844.html

Radinger, T., & Boeskens, L. (2021). ***More time at school: Lessons from case studies and research on extended school days*** (OECD Education Working Papers N° 252). https://doi.org/10.1787/1f50c70d-en

Ramia, G. (2021). **Crises in international education, and government responses: a comparative analysis of racial discrimination and violence towards international students**. *Higher Education*, *82*(3), 599-613. https://doi.org/10.1007/s10734-021-00684-w
Crises affect international students' overseas experiences, but crisis theory is rarely considered in international education studies. This article provides a comparative study of two countries, using a 'most similar cases' research design, to analyse host-nation government responses to crisis situations. The two countries are Australia and New Zealand. The crisis in each case relates to racial discrimination and violence against international students. The article finds that Australia and New Zealand each had a 'long-shadow crisis'. Yet, Australia's governmental response was more systematic and comprehensive, mainly because of the formation of a pro-action 'advocacy coalition' which was formed in the context of a federal political system. The article discusses key implications for international education studies, highlighting that governmental structures

matter in crisis response, and that crisis theory is important to interpreting policy challenges, especially in the era of COVID-19.

Reyes, V. C. (2021). **Clipped wings: School leaders' identities in ICT-enriched education landscapes – a narrative inquiry**. *Educational Management Administration & Leadership*, *49*(5), 807-823. https://doi.org/10.1177/1741143220918257
This qualitative research inquiry explores how school leaders shape their identities while navigating incessant and seemingly endless school transformations. The central questions addressed are the following: how do school leaders make sense of their identities in rapid periods of reform? And how do they view themselves in new educational landscapes? An exploratory case study of four target schools that took part in policy reform initiatives directed at the ubiquitous use of Information Communication and Technology was undertaken for this inquiry. Using narrative inquiry as an analytical frame for the focus group discussions interviews and field notes, this inquiry investigates and builds emerging explanations to school leaders' sense-making in periods of reform.

Schudde, L., Jabbar, H., Epstein, E., & Yucel, E. (2021). **Students' Sense Making of Higher Education Policies During the Vertical Transfer Process**. *American Educational Research Journal*, *58*(5), 921-953. https://doi.org/10.3102/00028312211003050
More than a third of students enter higher education at a community college; most aim to earn a baccalaureate. Drawing on sense-making theory and longitudinal qualitative data, we examined how community college students interpret state transfer policies and how their interpretations influence subsequent behavior. Data from 3 years of interviews revealed how students adjudicate between multiple intersecting policies. The higher education context, where institutions provided competing signals about policies, left students to navigate complex messages to achieve their transfer goals. Students' approaches to understanding transfer policies primarily followed one of two patterns: adopting policy signals as step-by-step procedures or adapting and combining policy signals to create a customized transfer pathway. Both approaches had important implications for students' transfer outcomes.

Scott, P. (2021). **After Trow—mass higher education to high participation systems**. *Higher Education*, *82*(2), 453-458. https://doi.org/10.1007/s10734-021-00715-6

Silvernail, K. D., Graso, M., Salvador, R. O., & Miller, J. K. (2021). **Perceived fairness of faculty governance: a study of 51 countries**. *Higher Education*, *82*(3), 615-633. https://doi.org/10.1007/s10734-021-00708-5
The present research considers the possibility that guidelines emphasizing academic freedom and faculty self-governance (i.e., those articulated by AAUP and UNESCO) might compete against national norms in shaping faculty fairness perceptions of institutional policies. We investigate the extent to which expectations of academic freedom and faculty self-governance are universal across countries. Grounding our hypotheses in tenets of organizational justice, we assess faculty's perceptions of academic freedom, hiring, tenure/contract renewal, promotion, and performance appraisal policies. Survey data were collected from 954 faculty members working at institutions of higher education in 51 countries. Results suggest that institutional policies that comply with academic freedom and faculty self-governance guidelines are perceived as fairer than policies that do not comply. Furthermore, the strength of the relationships between fairness and academic freedom, promotion, and performance

appraisal policies does not differ between countries. However, our findings do indicate country-level differences in the strength of the relationship between fairness and policies regarding hiring and tenure/contract renewal. We discuss the implications of our findings for university policy. Balancing adherence to fair employment practices, respecting academic freedom, and honoring cultural norms require institutes of higher education worldwide to make difficult decisions. Our research suggests that when designing policies and practices related to the recruitment, hiring, and promotion of faculty, higher education administrators consider the expectations of academic freedom and faculty self-governance.

Sivilotti, L. (2021, septembre 13). **Devenir étudiant : l'université inclusive, mode d'emploi**. Consulté 15 septembre 2021, à l'adresse The Conversation website: http://theconversation.com/devenir-etudiant-luniversite-inclusive-mode-demploi-163773
Si le passage du lycée à l'université est difficile à gérer pour chaque jeune, il l'est encore plus quand on souffre d'une maladie chronique. Mais des aides existent pour ces étudiants. Explications.

Smith, S. A., Woodhead, E., & Chin-Newman, C. (2021). **Disclosing accommodation needs: exploring experiences of higher education students with disabilities**. *International Journal of Inclusive Education*, *25*(12), 1358-1374. https://doi.org/10.1080/13603116.2019.1610087
Despite increased access, students with disabilities in higher education face barriers and report greater dissatisfaction than peers without disabilities [Mullins and Preyde 2013; Strnadová, Hájková, and Květoňová 2015]. Many U.S. institutions require students to present faculty with documentation prior to receiving academic accommodations; qualitative research indicates that this process of disclosing and requesting accommodations is uncomfortable. The current study sought to identify specific areas of discomfort associated with the accommodation request process and to identify individual differences related to apparentness of condition. One-hundred and fifty-five students from 2 universities responded to a survey addressing disclosing, requesting and using accommodations. Survey results indicated that participants lacked opportunities to privately disclose to faculty and revealed a significant relationship between lack of private disclosure opportunities and increased discomfort. Participants also reported discomfort and disrespectful treatment when disclosing to peers, echoing previous research and underscoring the need for private disclosure opportunities. Students with mental health related nonapparent disabilities reported significantly higher discomfort when disclosing and more negative peer interactions than students with apparent conditions or nonapparent learning difficulties. Findings highlight barriers present in systems that require students to present accommodation documentation and emphasise the role of peers in fostering inclusive environments.

Song, J., Chu, Z., & Xu, Y. (2021). **Policy decoupling in strategic response to the double world-class project: evidence from elite universities in China**. *Higher Education*, *82*(2), 255-272. https://doi.org/10.1007/s10734-020-00642-y
Creating world-class universities (WCUs) has recently become a significant policy and practice in higher education in China under the Double World-Class Project. However, some negative effects have encouraged decoupling from the policy goals. To identify the reasons, we conducted policy document analysis and purposive interviews at three

elite universities, focusing on financial funding, discipline development, and human resources. First, the uneven funding plans by central and local governments shape non-competitive environments for universities, hindering the dynamic adjustment of the Double World-Class Project. Second, universities have closed or merged programs in weak academic disciplines to gain legitimacy and stability in conformance to WCU guidelines. Last, as a result of the unbalanced development of universities in east, middle, and west China, universities in the west are facing a serious brain drain. To achieve a higher level of performance, an increasing number of 'shadow academics' are being recruited by Chinese universities. These decoupling responses and manipulative strategies result from the dominating constituent in WCUs, ambiguity in policy contents, hierarchical control systems in higher education, and uncertain environments for universities.

Souto-Otero, M. (2021). **Validation of non-formal and informal learning in formal education: Covert and overt**. *European Journal of Education*, *56*(3), 365-379. https://doi.org/10.1111/ejed.12464
This article reframes the debate on the validation of non-formal and informal learning by connecting it to the sociology of education and curriculum studies literatures. Building on these literatures, the article differentiates between four types of validation: (a) covert and implicit, (b) covert but embedded, (c) overt and functional and (d) overt and institutional. Based on this classification, I problematise the widespread view that there is little validation in formal education. Instead, I argue, much validation takes place in formal education, but it is mostly covert and goes unnoticed. Validation is a common practice when it contributes to the performance metrics of formal education institutions, when it enables institutions to take credit for learning that occurs outside of them, when the non-formal and informal learning that is validated aligns with their established curricula and when it does not require changes in pedagogy or assessment practices. Validation in formal education is not so much characterised by rejection or disregard as by selectivity and instrumentality.

Spencer, G. (2021). **Off the Beaten Path: Can Statewide Articulation Support Students Transferring in Nonlinear Directions?** *American Educational Research Journal*, *58*(5), 1070-1102. https://doi.org/10.3102/0002831221999782
Students who transfer between colleges risk losing credits and decreasing their chances of degree completion. Despite emerging evidence regarding the effectiveness of articulation agreements to address this challenge, it is unclear if these policies support nonlinear transfer pathways—including lateral transfer between 4-year colleges or reverse transfer to 2-year colleges. I use propensity score weighting to examine a statewide articulation agreement in Ohio that established universal credit acceptance for coursework affecting all transfers. Comparing students who completed universally transferrable courses with those who did not, I find no measurable difference in degree attainment among reverse transfers. But there is a positive association with bachelor's degree attainment among lateral transfers, which the findings suggest is related to academic major persistence.

Stahl, Armstrong, & Hewett. (2021). **Contextualization Models for Community College Reading and Study Strategies: An Integrative Literature Review**. *Community College Journal of Research and Practice*, *45*(10), 735-755. https://doi.org/10.1080/10668926.2020.1785355

In recent years, contextualization has emerged as a buzzword in higher education, and, in community college developmental education contexts in particular. However, it is important to note that contextualization is more than an innovation that is specific to the current developmental education reform movement, as iterations of this concept abound. In this manuscript, we provide an in-depth analysis of the current movement toward contextualization as it has evolved over many years in college reading and study strategy contexts. We begin by providing an overview of the historical background on the construct, as well as contemporary conceptualizations of what is now referred to as contextualization. Next, we describe an extensive integrative literature review on the topic of contextualization of college reading and study strategies, including the results of that review. We close with possible contributions of this review for higher education professionals designing contextualized learning environments.

Sukoco, B. M., Mudzakkir, M. F., Ubaidi, A., Nasih, M., Dipojono, H. K., Ekowati, D., & Tjahjadi, B. (2021). **Stakeholder pressure to obtain world-class status among Indonesian universities**. *Higher Education*, *82*(3), 561-581. https://doi.org/10.1007/s10734-020-00667-3
The growing influence of global rankings drives higher education institutions (HEIs) across the globe to conform to the indicators and implement changes to obtain world-class status. We examine why HEIs in similar institutional environments are structured and processed differently on the ranking issue with different outcomes. By employing a qualitative method, we engaged in a 44-month study period from September 2015 to April 2019. The main data sources were interviews with 75 informants from among the various stakeholders at the Indonesian Top 11 AHEIs (autonomous HEIs) and other available secondary data. The findings show that the factors driving the change initiatives in Indonesian universities can be categorised into institutional and market pressures, respectively. Our findings also indicate that changes to obtain world-class status are highly driven by external stakeholders for the Indonesian AHEIs outside the World University Ranking (WUR) Top 500, while the AHEIs which have entered the Top 500 highly are influenced by the internal stakeholders. We conclude that different stakeholders and pressures determine the differences of change process as well as the outcomes. Therefore, these findings suggest that pressures from external stakeholders are needed for the changes among AHEIs with low-level WUR, while pressures from internal stakeholders are needed to maintain and increase the ranking among high level WUR.

Urdari, C. (2015). ***The impact of performance measurement systems on career management in higher education*** (Phdthesis, Conservatoire national des arts et metiers - CNAM ; Universitatea Babes-Bolyai (Cluj-Napoca, Roumanie). Facultatea de Stiinte Economice si Gestiunea Afacerilor). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03322904
Performance measurement systems impact the higher education field and influence the career management of academics. This dissertation aims to provide some elements in explaining how the academic world has changed and what academics aspire to do in the future. Particular attention is paid to the meaning of university ranking measurements and to the individual perception of the current academic environment. Content analysis of rankings and accreditation systems, observation of higher education institutions (HEIs) and semi-structured interviews with Tenured Professors, Assistant Professors, Lecturer, and PhD candidates were used as a reliable database for the current research.The institutionalization of performance measurement systems plays an important role in the transformation of the academic field. Used intensively in the marketization of HEIs, they

lead to the development of a snowball effect. The proliferation of rankings has pushed forward certain activities performed by HEIs, forcing the transformation of academic practices and the development of image inequalities among different academic career paths. As normative pressure guided institutions to align to international demands, major transformations occurred at the individual level, where faculty members underwent significant change in their understanding of what an academic career meant.The question on how performance measurements impact the academic career management emerged as I observed international rankings and accreditation systems, as well as HEIs actions and academics behavior. My findings corroborate one of the management accounting key concepts, 'you get what you measure', and bring to light the emphasis placed by the academic community on research activities. This dissertation emphasizes the drawbacks of using such measurements in search for standardization of academic activities. In particular, I highlight that the improper use of the current performance indicators lead to several anomalies, such as the obscuration of the pedagogical career, which has lost its status and is now often regarded as a limited and shameful career choice.

Viaud, M.-L. (2021, septembre 14). **Débat : Pourquoi y a-t-il si peu d'écoles alternatives en France ?** Consulté 15 septembre 2021, à l'adresse The Conversation website: http://theconversation.com/debat-pourquoi-y-a-t-il-si-peu-decoles-alternatives-en-france-167387
On parle beaucoup aujourd'hui de la pédagogie Montessori ou de classe dans la nature. Mais si ces approches suscitent la curiosité, peu d'écoles s'en revendiquent encore par rapport à d'autres pays.

Villalba-García, E. (2021). **Validation of non-formal and informal learning: The hero with a thousand faces?** *European Journal of Education*, *56*(3), 351-364. https://doi.org/10.1111/ejed.12468
Validation of non-formal and informal learning has been gaining political momentum in Europe within the implementation of lifelong learning policies since the early 2000s. Policy documents claim a variety of education, socio-political and economic benefits from the implementation of validation, making validation a hero for lifelong learning. This article discusses the concept of validation of non-formal and informal learning and provides an overview of the different faces and interpretations of validation. Starting with the terminology, the article discusses related terms such as recognition, prior learning, assessment, accreditation or certification and their different connotations. Principles and aspects that characterise the current use of validation as a policy priority in Europe are presented. The article highlights the major themes on validation and their implications for policy and research.

Wills, G., & van der Berg, S. (2021). **Measuring school leadership and management and linkages with literacy: Evidence from rural and township primary schools in South Africa**. *Educational Management Administration & Leadership*, *49*(5), 708-731. https://doi.org/10.1177/1741143220915923
This paper describes a process to develop and trial new metrics in South Africa to quantify school leadership and management practices or processes that are considered theoretically related to literacy outcomes. The predictive validity of these measures is assessed in challenging contexts, including 60 township and rural primary schools in South Africa. We observe a randomness to how better leadership and management practices

are distributed across better and worse performing schools. Regression analyses confirm weak and inconsistent linkages between measured leadership and management dimensions and literacy outcomes across the sample. However, we find evidence of stronger linkages with intermediate outcomes, including monitoring curriculum coverage. This research contributes to a burgeoning, yet underdeveloped literature on educational management and leadership in Africa and the challenges of measurement in this context.

World University Rankings. (2021, août 25). Consulté 15 septembre 2021, à l'adresse Times Higher Education (THE) website: https://www.timeshighereducation.com/world-university-rankings/2022/world-ranking
The Times Higher Education World University Rankings 2022 include more than 1,600 universities across 99 countries and territories, making them the largest and most diverse university rankings to date

XETHALI, A. (2021). ***Adult education and training in Europe: Building inclusive pathways to skills and qualifications***. Consulté à l'adresse Eurydice website: https://eacea.ec.europa.eu/national-policies/eurydice/node/11855_en
This Eurydice report focuses on adult education and training in Europe. It investigates current approaches to promoting lifelong learning, with a particular emphasis on policies and measures supporting adults with low levels of skills and qualifications to access learning opportunities. Starting with a range of quantitative indicators related to adult education and training (Chapter 1), the report examines national arrangements for coordinating adult learning policies and measures (Chapter 2). It then provides a cross-country overview of publicly subsidised programmes that seek to provide opportunities for adults to upgrade their skills and qualifications (Chapter 3). The report also addresses the question of financial support, paying particular attention to the financial incentives for groups with low qualification levels (Chapter 4). Approaches to achieving flexible learning pathways constitute another area of investigation (Chapter 5). This is followed by an analysis of arrangements for the recognition and validation of non-formal and informal learning (Chapter 6). The report finally looks at the extent to which awareness-raising and outreach actions (Chapter 7) and guidance services (Chapter 8) underpin the available learning provision. The report's prime source is the policy information collected from Eurydice National Units, representing 42 education and training systems across 37 European countries. These data have been complemented with qualitative and quantitative data provided by other organisations, including Cedefop, Eurostat and the OECD.

Xu, D., Solanki, S., & Fink, J. (2021). **College Acceleration for All? Mapping Racial Gaps in Advanced Placement and Dual Enrollment Participation**. *American Educational Research Journal*, *58*(5), 954-992. https://doi.org/10.3102/0002831221991138
This article documents the patterns of White-Black and White-Hispanic enrollment gaps in Advanced Placement (AP) and Dual Enrollment (DE) programs across thousands of school districts in the United States by merging several data sources. We show that the vast majority of districts have racial enrollment gaps in both programs, with wider gaps in AP than DE. Results from fractional regression models indicate that geographic variations in these gaps can be explained by both local and state factors. We also find that district-level resources and state policies that provide greater access to AP and DE are also associated with wider racial enrollment gaps, implying that greater resources may

engender racial disparity without adequate efforts to provide equitable access and support for minority students.

Zhang, S., Bowers, A. J., & Mao, Y. (2021). **Authentic leadership and teachers' voice behaviour: The mediating role of psychological empowerment and moderating role of interpersonal trust**. *Educational Management Administration & Leadership*, *49*(5), 768-785. https://doi.org/10.1177/1741143220915925
Teachers' voice behaviour plays a critical role in school reform by providing constructive suggestions to promote teaching, students' learning and school management. This study investigates how and under what conditions principals' authentic leadership contributes to teachers' voice behaviour. Data collected from 982 teachers in 38 primary schools in mainland China were analysed using regression analysis and bootstrapping tests. The research tested a moderated mediation model of authentic leadership effects on teachers' voice behaviour in which teacher psychological empowerment was included as the mediator and interpersonal trust as the moderator. The results affirmed the partial mediation model, finding significant direct and indirect effects of principals' authentic leadership on teachers' voice behaviour. Moreover, interpersonal trust positively moderated the relationship between psychological empowerment and teachers' voice behaviour, and also strengthened the whole mediating mechanism. When teachers perceived a higher level of interpersonal trust, the effects of principals' authentic leadership on teachers' voice behaviour were stronger than for counterparts who perceived a low level of interpersonal trust. Our discussion highlights the benefits of understanding the impact of authentic leadership on teachers' voice behaviour in relation to interpersonal trust and their psychological empowerment and indicates how teachers can play a role in implementing the perceived situation practically.

Pratiques enseignantes

Abboud, M., & Rogalski, J. (2021). **Open Dynamic Situations of Classroom Use of Digital Technologies: Investigating Teachers' Interventions**. *Canadian Journal of Science, Mathematics and Technology Education*, *21*(2), 424-440. https://doi.org/10.1007/s42330-021-00151-9

Bartanen, B., & Kwok, A. (2021). **Examining Clinical Teaching Observation Scores as a Measure of Preservice Teacher Quality**. *American Educational Research Journal*, *58*(5), 887-920. https://doi.org/10.3102/0002831221990359
We draw on rich longitudinal data from one of the largest teacher education programs in Texas to examine the properties of rubric-based observational evaluations of preservice teachers (PSTs) during clinical teaching. Using a variance decomposition approach, we find that little of the variation in observation scores is attributable to actual differences between PSTs. Instead, differences in scores largely reflect differences in the rating standards of field supervisors. Men and PSTs of color receive systematically lower scores, as do PSTs in lower-income and rural placement schools. Finally, higher-scoring PSTs are slightly more likely to become employed as K–12 public school teachers and substantially more likely to be hired at the same school as their clinical teaching placement.

Benetti, A. C., D'Addona, C., & Dechamboux, L. (2021). **Les dilemmes de l'éthique au cœur des pratiques de différenciation**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14740
Dans une politique scolaire de l'inclusion, les enseignants de l'école primaire genevoise prennent en compte les différences des élèves afin que ces derniers soient mis dans les situations d'apprentissage les plus fécondes. L'objectif de cette recherche vise à comprendre le jugement professionnel dans les pratiques de différenciation ainsi que les valeurs qui les sous-tendent dans ce travail. Il s'agit d'une recherche qualitative inductive par « théorie ancrée » à partir d'entretiens compréhensifs, semi-directifs sur les pratiques déclarées de différenciation de dix enseignants. Par une analyse du contenu, des régularités et des variations de la pratique enseignante, nous constatons que les professionnels font face à des dilemmes liés à la complexité de la différenciation et tentent de maintenir plusieurs équilibres dans leur pratique: a. entre les prescriptions institutionnelles et les pratiques réelles ; b. entre les variations dans la composition d'une classe d'une année sur l'autre ; c. entre l'articulation de l'enseignement simultané ou l'intervention sur mesure ; d. entre les besoins de chacun et les besoins d'appartenir à un collectif, e. entre l'accompagnement et la dévolution ; f. entre l'égalité et l'équité.

Biémar, S., Corfdir, A., & Libert, A. (2021). **La présence d'un enseignant supplémentaire comme opportunité pour développer la différenciation et le travail collaboratif : le cas d'un projet pilote au sein du cycle 5-8 ans**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14715
La Fédération Wallonie Bruxelles de Belgique est engagée dans une réforme visant notamment à développer la différenciation en mettant en place un accompagnement personnalisé. Pour ce faire, un enseignant supplémentaire est détaché pour quelques heures dans chaque classe. Le présent article relate l'expérience pilote menée avec 10 écoles dans les classes d'âge de 5 à 8 ans. Son objectif est de documenter l'évolution des représentations véhiculées par les enseignants à propos de la différenciation et de la collaboration en regard des pratiques rapportées. Deux questionnaires ont été soumis aux enseignants à une année d'intervalle. L'analyse des données a mis en évidence un élargissement des conceptions véhiculées à propos des élèves. La présence d'une personne supplémentaire semble soutenir le développement d'une dynamique collaborative et des pratiques de différenciation. Au terme de nos investigations, nous relevons que la représentation du temps de travail enseignant n'intègre pas le travail collectif, perçu comme un surplus de travail.

Couchepin, C. T. (2021). **Les régulations interactives et l'engagement des élèves : des soutiens à l'apprentissage**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14739
Confrontés à une production écrite, les élèves développent des capacités qu'il s'agit de mettre ici en lien avec les régulations interactives et les outils proposés par les enseignants. En partant des résultats des élèves pour remonter aux pratiques professionnelles, l'analyse multifocale des données révèle des progressions significatives de tous élèves. Elle met en évidence le langage et les significations partagées dans la classe pour soutenir les apprentissages.

Di Tommaso, M. L., Contini, D., De Rosa, D., & Piazzalunga, D. (2020). **Tackling the Gender Gap in Math with Active Learning Teaching Practices**. In *Department of Economics and*

Statistics Cognetti de Martiis. Working Papers (N° 202016). Consulté à l'adresse University of Turin website: https://ideas.repec.org/p/uto/dipeco/202016.html
We design an innovative teaching method that aims to narrow the Gender Gap in Mathematics (GGM) in primary school and we evaluate its impact in grade 3 in Italy. The teaching methodology consists of 15 hours of math laboratories, which focus on peer interaction, sharing of ideas, students'engagement, problem solving, and problem posing. The causal effect is evaluated using a randomized controlled trial, conducted in the province of Torino, involving 50 third grade classes in 25 schools, and 1044 students. The treatment significantly improves math performance for girls (0.15 s.d.), with no impact on boys, contributing to reduce the gender gap in math by 39.5-46.2%. The results indicate that properly designed innovative methodologies have the potential to reduce the gender gap in math and call for further research on the role of teaching methodologies on math learning.

Dubé, F., Dufour, F., Cloutier, É., & Paviel, M.-J. (2021). **Coenseignement orthopédagogue-enseignant : collaborer et coplanifier pour soutenir la différenciation pédagogique au primaire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14680
Ce texte présente des résultats d'une étude menée dans trois écoles primaires québécoises où des orthopédagogues et des enseignants titulaires de classe ont expérimenté le coenseignement pour soutenir la différenciation pédagogique dans des classes regroupant des élèves ayant des besoins d'apprentissage diversifiés. Les dyades de coenseignants ont planifié et animé des situations pédagogiques en vue de soutenir les apprentissages de tous dans une visée inclusive. Ils ont pu réajuster leur enseignement en portant attention à l'identification des besoins prioritaires des élèves dans un contexte où le rôle de l'orthopédagogue peut être envisagé différemment, en se centrant sur la réussite de tous, en classe.

Dulfer, N., & Akhlaghi Koopaei, F. (2021). **Moving from Feedback to Feedforward in IBDP classrooms**. *Journal of Research in International Education*, *20*(2), 101-113. https://doi.org/10.1177/14752409211032528
There is widespread acceptance of the positive impact of constructive feedback on students' learning progress. However, few studies investigate the role of feedforward in high-stakes learning environments. This research explores feedback and feedforward practices in International Baccalaureate Diploma Programme classrooms in Hong Kong and Australia. The article analyses 18 teachers' practices and perceptions about feedback and feedforward. The teachers' perceptions on feedforward were analysed using a survey and semi-structured interviews, while their teaching practices were evaluated using a lesson observation instrument. Results indicated that participants were aware of the importance of providing feedforward techniques and tools in the classroom to support students in closing the gaps between their current performance and desired performance. Not all teachers, however, incorporated feedforward in all their lessons as a learning tool or differentiation strategy to enhance students' learning experience and assessment outcomes.

Fisher, D. (2021). **Educational Leadership and the Impact of Societal Culture on Effective Practices**. *Journal of Research in International Education*, *20*(2), 134-153. https://doi.org/10.1177/14752409211032531

Research into what is effective leadership in different cultures provides guidance for leaders moving from one culture to another (House et al, 2014). There is a paucity of empirical research into how culture impacts effective educational leadership in culturally diverse communities, which provides the direction and focus for this study. The cultural backgrounds of staff can impact what they expect about i) how leaders communicate, ii) what actions help build trust and collaboration and iii) how decisions can or should be made (Hofstede, 1991; Meyer, 2014). This study analyses the extent to which school leaders adapt their behaviours in response to the cultures of their staff. Findings suggest that leaders in schools do adapt their actions, most often using different communication styles but also methods of building collaboration and trust, and decision-making structures. Culture impacts what are effective leadership practices (Dorfman et al, 2012) and educational leaders need to understand these potential impacts if they work in culturally diverse communities. This is important to consider for school leaders and leadership preparation programmes.

Greenhalgh, S. P., Rosenberg, J. M., & Russell, A. (2021). **The influence of policy and context on teachers' social media use**. *British Journal of Educational Technology*, *52*(5), 2020-2037. https://doi.org/10.1111/bjet.13096
Research on teachers' use of social media has typically assumed that it is a) driven by a need for professional learning and b) best understood in terms of individual motivations. In this study, we use a dataset of nearly 600,000 tweets posted to one or more of 48 Regional Educational Twitter Hashtags associated with 44 U.S. states. To explore the influence of local contextual factors on hashtag- and account-level activity in these hashtags, we use an analytic approach heretofore uncommon in social media-focussed education research: generalised linear and multilevel modelling. At the hashtag level, higher numbers of teachers within a state, proportions of students receiving subsidised meals, student-to-teacher ratios, and amounts of state spending per child are associated with more activity within a regional hashtag; by contrast, more left-leaning state governments and citizenries are associated with less activity. At the account level, more experienced accounts and accounts in more right-leaning states contribute more tweets to these hashtags. These findings reinforce established understandings of Twitter as a site for teacher learning; however, they also underline the importance of acknowledging other important purposes of teachers' Twitter use, including receiving emotional support and engaging in activism. Practitioner notes What is already known about this topic Many teachers use Twitter (and other social media platforms) for professional purposes. Teachers have identified professional learning—among other purposes—as motivating their use of Twitter. Regional Educational Twitter Hashtags are diverse learning spaces for teachers and other education stakeholders. What this paper adds Local context and policy factors help influence teachers' use of Twitter. Teachers may turn to Twitter because of a lack of emotional or political support—not just a lack of material support or professional development opportunities. Individual and idiosyncratic factors remain important in explaining teachers' engagement with social media. Implications for practice and/or policy Informal spaces like social media may supplement formal support mechanisms for teachers. Teachers' use of social media may help administrators and policymakers identify existing gaps to be repaired in those formal support mechanisms. Support for teachers should be conceived holistically and include emotional and political support.

Guyet, D., & Rinaudo, J.-L. (2021). **Le patient : le tiers impensé dans l'apprentissage du raisonnement clinique**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14075
Dans le cadre de « la réingénierie » des études de kinésithérapie, il est cherché à comprendre la situation de transmission-apprentissage du raisonnement clinique d'un étudiant et de son tuteur en situation de stage, lors de la première rencontre du patient. Celle-ci est considérée comme une situation problématique dans les métiers du lien. En prenant appui sur le triangle pédagogique de Houssaye (2014) et le quadrilatère de Lescouarch (2018), une analyse des interactions de tutelle et d'étayage est réalisée. La démarche utilisée s'inscrit dans le champ de la didactique des savoirs professionnels. La méthodologie d'enquête mise en œuvre comporte des enregistrements de séances de soin. Les propos sont fondés sur l'analyse des données de cinq triades patient/tuteur/étudiant. L'analyse permet une modélisation en pyramide, plaçant le patient comme un tiers médiateur. Il endosse plusieurs rôles selon l'étayage et la posture pédagogique qu'il adopte. Sa place dans cet apprentissage semble être un impensé de la formation.

Housni, S., Dumont, M., Piret, G., Kumps, A., Temperman, G., & Lièvre, B. D. (2021). **La collaboration entre équipes professionnelles et la différenciation des apprentissages : état des lieux d'un accompagnement des enseignants**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14675
En Belgique francophone, le "Pacte pour un Enseignement d'Excellence" vise à réformer l'enseignement. Un projet pilote visant à accompagner les enseignants prenant en charge la différenciation des apprentissages de la lecture et de l'écriture a été mené. Une modalité a été privilégiée : le coenseignement. Cet article détaille les modalités d'accompagnement d'enseignants de 10 écoles visant le développement des pratiques professionnelles et se basant sur les besoins identifiés par les enseignants. Nos résultats montrent qu'en outillant les enseignants par des fiches diffusées au sein d'une communauté d'apprentissage professionnelle, ces derniers ont fait évoluer leurs pratiques de différenciation. Après avoir décrit ces changements, nous les mettons en perspective en nous focalisant sur l'impact du coenseignement dans le développement des pratiques, mais également sur l'importance de la collaboration entre chercheurs et enseignants.

Jarraud, F. (2021, septembre 9). **Les enseignants sont efficaces pour lutter contre le racisme**. Consulté 9 septembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/09/09092021Article637667677470628343.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511705
« Au vu de la place spécifique occupée par l'école dans la perpétuation de l'esprit citoyen, il nous semble pertinent d'interroger le rôle qu'elle peut jouer en termes de déconstruction des préjugés et des idées stéréotypées envers les minorités immigrées », écrivent Alessandro Bergamaschi, Catherine Blaya, Jimmy Stef et Francesco Arcidiacono dans un article publié par la Revue suisse des sciences de l'éducation n°43. Alors que la famille joue un rôle important dans la diffusion des préjugés racistes, l'Ecole peut elle aller contre ? Les auteurs ont interrogé près de 3000 lycéens et collégiens de la région PACA (par tirage au sort). Ils montrent que les préjugés sont plus forts chez les jeunes qui n'ont pas confiance dans l'institution scolaire. Inversement « plus les élèves ont le sentiment que leurs enseignant·e·s abordent en cours les questions en lien le racisme, les

discriminations et la diversité, plus leurs préjugés flagrants et voilés envers les minorités immigrées baissent ». Il y a donc bien un effet enseignant en ce domaine capable d'influer sur les préjugés familiaux.

Jeannin, L., Serres, G., Roblès, C., Tichit, A., & Hamon, L. (2021). ***Le développement professionnel d'enseignants porteurs d'innovation pédagogique dans une université française : Y-a-t-il eu transformation ? (Working Paper)***. Consulté à l'adresse https://hal.uca.fr/hal-03340902
Nous analysons l'expérience d'enseignants porteurs d'un projet d'innovation pédagogique à l'université afin de mieux comprendre leur vécu et leur éventuel sentiment de transformation à la suite du projet. Une enquête par questionnaire a été réalisée auprès de 21 enseignants porteurs d'un projet d'innovation pédagogique sur la période 2018-2020 dans une université française. Les résultats, produits selon une approche mixte (analyse thématique et comptage d'occurrences) ont permis de mettre en évidence des ressorts motivationnels tournés vers les besoins du public étudiant, la reconnaissance professionnelle ou la réalisation de soi. Les enseignants ont décrit des facteurs positifs et négatifs ayant impacté la réalisation des projets, ainsi qu'un sentiment nuancé de transformation. Si de nombreux enseignants perçoivent une évolution de leurs pratiques, ils ne considèrent pas tous avoir été transformés par le projet.

Jeannin, L., Serres, G., Tichit, A., Roblès, C., & Hamon, L. (2021). ***Les apprentissages professionnels d'enseignants porteurs de projet pédagogique à l'université (Working paper)***. Consulté à l'adresse https://hal.uca.fr/hal-03340951
L'article analyse les apprentissages d'enseignants porteurs de projets d'innovation pédagogique dans une université française. Ces projets sont accompagnés et financés par un programme de transformation pédagogique de l'université soutenu financièrement par le Ministère de l'Enseignement Supérieur français. En analysant les réponses écrites de 21 enseignants, nous cherchons à comprendre dans quelle mesure la situation extraordinaire du projet a été propice aux apprentissages dans un contexte ordinaire de travail. Une méthodologie mixte a été utilisée, fondée sur une double analyse textométrique et thématique afin de faire émerger les représentations qu'ont les enseignants de leur contexte de travail et de documenter leurs apprentissages en termes de changements de pratique ou de conviction pédagogique. Par ailleurs, les résultats mettent en évidence un effet de diffusion des pratiques pédagogiques innovantes et invitent à aborder l'accompagnement des apprentissages professionnels en cherchant un alignement entre les préférences des enseignants, les caractéristiques du projet et les besoins d'apprentissage des étudiants.

Jung, J., Horta, H., Zhang, L., & Postiglione, G. A. (2021). **Factors fostering and hindering research collaboration with doctoral students among academics in Hong Kong**. *Higher Education*, *82*(3), 519-540. https://doi.org/10.1007/s10734-020-00664-6
This study explored factors that influence academics to collaborate in research with their doctoral students. It focused on Hong Kong academics, using data from the Academic Profession in Knowledge Society survey conducted in 2017–2018. The study found that academics' research collaboration with doctoral students is influenced by several factors, including research and teaching styles and institutional conditions. Specifically, those academics whose research agendas were characterised by discovery and collaboration were more likely to report working with their doctoral students, whereas those whose research agendas focused more on convergence were less likely to do so.

The more legislative the academics' teaching style was, the less they collaborated with their doctoral students. Independence in research and institutional expectations of external funding increased the propensity to collaborate with doctoral students. Academics in the humanities were found to collaborate less with their doctoral students than those in other disciplines. The study suggests that the scholarly preference and styles of the academics, as well as their disciplinary and institutional backgrounds, need to be considered to improve research collaboration between academics and their doctoral students.

Liang, W., Liu, S., & Zhao, C. (2021). **Impact of student-supervisor relationship on postgraduate students' subjective well-being: a study based on longitudinal data in China**. *Higher Education*, *82*(2), 273-305. https://doi.org/10.1007/s10734-020-00644-w
This paper explores the relationship between the student-supervisor relationship (SSR) and postgraduate students' subjective well-being. Based on a longitudinal survey of Beijing college students, the present study suggests that in China, the SSR is a supervisor-centred, top-down hierarchical relationship. The reciprocity level of the SSR is positively related to the students' subjective well-being. The trust level of the SSR also has a positive relationship with students' subjective well-being; improving the trust level may also mitigate the possible negative implications of the low level of reciprocity in the relationship. The present study further reveals that it is more difficult for first-generation students to establish sound SSR than non-first-generation students. Additionally, a good SSR is more important for first-generation students' positive well-being. The findings provide implications for educational practices on how to improve postgraduate students' subjective well-being by improving the SSR.

Lortie-Forgues, H., Sio, U. N., & Inglis, M. (2021). **How Should Educational Effects Be Communicated to Teachers?** *Educational Researcher*, *50*(6), 345-354. https://doi.org/10.3102/0013189X20987856
Research findings regarding the effects of educational interventions—typically reported in units of standard deviations (e.g., Cohen's d)—are often translated into more intuitive metrics before being communicated to teachers. However, there is no consensus about the most suitable metric, and no study has systematically examined how teachers respond to the different options. We conducted two preregistered studies addressing this issue. We found that teachers have strong preferences concerning effect size metrics in terms of informativeness, understandability, and helpfulness. These preferences challenge current research reporting recommendations. Most importantly, we found that different metrics induce different perceptions of an intervention's effectiveness—a situation that could cause teachers to have unrealistic expectations about what a given intervention may achieve. Implications for how educational effects should be communicated are discussed.

MESSAOUI, A. (2021). **Teachers designing their lessons: the complex stage of educational resource selection**. In *Textbooks and Educational Media: Perspectives from Subject Education* (p. 279-293). https://doi.org/10.1007/978-3-030-80346-9_23

Metennani, F. E. (2020). ***Analyse des approches d'apprentissage des étudiants universitaires, dans le contexte des formation hybrides*** (Phdthesis, CY Cergy Paris Université). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03327732

Les conduites d'un apprenant peuvent être influencées par des facteurs liés à l'environnement ou à ses propres caractéristiques personnelles, Jézégou, (2014 : 273). Notre travail de recherche est parti de cette lignée de recherche. C'est dans ce sens que, nous nous proposons d'analyser pour comprendre, dans la perspective des effets, la relation entre le dispositif hybride, les approches d'apprentissage et les caractéristiques personnelles des étudiants (le genre et le sentiment d'efficacité personnelle).Notre recherche est expérimentale. Elle permet de déterminer la question de la causalité : si un étudiant procède par telle ou telle approche, cela s'explique par des facteurs liés au dispositif, ou alors par des facteurs liés à ses caractéristiques personnelles.Nous avons pu mener notre étude dans un contexte universitaire de deux pays différents, en Algérie et au Cameroun. Dans le contexte algérien, nous avons pu observer le déroulement d'un cours hybride, pris en charge par un enseignant auprès de 37 étudiants. Pour mieux vérifier la notion de l'effet d'un dispositif hybride, nous avons planifié d'expérimenter ce même cours hybride avec le même enseignant, mais de manière totalement à distance, avec un autre groupe d'étudiants (13 étudiants). Dans le contexte camerounais, nous avons pu observer le déroulement d'un cours hybride, dispensé par un enseignant, auprès de 58 étudiants de trois promotions.Nous avons collecté des données sur les variables, soit par des enregistrements vidéo, soit en récupérant des données à partir de la plateforme Moodle, ou alors par questionnaire et entretiens. La méthode d'analyse est une méthode à la fois quantitative et qualitative.Les résultats de notre recherche révèlent que les étudiants, ont procédé beaucoup plus par une approche en profondeur.Nous avons conclu que l'accompagnement de l'enseignant et l'environnement techno-pédagogique ont un effet sur les approches d'apprentissage des étudiants.Les résultats de notre recherche révèlent également que les étudiants qui ont un fort ou un faible sentiment d'efficacité personnelle ont tous procédé par des approches de traitement en profondeur. Alors, le sentiment d'efficacité personnelle n'a pas un effet sur le choix de telle ou telle approche d'apprentissage. Les résultats indiquent aussi qu'il n'y a aucune relation entre les caractéristiques biologiques des étudiants (le genre) et leurs approches d'apprentissage.

Paquiot-Papet, J., & Cassignol-Bertrand, F. (2021). **La gestion de la sphère travail chez les enseignants du supérieur français. Entre obstacles à surmonter et ressources à capitaliser, quelles stratégies ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14823
Le but de cette étude est d'appréhender la gestion de la sphère travail des enseignants-chercheurs (EC) œuvrant dans le système universitaire français. Cette sphère est définie par la combinaison de trois activités, la recherche, l'enseignement, les responsabilités collectives. Partant de l'idée que les ressources de cette sphère sont limitées, en témoigne une charge de travail perçue et reconnue comme importante, le modèle des activités (Curie et Hajjar, 1987, 2000) a été choisi afin d'aborder l'activité réelle (Leplat et Hoc, 1983 ; Yvon et Clot, 2001) des EC sous l'angle des ressources, contraintes et stratégies de régulation choisies pour parvenir à une possible conciliation entre activités. Une enquête qualitative a été menée auprès de 10 EC. Les résultats montrent que des ressources, propices à la conciliation entre activités existent, tout en signalant l'existence de contraintes conditionnant des stratégies de régulation nombreuses.

Perrin, A.-L., Jury, M., & Desombre, C. (2021). **Are teachers' personal values related to their attitudes toward inclusive education? A correlational study**. *Social Psychology of Education*, *24*(4), 1085. https://doi.org/10.1007/s11218-021-09646-7

Pouzergues, P. (2021, mars). ***Le cours hybride en classe hétérogène : Étude pilote d'un dispositif au service de la pédagogie différenciée dans l'apprentissage des langues***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03333646
Le cours hybride en classe hétérogène : Étude pilote d'un dispositif au service de la pédagogie différenciée dans l'apprentissage des langues Les centres universitaires de FLE soulignent un problème récurrent d'hétérogénéité de niveaux dans certains groupes où l'on peut trouver des apprenant de niveau A1 à B2 dans une même classe. Cette difficulté provoque une frustration de la part des enseignants et des étudiants allant jusqu'à freiner la réussite du parcours universitaire et professionnel de ces derniers.

Rekalde-Rodríguez, I., Barrenechea, J., & Hernandez, Y. (2021). **Ocean I3. Pedagogical Innovation for Sustainability**. *Education Sciences*, *11*(8), 396. https://doi.org/10.3390/educsci11080396
Universities are undertaking transformation projects that align their work with the Sustainable Development Goals. This paper describes how Ocean I3, an educational innovation project that aims to reduce plastic in the sea, has made an impact on its community over its three editions (2018/19 to 2020/21). Methodologically, it has been approached by the people who make up the technical team and academic coordination as an exploratory study using discrete, non-reactive techniques, mainly from the public domain (websites, blogs, press releases, etc.), and instruments, such as field notes and work material to manage, organize, and train within the project. The analytical procedure has represented a dynamic and systematic process of categorisation. The results highlight the repercussion of the project in terms of capstone projects, master's thesis, coursework, etc., produced by the students involved; association with employability; collaborative work from the teaching teams; monitoring experience for research purposes, and social dissemination of the project. It concludes by suggesting lines for Ocean I3 to work on in the future to make its footprint sustainable in institutions over time.

Roy, D. L. (2020). ***L'interdisciplinarité scolaire en question : analyse de l'activité de l'enseignant et des perceptions des élèves en Éducation Physique et Sportive*** (Phdthesis, Université Rennes 2). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03331648
L'objectif de cette thèse est d'analyser, avec une double visée épistémique et transformative, l'activité d'enseignants d'EPS dans des dispositifs interdisciplinaires — leurs actions, focalisations, préoccupations et connaissances typiques — au prisme de la perception des élèves. Ce travail s'inscrit dans le cadre théorique et méthodologique du cours d'action (Theureau, 2004, 2006). Trois dispositifs interdisciplinaires ont été étudiés : un premier, à la croisée de l'EPS, de la technologie et des mathématiques, finalisé par la création d'applications Androïd © ; un second, entre l'EPS et le français au sein duquel les élèves vivent et communiquent sur différents types d'émotions vécues dans des activités de pleine nature et un troisième dans lequel les élèves créent un tutoriel en anglais sur un programme de renforcement musculaire de leur choix. À partir de l'analyse des différentes données recueillies (leçons d'EPS, entretiens d'autoconfrontation et notes ethnographiques), les résultats mettent en évidence (1) les actions, focalisations, préoccupations et connaissances typiques des enseignants lors

des moments transversaux (2) les formes, fonctions et finalités éducatives des croisements disciplinaires mis en œuvre par les enseignants (3) les temporalités de moments transversaux à l'échelle de la leçon et de la séquence d'enseignement et (4) les corrélations et divergences existantes entre les finalités éducatives envisagés par les enseignants d'EPS et leur perception par les élèves. Ces résultats sont discutés au regard des connaissances déjà présentes sur cette thématique dans la littérature scientifique ; mais également selon une visée transformative afin que les enseignants et futurs enseignants souhaitant s'engager dans des dispositifs transversaux puissent trouver des pistes de propositions pour gagner en efficacité dans leurs pratiques quotidiennes.

Spencer, J. (2021). **Understanding EAL: International Secondary School Teachers' Experiences and Attitudes in Ukraine and Eastern Europe**. *Journal of Research in International Education*, *20*(2), 171-186. https://doi.org/10.1177/14752409211033749
This article highlights the need to understand mainstream international secondary school teachers' attitudes to and experiences of accommodating English as an Additional Language (EAL) learners, and what current collaborative relationships there are between mainstream and EAL teachers in terms of co-teaching and co-planning. The article draws on data collected from a questionnaire sent to secondary teachers at an international school in a major city in Ukraine and to other international schools that offer International Baccalaureate programmes in Eastern Europe. The questionnaire investigated English language training in education, attitudes to EAL in mainstream subjects and participants' collaboration with EAL teachers. Further follow-up qualitative data collected from a focus group in the school in Ukraine investigated the topics of competencies, responsibilities and collaboration with respect to EAL in the mainstream classroom. Building on this data, the discussion ultimately focuses on the challenges for mainstream teachers and how collaboration with EAL teachers is often confused and lacks definition in terms of current practice and ways forward. Recommendations for next steps of research are made.

Umansky, I. M., & Dumont, H. (2021). **English Learner Labeling: How English Learner Classification in Kindergarten Shapes Teacher Perceptions of Student Skills and the Moderating Role of Bilingual Instructional Settings**. *American Educational Research Journal*, *58*(5), 993-1031. https://doi.org/10.3102/0002831221997571
Prior research has shown that English learner (EL) classification is consequential for students; however, less is known about how EL classification affects student outcomes. In this study, we examine one hypothesized mechanism: teacher perceptions. Using a national data set (Early Childhood Longitudinal Study—Kindergarten Cohort of 2010–2011 or ECLS-K:2011), we use coarsened exact matching to estimate the effect of kindergarten EL status on teachers' perceptions of students' academic skills. We further explore whether that impact is moderated by instructional setting (bilingual vs. English immersion). We find evidence that EL classification results in lower teacher perceptions. This impact is, however, moderated by bilingual environments. In bilingual classrooms, we do not find evidence that EL classification results in diminished perceptions. This study adds to research on teacher perceptions and the effects of EL classification.

Xiong, Lor, & Lorchueya. (2021). **Understanding Southeast Asian American Male Student Engagement Experiences with Community College Faculty Members**. *Community College Journal of Research and Practice*, *45*(10), 773-777. https://doi.org/10.1080/10668926.2020.1785354

Faculty–student engagement has been found to be important for male students of color success in community colleges. However, there is limited understanding of how Southeast Asian American (SEAA) male students perceive their experiences with community college faculty members. The current study addresses this knowledge gap by examining SEAA male student perceptions (N = 256) of faculty relationship, welcoming engagement, and validation. Findings from this study suggest that SEAA male students had limited access to faculty who employ these practices. Implications for community college practice are discussed.

Relation formation-emploi

Björck, V. (2021). **Taking issue with how the Work-integrated Learning discourse ascribes a dualistic meaning to graduate employability**. *Higher Education*, *82*(2), 307-322. https://doi.org/10.1007/s10734-020-00650-y
Work-integrated Learning (WIL) is renowned for providing a bridge between 'theory' and 'practice' that fosters 'employable graduates'. This study critically argues that the WIL discourse continues to ascribe a dualistic meaning to graduate employability that primarily contributes to creating the so-called theory–practice gap for students. As an argument towards such a conclusion, a genealogical discourse analysis of how the graduate employability idea operates in 87 present and past official documents concerning the Cooperative Education (Co-op) WIL model is used. Two accounts of graduate employability, the antagonistic practice acclaiming account and the harmonious theory and practice account, recur in both the present and past documents. Both accounts contribute to creating the gap, while the latter also contributes to bridging it. The non-dualistic account, which involves knowing that the key to becoming employable is understanding how both research-based and informal theory shape daily occupational work, could be a useful alternative to these accounts. This is because it could encourage students to see how theory is a form of knowledge manifested in, rather than disconnected from, this work. However, the usual WIL design, whereby universities and workplaces outside universities are respectively institutionalised as the places where 'theory' and 'practice' is learnt, is not so much instrumental in spreading this non-dualistic account, but rather implies to students that 'theory' is absent from daily work until they apply it. Thus, I discuss how establishing physical and/or virtual countersites to the usual WIL design could potentially spread this account to students.

Duvekot, R., & Onstenk, J. (2021). **The labour-oriented perspective of validating non-formal and informal learning: Lessons learned from three Dutch case studies**. *European Journal of Education*, *56*(3), 423-438. https://doi.org/10.1111/ejed.12467
Organisations that support employees to take responsibility and ownership for their lifelong learning can reinforce the return on investment in human resources development (HRD). In this way, learning is a process driven by a dialogue on personal development and steered by HRD. The result of this dialogue is mutually beneficial to employers and employees. Based on the reflection of employees in three Dutch cases, an answer was sought to the questions of how the Validation of Non-formal and Informal Learning (VNIL) system fits into the operationalisation of dialogues on personal development within a labour-oriented perspective and what this means for the application of Validation of Non-formal and Informal Learning (VNIL) in the HRD of public and private organisations. The aim is gaining insight into the linkage of personal qualities and development opportunities within public and private organisations. The extent to which organisations

are able to activate dialogues using VNIL not only colours HRD strategies but also results in an open dialogue on and shared ownership of lifelong learning. Both dialogue and shared ownership reinforce the organisation's mission. Lessons learned from Dutch cases highlight available approaches and opportunities for employers and employees when activating the labour-oriented perspective of the VNIL.

Ha, T. M. H. (2021). ***Les configurations de la fonction tutorale : l'exemple de la professionnalisation du métier de traducteur-interprète francophone au Vietnam*** (Phdthesis, Normandie Université). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03335392
Notre travail de recherche interroge la formation au(x) métier(s) de traducteur et d'interprète francophone au Vietnam. Nous assistons actuellement à une évolution du rapport entre l'emploi et la formation dans le domaine. La diversité des offres et l'accroissement du marché des emplois liées à l'activité de traduction intensifient le besoin de formation à ces compétences, dont le statut socio-professionnel reste ambigu. C'est dans ce contexte que la question de la professionnalisation par la voie de l'alternance se pose, une problématique encore nouvelle au Vietnam. Nous choisissons par le présent travail de nous centrer sur la fonction tutorale instituée en milieu professionnel, un des paramètres clés du processus d'apprentissage en situation de travail.Le tutorat, dont l'activité propre est peu formalisée et peu reconnue, s'exerce dans des milieux professionnels diversifiés. Le tutorat peut être collectif ou individuel, assuré dans des entreprises ou organisations, par les professionnels dont le métier principal est différent de ceux de TI, ou par les professionnels indépendants qui travaillent pour leur propre compte. Cette diversité de situations tutorales met en jeu des profils de tuteur, des pratiques tutorales et des apprentissages différents, mais qui permettent tout de même d'en saisir les invariants. Comme résultats de la recherche, nous avons identifié cinq configurations tutorales traversées par trois types de tension qui définissent les rapports de dépendance au sein de ces configurations.

XETHALI, A. (2021). ***Adult education and training in Europe: Building inclusive pathways to skills and qualifications***. Consulté à l'adresse Eurydice website: https://eacea.ec.europa.eu/national-policies/eurydice/node/11855_en
This Eurydice report focuses on adult education and training in Europe. It investigates current approaches to promoting lifelong learning, with a particular emphasis on policies and measures supporting adults with low levels of skills and qualifications to access learning opportunities. Starting with a range of quantitative indicators related to adult education and training (Chapter 1), the report examines national arrangements for coordinating adult learning policies and measures (Chapter 2). It then provides a cross-country overview of publicly subsidised programmes that seek to provide opportunities for adults to upgrade their skills and qualifications (Chapter 3). The report also addresses the question of financial support, paying particular attention to the financial incentives for groups with low qualification levels (Chapter 4). Approaches to achieving flexible learning pathways constitute another area of investigation (Chapter 5). This is followed by an analysis of arrangements for the recognition and validation of non-formal and informal learning (Chapter 6). The report finally looks at the extent to which awareness-raising and outreach actions (Chapter 7) and guidance services (Chapter 8) underpin the available learning provision. The report's prime source is the policy information collected from Eurydice National Units, representing 42 education and training systems across 37 European countries. These data have been complemented with qualitative

and quantitative data provided by other organisations, including Cedefop, Eurostat and the OECD.

Réussite scolaire

Bayón-Calvo, S., Lucas-García, J., & Gómez-García, R. (2021). **An endogenous analysis of early school leaving in Spain: The role of gender and regional inequalities**. *European Journal of Education*, *56*(3), 482-495. https://doi.org/10.1111/ejed.12461
Early school leaving is a major social problem and a socio-political priority in knowledge-based societies, especially in southern European countries that have a tendency for comparatively high dropout rates. The literature has focused strongly on the exogenous factors that cause students to leave school early. Meanwhile, endogenous factors, such as scholastic performance, educational attainment or the holistic needs of students are also important to consider. Early school leaving represents the culmination of a process of disengagement; this article analyses some of the endogenous factors behind it. To this end, we compare early school leaving with educational results from previous stages. We focus on regional and gender inequalities in Spain, where early school leaving rates are the highest in the European Union. The results confirm the correlation between weak scholastic performance and early school leaving. They also reveal that regional and gender imbalances persist.

Edenfield & McBrayer. (2021). **Institutional Conditions that Matter to Community College Students' Success**. *Community College Journal of Research and Practice*, *45*(10), 718-734. https://doi.org/10.1080/10668926.2020.1785353
Based on the shift in higher education from providing access to improving student outcomes, the purpose of this study was to examine institutional conditions community college students perceived as contributing to success in terms of identifying and making progress toward or achieving their educational goals. Institutional conditions were categorized as the campus environment and institutional agents (faculty, staff, and administrators). The study employed a qualitative and explanatory, multiple-case study at Grace Home College (GHC), a pseudonym. GHC is a multi-campus, nonresidential, limited-access state college in the southeastern United States. Data were collected through review of documents, archival data, artifacts, direct and participant observations, and semi-structured one-on-one interviews. Comparisons were made to identify commonalities and differences between aligned processes at two different sites at GHC. The results revealed similar findings at each location in that students identified three themes that addressed their educational goals including institutional characteristics, environment conducive for learning, and meaningful interactions with institutional agents. These findings led to the creation of a new model denoting the hierarchy of meaningful student interactions with institutional agents, which could be used by other institutions as a replicable or modifiable model to attain student success. The results from this study could contribute to the body of literature noting the importance of meaningful relationships that develop over time between students and institutional agents that lead to students' success.

Hatch-Tocaimaza, Mardock-Uman, Garcia, & Rodriguez. (2021). **Charting the Design of Community College Student Success Courses: Uncovering Their Espoused and Enacted Curricula**. *Community College Journal of Research and Practice*, *45*(10), 756-772. https://doi.org/10.1080/10668926.2020.1797598

Community colleges increasingly turn to various types of student success courses for their potential as high-impact practices to foster college completion. Despite commonly held assumptions of what characterizes these interventions, upon close inspection there is an un-scrutinized, circular confounding of their goals and means, which limits the ability of educators to design, deliver, and assess them adequately. In this mixed methods study of 45 community college student success programs across the U.S., we show how a sociocultural perspective helps to clarify the espoused versus enacted curriculum of student success courses and to explain the problematic tendency to continuously expand their curricular scope. Additionally, findings reveal the latent salience that instructors place on developing self-awareness and a college-going identity, notions rarely invoked as justification for student success courses to the same degree as instrumentalist notions of skills, navigation, and career planning valued by the traditional completion agenda discourse.

Katz, J., Sokal, L., & Wu, A. (2021). **Academic achievement of diverse K-12 students in inclusive three-block model classrooms**. *International Journal of Inclusive Education*, *25*(12), 1391-1409. https://doi.org/10.1080/13603116.2019.1613450
The academic achievement of diverse kindergarten to grade 12 students in inclusive classrooms implementing the Three-Block Model (TBM) of universal design for learning was investigated. Fifty-one teachers and 684 of their students, including students with disabilities, students who were English language learners (ELL), and Indigenous students, participated in treatment and control groups. Results indicated significant differences between the two groups on measures of academic achievement, as reflected in a rubric that assessed levels of critical thinking. This was the case for typically developing students as well as those in the three subgroups, with large effect sizes in all cases. These findings suggest that the combination of social and emotional programming with universally designed instruction holds promise for improving the academic achievement of a broad spectrum of learners. Results are discussed in regards to implementation and training needs, and recommendations are made for future research.

Suebang, A. R., & Maingari, D. (2021). **Facteurs socioéconomiques et décrochage des études au premier cycle universitaire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (60). https://doi.org/10.4000/edso.14590
La question du décrochage scolaire au Cameroun n'a jusqu'ici porté que sur les enseignements primaire et secondaire (Ngoufo Yemedi, 2004 ; Noumba, 2008 ; Ntouda Betsogo, 2011). La présente étude s'interroge sur les facteurs pouvant être en relation avec le décrochage des études universitaires dans le pays. Son objectif est donc d'examiner le lien existant entre les facteurs socioéconomiques et le décrochage des études au premier cycle de la FALSH à l'Université de Yaoundé I. L'étude est basée sur un projet de recherche quantitatif faisant appel au questionnaire comme instrument de collecte des données. Les résultats obtenus ont été interprétés à partir de la théorie sociale de Baudelot et Establet (1971) et Mballa Owono (1986) et la théorie économique du capital humain de Becker (1964). Ces résultats montrent l'existence d'une relation entre trois facteurs (niveau d'instruction du père, niveau socioprofessionnel du père, temps passé par l'étudiant dans un emploi rémunéré durant les études par semaine) et le décrochage des études au premier cycle de la FALSH à l'Université de Yaoundé I.

Valeurs

Becchetti-Bizot, C. (2021). **Rapport de la médiatrice de l'éducation nationale et de l'enseignement supérieur - Année 2020 - Favoriser le bien-être pour la réussite de chacun**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3365* [Report]. Consulté à l'adresse Médiateur de l'Éducation nationale et de l'Enseignement supérieur (France) website: http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3366
En 2020, la crise sanitaire a frappé de plein fouet le système éducatif, et particulièrement les publics les plus vulnérables. Elle a creusé les inégalités scolaires, accentué les phénomènes de décrochage, de discrimination ou d'exclusion, et pour certains le sentiment d'isolement et d'éloignement des services publics. Dans ce climat anxiogène, marqué par une recrudescence des conflits et des violences, la santé mentale de nombreux jeunes s'est dégradée, certains manques du système éducatif ont pu se faire cruellement sentir : notamment le manque d'accompagnants, de personnels médico-sociaux, de médecins de prévention ou de psychologues. Durant l'année 2020, les médiateurs, pour l'ensemble du réseau, ont traité près de 19 000 saisines – dont 16 904 reçues en 2020 et 1 896 qui n'avaient pas pu être clôturées en 2019. Le rapport 2020 développe quatre thématiques autour du « bien-être » des élèves, des étudiants et des personnels afin d'assurer la réussite de chacun : Les modalités d'accueil et d'affectation, à l'entrée dans les études et dans la carrière ; L'attention aux conditions de vie et au bien-être des élèves et des étudiants et à leur besoin de bienveillance et d'équité, notamment lors des examens ; La qualité de vie au travail et la reconnaissance de la valeur professionnelle, fondement essentiel du bien-être des personnels ; La prise en considération des situations humaines particulières nécessitant un accompagnement de proximité, à chaque étape de la carrière, jusqu'au départ à la retraite et au-delà.

European Parliament. (2021). **Implementation of citizenship education in the EU. Research paper**. In *http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3371* [Report]. Consulté à l'adresse European Parliament (Transnational) website: http://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2437
The aim of this study was to analyse how EU actions are contributing to the implementation of citizenship education in the EU and its Member States and how the EU can further improve the implementation of citizenship education. Citizenship education has become more important in European Union policy in recent years. In declarations and in general plans for education, citizenship education has gained a more central place. The debates in the EU Member States show that it is not easy to find a consensus on the content and the relevance of citizenship education. It shows that citizenship education is at the heart of nation building and of building the EU. It is about designing possible futures for society and its members and the function of education in it. Curriculum development, exchange of experience and more research should stimulate the development of democratic citizenship education.

Jarraud, F. (2021a, septembre 9). **Les enseignants sont efficaces pour lutter contre le racisme**. Consulté 9 septembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/09/09092021Article637667677470628343.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511705

« Au vu de la place spécifique occupée par l'école dans la perpétuation de l'esprit citoyen, il nous semble pertinent d'interroger le rôle qu'elle peut jouer en termes de déconstruction des préjugés et des idées stéréotypées envers les minorités immigrées », écrivent Alessandro Bergamaschi, Catherine Blaya, Jimmy Stef et Francesco Arcidiacono dans un article publié par la Revue suisse des sciences de l'éducation n°43. Alors que la famille joue un rôle important dans la diffusion des préjugés racistes, l'Ecole peut elle aller contre ? Les auteurs ont interrogé près de 3000 lycéens et collégiens de la région PACA (par tirage au sort). Ils montrent que les préjugés sont plus forts chez les jeunes qui n'ont pas confiance dans l'institution scolaire. Inversement « plus les élèves ont le sentiment que leurs enseignant·e·s abordent en cours les questions en lien le racisme, les discriminations et la diversité, plus leurs préjugés flagrants et voilés envers les minorités immigrées baissent ». Il y a donc bien un effet enseignant en ce domaine capable d'influer sur les préjugés familiaux.

Jarraud, F. (2021b, septembre 14). **Samia Langar : Islam et école en France**. Consulté 15 septembre 2021, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2021/09/14092021Article637671992200973959.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=511795
« Comment en sommes nous arrivés à mettre sur la même ligne un attentat terroriste et le comportement d'un enfant de 12 ans pendant une minute de silence ? » Samia Langar, docteure en sciences de l'éducation et chargée d'enseignement et de recherche à l'université Lyon 2, consacre sa thèse à l'étude de la relation entre les jeunes musulmans français, leurs parents et l'institution scolaire. Avec un objectif : comprendre ce que veut dire le « retour à l'islam » d'une génération dont les parents demandaient une pleine citoyenneté française. Et une méthode : interroger les familles mais aussi les enseignants et chefs d'établissement dans la commune d'où était partie la Marche pour l'égalité : Vénissieux. Les entretiens avec les enseignants réévaluent la réalité de la contestation des disciplines et montrent des enseignants soucieux de la réussite des élèves mais conscients de la réalité des territoires où vivent ces jeunes et où sont implantés leurs établissements. Pour elle, ce retour est surtout un recours fruit d'un déni de reconnaissance par la société française. Relégués dans des écoles sans mixité sociale, ces jeunes se sentent ségrégués jusque dans leur orientation. Pour Samia Longar l'école peut beaucoup pour changer les choses en entrant dans une démarche de reconnaissance et de fabrique du commun. Alors que la parole raciste s'exprime de plus en plus librement dans les médias, cette réflexion est plus que jamais nécessaire.

Ourmi, M. E. (2021). ***Etude de l'effet d'une éducation à la responsabilité sur des compétences supposées antagonistes avec les radicalisations violentes*** (Phdthesis, Université de Limoges). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03330303
La radicalisation continue de s'affirmer en France et dans le monde entier, comme une menace durable et de plus en plus endogène. Cette reconfiguration de la menace n'a pas beaucoup influencé la recherche sur ce phénomène articulée souvent sur la compréhension du phénomène, ses causes, les profils à risque…L'enrôlement de jeunes Français dans le djihadisme et, plus généralement, la montée des extrémismes violents suscite une réponse démocratique, y compris par de la prévention primaire. Cette menace a conduit le gouvernement à élaborer des politiques publiques centrées spécialement sur le repérage et surtout sur des logiques sécuritaires par la mise en place des plans (PLAT) en 2014 et (PART) en 2016, puis le nouveau plan, « Prévenir pour

protéger » en 2018. Les différentes interventions dans ce domaine de la lutte contre les radicalisations violentes (RV) qui ciblent les adultes et les jeunes adultes se font généralement soit dans les prisons soit dans les quartiers vulnérables et impliquent rarement les dimensions émotionnelle et relationnelle. Ce travail s'inscrit donc dans une approche qui essaye de mettre en évidence les aspects les moins considérés dans les différentes initiatives de prévention des RV en proposant des approches centrées sur la solution et non pas sur le problème. En effet nous suggérons une reconsidération des manières habituelles de prévenir les RV centrées sur les aspects de la sécurité, de la justice et de la rationalité, en les complétant avec des approches qui favorisent explicitement les compétences émotionnelles et relationnelles. Il convient de souligner que cette thèse propose de vérifier sur le plan empirique les fondements d'un programme de prévention primaire et son impact réel sur des adultes et jeunes adultes à travers des indicateurs mesurables. Ainsi, le module de culture générale « Initiation à la méditation dans une démarche éthique » enseigné à la faculté de Montpellier a été conçu pour développer ces compétences dans le sens de la responsabilité, considérée dans notre modèle théorique comme étant antagoniste des RV. L'évaluation de son impact par des méthodes quantitatives montre des résultats encourageants et confirme une grande partie de nos hypothèses.