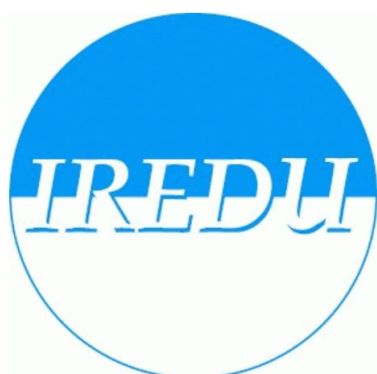


Veille de l'IREDU



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Acquisition de compétences

Baba, S., Laflamme, J., & Rousseau, M. (2021). **Intégrer le développement durable dans les écoles de gestion : réflexion sur les enjeux et approches pédagogiques.** *Phronesis*, 10(4), 9-37. <https://doi.org/10.7202/1083976ar>

L'intégration des enjeux liés au développement durable dans les curriculums en gestion constitue un sujet d'intérêt croissant, d'autant plus que les organisations – les entreprises comme les universités – sont appelées à prendre leur part de responsabilité face aux crises et la nécessité de transformer profondément les modes de vie et les projets de société. Cet article a précisément pour objectif d'explorer les défis et opportunités de la formation en développement durable dans les écoles de gestion. La réflexion développée dans l'article nous permet de suggérer que l'intégration du développement durable dans les écoles de gestion pourrait être conceptualisée comme une trajectoire d'amélioration continue dans le temps.

Beagon, U., Bowe, B., Kövesi, K., Gillet, C., Tabas, B., Nørgaard, B., ... Riitta, L. (2021). **Intellectual Output 1 (IO1): SKILLSFOCUS 2030: A Model of Skills and Attributes needed for Engineers to achieve the SDGs** (Report, TU Dublin ; ENSTA Bretagne ; Aalborg University ; Helsinki Metropolia University of Applied Sciences). Consulté à l'adresse <https://hal-ensta-bretagne.archives-ouvertes.fr/hal-03469439>

This Intellectual Output (IO1) document reports on the outcomes of Activity 1 as part of the A-STEP 2030 (Attracting diverse Talent to the Engineering Professions of 2030) project. This project is an EU Erasmus + project funded under call number 2018-1-FR01-KA203-047854. The document begins by explaining the purpose and aims of the overall research project and more specifically, the research questions associated with Activity 1. Two tasks were completed in order to contribute to this report, the first being a literature review (Tabas, Beagon and Kovesi, 2019) and the second consisting of 12 focus groups (three in France, Ireland, Finland and Denmark), the findings of which are detailed in Beagon et al., (2019). Both reports are available on the project website <https://www.astep2030.eu/en>. The report summarises the outcomes of both studies and presents a model of skills and attitudes required of engineers in the future in order to meet the Sustainable Development Goals (SDGs). The model is presented in tabular form and has three key pillars; Technical skills, Non-Technical Skills and Attitudes. These are further spilt into categories with lists of skills sets under the following terms: Fundamental Technical Skills, Application Skills, Outward Facing – People Orientated Skills, Inward Facing – Ways of Thinking, Worldview and Character and Ethical Orientation. The Model is presented on page 11. The findings present a picture of the future engineer as having a broad worldview, a sound character and a strong ethical orientation. Engineers still need to be taught the technical and application skills required to achieve engineering projects, but non-technical skills will be equally important in their education. Compared to traditional approaches to engineering education, this new approach to engineering places a relatively high value on social values and ways of thinking and the importance of the human and social dimensions in engineering practice.

Berlinski, S., Busso, M., & Giannola, M. (2022). **Helping Struggling Students and Benefiting All: Peer Effects in Primary Education** [CSEF Working Paper]. Consulté à l'adresse Centre for Studies in Economics and Finance (CSEF), University of Naples, Italy website: <https://econpapers.repec.org/paper/sefcsefwp/634.htm>

We exploit the randomized evaluation of a remedying education intervention that improved the reading skills of low-performing third grade students in Colombia, to study whether providing educational support to low-achieving students affects the academic performance of their higher-achieving classmates. We find that the test scores of non-treated children in treatment schools increased by 0.108 of a standard deviation compared to similar children in control schools. We interpret the reduced-form effect on higher-achieving students as a spillover effect within treated schools. We then estimate a linear-in-means model of peer effects, finding that a one-standard-deviation increase in peers' contemporaneous achievement increases individual test scores by 0.679 of a standard deviation. We rule out alternative explanations coming from a reduction in class size. We explore several mechanisms, including teachers' effort, students' misbehavior, and peer-to-peer interactions. Our findings show that policies aimed at improving the bottom of the achievement distribution have the potential to generate social-multiplier effects that benefit all.

Clayette, E. (2021). **Dispositif d'accompagnement pour l'amélioration des compétences écrites en contexte universitaire : enjeux et impact sur les représentations et les pratiques : l'exemple du projet écrit+** (Phdthesis, Université du Maine). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03537222>

Cette thèse de doctorat s'inscrit dans le cadre du projet écrit+, projet national, sélectionné comme Plan d'Investissement d'Avenir 3 (PIA3), volet Nouveaux Coursus Universitaires (NCU). Ce dispositif mutualisé a pour but d'aider les étudiants à développer leurs compétences en français écrit à l'université, tant en compréhension qu'en production. Nos recherches s'intègrent plus précisément dans l'action numéro 5 du projet, en charge de l'analyse d'impact du dispositif, à la croisée du champ de la didactique du français et de l'usage du numérique. La pédagogie universitaire, et plus particulièrement, les dispositifs de formation en lien avec l'amélioration des compétences écrites en tant que facteurs de réussite à l'université sont au coeur de notre étude. Nous explorons deux grands axes à travers les questions suivantes : qu'elles sont les représentations des acteurs impliqués dans ces dispositifs d'accompagnement pour l'amélioration des compétences écrites en contexte universitaire ? Quelles scénarisations pédagogiques sont-elles mises en place et quelle réception cela entraîne-t-il chez les étudiants ? Notre corpus est constitué de questionnaires à destination des enseignants et des étudiants impliqués dans l'ensemble des dispositifs de Le Mans Université, d'entretiens collectifs menés avec les enseignants et des traces informatiques extraites de la plateforme de formation en ligne de type Moodle utilisée dans le cadre de ces enseignements. Nous tentons de proposer, d'après les différents résultats et analyses obtenus, des pistes didactiques en termes d'ingénierie pédagogique et d'accompagnement des enseignants dans ces dispositifs de renforcement des compétences écrites.

Corriveau, A.-M., & Roch, J. (2021). **Analyse comparée de deux stratégies de développement du leadership authentique dans une perspective de développement durable**. *Phronesis*, 10(4), 38-59. <https://doi.org/10.7202/1083977ar>

La mise en oeuvre des objectifs de développement durable force les dirigeants des organisations à développer des capacités cognitives et comportementales pour gérer la complexité qui en découle. Ces capacités peuvent être associées au leadership authentique. Les approches réflexives sont reconnues comme étant prometteuses pour développer ce type de leadership. Elles sont toutefois peu utilisées en contexte de

formation universitaire. Cet article compare deux approches d'apprentissage qui visent le développement du leadership chez des étudiants de niveau maîtrise. Il en ressort que l'apprentissage expérientiel par jeux d'actions collaboratifs contribuerait à développer davantage certaines composantes du leadership authentique que le coaching.

Cuartas, J. (2022). **The effect of spanking on early social-emotional skills.** *Child Development*, 93(1), 180-193. <https://doi.org/10.1111/cdev.13646>

Whether spanking is detrimental for social-emotional (SE) development remains controversial, mostly due to disputes around the internal and external validity of existing evidence. This study examined the effect of spanking on the SE development of Bhutanese children, using a national, longitudinal sample (N = 1377; Mage = 50.5 months old; 50% girls). Following best-practice recommendations for mitigating issues of selection bias in observational developmental research, the study employed conservative methods (i.e., child fixed-effects and lagged-dependent variables) and robustness checks to assess the internal validity of estimates. Across approaches, spanking predicted reductions in SE skills of .09–.17 SD, even after controlling for all time-invariant confounders and baseline levels of SE skills. These findings strengthen the argument that spanking might be harmful to young children's SE development.

Dugue, M. (2021). **Développement des compétences émotionnelles chez les étudiants en formation de santé** (Phdthesis, Normandie Université). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03516487>

Les liens entre le stress et la santé ont fait l'objet d'un grand nombre de recherches, notamment auprès de la population étudiante en formation de santé. En effet, les attentes de l'université peuvent être génératrices de stress et avoir des conséquences néfastes sur la santé physique et mentale des étudiants (e.g., problèmes de sommeil, dépression, troubles du comportement alimentaire, conduites à risques, mauvaise hygiène de vie, etc.) Reconnues comme étant particulièrement exigeantes et stressantes, ces formations ont la particularité de confronter les étudiants à des sources de stress cliniques en plus des sources de stress académiques qui peuvent être rencontrées par tout étudiant. Or, peu de contenus de formation permettent aux étudiants d'apprendre à faire face à ces difficultés. Il paraît donc primordial de préparer les étudiants à s'adapter à l'environnement de travail complexe dans lequel ils évolueront professionnellement en leur fournissant des outils et des savoirs, notamment sur le plan psychologique et émotionnel. Pour cela, le concept d'intelligence émotionnelle semble pertinent. En effet, l'acquisition de compétences intra et interpersonnelles telles que la gestion, l'identification ou l'expression des émotions est essentielle et vecteur de bien-être au travail. Il nous paraît alors évident que l'acquisition de ces compétences puisse trouver sa place au sein des formations de santé. Par ailleurs, des pédagogies dites actives, engageant l'étudiant à réfléchir et à s'adapter en faisant face à des situations réelles, semblent plus efficaces et pourraient être pertinentes, notamment pour l'acquisition de ces compétences émotionnelles. Dans ce cadre, des activités telles que la simulation ou encore l'activité physique semblent être des outils pertinents à utiliser pour mettre à contribution les émotions des étudiants. D'ailleurs, plusieurs études mettent en évidence les bénéfices de ces activités sur le plan psychologique et émotionnel. Cependant, les recherches sur ce domaine restent assez peu développées et les modalités d'intervention assez différentes (i.e., programmes courts axés sur des conférences ou entretiens, ou programmes longs axés sur de la théorie et de la pratique). Ainsi, cette thèse de doctorat vise à démontrer l'influence de

programmes interventionnels sur le niveau d'IE d'étudiants inscrits en formation de santé. Cette recherche consiste à comparer différents programmes d'intervention afin de déterminer les modalités les plus efficaces pour permettre leur inclusion dans la formation.

Felder, A., Caprani, I., & Duemmler, K. (2021). **L'accompagnement de l'apprentissage en entreprise et développement de l'agentivité. Le cas des apprenti-e-s en automatisation en Suisse.** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17010>

Basé sur une recherche qualitative sur l'expérience de formation en entreprise des apprenti-e-s automaticiens en Suisse, l'objectif de cet article est d'étudier la relation entre l'accompagnement en entreprise et le développement de l'agentivité. Quatre cas d'entreprises montrent l'influence de l'accompagnement sur la forme d'agentivité développée. Les apprenti-e-s insérés dans un contexte d'accompagnement avec une relation d'apprentissage forte avec la personne formatrice, une participation expansive à l'activité et des interventions structurantes adaptées, développent l'agentivité directement centrée sur l'optimisation des apprentissages et la prise de responsabilités. Les apprenti-e-s dans un contexte d'accompagnement mal adapté ou insuffisant ont l'impression de ne pas bien apprendre leur métier. Ils et elles développent également une pensée orientée vers l'optimisation des apprentissages, mais leur action reste centrée sur l'amélioration des conditions d'apprentissage.

Filliettaz, L., & Zaouani-Denoux, S. (2021). **Apprendre en situation de travail : développements théoriques, approches méthodologiques et enjeux praxéologiques.** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). Consulté à l'adresse <http://journals.openedition.org/edso/16924>

Nous assistons actuellement à un intérêt renouvelé pour l'apprentissage et la formation en situation de travail, tant de la part des décideurs politiques, des organisations professionnelles que des milieux de la recherche. Cette attention pour l'apprentissage au travail se fonde sur une volonté de consolider les processus d'apprentissage par une articulation forte entre apprendre et agir en même temps et sur le même lieu (Zaouani-Denoux et Mazalon, 2019). Elle conduit à la mise en place de di...

Gedikoglu, M. (2021). **Social and emotional learning.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3476> [Report]. Consulté à l'adresse Education Policy Institute website: <https://epi.org.uk/wp-content/uploads/2021/11/SEL-paper-Nov2021-EPI.pdf>

Social and emotional learning (SEL) is concerned with fostering children's social and emotional skills within educational settings, alongside their academic skills. This can include developing young people's relationships, communication, decision-making, self-esteem and behaviour. SEL can play a central role in helping children to develop the skills for educational success and lifelong wellbeing. As well as supporting pupil re-engagement after school closures, SEL can contribute to reducing the long-standing attainment gap between disadvantaged children and their peers. Despite this, there is no targeting of social, emotional or mental health in the government's education recovery plans or as part of the levelling up agenda. Given the evidence, the government should pursue the following policies: Integrate SEL into the curriculum rather than delivering it in fragmented, one-off sessions. Provide high-quality teacher training and ongoing support to ensure staff feel confident teaching the SEL curriculum and

adapt it for diverse groups of pupils. Schools should take into account the wellbeing of staff as they are more likely to be able to support pupils if their own needs and competencies are addressed. Encourage the adoption of a whole school approach to SEL, in which students have opportunities to apply skills in different situations and observe them being practiced by adults and peers. As part of this, encourage the involvement of students and parents in planning, implementing, and evaluating approaches to SEL. This would also ensure that the needs of diverse groups are considered. Ensure that targeted interventions to support children at particular risk of poor outcomes are accessible. The government must also consider that: Current pressures on schools to achieve higher attainment standards are likely to stand in the way of evidence-based approaches to SEL. Ofsted's new 'personal development' inspection category may help to change this, but, without adequate support for schools in place, could lead to the introduction of superficial and fragmented interventions.

Gizzonio, V., Bazzini, M. C., Marsella, C., Papangelo, P., Rizzolatti, G., & Fabbri-Destro, M. (2022). **Supporting preschoolers' cognitive development: Short- and mid-term effects of fluid reasoning, visuospatial, and motor training.** *Child Development*, 93(1), 134-149. <https://doi.org/10.1111/cdev.13642>

Cognitive abilities are essential to children's overall growth; thus, the implementation of early and effective training interventions is a major challenge for developmental psychologists and teachers. This study explores whether an intervention simultaneously operating on fluid reasoning (FR), visuospatial, narrative, and motor abilities could boost these competencies in a group of Italian preschoolers (N = 108, 54 males 54 females, Age mean = 4.04). FR and visuospatial abilities showed training-related increases at the end of the training and 1-year follow-up (moderate effect size). Interestingly, positive correlations with working memory and mathematical abilities were found. Beyond their scientific relevance, the short- and long-term effects provide fundamental indications for designing and implementing educational programs dedicated to preschoolers.

Hage, M., Rached, P., & Gharib, Y. (2021). **Apprentissages du coach en situation de travail : quelle plus-value en contexte multiculturel libanais ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17525>

Dans le contexte libanais multiculturel, la présente recherche s'intéresse à l'étude du cas d'un coach qui a accompagné cinq chefs d'établissements scolaires sur une année académique et le questionne sur ses apprentissages en situation de travail. Inscrite dans le paradigme socioconstructiviste, elle adopte une approche qualitative basée sur trois entretiens semi-directifs avec le coach ainsi que l'analyse de son journal de bord. Les résultats ont révélé les apports du coaching en termes d'affordances saisies de la relation à l'autre et des ressources de l'environnement, mobilisant des stratégies d'apprentissage et développant un agir professionnel.

Kirkeboen, L. (2021). **School value-added and longterm student outcomes** [Discussion Paper]. Consulté à l'adresse Statistics Norway, Research Department website: <https://econpapers.repec.org/paper/ssbdispap/970.htm>

Several recent studies find that interventions in schools can have important lasting consequences for students, and that schools differ in their contribution to students' learning. However, there is less research investigating how these differences between schools influence longer-term outcomes, especially outside the US. In this paper I study school value-added (VA) in Norwegian compulsory school, where between-school

differences are smaller than in the US. I find that VA indicators are able to predict in-school performance without bias. Furthermore, VA is strongly related to long-term outcomes, and differences between schools in VA correspond to meaningful differences in long-term outcomes. For example, a one standard deviation higher VA correspond to 1.5 percent higher earnings around age 32. Three quasi-experiments using variation from student mobility and changes in neighborhood school assignments indicate that the differences captured by the VA indicators do indeed reflect differences in school quality, rather than unobserved student characteristics. Analysis of teacher grades and exam scores suggest that the former is heavily influenced by relative grading, and that the effect of exam score VA on long-term outcomes reflects the effects of skills acquired in school. In addition to shedding lights on the differences in and mechanisms of school quality, the findings help connect learning outcomes with later labor market outcomes, e.g. for cost-benefit analysis of interventions in schools.

Lamamra, N., & Duc, B. (2021). **Une perspective décentrée sur l'apprentissage en situation de travail : les conditions d'exercice des personnes formatrices en entreprise.** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17040>

L'article s'intéresse à l'apprentissage en situation de travail à partir des conditions d'exercice des personnes formant en entreprise. Il s'agit d'interroger la faisabilité d'une formation en situation de travail dans une organisation productive. A partir d'entretiens semi-structurés menés en Suisse romande auprès de personnes chargées de la formation des apprentis, mais aussi d'observations in situ, l'article s'intéresse aux contraintes subies et à leur impact sur le quotidien de formation. Les résultats reviennent sur le prescrit de l'activité, mais également sur les différentes manifestations du réel. Ils soulignent le primat de la production dans les différents cadres organisationnels. En outre, ils font apparaître des modalités de la formation en situation de travail, qui pourraient être qualifiées de paradoxales. Enfin, la discussion interroge la tension produire/former sous l'angle de l'écart entre prescrit/réel.

Lescure, E. de. (2021). **Les actions de « formation en situation de travail » : notes critiques sur une formule qui s'est imposée dans le champ de la formation.** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.16929>

Alors que la loi du 5 septembre 2018 a fait de l'action de formation en situation de travail (Afest) une modalité de formation formelle éligible à des financements publics, cet article se propose de revenir sur les discours publics qui ont accompagné cette reconnaissance et les succès de la « formule ». L'Afest fait-elle l'objet de l'engouement souvent mis en scène ? Lorsque l'on examine les discours tenus dans le magazine bimensuel spécialisé sur la formation continue, Inffo Formation, on est frappé par leur caractère consensuel. L'Afest est unanimement présentée comme une innovation utile et attractive. Un tel accord invite à s'interroger sur les attraits et les enjeux de cette nouvelle disposition légale comme de l'expérimentation qui a permis de la formaliser, et, dans une perspective programmatique, à estimer si les intentions déclarées ont quelques chances de se réaliser. Les questions ainsi soulevées sont d'ordre social, économique, politique et pédagogique.

Mai Huy, K. (2021). **Comprendre les manifestations de la dimension critique de la pensée statistique chez des élèves du secondaire** (Thèse, Université de Sherbrooke). Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/18853>

Un quart de siècle de transformation numérique a permis l'arrivée de l'ère des données. De l'introduction du courrier électronique à l'analyse de mégadonnées, en passant par le haut débit, le Wi Fi, le stockage infonuagique et l'explosion des réseaux sociaux, notre quotidien ne sera plus jamais comme avant, car l'information est devenue accessible partout et en tout temps. Plus que jamais, il est nécessaire que les citoyens d'aujourd'hui et de demain comprennent et interprètent les données afin de pouvoir prendre des décisions éclairées, à plus forte raison du fait qu'ils risquent d'être exposés et influencés, voire manipulés, par l'énorme masse de données dans les médias et sur les réseaux sociaux. Notre thèse de doctorat porte sur la compréhension des manifestations de la dimension critique de la pensée statistique chez des élèves du secondaire lors de la résolution de problème statistique. Le cadre de référence de la thèse se fonde sur les définitions de la pensée statistique (PS par la suite) et du cadre conceptuel de Wild et Pfannkuch (1999) ainsi que sur l'articulation du cycle d'interrogation de ce cadre à l'aide de la grille d'analyse des pratiques critiques (Gagnon, 2008, 2011a). Vers la fin du cadre de référence de notre thèse, nous présentons notre proposition d'une définition opérationnelle du cycle d'interrogation de la PS, incluant ses cinq composantes, à savoir Générer, Rechercher, Interpréter, Critiquer et Juger. La manifestation de ces cinq composantes a été observée en complémentarité de la mobilisation d'un ou de plusieurs types d'intervention de pratiques critiques, tels que : une intervention non justifiée, justifiée, contextuelle, critériée, éthique, évaluative, métacognitive, épistémique ou encore autocritique et autocorrectrice. Afin de pouvoir réaliser ces analyses fines et répondre, d'abord, à notre objectif général de recherche qui est de comprendre les manifestations de la dimension critique de la pensée statistique chez des élèves du secondaire, et par extension à nos questions spécifiques de recherche, nous avons également élaboré une définition opérationnelle du cycle d'interrogation de la PS ainsi qu'une grille d'analyse pour pouvoir analyser en détail chacune des cinq composantes de la dimension 3 (cycle d'interrogation) de la PS. Nous avons réalisé un sondage auprès d'une classe de deuxième année du secondaire de la région métropolitaine de Montréal, au Québec. Les résultats du sondage ont été compilés et présentés à cette classe afin que des équipes formulent des questions statistiques qui les intéressent. Ensuite, une analyse a priori des questions les plus pertinentes a été effectuée par le chercheur. La question statistique finalement retenue est « Est-ce que les filles de la classe consomment plus de fruits et de légumes par jour que les garçons? ». La résolution de ce problème statistique s'est déroulée sur trois séances de 50 minutes en classe et se terminait avec une plénière où plusieurs équipes d'élèves ont présenté leurs techniques d'analyse et leurs résultats à la classe. Ces éléments ont été discutés lors de cette plénière. En ce qui concerne la méthodologie de notre thèse, les données de la thèse sont transcrites entièrement, puis codées à l'aide de notre grille à double entrée. L'analyse des données, appuyée par une analyse a priori de la tâche statistique, consiste en l'analyse du travail d'équipe des élèves de la classe de deuxième année du secondaire qui ont participé à l'étude, ainsi qu'en l'analyse de la plénière avec leur présentation et discussion des réponses à la question statistique. Sur la base de la richesse de leurs discussions intraéquipes et de la pertinence de leur technique développée pour répondre à la question statistique, trois équipes ont été sélectionnées et leur travail a fait l'objet d'analyses approfondies aux fins de notre recherche. Nos résultats de recherche permettent, entre autres, de mener une discussion riche des pratiques critiques des élèves du secondaire à l'égard de chacune des cinq composantes de la dimension 3 de la PS. En effet, nous avons pu dégager, par exemple, le fait que non seulement la nature de la tâche statistique, mais aussi les rapports aux savoirs des élèves ont joué un

rôle dans la mobilisation distincte (en termes de quantité et de qualité) de chacune des cinq composantes du cycle d'interrogation de la PS lors de la résolution de cette tâche. Plus précisément, nos résultats de recherche indiquent que le contexte dans lequel les élèves mènent leur réflexion et leurs discussions, et la nature de la tâche statistique, semblent influencer, ou délimiter les types d'interventions de pratiques critiques mobilisées par les élèves, et ce, à l'intérieur de leurs équipes (pendant le travail d'équipe), mais également dans les interactions entre les équipes (pendant les plénières).

Métral, J.-F., Veillard, L., & Masson, C. (2021). **Apprentissage du travail dans des situations hybrides en formation professionnelle**. *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17319>

Cet article illustre la manière dont le travail peut être mobilisé en formation professionnelle initiale, dans le cadre de situations de formation hybrides dans des ateliers technologiques d'école. Il mobilise le cadre conceptuel de la didactique professionnelle pour analyser des situations de formation en atelier d'élèves préparant un Brevet de Technicien Supérieur en Sciences et Technologies des Aliments dans un établissement de l'enseignement agricole français. Il décrit comment les formateurs et formatrices déploient une ingénierie en acte des contenus et des modalités d'enseignement du travail à des groupes d'élèves, ingénierie propre à favoriser la connectivité des contenus avec les situations de travail visées. Ce faisant, il donne des pistes pour penser une ingénierie didactique et pédagogique fine des dispositifs de formation en situation de travail.

Pasquini, R. (2019). **Conceptually expanding the curricular alignment model to understand the coherence of the graded summative assessment practices of teachers: issues and perspectives**. *Mesure et Évaluation En Éducation*, 42(spécial), 39-68. <https://doi.org/10.7202/1084128ar>

L'alignement curriculaire désigne les liens de cohérence existant dans tout processus d'enseignement-apprentissage entre les objectifs du curriculum, les tâches d'apprentissage et les démarches d'évaluation. Ce modèle permet notamment de comprendre la cohérence de toute démarche évaluative. En mobilisant des données issues d'une recherche collaborative menée avec huit enseignants de mathématiques et de français du secondaire, nous montrerons toutefois que son acception est limitée lorsqu'il s'agit de comprendre cette cohérence saisie dans des pratiques évaluatives sommatives notées et que, dès lors, le modèle demande à être conceptuellement élargi. Pour cela, nous nous appuierons sur un exemple d'épreuve sommative modélisée dans ce sens. Nos résultats soulignent la pertinence d'analyser les pratiques évaluatives sommatives à l'aide du modèle élargi, tout en considérant le rôle que joue le contexte sur certaines de ses dimensions spécifiques.

Roux, C., Héraut, F., Depalle, E., Roquelle, E., & Veuillerot, E. (2021). **Un entretien pour évaluer des capacités à partir de situations professionnelles vécues : un nouveau défi pour l'enseignement agricole français**. *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17254>

Le Ministère de l'Agriculture a fait récemment le choix de rénover ses diplômes de l'enseignement technique avec une entrée dite « capacitaire » et la mise en œuvre d'un type d'épreuve certificative mobilisant l'entretien à partir d'une situation professionnelle vécue. Comment penser un entretien au service de l'évaluation certificative de

capacités en formation professionnelle ? Sur quels corpus théoriques et techniques s'appuyer ? En charge de l'accompagnement de cette rénovation auprès des enseignant·e·s de l'enseignement agricole, nous avons tenté de répondre à ce questionnement en élaborant une démarche d'entretien qui mobilise à la fois l'explicitation telle que définie par Vermersch et les apports de la didactique professionnelle. Nous l'avons ensuite expérimentée avec des futur·e·s ouvrier·ère·s agricoles en formation afin d'en éprouver la pertinence et la faisabilité. Nous proposons au final une démarche composée de deux phases distinctes durant lesquelles le type de questions, les règles langagières, la posture et les intentions de l'évaluateur/(t)rice varient.

Roxå, T., Ahmad, A., Barrington, J., Van Maaren, J., & Cassidy, R. (2022). **Reconceptualizing student ratings of teaching to support quality discourse on student learning: a systems perspective.** *Higher Education*, 83(1), 35-55. <https://doi.org/10.1007/s10734-020-00615-1>

This paper summarizes the discourse on student ratings of teaching in higher education. It reconceptualizes student ratings within a larger process of promoting quality in teaching and student learning. As students engage in productive dialogue with teachers and administrators, metrics drawn from decontextualized surveys are admittedly a vital resource. Our paper contends, however, that student ratings can only become a tool for enhancement when they feed reflective conversations about improving the learning process and when these conversations are informed by the scholarship of teaching and learning. We illustrate this view with a case study of an Engineering Faculty that uses three interconnected initiatives to support an evolving conversation on quality among teachers in partnership with students. The role of student engagement in enhancement efforts is discussed as well as potential challenges to implementation. Our purpose is to spark wider discussion of a systems perspective on student ratings that supports a coherent discourse towards positive change.

Selznick, B. S., Dahl, L. S., Youngerman, E., & Mayhew, M. J. (2022). **Equitably Linking Integrative Learning and Students' Innovation Capacities.** *Innovative Higher Education*, 47(1), 1-21. <https://doi.org/10.1007/s10755-021-09570-w>

The purpose of this study was to examine the relationship between two recent currents in postsecondary education – integrative learning and undergraduate innovation. We located the rationale for this study in postsecondary educational practices and policies (e.g., inclusive makerspaces, transdisciplinary courses) which have theorized the connection between these two areas yet have not scrutinized this relationship through robust quantitative study. Drawing on a sample of 5,503 undergraduate students attending one of four Universities in the United States, we employed structural equation modeling (SEM) to test the uniqueness of measured constructs as well as examined associations between variables and overall fit in a structural setting. Results indicated the appropriateness of measuring each construct distinctively and provided evidence of a robust relationship between integrative learning and innovation intentions. Additionally, we identified consistent major-specific and identity-based patterns of realizing effects on innovation in association with integrative learning. The study concludes with discussion of findings and implications for educators and academic leaders working to equitably support efforts across these areas.

Singleton, J. A., Watson, K. E., & Kenyon, J. J. (2022). **GATES: An Online Step-Wise Tool to Develop Student Collaborative Teamwork Competencies.** *Innovative Higher Education*, 47(1), 23-43. <https://doi.org/10.1007/s10755-021-09569-3>

Group assessment is an important collaborative learning structure for development of graduate teamwork competencies. However, group assessments are often associated with poorer learning outcomes due to highly negative student experiences involving tension and conflict. In this study, an online tool incorporating four strategic 'GATES' (Team structure, Communication, Leadership, and Situation monitoring/Mutual support) was designed to support the social processes required for team cohesion. The 'GATES' tool was evaluated using mixed methods in an observational, correlational (cross-sectional) study of 693 undergraduate and post-graduate university students and five academics in five Allied Health university courses with a group assessment task. Participants completed two anonymous questionnaires (previous experiences and current experiences) that generated both quantitative and qualitative data. In the first, 95.19% (178/187) of respondents reported a previous group assessment experience, and the experience was negative for 19.1% (34/178) of these students, with 85.3% (29/34) attributing this to group member behaviour. All academics reported issues with previous group assessments they had delivered. Of the students who used the tool (n = 52), there was no statistically significant association between gender, CALD status, or age with group assessment experience. However, 56.9% (29/52) of students and all five academics found the tool useful for getting the group started early, and for managing team issues. The tool appeared most helpful with organisation and planning than in managing team issues, potentially due to the tool negating issues before they arose. Overall, our study's findings indicate that 'GATES' keeps students on track and provides timely support during the team management process.

Somuncu, B., & Aslan, D. (2022). **Effect of coding activities on preschool children's mathematical reasoning skills.** *Education and Information Technologies*, 27(1), 877-890. <https://doi.org/10.1007/s10639-021-10618-9>

The present study was conducted to investigate the effect of coding activities on children's mathematical reasoning skills. In the study, the pre-test – post-test control group quasi-experimental design was used. The participants of the study consisted of 29 children (17 in experiment group and 12 in control group) aged between 57 – 68 months attending a public kindergarten in Adana, Turkey. Coding Education Program prepared by the researchers was administered to the children in the experiment group while the children in the control group received the regular program. Evaluation Instrument for the Early Mathematical Reasoning Skills was administered to children both in the experimental and control group as pre-test and post-test. Data was collected by individual interviews conducted with the children. Results of the study showed that there is no significant difference between experimental and control group in the pre-test, whereas a significant difference in favor of the experimental group was observed in the post-test. Therefore, it was determined that the coding activities have a significant effect on mathematical reasoning skills of children.

Tibken, C., Richter, T., von der Linden, N., Schmiedeler, S., & Schneider, W. (2022). **The role of metacognitive competences in the development of school achievement among gifted adolescents.** *Child Development*, 93(1), 117-133. <https://doi.org/10.1111/cdev.13640>

Gifted underachievers perform worse in school than would be expected based on their high intelligence. Possible causes for underachievement are low motivational dispositions (need for cognition) and metacognitive competences. This study tested the interplay of these variables longitudinally with gifted and non-gifted students from Germany (N = 341, 137 females) in Grades 6 (M = 12.02 years at t1) and 8 (M = 14.07 years). Declarative and procedural metacognitive competences were assessed in the domain of reading comprehension. Path analyses showed incremental effects of procedural metacognition over and above intelligence on the development of school achievement in gifted students ($\beta = .139$). Moreover, declarative metacognition and need for cognition interactively predicted procedural metacognition ($\beta = .169$), which mediated their effect on school achievement.

Vadcard, L., Dépret, C., & Markaki-Lothe, V. (2021). **Simulation du travail en formation : constructivisme, intentions didactiques et mannequins en maïeutique**. *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17400>

La formation professionnelle en santé recourt désormais largement à la simulation. Ces dispositifs matériels permettent de mobiliser les situations de travail comme ingrédient de la formation. Ils reposent cependant sur une évidence peu questionnée, qui consiste à penser que la réalité se saisit de manière univoque et aisée pour tous, et qu'elle permet de fonder des connaissances partagées sur le domaine. Nous étudions dans ce texte une situation de travaux pratiques sur mannequin en maïeutique. Nous proposons quatre catégories d'analyse qui permettent de saisir la complexité des interactions didactiques qui se jouent entre formatrice et étudiantes : ce qu'il faut percevoir, et ne pas percevoir, dans une situation de simulation, n'est pas de l'ordre de l'évidence et le travail de guidage de l'enseignant y est tout à fait central.

Aspects économiques de l'éducation

Ahn, T., Aucejo, E., & James, J. (2021). **The Importance of Matching Effects for Labor Productivity: Evidence from Teacher-Student Interactions** (Working Paper N° 2106). Consulté à l'adresse California Polytechnic State University, Department of Economics website: <https://econpapers.repec.org/paper/cplwpaper/2106.htm>

We examine matching effects in worker productivity within the educational context by introducing a novel estimator for teacher value-added models that is more robust than previous estimators and is well-suited for multi-dimensional problems. Using this new framework, we show that teacher effectiveness is highly dependent on interaction effects between teachers and the individual characteristics of their students. For example, the difference in value-added between well and poorly-matched students for the median teacher is on the order of 0.17 of test score units. Moreover, matching effects are particularly salient for low-achieving students. The difference in teacher value-added between an effective and ineffective teacher in language arts for low-achieving students is twice as large as the difference for high-achieving students. We also show that teacher rankings based on value-added are sensitive to classroom assignment due to match effects. To overcome this problem we propose an approach to rank teachers based on expected utility.

Berlinski, S., Busso, M., & Giannola, M. (2022). **Helping Struggling Students and Benefiting All: Peer Effects in Primary Education** [CSEF Working Paper]. Consulté à l'adresse Centre

for Studies in Economics and Finance (CSEF), University of Naples, Italy website: <https://econpapers.repec.org/paper/sefcsefwp/634.htm>

We exploit the randomized evaluation of a remedying education intervention that improved the reading skills of low-performing third grade students in Colombia, to study whether providing educational support to low-achieving students affects the academic performance of their higher-achieving classmates. We find that the test scores of non-treated children in treatment schools increased by 0.108 of a standard deviation compared to similar children in control schools. We interpret the reduced-form effect on higher-achieving students as a spillover effect within treated schools. We then estimate a linear-in-means model of peer effects, finding that a one-standard-deviation increase in peers' contemporaneous achievement increases individual test scores by 0.679 of a standard deviation. We rule out alternative explanations coming from a reduction in class size. We explore several mechanisms, including teachers' effort, students' misbehavior, and peer-to-peer interactions. Our findings show that policies aimed at improving the bottom of the achievement distribution have the potential to generate social-multiplier effects that benefit all.

Bonesrønning, H., Finseraas, H., Hardoy, I., Iversen, J. M. V., Nyhus, O. H., Opheim, V., ... Schøne, P. (2021). **Small Group Instruction to Improve Student Performance in Mathematics in Early Grades: Results from a Randomized Field Experiment** (CESifo Working Paper Series N° 9443). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cescswps/5f9443.htm>

We report results from a large-scale, pre-registered randomized field experiment in 159 Norwegian schools over four years. The intervention includes students aged 7-9 and consists of pulling students from their regular mathematics classes into small, homogenous groups for mathematics instruction for 3 to 4 hours per week, for two periods of 4-6 weeks per school year. All students, not only struggling students, are pulled out. We find that students in treatment schools increased their performance in mathematics by .16 standard deviations at the end of the school year and by .06 standard deviations in national tests 1-2 years later, with no differential effect by pre-ability level or gender. Our study is particularly relevant for policy-makers seeking to use additional teaching resources to target a heterogeneous student population efficiently.

Chowdhury, S. T., Nobi, M. N., & Islam, A. M. (2021). **Economics of Innovation and Perceptions of Renewed Education and Curriculum Design in Bangladesh** [Paper]. Consulté à l'adresse arXiv.org website: <https://econpapers.repec.org/paper/arxpapers/2112.13842.htm>

The creative Education system is one of the effective education systems in many countries like Finland, Denmark, and South Korea. Bangladesh Government has also launched the creative curriculum system in 2009 in both primary and secondary levels, where changes have been made in educational contents and exam question patterns. These changes in the previous curriculum aimed to avoid memorization and less creativity and increase the students' level of understanding and critical thinking. Though the Government has taken these steps, the quality of the educational system in Bangladesh is still deteriorating. Since the curriculum has been changed recently, this policy issue got massive attention of the people because the problem of a substandard education system has arisen. Many students have poor performances in examinations, including entrance hall exams in universities and board examinations. This deteriorating situation is mostly for leakage of question paper, inadequate equipment and materials,

and insufficient training. As a result, the existing education system has failed to provide the standard level of education. This research will discuss and find why this creative educational system is getting impacted by these factors. It will be qualitative research. A systematic questionnaire will interview different school teachers, parents, experts, and students.

de La Fuente, A., & Doménech, R. (2021). **Cross-Country Data on Skills and the Quality of Schooling: A Selective Survey** (CESifo Working Paper Series N° 9437). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9437.htm>

Scores in standardized international student achievement tests and some recent adult literacy studies provide interesting data on the quality of educational outputs and on the skill level of the population that can be a useful complement to the data on the quantity of schooling which have been most commonly used in the growth literature. This paper describes the most recent available primary data on the subject, reviews different attempts to organize, standardize and summarize them, and discusses the strengths and weaknesses of the existing indicators and their potential usefulness as explanatory variables in empirical analyses of the determinants of income and welfare levels and growth rates. A final section investigates the distribution of these indicators across a sample of 21 core OECD countries.

Duru-Bellat, M. (2022, janvier 31). **Gratuité des études supérieures : pour qui et pour quoi ?** Consulté 31 janvier 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/marie-duru-bellat/gratuite-etudes-superieures-quoi/00102142>

Peu de gens soutiendraient que le libre accès à un bien assorti de sa gratuité suffit à assurer l'égalité.

Epple, D., Martínez-Mora, F., & Romano, R. (2021). **Charter School Practices and Student Selection: An Equilibrium Analysis** (NBER Working Paper N° 29529). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29529.htm>

We model charter school entry and choice of educational practices. Student achievement depends on cognitive ability, motivation, effort, and match of school curriculum to ability. Exercising charter school autonomy over curriculum, to maximize achievement gains, the charter sets curriculum to attract the highest ability students. Achievement gains are modest, consistent with empirical evidence. We next investigate a no-excuses charter that not only chooses curriculum but also enforces an effort minimum. Consistent with the evidence, highly motivated students select into the charter, achievement gains are large, and the largest gains accrue to those who would be lower performers in public school.

Fumarco, L., Vandromme, A., Halewyck, L., Moens, E., & Baert, S. (2022). **Does relative age affect speed and quality of transition from school to work?** (GLO Discussion Paper Series N° 1010). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1010.htm>

We are the first to estimate the impact of relative age (i.e., the difference in classmates' ages) on both speed and quality of individuals' transition from education to the labour market. Moreover, we are the first to explore whether and how this impact passes through characteristics of students' educational career. We use rich data pertaining to schooling

and to labour market outcomes one year after graduation to conduct instrumental variables analyses. We find that a one-year increase in relative age increases the likelihood of (i) being employed then by 3.5 percentage points, (ii) having a permanent contract by 5.1 percentage points, and (iii) having full-time employment by 6.5 percentage points. These relative age effects are partly mediated by intermediate outcomes such as having had a schooling delay at the age of sixteen or taking on student jobs. The final mediator is particularly notable as no earlier studies examined relative age effects on student employment. We are the first to estimate the impact of relative age (i.e., the difference in classmates' ages) on both speed and quality of individuals' transition from education to the labour market. Moreover, we are the first to explore whether and how this impact passes through characteristics of students' educational career. We use rich data pertaining to schooling and to labour market outcomes one year after graduation to conduct instrumental variables analyses. We find that a one-year increase in relative age increases the likelihood of (i) being employed then by 3.5 percentage points, (ii) having a permanent contract by 5.1 percentage points, and (iii) having full-time employment by 6.5 percentage points. These relative age effects are partly mediated by intermediate outcomes such as having had a schooling delay at the age of sixteen or taking on student jobs. The final mediator is particularly notable as no earlier studies examined relative age effects on student employment.

Gareis, P., & Broekel, T. (2022). **The spatial patterns of student mobility before, during, and after the Bologna process in Germany** (Papers in Evolutionary Economic Geography (PEEG) N° 2201). Consulté à l'adresse Utrecht University, Department of Human Geography and Spatial Planning, Group Economic Geography website: <https://econpapers.repec.org/paper/eguwpaper/2201.htm>

The paper contributes to the literature investigating students' spatial mobility. By focusing on German higher education students with a novel dataset providing data from 1999 to 2015, we evaluate the impact of the change from a one-tiered to the two-tiered study structure of bachelor and master degrees (Bologna reform) on their inter-regional mobility and its underlying drivers. Our analysis confirms the system change to slightly alter inter-regional mobility of students. However, differences distinguish between different fields of study and universities and universities of applied sciences and indicate that the German higher education system is fairly resilient in its allocation of students. A Bologna-Drain of students moving from rural to urban regions to study master programs, can partially be confirmed for students of business studies. Our results reject the idea of (low) tuition fees discouraging students from enrolling in specific locations.

Gilraine, M., & Pope, N. G. (2021). **Making Teaching Last: Long-Run Value-Added** (NBER Working Paper N° 29555). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29555.htm>

Teacher value-added (VA) measures how teachers improve their students' contemporaneous test scores. Many teachers, however, argue that contemporaneous test scores are a poor proxy for their permanent influence on students. This paper considers a new VA measure -- « long-run VA » -- that captures teachers' contributions that persist by replacing contemporaneous test scores with subsequent test scores in VA estimation. We find that students assigned to high long-run VA teachers fare substantially better in terms of long-term outcomes. Policy simulations indicate that the use of long-run VA improves policy effectiveness by a factor of two compared to traditional VA measures.

Grönqvist, E., Öckert, B., & Rosenqvist, O. (2021). **Does the 'Boost for Mathematics' Boost Mathematics? A Large-Scale Evaluation of the 'Lesson Study' Methodology on Student Performance** (Working Paper Series N° 2021:22). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://econpapers.repec.org/paper/hhsifauwp/2021_5f022.htm

Students in East-Asian countries consistently score in the top in international assessments. One possible explanation for this success is their use of 'Lesson study' to enhance teaching practices, but evidence on its effectiveness is still scant. We evaluate a national teacher development pro-gram in Sweden – the 'Boost for Mathematics' – containing core elements of Lesson study, including weekly peer group meetings with an external tutor for an entire academic year. Exploiting the gradual roll-out of the program across compulsory schools, we find that it improves teaching practices and boosts students' mathematics performance. The positive effect on student performance persists also long after the intervention has ended. In addition, we show that the program passes a cost-benefit test. The educational strategies of Asian countries can, thus, be successfully modified and adapted to Western contexts by national policy.

Haelermans, C., Jacobs, M., van Vugt, L., Aarts, B., Abbink, H., Smeets, C., ... van Wetten, S. (2021). **A full year COVID-19 crisis with interrupted learning and two school closures: The effects on learning growth and inequality in primary education** (Research Memorandum N° 021). Consulté à l'adresse Maastricht University, Graduate School of Business and Economics (GSBE) website: <https://econpapers.repec.org/paper/unmumagsb/2021021.htm>

After more than a year of COVID-19 crisis and the school closures that followed all around the world, the concerns about lower learning growth and exacerbated inequalities are larger than ever. In this paper, we use unique data to analyse how one full year of COVID-19 crisis in Dutch primary education has affected learning growth and pre-existing inequalities. We draw on a dataset that includes around 330,000 Dutch primary school students from about 1,600 schools, with standardized test scores for reading, spelling and mathematics, as well as rich (family) background information of the students. The results show a lower learning growth over a full year for all three domains, varying from 0.06 standard deviations for spelling to 0.12 for maths and 0.17 standard deviations for reading. Furthermore, we find that the lower learning growth is (much) larger for vulnerable students with a low socioeconomic background. This implies that pre-existing inequalities between students from different backgrounds have increased. These results are quite alarming and suggest that distance learning could not compensate for classroom teaching, although it prevented some damage that would have occurred if students had not enjoyed any formal education at all.

Halapuu, V. (2021). **Access to education and disability insurance claims** (Working Paper Series N° 2021:17). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://econpapers.repec.org/paper/hhsifauwp/2021_5f017.htm

The paper provides the first causal evidence of how access to education affects disability insurance (DI) claims among low-skilled youths. The research design exploits recent changes in high school eligibility criteria among a set of low-performing compulsory school graduates in Sweden. The results show that the immediate inflow into the DI system increased by 5.1 percentage points among the students who were excluded from

standard high school programs. The fact that outflow from DI is very low (half of all young claimants remain in the system after 10 years) together with auxiliary findings indicating that the impact remains high during the short follow-up period suggest that the effect is likely to persist over many years. The results highlight that the design of education systems is a crucial determinant of DI claims among young people and that reforms which limit low-skilled youths' access to education can have lasting detrimental effects on their labor supply.

Hornung, E., Schwerdt, G., & Strazzeri, M. (2021). **Religious practice and student performance: Evidence from Ramadan fasting** [CAGE Online Working Paper Series]. Consulté à l'adresse Competitive Advantage in the Global Economy (CAGE) website: <https://econpapers.repec.org/paper/cgewacage/590.htm>

We investigate how the intensity of Ramadan affects educational outcomes by exploiting spatio-temporal variation in annual fasting hours. Longer fasting hours are related to increases in student performance in a panel of TIMSS test scores (1995–2019) across Muslim countries but not other countries. Results are confirmed in a panel of PISA test scores (2003–2018) allowing within country-wave comparisons of Muslim to non-Muslim students across Europe. We provide evidence consistent with the hypothesis that a demanding Ramadan during adolescence affects educational performance by facilitating formation of social capital and social identity via increased religious participation and shared experiences among students.

Kirkebøen, L. (2021). **School value-added and longterm student outcomes** [Discussion Paper]. Consulté à l'adresse Statistics Norway, Research Department website: <https://econpapers.repec.org/paper/ssbdispap/970.htm>

Several recent studies find that interventions in schools can have important lasting consequences for students, and that schools differ in their contribution to students' learning. However, there is less research investigating how these differences between schools influence longer-term outcomes, especially outside the US. In this paper I study school value-added (VA) in Norwegian compulsory school, where between-school differences are smaller than in the US. I find that VA indicators are able to predict in-school performance without bias. Furthermore, VA is strongly related to long-term outcomes, and differences between schools in VA correspond to meaningful differences in long-term outcomes. For example, a one standard deviation higher VA correspond to 1.5 percent higher earnings around age 32. Three quasi-experiments using variation from student mobility and changes in neighborhood school assignments indicate that the differences captured by the VA indicators do indeed reflect differences in school quality, rather than unobserved student characteristics. Analysis of teacher grades and exam scores suggest that the former is heavily influenced by relative grading, and that the effect of exam score VA on long-term outcomes reflects the effects of skills acquired in school. In addition to shedding lights on the differences in and mechanisms of school quality, the findings help connect learning outcomes with later labor market outcomes, e.g. for cost-benefit analysis of interventions in schools.

Lee, J., Fuller, B., & Rabe-Hesketh, S. (2021). **How Finance Reform May Alter Teacher and School Quality: California's \$23 Billion Initiative**. *American Educational Research Journal*, 58(6), 1225-1269. <https://doi.org/10.3102/00028312211047854>

Gains in school spending helped to lift achievement over the past half century. But California's ambitious effort—progressively distributing \$23 billion in yearly funding to

poorer districts—has yet to reduce disparities in learning. We theorize how administrators in districts and schools, given organizational habits and labor constraints, may fail to move quality resources to disadvantaged students. We identify the exogenous portion of California's post-2013 reform, finding that schools receiving progressively targeted funding tended to hire inexperienced teachers and disproportionately assign novices to courses serving English learners. New funding expanded the array of courses in high schools, as access to college-preparatory classes by English learners declined. These unfair mechanisms operated most strongly in high-needs schools serving larger concentrations of poor students.

Lei, L. (2022). **The Effect of Community Socioeconomic Context on High School Attendance in China: A Generalized Propensity Score Approach.** *Sociology of Education*, 95(1), 61-88. <https://doi.org/10.1177/00380407211057305>

Many developing countries have experienced increasing spatial inequality, but little is known about the effect of community disadvantages on educational attainment in these societies. Using data from the China Family Panel Studies (2010–2016), I examine the effect of community socioeconomic status (SES) on the transition into high school in urban and rural China, and I explore several mechanisms explaining the community effects. I adopt the generalized propensity score method to estimate the potential probability of high school entrance at different levels of community SES. Results show that community SES is positively associated with high school attendance in both urban and rural China, and the relationship is stronger in more disadvantaged communities in both contexts. In urban areas, the effect of community SES is partly attributable to collective socialization and children's academic performance. In rural areas, spatial accessibility to high schools and children's academic performance are the salient mechanisms.

Nahapétian, N. (2022, janvier 26). **Faut-il augmenter les droits d'inscription à l'université ?** Consulté 31 janvier 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/faut-augmenter-droits-dinscription-a-luniversite/00102106>

Les expériences étrangères montrent que la hausse des frais d'inscription à l'université creuse les inégalités sans nécessairement améliorer les débouchés pour les étudiants.

OVE. (2021). **Conditions de vie des étudiants 2020 - Activité rémunérée.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3474> [Report]. Consulté à l'adresse Observatoire de la vie étudiante (France) website: <http://www.ove-national.education.fr/wp-content/uploads/2021/12/Fiche-CDV2020-Activite-remuneree.pdf>

Réalisée à un rythme triennal depuis sa création en 1994, l'enquête Conditions de vie des étudiant·e·s a pour ambition de recueillir et d'analyser des informations pertinentes sur les conditions de vie des étudiant·e·s sous différents aspects. En vue de constituer un outil solide de connaissance de la vie étudiante, l'enquête Conditions de vie des étudiant·e·s tient compte à la fois des problématiques constantes depuis sa première édition et des évolutions sociétales. En outre, son lien étroit avec le dispositif de comparaison européen Eurostudent VII, administré dans 26 pays, lui permet de saisir les spécificités des conditions de vie en France. Pour cette 9^e édition, plus de 250 000 étudiant·e·s ont été invité·e·s à répondre au questionnaire de l'OVE entre le 12 mars et le 25 mai 2020. Cette enquête abordant les conditions de vie des étudiant·e·s sur l'ensemble de l'année universitaire 2019-2020, les résultats ne tiennent pas compte des

effets de la crise sanitaire survenue en mars 2020. Toutefois, certaines questions ayant un champ temporel plus restreint (semaines ou mois précédant la réponse à l'enquête), les réponses à ces questions peuvent avoir été impactées. L'OVE publie ici les données détaillées concernant l'activité rémunérée des étudiants, à savoir : le type d'activité rémunérée ; le type de contrat ; l'emploi exercé ; la durée hebdomadaire moyenne ; les jobs d'été ; l'utilisation de plateformes numériques d'emploi ; l'activité rémunérée exercée au sein de l'établissement d'études ; le lien entre les études et l'activité rémunérée ; les motivations à exercer une activité rémunérée et ses effets sur le déroulement des études ; les raisons invoquées quand une activité rémunérée n'est pas exercée pendant l'année universitaire.

Pillot, J. (2022, janvier 20). **Le pour et le contre : Faut-il augmenter les droits d'inscription à l'université ?** Consulté 25 janvier 2022, à l'adresse The Conversation website: <http://theconversation.com/le-pour-et-le-contre-faut-il-augmenter-les-droits-dinscription-a-luniversite-175106>

Le Conseil Constitutionnel a encore réaffirmé récemment le principe de gratuité de l'enseignement supérieur, mais de nombreux arguments plaident pour un relèvement des frais de scolarité.

Sandsør, A. M. J., Falch, T., & Strøm, B. (2022). **Long-run Effects of Local Government Mergers on Educational Attainment and Income***. *Oxford Bulletin of Economics and Statistics*, 84(1), 185-213. <https://doi.org/10.1111/obes.12441>

Local government mergers are an important policy issue in many countries, yet empirical evidence of the effects of merging and of local government size on the production and quality of local public services is scarce. We use the spatial and temporal variation in forced mergers between cities and their surrounding local governments in Norway to provide quasi-experimental evidence of the effect on long-run student outcomes. We find that the mergers increase students' educational attainment by about 0.1 years and income by about 4%, suggesting that mergers improve long-run student outcomes through increased school productivity.

Seidel, K. (2021). **The transition from School to Post-Secondary Education – What factors affect educational decisions?** (Working Paper Series in Economics N° 398). Consulté à l'adresse University of Lüneburg, Institute of Economics website: <https://econpapers.repec.org/paper/luewpaper/398.htm>

This paper analyses the concrete post-school decision of school students whether to study or to enter the German VET system. It focuses on the investigation of individual risk preferences and the social background of individuals, and the effect on the ultimate decision to enrol in university or to start an apprenticeship, given the same level of qualification. For the empirical approach, the German SOEP is used, and information on individuals' educational decisions between 2007 and 2013 is considered. The results indicate that (i) individual risk preferences do not have an overall effect on the real transition and are not conditional on the academic background of parents; (ii) privileged individuals are more likely to take up higher education; and (iii) even when parents without an academic background support their children during school, they are less likely to guide their children into tertiary education.

von Hinke, S. (2022). **Education, Dietary Intakes and Exercise***. *Oxford Bulletin of Economics and Statistics*, 84(1), 214-240. <https://doi.org/10.1111/obes.12463>

This paper examines the relationship between education and health behaviours, focusing on potential offsetting responses between calories in (i.e. dietary intakes) and calories out (i.e. physical activity). It exploits the 1972 British compulsory schooling law that raised the minimum school leaving age from 15 to 16 to estimate the effects of education on diet and exercise around middle age. Using a regression discontinuity design, the findings suggest that the reform led to a worsening of the quality of the diet, with increases in total calories, fats and animal proteins. However, I find that these changes are partially offset by a discontinuous increase in physical activity. Back-of-the-envelope calculations suggest little effect on the balance of calories. As such, the findings show that focusing on the two components of energy balance provides additional information that is concealed in analyses that only use a measure of obesity.

Aspects psychologiques de l'éducation

Arday, J. (2022). **No one can see me cry: understanding mental health issues for Black and minority ethnic staff in higher education.** *Higher Education*, 83(1), 79-102. <https://doi.org/10.1007/s10734-020-00636-w>

Black and minority ethnic (BME) communities continue to experience differential outcomes within the United Kingdom (UK) mental health system, despite increased attention on the area. The trauma of racism for BME academic and professional staff within higher education remains problematic against a backdrop of cultural and organisational institutional racism. Within higher education (HE), BME staff consistently face barriers in terms of accessing contextually appropriate mental health interventions that recognise the sophisticated nature of insidious racism in all its overt and covert manifestations. This paper attempts to address the issues facing ethnic minority staff within the Academy with regard to accessing mental health services at university. Importantly, this paper explores the impact of racial discrimination on BME faculty within the sector and the impact upon mental health, in addition to considering the paucity of psychological interventions available in dealing with discriminatory episodes and the need for universities to diversify healthcare professional cohorts. This study utilises the narratives of 40 BME academic and professional university staff to examine the impact of negotiating racial inequality and discrimination at university and the impact upon mental health. Other aspects examined consider the impact of belonging, isolation and marginalisation on mental health and how this consequently affects BME university staff. Conclusions and recommendations provided advocate greater diversification of mental health support systems for BME staff within universities. Conclusions drawn will also consider how existing systems can function to dismantle racial inequality and improve mental health intervention for ethnic minority service users.

Bakhtiar, A., & Hadwin, A. F. (2022). **Motivation From a Self-Regulated Learning Perspective: Application to School Psychology.** *Canadian Journal of School Psychology*, 37(1), 93-116. <https://doi.org/10.1177/08295735211054699>

Self-regulation of learning involves developing metacognitive awareness (planning, monitoring, and evaluating) of (a) cognition—motivational beliefs, (b) behaviors—persistence, effort, engagement, and (c) affect—enjoyment, interest, and other emotions. Metacognitive awareness creates opportunities to exert metacognitive control as needed, which may involve sustaining or manipulating motivational cognition, behavior, and affect. By adopting a self-regulation perspective, this paper discusses the ways motivation develops within and across academic tasks and situations, as well as

the ways learners can be supported to take control of their motivation in those contexts. Applying self-regulation principles in the practice of School Psychology means to consider the role of situation, context, and learners' socio-historical experiences while empowering learners to focus attention on things they can control.

Bernardo, A. B. I., Cai, Y., & King, R. B. (2021). **Society-level social axiom moderates the association between growth mindset and achievement across cultures.** *British Journal of Educational Psychology*, 91(4), e12411. <https://doi.org/10.1111/bjep.12411>

Background Meta-analytic studies show that the benefits of the growth mindset on academic achievement are heterogenous. Past studies have explored how individual characteristics and proximal environmental factors could explain these variations, but the role of the broader sociocultural environment has seldom been explored. Aims We investigated society-level social axioms to explain variations in growth mindset effects on achievement across cultures. We hypothesized that three society-level social axioms (social complexity, fate control, and reward for application) imply social norms that would either support or obstruct the growth mindset effect. Sample and methods We conducted multilevel SEM with random slopes using data from 273,074 students nested within 39 countries/territories. Results We found weaker growth mindset effects in societies with stronger social complexity beliefs; societies believing that there are multiple solutions to problems have social norms that obstruct the growth mindset effects on achievement. No moderating effects were found with other social axioms. Conclusion Relevant cultural-level normative beliefs should be considered to better assess the relevance of the growth mindset construct.

Bureau, J. S., Howard, J. L., Chong, J. X. Y., & Guay, F. (2022). **Pathways to Student Motivation: A Meta-Analysis of Antecedents of Autonomous and Controlled Motivations.** *Review of Educational Research*, 92(1), 46-72. <https://doi.org/10.3102/00346543211042426>

Students' self-determined motivation (acting out of interest, curiosity, and abiding values) is associated with higher academic well-being, persistence, and achievement. Self-determination theory posits that self-determined motivation is dependent on the satisfaction of three psychological needs (relatedness, competence, and autonomy), which are in turn facilitated through need-supportive behaviors from notable others. In this meta-analysis, conducted over 144 studies and more than 79,000 students, we sought to overview pathways to student motivation in order to verify (1) how do psychological needs rank in the strength of their prediction of self-determined motivation and (2) which autonomy-support providers (parents or teachers) are the most relevant for psychological need satisfaction in students and self-determined motivation. Results show that teacher autonomy support predicts students' need satisfaction and self-determined motivation more strongly than parental autonomy support. In addition, competence is the most positive predictor of self-determined motivation, followed by autonomy and then by relatedness.

Burton, L., Nunes, T., & Evangelou, M. (2021). **Do children use logic to spell logician? Implicit versus explicit teaching of morphological spelling rules.** *British Journal of Educational Psychology*, 91(4), e12414. <https://doi.org/10.1111/bjep.12414>

Background Intervention studies have reported the advantage of teaching children about morphemes for spelling, but direct comparisons between explicit and implicit teaching have been examined systematically in relation to only a few morphological

rules. Aims This study compared explicit versus implicit teaching of the functional rule for the conservation of stem morphemes in derived words in English (e.g., logic is conserved in the derivative logician in spite of changes in pronunciation). Sample Participants ($n = 90$; 7- to 9-year-olds) were drawn from three schools with a diverse intake. Methods The design included a pre-test and two post-intervention tests. Participants were randomly assigned to one of three groups: an explicit group, taught about stems and their conservation in derived words; an implicit group, exposed to the same stems and derivatives without explicit teaching; and an unseen control group. At pre- and post-test, the children's spelling of stems in derivatives was assessed. The interventions involved practice games in which the children spelled derived words after seeing the base forms; the explicit group discussed the connection between the spellings, whereas the implicit group did not. Results Analyses of variance revealed that explicit teaching led to more significant spelling improvements than implicit or no teaching, and this effect held at both post-tests. Conclusions It was concluded that explicit teaching of the stem conservation rule in derived forms combined with appropriate practice games shows a sustained effect on spelling. The evidence supports explicit teaching of this morphological rule in classroom practice.

Camacho, A., Alves, R. A., De Smedt, F., Van Keer, H., & Boscolo, P. (2021). **Relations among motivation, behaviour, and performance in writing: A multiple-group structural equation modeling study.** *British Journal of Educational Psychology*, 91(4), e12430. <https://doi.org/10.1111/bjep.12430>

Background Writing is a particularly demanding activity, which poses unique motivational challenges for students. Despite the wealth of research on the relation between writing motivation and writing performance, little is known about the role of students' writing frequency in writing motivation and writing performance. Aims We aimed to: (1) examine structural relations among two motivational variables (i.e., self-efficacy and attitudes), a behavioural variable (i.e., writing frequency), and writing performance; and (2) inspect whether these relations varied across two text genres (i.e., narrative and opinion texts) and across two educational levels (i.e., students in grades 5–6 and grades 7–8). Sample Six hundred and five students from grades 5–8 participated in this study. Methods Students completed self-report scales and wrote narrative and opinion texts. We conducted multiple-group structural equation modeling to analyse the data. Results Regarding narrative texts, digital writing frequency was significantly associated with text quality for students in grades 7–8, but this relation was not significant in students from grades 5–6. Both attitudes and self-efficacy for self-regulation made a direct contribution to narrative text quality across educational levels. In addition, attitudes were associated with both literary and digital writing frequency across educational levels. Concerning opinion texts, no significant differences emerged in terms of educational level. Attitudes contributed to both literary and digital writing frequency as well as to opinion text quality across educational levels. Conclusions This study underlines the fundamental contribution of motivational variables to students' writing performance. Accordingly, teachers need to adopt motivation-enhancing practices in writing instruction across grade levels.

Chazan, D. J., Pelletier, G. N., & Daniels, L. M. (2022). **Achievement Goal Theory Review: An Application to School Psychology.** *Canadian Journal of School Psychology*, 37(1), 40-56. <https://doi.org/10.1177/08295735211058319>

Achievement Goal Theory (AGT) is one of the most popular theoretical frameworks in motivation research. Despite its application to a variety of contexts, including, school, work, and sport, it has not yet been referenced in the field of school psychology. First, we review the theoretical underpinnings as told through the theory's evolving models, explore its impacts on cognition, emotion, and behavior, and introduce a multiple goals perspective. Second, we outline the leading research supporting AGT, both in terms of structural and individual intervention studies. Third, we apply the principles of AGT to the primary tasks of school psychology professionals, including assessment, intervention, and consultation practices. The students we support can greatly benefit from gearing our approaches toward ones that foster self-improvement and interest.

Chédru, M. (2019). **Developing a Motivation Scale for Engineering Studies in a Francophone Context.** *Mesure et Évaluation En Éducation*, 42(spécial), 5-37. <https://doi.org/10.7202/1084127ar>

En prenant appui sur la théorie de l'autodétermination, cette recherche présente l'élaboration d'une échelle de mesure de la motivation aux études d'ingénieurs en contexte francophone. Trois collectes de données ont été menées (N = 462, 545 et 864) auprès d'un total de 1871 élèves ingénieurs (59,2 % de sexe féminin). Les résultats des analyses factorielles exploratoires et confirmatoires appuient une structure à sept dimensions : 1) la motivation intrinsèque, les motivations extrinsèques par régulation 2) identifiée – altruisme, 3) introjectée – ego, 4) introjectée – conscience, 5) externe – sécurité, 6) externe – prestige social et, enfin, 7) l'amotivation. Les dimensions altruisme et sécurité sont spécifiques aux études d'ingénieurs. L'échelle proposée satisfait aux critères de fiabilité communément admis et réunit plusieurs éléments de preuves de validité.

Daniels, L. M., & Dueck, B. S. (2022). **Integrative and Theoretical Reviews of Achievement Motivation for School Psychologists: Introduction to the Special Issue.** *Canadian Journal of School Psychology*, 37(1), 3-22. <https://doi.org/10.1177/08295735211055333>

A theoretically grounded understanding of achievement motivation appears to be largely overlooked in both initial education programs and ongoing professional development of school psychologists. This is unfortunate because motivation constructs such as perceived control, value, and self-beliefs predict students' academic performance in a way that complements the variance explained by intelligence tests. This empirical evidence is rooted in long-standing theorizing that motivation constructs hold an important role alongside cognitive constructs in understanding student learning. Moreover, because motivation constructs are viewed as malleable, they provide an untapped source of intervention for school psychologists in supporting students. For these reasons, this special issue presents five review articles that integrate discrete theories of achievement motivation to the practice of school psychology. Largely representing Canadian expertise, the articles describe the potential for the control-value theory of emotions, achievement goal theory, mindset theory, self-determination theory, and self-regulated learning in the work of school psychologists. The final commentary article explicates a whole-child framework to highlight the role motivation can hold alongside cognition and guide school psychologists to partner these constructs for the betterment of children.

Desan, P. H., Setton, M. K., Holzer, A. A., Young, K. C., Sun, Y., He, F., ... Yu, X. (2021). **Attitude change after a curriculum on the science and philosophy of well-being and**

happiness for high school students: A classroom-randomized trial. *British Journal of Educational Psychology*, 91(4), e12419. <https://doi.org/10.1111/bjep.12419>

Background Multiple interventions have been tested to promote well-being in high school students, often focusing on depression prevention. Aims To test the impact of a one-semester active learning curriculum covering the modern science and philosophy of well-being and happiness on attitudinal measures related to the curriculum and standard measures of depression and well-being. Sample Subjects were first-year students in an urban high school in Beijing, China (equivalent to US tenth grade). Methods Nine classrooms were randomly assigned to the intervention curriculum (n = 252), and nine classrooms were randomly assigned to a traditional psychology curriculum (n = 263). Students completed questionnaires pre- and post-semester including a Positive Attitude Scale (PAS, concerning Relatedness, Competence, Autonomy, Gratitude, Calmness, Mindfulness, and Hope), Positive and Negative Affect Scale (PANAS), Centers for Epidemiological Studies Depression Scale (CES-D), Life Satisfaction Scale (LS), Subjective Happiness Scale (SHS), Meaning in Life Questionnaire (MLQ), and a test of knowledge about well-being (Knowledge Test, KT). Results In a hierarchical linear model, there were statistically significant intervention effects on six of the seven subscales of the PAS, on PANAS balance, and on the KT. CES-D, LS, SHS, and MLQ were improved but not significantly so. Notable overall secular trends in measures of well-being were observed, with a peak in September and nadir in April. Conclusions A one-semester course for high school students regarding well-being and happiness demonstrated significant changes in positive attitudes, affective balance, and knowledge about happiness. Circannual trends in well-being measures over the academic year have implications for those designing school intervention studies.

Duong Thi, D., & Loye, N. (2019). **Cognitive Diagnostic Analyses of the Progress in International Reading Literacy Study (PIRLS) 2011 Results.** *Mesure et Évaluation En Éducation*, 42(spécial), 127-165. <https://doi.org/10.7202/1084131ar>

Malgré une importante demande de recevoir des informations diagnostiques sur les difficultés en lecture des élèves, il existe très peu d'outils d'évaluation conçus spécifiquement pour cet usage. Plusieurs recherches en approche diagnostique cognitive (ADC) utilisent donc les résultats d'épreuves à grande échelle pour fournir de la rétroaction diagnostique fine et fiable sur les forces et les faiblesses des élèves. Les modélisations de données permettent de s'éloigner des scores ou des rangs percentiles habituellement obtenus, et de fournir des pistes d'intervention appropriées. Cette étude vise à vérifier la faisabilité d'appliquer des modélisations à visée diagnostique aux résultats de 4762 élèves canadiens ayant fait le cahier 13 du test du PIRLS de 2011. Les résultats suggèrent un potentiel de recevoir de la rétroaction diagnostique détaillée de leurs forces et faiblesses sur les habiletés sous-jacentes du test.

Ferrer, J., Ringer, A., Saville, K., A Parris, M., & Kashi, K. (2022). **Students' motivation and engagement in higher education: the importance of attitude to online learning.** *Higher Education*, 83(2), 317-338. <https://doi.org/10.1007/s10734-020-00657-5>

The emergence of online environments has changed the landscape of educational learning. Some students thrive in this learning environment, but others become amotivated and disengaged. Drawing on self-determination theory, we report the findings of a study of 574 undergraduate business students at an Australian higher education institution on their attitude toward online learning, and its impact on their motivation and educational engagement. Data was collected via an e-mail survey and

analysed using structural equation modelling and the Hayes' bootstrapping method. The results of the study were mixed. Attitude to online learning mediated the relationships of both intrinsic motivation to know and extrinsic motivation with engagement, indicating that the design of online learning environments can play a role in enhancing learning experiences. However, attitude to online learning was not found to mediate the intrinsic motivation to accomplish and engagement relationship. A negative mediation effect was partially supported between amotivation and engagement, with study mode found as a moderated mediator to this effect, being stronger and significant for online students as opposed to on-campus students. These results have implications for how students can be engaged online, and the need for educators to design online learning environments that support the learning experience for all students.

Frenette, E., Fontaine, S., Hébert, M.-H., & Éthier, M. (2019). **A Study on the Propensity to cheat in University Exams: Development and Validation Process of the Questionnaire on Cheating in University Exams (QCUE)**. *Mesure et Évaluation En Éducation*, 42(spécial), 69-101. <https://doi.org/10.7202/1084129ar>

Cet article présente la démarche en sept étapes visant à maximiser l'obtention de preuves de validité qui a mené à l'élaboration du Questionnaire sur la tricherie aux examens à l'université (QTEU). Composé de 28 énoncés répartis sous 7 facteurs (propension à tricher aux examens, influence des pairs, modalités pour tricher, contexte institutionnel, perception de contrôle, but de performance et engagement dans les études), le QTEU a été conçu en prenant appui sur une analyse conceptuelle approfondie de la littérature scientifique sur la tricherie aux examens et sur les travaux de Frenette, Hébert, Thibodeau et Ndinga (2018) sur la manière d'élaborer un questionnaire présentant diverses preuves de validité. Grâce à ses qualités psychométriques acceptables, le QTEU vient combler un besoin de questionnaire de langue française sur la propension à tricher aux examens et permet de mesurer son étendue auprès des étudiants universitaires.

Gatto, A. J., Miyazaki, Y., & Cooper, L. D. (2022). **Help me help myself: examining an electronic mental health self-monitoring system in college students**. *Higher Education*, 83(1), 163-182. <https://doi.org/10.1007/s10734-020-00646-8>

The high prevalence of mental illness in college students results in adverse consequences that have led to developing prevention programs, with the potential of self-monitoring (SM) to reduce symptomatology. SM as indicated in this study intends to help individuals set goals, increase self-regulation, and provide awareness of personal psychological difficulties along with available support networks. In two studies, an electronic monitoring system was first tested on a bi-weekly basis (SM-B; N = 100), then implemented on a weekly basis (SM-W; N = 186). Monitoring was shown to be feasible in the pilot and showed promising reductions in stress and anxiety in the SM-B condition. While there were reductions in symptoms across experimental and control groups, SM-W significantly reduced anxiety and stress compared with controls. These studies support that implementation of a basic electronic monitoring and feedback system could help protect against mental health degradation over the course of a student's time in college. Important implications for prevention of psychological distress in college students are discussed.

Glock, S., & Pit-ten Cate, I. M. (2021). **What's in a diagnosis: The effect of externalizing and internalizing students' behaviour on pre-service teachers' classroom management and**

interaction strategies. *British Journal of Educational Psychology*, 91(4), e12412.
<https://doi.org/10.1111/bjep.12412>

Background All over the world, classrooms are getting more and more diverse and teachers are required to effectively manage these classes even when students have special education needs (SEN). Aims The study aimed to investigate classroom management strategies and interpersonal teacher behaviour in relation to students internalizing and externalizing behaviour, whereby we varied the diagnosis of special educational needs. Sample Two hundred and fifty-four German pre-service teachers (143 female) with a mean age of 26.04 years participated in the study. Method Using an experimental between-subjects design, a fictitious student was described as exhibiting either internalizing or externalizing behaviour. Additionally, we varied whether the student was diagnosed as having SEN or not. The participants were asked to indicate which strategies they would apply and how they would interact with students. Results Results showed that teacher interaction in response to both students with internalizing and externalizing behaviour approached ideal interpersonal teacher behaviour (i.e. high level of cooperativeness with certain level of dominance), whereas pre-service teachers applied all classroom management strategies to minimize effects of student behaviour on learning time. Although pre-service teachers adapted their responses based on type of behaviour, they only made allowances for internalizing behaviour while their response to externalizing behaviour did not vary much as a function of a SEN diagnosis. Conclusions Together, these findings highlight the importance of providing pre-service teachers with the pedagogical knowledge concerning effective classroom management and flexible use of strategies in response to diverse student needs in inclusive classrooms.

Guay, F. (2022). **Applying Self-Determination Theory to Education: Regulations Types, Psychological Needs, and Autonomy Supporting Behaviors.** *Canadian Journal of School Psychology*, 37(1), 75-92. <https://doi.org/10.1177/08295735211055355>

The self-determination theory (SDT) has been used to understand students' motivation at school in general as well as in various school subjects. This literature review conducted on a number of SDT studies showed that (1) autonomous types of extrinsic motivation as well as intrinsic motivation leads to positive consequences for students; (2) the types of goals and the regulation behind them are also important to predict school outcomes; (3) when the psychological needs for competence, autonomy and relatedness are satisfied this leads to autonomous motivation or autonomous goals endorsement; (4) autonomy supportive practices by parents and teachers are important catalyzers of needs' fulfillment; (5) intervention programs designed for teachers or parents focusing on these psychological needs usually lead to greater autonomous extrinsic motivation and intrinsic motivation and better adjustment outcomes. The implication of this theory for school psychologists is underscored as well as its implications for the practice of teaching.

Hawes, Z., Merkley, R., Stager, C. L., & Ansari, D. (2021). **Integrating numerical cognition research and mathematics education to strengthen the teaching and learning of early number.** *British Journal of Educational Psychology*, 91(4), e12421.
<https://doi.org/10.1111/bjep.12421>

Background Research into numerical cognition has contributed to a large body of knowledge on how children learn and perform mathematics. This knowledge has the potential to inform mathematics education. Unfortunately, numerical cognition research and mathematics education remain disconnected from one another, lacking the proper

infrastructure to allow for productive and meaningful exchange between disciplines. The present study was designed to address this gap. Aim This study reports on the design, implementation, and effects of a 16-week (25-hour) mathematics Professional Development (PD) model for Kindergarten to Grade 3 educators and their students. A central goal of the PD was to better integrate numerical cognition research and mathematics education. Sample A total of 45 K-3 educators and 180 of their students participated. Methods To test the reproducibility and replicability of the model, the study was carried out across two different sites, over a two-year period, and involved a combination of two different study designs: a quasi-experimental pre-post-research design and a within-group crossover intervention design. Result The results of the first implementation (Year 1), indicated that compared to a control group, both teachers and students benefited from the intervention. Teachers demonstrated gains on both a self-report measure and a test of numerical cognition knowledge, while students demonstrated gains in number line estimation, arithmetic, and numeration. In Year 2, teachers in the intervention group demonstrated greater improvements than the control group on the self-report measure, but not the test of numerical cognition knowledge. At the student level, there was some evidence of gains in numeration. Conclusion The current PD model is a promising approach to better integrate research and practice. However, more research is needed to determine in which school contexts the model is most effective.

Hoch, E., Scheiter, K., Stalbovs, K., & Gerjets, P. (2021). **The intention was good: How promoting strategy use does not improve multimedia learning for secondary students.** *British Journal of Educational Psychology*, 91(4), e12417. <https://doi.org/10.1111/bjep.12417>

Background It is well established that successful learning with multimedia is challenging, especially for younger learners. Aims It was investigated whether students would profit from instructional support regarding the use of multimedia learning strategies. Sample Participants were high school students in 8th, 9th, and 10th grade (N = 168). Methods Participants were assigned to a no-support control group or one of four experimental groups. In the experimental groups, students received either only a multimedia strategy training before learning (training group) or the training was enriched by prompts (prompts before or during learning) or if-then plans (implementation intentions). In the training, multimedia learning strategies were introduced (e.g., linking information from text and picture). The prompts and implementation intentions were aimed at enhancing the application of the multimedia strategies conveyed through the training. Students learned about the process of mitosis by studying multimedia instructions and were tested regarding the acquired knowledge. It was expected that solely training students to use adequate multimedia learning strategies would not promote learning compared with the control group, rather, that additional support like prompts or implementation intentions would be necessary to enhance learning. Results Although in the experimental groups, multimedia learning strategies were used more frequently especially in the beginning of the instructional unit, there were no effects on learning outcome. Conclusions Promoting multimedia strategy use did not improve learning. The quality of the different instructional support measures and their suitability for the target groups are discussed as possible explanations for these findings.

Kapasi, A., & Pei, J. (2022). **Mindset Theory and School Psychology.** *Canadian Journal of School Psychology*, 37(1), 57-74. <https://doi.org/10.1177/08295735211053961>

Mindset theory is an achievement motivation theory that centers on the concept of the malleability of abilities. According to mindset theory, students tend to have either a growth mindset or a fixed mindset about their intelligence; students with a growth mindset tend to believe that intelligence is malleable, whereas students with fixed mindsets tend to believe that intelligence is unchangeable. As described in many empirical and theoretical papers, the mindset a student holds can influence important psychological and behavioral factors, including reaction to failure, persistence and level of effort, and expectations of success, which ultimately impact academic achievement. Importantly, mindsets can be changed, and interventions have been developed to promote a more growth mindset. A growth mindset allows students to view challenges as an opportunity for improvement, is linked to enjoyment of learning, and increases motivation in school. School psychologists are often working with students with learning differences and/or mental health concerns who are particularly at-risk for poor academic achievement, and researchers have demonstrated the important impact a growth mindset can have for these vulnerable students. School psychologists are well-positioned to incorporate mindset theory into the school environment in order to best support the students they serve. In this paper we provide a theoretical overview of mindset theory and mindset interventions, and specifically review the literature on mindset theory for individuals with learning disabilities and mental health challenges. We discuss how school psychologists can incorporate mindset theory into their practice to support the shift from a fixed to a growth mindset for all students.

Knight, C. (2021). **The impact of the dyslexia label on academic outlook and aspirations: An analysis using propensity score matching.** *British Journal of Educational Psychology*, 91(4), e12408. <https://doi.org/10.1111/bjep.12408>

Background There is current academic debate over the reliability of the dyslexia label. However, this argument does not consider the impact of the dyslexia label on an individual's academic outlook and aspirations. **Aims** Using data from the Millennium Cohort Study, this paper aims to objectively explore the impact of the dyslexia label on academic outlook and aspirations. **Methods** Propensity score matching was used to compare children with dyslexia with a non-dyslexic group matched on ability, socioeconomic class, parent education, income, country, gender, and age in year group. **Results** The results show that those labelled with dyslexia hold lower beliefs about their ability in English and Maths than their matched peers without this label. The children labelled with dyslexia were also significantly less likely to say that they would go to university. Furthermore, teachers and parents held lower aspirations for children labelled with dyslexia. As the children were matched, the results show that dyslexic children, their teachers and parents hold lower expectations of the child's academic ability while holding higher expectations of those with matched characteristics who do not have the dyslexia label. **Conclusions** The paper concludes that caution is needed when labelling with dyslexia and that further research is needed in order establish whether labelling with dyslexia is beneficial in the current system.

Leitão, R., Maguire, M., Turner, S., & Guimarães, L. (2022). **A systematic evaluation of game elements effects on students' motivation.** *Education and Information Technologies*, 27(1), 1081-1103. <https://doi.org/10.1007/s10639-021-10651-8>

Motivation theory is indispensable when discussing processes of learning. Learners who are motivated can learn almost everything. Students' motivation is probably one of the most important factors for teacher effectiveness both for engagement in the learning

process and high academic performance. To have effective environmental education, it is not only necessary to inform the public about the ocean but also to involve and engage them is essential. Motivation and engagement are some of the most commonly mentioned concepts in gamification, thus, a gamified application seems to have the necessary features to improve the motivation of students in the learning context of Ocean Literacy topics. The main aims of this work were: i) to understand through a systematic evaluation, how game elements affect the different motivation layers; and ii) to compare them in terms of enhancing the motivation to recycle among secondary school students (11-14 years). To measure students' motivation, a pre-test and a post-test using a recycling situational motivation survey were administered in a classroom environment in Portugal and the UK. Findings show a trend regarding the effect of game elements mainly on the most autonomous forms of motivation. The different game elements, each one with different degrees of effects, were shown to have potential to increase motivation.

List, A., Campos Oaxaca, G. S., Lee, E., Du, H., & Lee, H. Y. (2021). **Examining perceptions, selections, and products in undergraduates' learning from multiple resources.** *British Journal of Educational Psychology*, 91(4), e12435. <https://doi.org/10.1111/bjep.12435>

Background When learning about complex topics using the Internet, students commonly encounter a multitude of textual, non-textual (e.g., images and graphs), and multimedia (e.g., videos) resources. Yet students' learning from multiple texts and multiple (non-textual) resources (MT-MR learning) has received insufficient consideration in the literature. **Aims** We examine the associations among (1) undergraduates' conceptions of reasons for multiple resource access, (2) log-data of resource use when completing a MT-MR task, and (3) writing performance. **Sample** Participants were 72 undergraduate students in the United States. **Methods** Undergraduates were provided with a library of five texts and one video, with the option of accessing supplemental data (e.g., graphs and maps) in association with each resource. Log-data (e.g., time and supplemental data access) of undergraduates' resource use were collected. Undergraduates were then asked to compose a research report and to describe what they considered the purpose of multiple resource access to be. **Results** Four types of conceptions were identified, reflecting a desire to (1) access a lot of information, (2) understand multiple perspectives, (3) corroborate and evaluate information, and (4) develop a personal understanding of a given topic. Undergraduates who considered corroboration and evaluation to be the purpose of multiple resource access were more likely to access more supplemental data sources and performed better on a multiple resource learning task. **Conclusions** Undergraduates in our sample held conceptions largely similar to, but in some aspects distinct from, those identified by Barzilai and Zohar (*Cognit Instruct*, 30, 2012, 39). Conceptions were associated with resource access during task completion and with writing performance.

Many, H. (2021). **Le cercle vertueux de la résilience.** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.16794>

Vulgarisé en France par le neuropsychiatre Boris Cyrulnik depuis une trentaine d'années, le concept de résilience est de plus en plus répandu dans la littérature scientifique francophone. Cette étude propose de penser l'accompagnement et la résilience des publics d'élèves à besoins spécifiques à partir d'un modèle heuristique que nous intitulons le « cercle vertueux de la résilience » dans le cadre d'un projet de recherche-intervention mené entre 2015 et 2018 au sein du lycée professionnel Ettore Bugatti d'Illzach. Nous

avons pu observer relever et identifier, à travers certains dispositifs de lutte contre le décrochage scolaire, vingt-cinq « vecteurs de résilience ». Nous pouvons les considérer comme des éléments constitutifs d'un environnement favorisant le développement psychosocial d'un individu et l'émergence de la résilience de celui-ci dans un contexte d'apprentissage.

Mastromatteo, L. Y., Zaccoletti, S., Mason, L., & Scrimin, S. (2021). **Physiological responses to a school task: The role of student-teacher relationships and students' emotional appraisal.** *British Journal of Educational Psychology*, 91(4), e12410. <https://doi.org/10.1111/bjep.12410>

Background To be successful, students must learn to deal with socially and cognitively demanding tasks. Much remains unknown about the effects of previous classroom experiences and of students' emotional appraisal of a task on their physiological adaptive responses to it. **Aims** To investigate how children's physiological response to a social and cognitive task would be directly and interactively influenced by the perceived student-teacher relationship and by children's emotional appraisal of what reaction they expect to have while completing the task. **Methods** One hundred and sixteen second and third graders took part in the study. Children completed a cognitive and social stress task. Before the task, they were interviewed on their emotional appraisal of the task and on student-teacher relationships. Children's cardiac activity was registered at rest and during the task to measure physiological activation (heart rate) and self-regulation (heart rate variability). **Results** Heart rate variability during the task was positively correlated with the appraised emotional valence of the task and of being observed while doing it. Regression analyses showed that children's physiological self-regulation during the task was affected by the interaction between student-teacher relationships and appraised emotional valence of being observed. Only among children who had experienced negative student-teacher relationships, an active physiological self-regulation was observed in response to the task when they expected it to be positive compared to when they perceived it as negative. **Conclusions** Children's emotional appraisal of tasks and the quality of student-teacher relationships are important to promote a functional physiological response of self-regulation that underlies academic functioning and well-being at school.

McGrew, K. S. (2022). **The Cognitive-Affective-Motivation Model of Learning (CAMML): Standing on the Shoulders of Giants.** *Canadian Journal of School Psychology*, 37(1), 117-134. <https://doi.org/10.1177/08295735211054270>

The Cognitive-Affective-Motivation Model of Learning (CAMML) is a proposed framework for integrating contemporary motivation, affective (Big 5 personality) and cognitive (CHC theory) constructs in the practice of school psychologists (SPs). The central tenet of this article is that SPs need to integrate motivation alongside affective and cognitive constructs vis-à-vis an updated trilogy-of-the-mind (cognitive, conative, affective) model of intellectual functioning. CAMML builds on Richard Snow's seminal research on academic aptitudes—which are not synonymous with cognitive abilities. Learning aptitude complexes are academic domain-specific cognitive abilities and personal investment mechanisms (motivation and self-regulation) that collectively produce a student's readiness to learn in a specific domain. CAMML incorporates the “crossing the Rubicon” commitment pathway model of motivated self-regulated learning. It is recommended SPs take a fresh look at motivation theory, constructs, and research, embedded in the CAMML aptitude framework, by going back-to-the-future guided by

the wisdom of giants from the field of cognition, intelligence, and educational psychology.

Özcan, M. Ş., Çetinkaya, E., Göksun, T., & Kisbu-Sakarya, Y. (2021). **Does learning to code influence cognitive skills of elementary school children? Findings from a randomized experiment.** *British Journal of Educational Psychology*, 91(4), e12429. <https://doi.org/10.1111/bjep.12429>

Background Coding has been added to school curricula in several countries, being one of the necessary competencies of the 21st century. Although it has also been suggested to foster the development of several cognitive skills such as computational thinking and problem-solving, studies on the effects of coding are very limited, provide mixed results, and lack causal evidence. Aim This study aims to evaluate the impact of a learn-to-code programme on three cognitive skills in children: computational thinking, fluid intelligence, and spatial orientation, using a randomized trial. Sample One hundred seventy-four (n = 81 girls) 4th-grade children participated in the study. Methods Children were randomly assigned to one of the three 10-week learning programmes: learn-to-code (treatment of interest), mathematics (another STEM-related comparison treatment), and reading (control). Children responded to paper-pencil computational thinking, and spatial orientation measurements, and face-to-face matrix reasoning task at pre- and post-tests. Results Results showed that children's computational thinking scores increased significantly only in the learn-to-code condition. Fluid intelligence significantly increased in all conditions, possibly due to a practice effect. The spatial orientation did not improve in any of the conditions. Conclusion These findings suggested that learning to code can be selectively beneficial for the development of computational thinking skills while not effective for spatial reasoning and fluid intelligence.

Rivella, C., Cornoldi, C., Caviola, S., & Giofrè, D. (2021). **Learning a new geometric concept: The role of working memory and of domain-specific abilities.** *British Journal of Educational Psychology*, 91(4), e12434. <https://doi.org/10.1111/bjep.12434>

It has been suggested that not only domain-specific factors but also working memory (WM) may play a crucial role in mathematical learning included Geometry, but the issue has not been deeply explored. In the present study, we examined the role of domain-specific factors and of verbal versus visuospatial WM on geometric learning of a new geometrical figure (trapezoid), never presented previously by the teachers participating to the study, after a lecture also involving manipulatives. Results on 105 children in their Year 4 indicated that not only some domain-specific components (geometric declarative knowledge and calculation) but also visuospatial working memory had a significant specific impact on the ability of solving geometric problems requiring to calculate the perimeter and the area of the new figure. On the contrary, verbal WM and geometrical mental imagery did not offer a specific contribution. These findings could have important educational implications, stressing the importance of taking into account the main different aspects supporting the acquisition of geometry.

Sabbagh, C. (2021). **Self-reported academic performance and academic cheating: Exploring the role of the perceived classroom (in)justice mediators.** *British Journal of Educational Psychology*, 91(4), e12433. <https://doi.org/10.1111/bjep.12433>

Background As a point of departure, this study assumes that teaching to impart knowledge is inseparable from its moral role to create an ethical citizenry, such as developing standards of academic integrity. Aims The study aims at delving into how

different facets of the sense of (in)justice in the classroom may play a significant role in explaining cheating behaviour, in general, and among low-achieving students, in particular. **Sample and Methods** The study was conducted among 5,084 eighth and ninth graders Israeli students. CFA and a structural modelling equations method were used to examine the study's factorial constructs and model, respectively. **Results Findings** pointed to a good fit of the measurement model using SEM. In accordance with the mediating hypothesis, self-reported academic achievement was negatively related to self-reported academic cheating. Moreover, perceived 'school injustice' (procedural and distributive justice as estimates) played a mediating role in explaining the relation between academic performance and cheating behaviour. It is noteworthy, however, that the facet of the personality-like construct of justice sensitivity displayed inconsistent findings and no mediating effect when examined as a separate model. **Conclusions** Self-reported academic performance and academic cheating among middle school' students were explained more strongly by contextual justice-related factors, namely perceived teachers' distributional and procedural practices in the classroom, than by justice sensitivity, which is a personality factor. Thus, teachers' justice practices seem to be crucial for developing a predisposition to academic honesty.

Schnitzius, M., Kirch, A., Spengler, S., Blaschke, S., & Mess, F. (2021). **What makes a physical education teacher? Personal characteristics for physical education development.** *British Journal of Educational Psychology*, 91(4), e12415. <https://doi.org/10.1111/bjep.12415>

Background The physical education (PE) teacher is a decisive factor for PE development and teaching. Reflecting on and making the best possible use of the PE teachers' personal resources positively influence teacher effectiveness and student achievement. This requires a comprehensive analysis of PE teachers' personal characteristics. **Aims** Consequently, this study aimed to describe PE teachers by using an aggregated examination of PE teachers' synergistic personal characteristics and analysing gender, age, and school type differences. **Sample** 1,163 German PE teachers (61.9% female; $M = 43.16 \pm 10.8$ years) from six different school types participated in the study. **Methods** Participants completed self-report questionnaires assessing PE teachers' General Personality Traits, General Interests, and Motivational Characteristics (Teacher Self-Efficacy, Enthusiasm, and Interests). Descriptive analyses, between subjects MANOVAs, and univariate ANOVAs with pairwise multiple comparison tests were applied. **Results** Multivariate gender differences occurred for General Personality Traits ($\eta^2 = .04$), General Interests ($\eta^2 = .07$), and Motivational Characteristics ($\eta^2 = .03$); age differences for General Personality Traits ($\eta^2 = .03$); school type differences for General Personality Traits ($\eta^2 = .05$); and Motivational Characteristics ($\eta^2 = .11$). Considering individual dimensions, gender revealed most univariate differences, especially in General Personality Traits and General Interests. School types revealed most univariate differences in Motivational Characteristics. **Conclusion** The educational personnel can (1) make use of the PE teachers' general stable factors by aligning teaching accordingly, for example considering teachers' gender and (2) specifically foster PE teacher personal development regarding Motivational Characteristics by, for example adapting teacher education or professional training to the particular school type.

Simões, C., Rodrigues, J., Gonçalves, A. M., Faria, S., & Gomes, A. R. (2021). **Work-family conflicts, cognitive appraisal, and burnout: Testing the mediation effect with structural equation modelling.** *British Journal of Educational Psychology*, 91(4), e12420. <https://doi.org/10.1111/bjep.12420>

Work–family conflict constitutes an important source of occupational stress predicting teachers' burnout, and cognitive variables have shown to be core structures in explaining human adaptation to stress. Nevertheless, the role of cognitive appraisal needs to be fully analysed to comprehend how it can mediate the relationship between stress and burnout. In order to understand the potential mediation of cognitive appraisal in the relationship between stress and burnout, we adopted conceptual models of stress that highlighted the value of cognitive appraisal on positive and negative reactions to work demands. Also, we analysed the potential moderation of sex and age in the relationship between work–family conflict, cognitive appraisal, and burnout due to inconsistent findings on how these personal variables can interfere on these relations. In this study, we used structural equation modelling (SEM) to test the mediating of cognitive appraisal in the relationship between work–family conflicts and burnout. A survey with measures of work–family conflicts, cognitive appraisal, and burnout was administered to the participants consisting of 438 Portuguese teachers from kindergarten through high school, aged between 28 and 67 years ($M = 46.85$; $SD = 7.88$), 304 of whom were females (69.41%). The results confirmed that cognitive appraisal partially mediated the relationship between work–family conflict and burnout. The mediation effect of cognitive appraisal on the relationship between work–family conflict and burnout was invariant regardless of teachers' sex or age. In sum, cognitive appraisal should be considered in order to understand teachers' adaptation to work.

Taple, B. J., Chapman, R., Schalet, B. D., Brower, R., & Griffith, J. W. (2022). **The Impact of Education on Depression Assessment: Differential Item Functioning Analysis.** *Assessment*, 29(2), 272-284. <https://doi.org/10.1177/1073191120971357>

A person's level of education can affect their access to health care, and their health outcomes. Increasing rates of depression are another looming public health concern. Therefore, vulnerability is compounded for individuals who have a lower level of education and depression. Assessment of depressive symptoms is integral to many domains of health care including primary care and mental health specialty care. This investigation examined the degree to which education influences the psychometric properties of self-report items that measure depressive symptoms. This study was a secondary data analysis derived from three large internet panel studies. Together, the studies included the Beck Depression Inventory–II, the Center for Epidemiologic Studies Depression Scale, the Patient Health Questionnaire, and the Patient Reported Outcomes Measurement Information System measures of depression. Using a differential item functioning (DIF) approach, we found evidence of DIF such that some items on each of the questionnaires were flagged for DIF with effect sizes ranging from McFadden's Pseudo $R^2 = .005$ to $.022$. For example, results included several double-barreled questions flagged for DIF. Overall, questionnaires assessing depression vary in level of complexity, which interacts with the respondent's level of education. Measurement of depression should include consideration of possible educational disparities, to identify people who may struggle with a written questionnaire, or may be subject to subtle psychometric biases associated with education.

Tarchi, C., & Villalón, R. (2021). **The influence of thinking dispositions on integration and recall of multiple texts.** *British Journal of Educational Psychology*, 91(4), e12432. <https://doi.org/10.1111/bjep.12432>

We investigated the association between thinking dispositions and two outcomes of multiple-texts comprehension: integration of conflicting information in argumentative

essays; and recall of inferential information as an index of deep comprehension. We focused on two thinking dispositions, need for cognition (NFC) and actively open-minded thinking (AOT), as relevant individual differences in the processes involved in multiple-texts comprehension. NFC is the tendency to engage in and enjoy cognitively demanding activities, whereas AOT is the tendency to rationally evaluate arguments and supporting evidence, without being influenced by biases from one's own prior beliefs and prior knowledge. 73 university students completed perceived topic knowledge, perceived exposure to argumentative writing, and perceived competence in argumentative writing, NFC and AOT questionnaires, read two contradictory texts, wrote an argumentative essay, and recalled the information read 1 month later. Argumentative essays were assessed by length and level of integration of conflicting perspective. Text recalls were assessed by number of valid inferences included. Research questions were investigated through a path analysis model. The path analysis model had a good fit. NFC was indirectly associated with argumentation quality of the essay via the essay length. AOT was directly associated with the inferences included in the recall task. The present study contributes to the literature on multiple-texts comprehension by emphasizing the role of thinking dispositions.

Teng, M. F., & Zhang, L. J. (2021). **Development of children's metacognitive knowledge, reading, and writing in English as a foreign language: Evidence from longitudinal data using multilevel models.** *British Journal of Educational Psychology*, 91(4), e12413. <https://doi.org/10.1111/bjep.12413>

Background Limited studies have been conducted on delineating the rationale behind individual differences in children developing metacognitive knowledge, as well as reading and writing proficiency. Aims This study examined the dynamics of children's development of metacognitive knowledge as well as reading and writing proficiency during their progression from Grade 1 to Grade 6. Sample(s) A total of 420 students participated in the study, who were tested 6 times to assess their metacognitive knowledge, reading, and writing proficiency. Methods The participants were invited to complete three tests: metacognitive knowledge, reading, and writing, which were administered at the end of each grade year. Results and conclusions Three variables (i.e., metacognitive knowledge, reading, and writing) showed high stability and increasing variance over time. These findings suggest individual differences in children's development of metacognitive knowledge, as well as reading and writing proficiency. Students' metacognitive knowledge grew more quickly among those who entered primary school with already strong metacognitive skills; the same was true for their reading and writing development. Results also revealed predictive effects of students' metacognitive knowledge on their reading and writing performance. Implications are discussed based on these findings.

Thorsen, C., Yang Hansen, K., & Johansson, S. (2021). **The mechanisms of interest and perseverance in predicting achievement among academically resilient and non-resilient students: Evidence from Swedish longitudinal data.** *British Journal of Educational Psychology*, 91(4), e12431. <https://doi.org/10.1111/bjep.12431>

Background Students with low socio-economic status (SES) are typically depicted as low performers and more likely to fail in school. However, a group of students, despite their background, manage to succeed in school. The capacity to overcome adversities and achieve successful educational outcomes is referred to as Academic Resilience. Research on the relationship between personality traits and academic performance

shows that conscientiousness is a crucial factor in predicting academic success and resilience. However, it has also been shown that achievement is a result of an interaction between conscientiousness and students' interest in the subject. Aims The study aims to investigate how students' school-related perseverance and interest predict academic achievement among resilient and non-resilient pupils over time in the Swedish compulsory school setting. Sample Study subjects were a subset (N = 1,665) of the sampled compulsory school students from the 1992 birth cohort in the evaluation through follow-up (ETF) database. Methods Multigroup structural equation modelling (SEM) with latent variable interaction was used. Measurement invariance was tested to examine the comparability of the constructs across groups. Results The results suggest that resilient students rely heavily on both perseverance of effort and interest in school subjects to succeed in their education. For the non-resilient group, the later perseverance level was conditioned on the level of the interest, and neither their early nor later grade interest was related to their achievement. Conclusions The academically resilient students displayed more consistency in interest and perseverance over time, which might explain their relative success compared to the non-resilient group.

Toivainen, T., Madrid-Valero, J. J., Chapman, R., McMillan, A., Oliver, B. R., & Kovas, Y. (2021). **Creative expressiveness in childhood writing predicts educational achievement beyond motivation and intelligence: A longitudinal, genetically informed study.** *British Journal of Educational Psychology*, 91(4), e12423. <https://doi.org/10.1111/bjep.12423>

Background Creativity is linked with educationally relevant constructs such as achievement, intelligence, and motivation. However, very few studies have explored longitudinal links between the constructs or the aetiology of individual differences in childhood creativity. Aims The study addresses the gap in the literature of developmental studies on the relationship of creativity with other educationally relevant measures. Additionally, the present study is the first adequately powered genetically informative analysis of childhood creativity. Sample(s) The present study utilized data from 1,306 twins, a subsample from a longitudinal, representative twin sample in the UK. Methods Creativity was operationalised as a Creative Expressiveness score, using the Consensual Assessment Technique on stories written by 9-year-olds. Intelligence and writing motivation were assessed at age 9. Academic achievement was collected at ages 9, 12, and 16. Results Creative Expressiveness was associated with intelligence and motivation, all measured at age 9. It also predicted variance in English grades at ages 9 and 16. The associations were weak, but significant, over and above intelligence, motivation, and earlier English grades. The variance in Creative Expressiveness was explained by genetic (35%), shared environmental (21%), and non-shared environmental (45%) influences. The phenotypic correlations with other study variables were mainly mediated genetically. Conclusions The results provide information that can be used for planning educational content. First, creativity can be detected in childhood writing. Second, childhood creativity may be overlooked in early educational assessments. Third, the results from the genetic analyses are important indications on the role of environments in the development of creativity.

Tze, V., Parker, P., & Sukovieff, A. (2022). **Control-Value Theory of Achievement Emotions and Its Relevance to School Psychology.** *Canadian Journal of School Psychology*, 37(1), 23-39. <https://doi.org/10.1177/08295735211053962>

The control-value theory (CVT) of achievement emotions is a well-established theoretical framework which delineates the predictive relationships among distal and proximal

antecedents, academic emotions, and student engagement and achievement. Although most research anchored in CVT is conducted by educational psychologists, the theory is arguably applicable to the field of school psychology. In this article, we first provide a brief overview of the theory, with a specific focus on the proximal antecedents (i.e., cognitive appraisals), as well as academic emotions and performance. Given that school psychologists are often consulted with strategies regarding students' emotional challenges exhibited in the classroom, we then discuss empirical evidence of control- and value-based interventions (e.g., attributional retraining, utility-value), both of which can be posited to address the cognitive appraisals of achievement emotions. Lastly, we discuss the implications of CVT and control- and value-based interventions to school psychologists' work.

Wang, Y., Lin, L., & Chen, O. (2021). **The benefits of teaching on comprehension, motivation, and perceived difficulty: Empirical evidence of teaching expectancy and the interactivity of teaching.** *British Journal of Educational Psychology*, 91(4), e12416. <https://doi.org/10.1111/bjep.12416>

Background Research regarding teaching expectancy has been mostly conducted in research laboratories with college students. These studies provide insufficient evidence regarding its effect on learners' delayed comprehension. Moreover, the relative superiority of teaching a peer face to face compared to teaching an imagined peer lacks empirical support. **Aims** The purpose of the study was to investigate the interactivity of teaching by comparing peer teaching to imagined teaching, as well as enhancing the generalizability of the teaching expectancy effect by testing it in a secondary school environment. **Sample** A total of 597 students (282 males) from 12 classes in a secondary school were recruited to participate in the study as part of their psychology course. **Methods** Participants were randomly assigned to one of six conditions formed by a 2 (teaching expectancy vs. testing expectancy) × 3 (peer teaching vs. imagined teaching vs. no teaching) between-subjects design. Their immediate and delayed comprehension tests, motivation, and perceived difficulty were measured as dependent variables. **Results** Imagined teaching enhanced both immediate and delayed comprehension, but peer teaching only enhanced immediate comprehension. Moreover, the effects of imagined teaching on perceived difficulty and motivation were dependent upon teaching expectancy or testing expectancy. **Conclusions** Our findings provide empirical evidence to the existing theoretical frameworks, but caution should be taken when applying imagined teaching in practice.

Weyns, T., Colpin, H., & Verschueren, K. (2021). **The role of school-based relationships for school well-being: How different are high- and average-ability students?** *British Journal of Educational Psychology*, 91(4), e12409. <https://doi.org/10.1111/bjep.12409>

Background Relationships with peers and teachers are keys for children's psychosocial development. However, it is unclear whether this also applies for high-ability children. This study adds to the literature by longitudinally examining the role of interpersonal relationships in the educational context for high- and average-ability students. **Aims** In this study, we examined whether high- and average-ability students differ in terms of peer acceptance, teacher conflict, and school well-being. Further, we studied the potential bi-directional effects between school well-being, teacher conflict, and peer acceptance in late childhood and examined whether the relations between these concepts differ between high- and average-ability students. **Sample** The total sample consisted of 3,101 Belgian students (49.9% boys, Mage = 9.76 years), with 348 high-ability

and 2,753 average-ability students. Methods Cognitive ability was assessed in Grade 3 with two cognitive ability tests (for crystallized intelligence and fluid intelligence, respectively). The students were followed for three years (Grades 4, 5, and 6), and each year their current teacher filled out questionnaires regarding teacher–child conflict, peer acceptance, and school well-being. Results High-ability students showed lower teacher conflict, higher peer acceptance, and better school well-being than average-ability students. Cross-lagged analyses showed that peer acceptance consistently predicted school well-being over time, while Grade 4 school well-being impacted Grade 5 teacher conflict. Also, better peer acceptance in Grade 5 predicted lower teacher–student conflict in Grade 6. Multigroup analyses revealed similar associations for both groups. Conclusions Our results show that high-ability students in general display more positive school-based social relationships and school well-being than average-ability students. We found no differences in the links between these variables for both groups (i.e., high-ability students and average-ability students).

Wu, R., Huebner, E. S., Zhou, J., & Tian, L. (2021). **Relations among positivity, positive affect in school, and learning flow in elementary school students: A longitudinal mediation model.** *British Journal of Educational Psychology*, 91(4), e12418. <https://doi.org/10.1111/bjep.12418>

Background Learning flow is an optimal learning experience representing full engagement in one's studies. The belief–affect–engagement model and control-value theory suggest that positivity would be a motivator of learning flow, while positive affect in school would be a mediator of the relation between positivity and learning flow. Aims The current research aimed to examine (1) the longitudinal relations among positivity, positive affect in school, and learning flow, and (2) the mediational role of positive affect in school between positivity and learning flow. Sample and Method A sample of 4681 Chinese elementary school students (44.9% girls; Mage = 9.87 years, SD = 0.70 at Time 1) completed reliable measures for each construct on four occasions across 2 years, using 6-month intervals. Structural equation modelling was used for examining study hypotheses. Results After controlling for gender, age, and family socioeconomic status, the results showed that (1) positivity, positive affect in school, and learning flow reciprocally facilitated each other directly; (2) positive affect in school mediated the relation between positivity and later learning flow, as well as the relation between learning flow and later positivity. Conclusions These findings revealed that positivity, positive affect in school, and learning flow form a complex, dynamic system, suggesting that school professionals should consider monitoring and developing interventions based upon these variables as early as elementary school.

Aspects sociaux de l'éducation

Alghamdi, A. M., Alsuhaymi, D. S., Alghamdi, F. A., Farhan, A. M., Shehata, S. M., & Sakoury, M. M. (2022). **University students' behavioral intention and gender differences toward the acceptance of shifting regular field training courses to e-training courses.** *Education and Information Technologies*, 27(1), 451-468. <https://doi.org/10.1007/s10639-021-10701-1>

During the COVID-19 lockdown, all the courses at Imam Abdulrahman Bin Faisal University (IAU) were delivered fully online, including field-training courses. Since there was no previous experience in offering field-training courses in a distance format, the current

study aims to identify factors that could impact students' behavioral intention to accept the e-training approach in teaching field training courses at IAU. In order to gather the data, the researchers designed a questionnaire based on the UTAUT model and they ensured the face, content, and construct validity of the questionnaire by sending it to five experts in the relevant field and by using exploratory factor analysis. Also, all the questionnaire's items were reliable since the Cronbach's alpha values were above 0.77 for all the items. A total of 397 participants provided valid responses. The result of this study indicated that Effort Expectancy (EE), Facilitating Condition (FC), Performance Expectancy (PE), and Social Influence (SI), respectively were the primary predictors for students' intention to use e-training. These factors explained 32.1% of the variance in students' behavioral intentions. As far as students' gender is concerned, there were significant differences between students' PE, FC, and SI. Based on these results, policymakers at IAU will have a clear image of the most essential factors that colleges should target to increase students' acceptance of e-training.

Al-Maskari, A., Al-Riyami, T., & Kunjumammed, S. K. (2022). **Students academic and social concerns during COVID-19 pandemic**. *Education and Information Technologies*, 27(1), 1-21. <https://doi.org/10.1007/s10639-021-10592-2>

Due to the COVID-19 pandemic, Higher Education Institutions (HEI) replaced regular face-to-face teaching with online teaching and learning. However, the shift caused several academic and social concerns for students, such as lack of academic support, lack of adequate resources to support online teaching, lack of socialization, stress, anxiety, and lack of motivation in attending classes. This research evaluates the impact of HEIs support, faculty support, and resources available on the academic and social concerns of students in HEIs during the pandemic. 11,114 students across the HEIs in Sultanate of Oman participated in an online national survey. Regression and factor analysis were used to verify the research model developed based on the literature review. Results showed that HEI support and faculty support significantly affect university students' academic and social concerns. Furthermore, resource availability was found to affect the academic concerns of students but not their social concerns. This research recommends strategies for HEIs and faculty to promote faculty-student interaction using both synchronous and asynchronous modes to reduce student concerns and motivate them to engage in online classes.

Alvarado, S. E. (2021). **The Role of College-Bound Friends in College Enrollment Decisions by Race, Ethnicity, and Gender**. *American Educational Research Journal*, 58(6), 1315-1354. <https://doi.org/10.3102/0002831221996669>

This study examines the association between college-bound friends and college enrollment using restricted transcript data from the High School Longitudinal Study. Propensity score matching and school fixed effects models suggest that having close college-bound friends is positively associated with enrolling in college. However, Black and Latino male students are much less likely to benefit from having college-bound friends than others, suggesting that structural and cultural factors that are tied to race, ethnicity, and gender may limit the beneficial potential of friends, especially for these male Black and Latino students. Implications for addressing racial and ethnic disparities in college enrollment and for the role of friends in college enrollment decisions are discussed.

Arday, J. (2022). **No one can see me cry: understanding mental health issues for Black and minority ethnic staff in higher education.** *Higher Education*, 83(1), 79-102. <https://doi.org/10.1007/s10734-020-00636-w>

Black and minority ethnic (BME) communities continue to experience differential outcomes within the United Kingdom (UK) mental health system, despite increased attention on the area. The trauma of racism for BME academic and professional staff within higher education remains problematic against a backdrop of cultural and organisational institutional racism. Within higher education (HE), BME staff consistently face barriers in terms of accessing contextually appropriate mental health interventions that recognise the sophisticated nature of insidious racism in all its overt and covert manifestations. This paper attempts to address the issues facing ethnic minority staff within the Academy with regard to accessing mental health services at university. Importantly, this paper explores the impact of racial discrimination on BME faculty within the sector and the impact upon mental health, in addition to considering the paucity of psychological interventions available in dealing with discriminatory episodes and the need for universities to diversify healthcare professional cohorts. This study utilises the narratives of 40 BME academic and professional university staff to examine the impact of negotiating racial inequality and discrimination at university and the impact upon mental health. Other aspects examined consider the impact of belonging, isolation and marginalisation on mental health and how this consequently affects BME university staff. Conclusions and recommendations provided advocate greater diversification of mental health support systems for BME staff within universities. Conclusions drawn will also consider how existing systems can function to dismantle racial inequality and improve mental health intervention for ethnic minority service users.

Bell, E., & Gándara, D. (2021). **Can Free Community College Close Racial Disparities in Postsecondary Attainment? How Tulsa Achieves Affects Racially Minoritized Student Outcomes.** *American Educational Research Journal*, 58(6), 1142-1177. <https://doi.org/10.3102/00028312211003501>

Promise programs, or place-based tuition-free college policies, have become increasingly popular among policymakers looking to expand postsecondary attainment. In this article, we examine Tulsa Achieves, a widespread, albeit understudied type of promise program that covers the balance of students' tuition and fees after other aid is exhausted at a single community college. Utilizing a difference-in-differences and event-study design, we investigate the role Tulsa Achieves eligibility plays in promoting or hindering vertical transfer and bachelor's degree attainment across racial/ethnic groups. We find that Tulsa Achieves eligibility is associated with increases in bachelor's degree attainment within 5 years among Native American and Hispanic students and an increased likelihood of transfer within 4 years for Hispanic students.

Belluigi, D. Z., & Thondhlana, G. (2022). **'Your skin has to be elastic': the politics of belonging as a selected black academic at a 'transforming' South African university.** *International Journal of Qualitative Studies in Education*, 35(2), 141-162. <https://doi.org/10.1080/09518398.2020.1783469>

A presumed indicator of change, in terms of the South African higher education sector's racialised past, are the quantitative measures of numerical 'diversity' within the academic staff composition at historically white institutions. To better inform policy, academic development curricula and institutional culture, this study focuses on macroaggressions related to the mis/recognition and un/belonging of black academics

who were selected for prestigious affirmative 'accelerated development programmes' for transforming the academic staff composition. Insights and narratives elicited via report-and-respond questionnaires, reflective small group discussions and an arts-based method, indicated that participants (a) experienced various microaggressions as members of different communities within the institution, and as a result (b) negotiated different identities according to social group norms, affordances and settings. The study brings to the fore the complex social processes and agential consequences of negotiating the politics of belonging in the looming shadow of legacies of conflict and oppression.

Blatt, L., & Votruba-Drzal, E. (2021). **District-Level School Choice and Racial/Ethnic Test Score Gaps.** *American Educational Research Journal*, 58(6), 1178-1224. <https://doi.org/10.3102/0002831221999405>

The rapid expansion of school choice is restructuring public education in the United States. This study examines associations between charter and magnet school enrollment, White-Black and White-Hispanic segregation, and test score gaps at the district level from 2009 to 2015 in third to eighth grade using the Stanford Education Data Archive and the U.S. Department of Education's Common Core of Data. Robust findings indicate that higher charter school enrollment is associated with larger White-Black test score gaps and this effect is mediated by White-Black segregation. There is also evidence that magnet school enrollment is associated with White-Hispanic test score gaps. Overall, this study suggests that the expansion of school choice may have negative implications for structural education equity.

Broccolichi, S., & Garcia, S. (2021). « **On n'a pas le temps d'aider les élèves en difficulté !** ». *Societes contemporaines*, 123(3), 51-77. Consulté à l'adresse http://www.cairn.info/revue-societes-contemporaines-2021-3-page-51.htm?u=4c39cfda-56f7-4f5b-91f8-04dce6799c5f&WT.tsrc=email&WT.mc_id=crn-ar-SOCO_123

À la suite de plusieurs recherches convergentes, cet article écrit à quatre mains analyse la façon dont la Nouvelle Gestion Publique de l'organisation scolaire a intensifié les difficultés des professeurs des écoles et infléchi leurs pratiques de tri des élèves. Les doubles contraintes auxquelles ces enseignants sont confrontés résultent en particulier d'une inflation de tâches bureaucratiques chronophages conjuguée à une responsabilisation accrue à l'égard d'objectifs ambitieux d'inclusion d'élèves en situation de handicap et de «réussite de tous». Sous la menace croissante d'échecs risquant de leur être imputés, beaucoup en sont réduits à systématiser le travail d'imputation d'insuffisances parentales ou d'étiologie médicale, en réponse aux difficultés constatées et aux échecs pressentis.

Brown, B. A. (2022). **Intensive Mothering and the Unequal School-Search Burden.** *Sociology of Education*, 95(1), 3-22. <https://doi.org/10.1177/00380407211048453>

Expanded school-choice policies have weakened the traditional link between residence and school assignment. These policies have created new school options and new labor for families to manage and divide. Drawing on interviews with 90 mothers and 12 fathers of elementary-age children, I demonstrate that mothers across class, racial, and ethnic backgrounds absorb the labor of school decision-making. Working-class mothers emphasize self-sacrifice and search for schools that will keep their children safe. Middle-class mothers intensively research school information and seek niche school

environments. Working-class and middle-class black and Latinx mothers engage in ongoing labor to monitor the racial climate within schools and to protect their children from experiences of marginalization. Partnered fathers and single primary-caregiver fathers invest less time and energy in the search for schools. These findings identify an important source of gender inequality stemming from modern educational policies and suggest new directions for research on school choice.

Brutel, C. (2022). **Entre ville et campagne, les parcours des enfants qui grandissent en zone rurale.** INSEE Première, (1888). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6035523?pk_campaign=avis-parution

Au 1^{er} janvier 2018, 17,7 millions d'enfants, adolescents et jeunes adultes de 3 à 24 ans vivent en France. Parmi eux, 30 % vivent en milieu rural. Compte tenu des mobilités résidentielles, la part des jeunes vivant dans une commune rurale augmente entre 3 et 13 ans, reste quasi stable entre 14 et 17 ans, puis chute de 9,5 points à l'âge de 18 ans. À la majorité, 20 % des jeunes ruraux partent s'installer en ville, principalement pour poursuivre leurs études. Les jeunes ruraux grandissent moins souvent en famille monoparentale que les jeunes urbains et ils vivent dans des logements plus spacieux. Ils sont plus fréquemment scolarisés hors de leur commune de résidence que les jeunes urbains. Ils parcourent une distance croissante selon l'âge de l'école au lycée, entre 9 et 23 kilomètres en moyenne pour rejoindre leur établissement scolaire lorsqu'il est situé dans une autre commune. Entre 16 et 24 ans, les jeunes ruraux suivent plus souvent des formations en apprentissage que les jeunes vivant en milieu urbain.

Cahill, H. (2022). **Evoking re-cognition through embodied enquiry: using drama-based methods to re-script storylines of gendered violence.** *International Journal of Qualitative Studies in Education*, 35(2), 163-175. <https://doi.org/10.1080/09518398.2020.1783709>

In this paper I analyse the influence of drama-based learning activities in an education encounter exploring an instance of gendered violence. I use data stories to chart the multiple material, social, and historical influences that emanated within a role-played act of violence by a father upon his daughter following her transgression of the standards of pre-marital sexual purity held within a strongly religious community. I call upon Butler's argument, that to understand an act of violence, one must engage with the conditions which permit the act, rather than just the act itself. I use the construct of the assemblage as offered by Deleuze and Guattari to trace the affective forces produced within the learning activities used to examine this enactment. I find that the drama-based activities were productive in opening conditions of possibility when they shifted the genre rules that had limited what it was permissible to feel, say and do as a recognisable masculine subject, and when they offered alternative modalities through which to articulate the multiplicity of possible desires, beliefs, fears and hopes at work within the Father-Daughter relationship.

Chen, K. H., & Berman, E. P. (2022). **Buying into the Meritocracy: Taiwanese Students and the Market for College Admissions Services.** *Sociology of Education*, 95(1), 23-42. <https://doi.org/10.1177/00380407211055517>

The meritocratic ideal prescribes that universities should admit students based on academic ability and individual effort. Yet as competition for scarce slots has increased, markets for services to improve the odds of admission have expanded. We use the case of a popular online forum for elite Taiwanese students seeking graduate study in the United States to argue that the moral values assigned to such markets provide useful

information about the status of the meritocratic ideal. Using digital ethnography and interviews with forum participants, we find that individuals moralize markets for admissions services in ways that align with their social position. They valorize participation in markets that compensate for their “unfair” disadvantage around English while rejecting the legitimacy of adjacent markets that compensate for lack of cultural capital (which they possess). More generally, we argue that although individuals who benefit from meritocracy will tend to stigmatize associated markets, the positive moralization of such markets can reflect local contests over how meritocracy should be defined—yet not necessarily undermine the meritocratic ideal.

Cordini, M., & De Angelis, G. (2021). **Families between care, education and work: The effects of the pandemic on educational inequalities in Italy and Milan.** *European Journal of Education*, 56(4), 578-594. <https://doi.org/10.1111/ejed.12483>

Italy was the first Western country affected by the pandemic. The school closures that followed lasted for a full school semester, including final exams. Italy is already known as a country with a high degree of educational inequality, where reproduction of social disadvantages by social origins is prominent. In such a situation, we hypothesise that a prolonged lockdown and the consequent reliance on remote education have played an important role in exacerbating existing inequalities. Families were forced to take on the full responsibility of educating their children, which has reinforced the role of household resources. The analysis presented in this article draws on results from an online survey of the effects of school closures on educational practices, the analysis focused on responses from parents of primary school students. The survey was carried out in Milan in June 2020 and was disseminated through institutional and informal channels after two months of school closure in Italy. Results were re-balanced to represent different social classes. The survey explored the relationships between economic and social inequalities on the one hand, and school activity experienced at home during the lockdown on the other. It also explored the involvement of pupils and their parents in school activities. We aimed to capture what educational and organisational resources families were able to mobilise in this situation, and to what extent these are unequally distributed. Our results contribute to an understanding of the impact of family resources on educational chances, identifying resources and how they are distributed through the population. Our findings confirm that the pandemic has exacerbated already existing inequalities.

Delahaye, J.-P. (2022). **L'école n'est pas faite pour les pauvres.** Consulté à l'adresse <https://www.editionsbdl.com/produit/lecole-nest-pas-faite-pour-les-pauvres/>

Delès, R., & Pirone, F. (2021). **How the societal lockdown in 2020 revealed structural educational inequalities.** *European Journal of Education*, 56(4), 511-514. <https://doi.org/10.1111/ejed.12482>

Dineen, J. N., Chafouleas, S. M., Briesch, A. M., McCoach, D. B., Newton, S. D., & Cintron, D. W. (2022). **Exploring Social, Emotional, and Behavioral Screening Approaches in U.S. Public School Districts.** *American Educational Research Journal*, 59(1), 146-179. <https://doi.org/10.3102/00028312211000043>

Using a nationally representative sample of U.S. public school districts, we explored the current landscape of social, emotional, and behavioral (SEB) approaches and their impact on behavioral outcomes. Data suggest SEB screening is the exception rather than the rule, with most districts reporting that students are referred to an internal support team

when SEB concerns arise. Districts more likely to report SEB problems were identified and supported internally when they had elementary SEB programs, were located in urban areas, and had higher socioeconomic status levels. District administrators who reported that SEB problems were identified and addressed internally, including use of universal screening procedures, reported the highest levels of knowledge about their SEB approach as well as willingness to change their practices.

Dogra, P., & Kaushal, A. (2022). **Underlying the triple burden effects on women educationists due to COVID-19.** *Education and Information Technologies*, 27(1), 209-228. <https://doi.org/10.1007/s10639-021-10645-6>

COVID-19 causes a pandemic situation that increased the paid or unpaid responsibilities (home and job) on women and brought significant changes in their lifestyle, resulting in psychological and emotional stress. This paper draws attention to the triple burden on the women during this time when certain roles are supposed to be performed by the women regardless she is employed or homemaker. The paper highlights the challenges faced by women educationists in making themselves comfortable with the work-life balance with emerging challenges such as new technology-based innovative teaching methods and various learning software's, apps, platforms, etc.. The paper employs in-depth interviews of teachers belonging to three categories i.e. primary, secondary, and higher education. The findings reported that female teachers agreed that pandemic had affected their daily life schedule. This leaves a deep effect on their mental and psychological health due to multiple attentions they pay towards home management, child & elders extra care, challenges due to work from home pattern of organizations, increased attention to students due to online teaching, etc. The paper presents the implications for the society and government to understand the women's pressure so that a happy and satisfied life is there for all with no gender discrimination.

Dräger, J. (2022). **The Role of Parental Wealth in Children's Educational Pathways in Germany.** *European Sociological Review*, 38(1), 18-36. <https://doi.org/10.1093/esr/jcab027>

In this article, I evaluate whether educational attainment in Germany is stratified by parental wealth and at which transitions stratification emerges. I propose a four-stage model to capture the emergence of stratification in the German education system, which is characterized by early between-school tracking: (i) transition to the tracked secondary school, (ii) attended track in the last year of mandatory schooling, (iii) highest school-leaving certificate, and (iv) transition to vocational or tertiary education. Results suggest that stratification by parental wealth emerges at all four stages, and, therefore, accumulates over the stages. Children living in wealthy households are 20 per cent more likely to attend the highest track in fifth grade and to obtain the highest school-leaving certificate and are 40 per cent more likely to enroll in tertiary education compared to children at the bottom of the wealth distribution. Furthermore, parental wealth seems to be particularly effective in preventing negative outcomes like leaving school without a certificate or not finding a fully qualifying vocational training. Among those who do not obtain the formal requirements to enroll in tertiary education, those with wealthy parents are more likely to start dual vocational training.

Gast, M. J. (2022). **Reconceptualizing College Knowledge: Class, Race, and Black Students in a College-Counseling Field.** *Sociology of Education*, 95(1), 43-60. <https://doi.org/10.1177/00380407211046053>

Past work and college-access programs often treat college knowledge as discrete pieces of information and focus on the amount of available college information. I use ethnographic and multiwave interview data to compare college-aspiring working- and middle-class black 9th and 11th graders across almost two years in high school along with their post-high school updates. Respondents were exposed to college-going messages but faced racial constraints and unclear expectations for college preparation and help seeking. Working-class respondents drew on hopeful uncertainty—a repertoire of hope for college admissions but uncertainty in the specifics—and they waited for assistance. Twelfth-grade working-class respondents experienced the effects of counseling problems and frustrations near application time. Middle-class and some working-class respondents used a repertoire of competitive groundwork to improve their competitiveness for four-year admissions, targeting their help seeking to navigate impending deadlines and late-stage counseling problems. My findings point to the timing and process of activating repertoires of college knowledge within a high school counseling field, suggesting the need to reconceptualize college knowledge in research on racial and class inequality in college access.

González, S., & Bonal, X. (2021). **COVID-19 school closures and cumulative disadvantage: Assessing the learning gap in formal, informal and non-formal education.** *European Journal of Education*, 56(4), 607-622. <https://doi.org/10.1111/ejed.12476>

Reducing physical contact has been the most common strategy adopted by governments to reduce the spread of the COVID-19 disease. It has led most countries to close their schools. Previous evidence on the effects of teacher strikes, summer holidays, armed conflicts or any other cause of school closure on learning suggest that the effects of COVID-19 will be highly significant for some and will vary depending on students' previous performance, family characteristics, age or education track, among other factors. Recent evidence shows that learning losses during school closures have been widespread and especially intense among the more disadvantaged students. In this article we evaluate the magnitude of the gap regarding opportunities to learn in formal, informal and non-formal education between families depending on their cultural and economic capital. An online survey (n = 35,937) was carried out during the second week of the confinement (March 2020) in Catalonia. The survey targeted families with children between three and eighteen years. The responses show remarkable social inequalities in opportunities to learn. In this article, we describe the magnitude of the learning gap between social groups and explore which are the most significant factors that explain educational inequalities. Our findings reveal a process of cumulative disadvantage that results from unequal opportunities in formal, informal and non-formal education and underline the need to address both school and family factors to mitigate the impact of the pandemic on learning opportunities.

Haelermans, C., Jacobs, M., van Vugt, L., Aarts, B., Abbink, H., Smeets, C., ... van Wetten, S. (2021). **A full year COVID-19 crisis with interrupted learning and two school closures: The effects on learning growth and inequality in primary education** (Research Memorandum N° 021). Consulté à l'adresse Maastricht University, Graduate School of Business and Economics (GSBE) website: <https://econpapers.repec.org/paper/unmumagsb/2021021.htm>

After more than a year of COVID-19 crisis and the school closures that followed all around the world, the concerns about lower learning growth and exacerbated inequalities are larger than ever. In this paper, we use unique data to analyse how one full year of COVID-

19 crisis in Dutch primary education has affected learning growth and pre-existing inequalities. We draw on a dataset that includes around 330,000 Dutch primary school students from about 1,600 schools, with standardized test scores for reading, spelling and mathematics, as well as rich (family) background information of the students. The results show a lower learning growth over a full year for all three domains, varying from 0.06 standard deviations for spelling to 0.12 for maths and 0.17 standard deviations for reading. Furthermore, we find that the lower learning growth is (much) larger for vulnerable students with a low socioeconomic background. This implies that pre-existing inequalities between students from different backgrounds have increased. These results are quite alarming and suggest that distance learning could not compensate for classroom teaching, although it prevented some damage that would have occurred if students had not enjoyed any formal education at all.

Hamjediers, M., & Schmelzer, P. (2022). **Marriage, the Risk of Overeducation, and Selection into Both: Evidence from Germany**. *European Sociological Review*, 38(1), 73-87. <https://doi.org/10.1093/esr/jcab030>

Two competing theories of social support and role specialization have been invoked to explain how marital status affects labour market outcomes. Whereas evidence of beneficial labour market outcomes among married men and employed married women favours a social support perspective, evidence of married women's reduced labour market participation corresponds to a role specialization perspective. We make two contributions to this literature. First, we apply both theories to first jobs in positions for which the employee is overeducated (educational attainment exceeding job requirements). Second, we employ preference theory to show how selection into marriage shapes its association with being in a position of overeducation. To account for potential selection, we model the probability of being married and the risk of starting a career in overeducation simultaneously based on retrospective data from the German National Educational Panel Study. In line with the theory of role specialization, married women seem to be more likely to start in overeducation than unmarried women. However, adjusting for selection into marriage yields lower risks of overeducation for married women and men in comparison to their unmarried counterparts. This supports the social support perspective on overqualification and highlights how selection into marriage shapes its association with labour market outcomes.

Her, P., & Thompson, M. N. (2022). **Examining the Persistence Intentions of College Students of Color**. *Journal of Career Assessment*, 30(1), 41-59. <https://doi.org/10.1177/10690727211010382>

This study used the Social Cognitive Career Theory—Career Self-Management Model (SCCT-CSM) to understand the process by which background variables impact students of color's intentions to persist in college. Findings from 329 students of color revealed that perceived social status related positively to self-efficacy for self-regulated learning, that increased experiences of racism related negatively to self-efficacy for self-regulated learning, and that self-efficacy for self-regulated learning related positively to intentions to persist in college. Further, self-efficacy for self-regulated learning mediated the relationship between perceived social status and persistence intentions among this sample of college students of color. Lastly, SEM analyses provided support for several pathways of the SCCT-CSM model with students of color. Limitations of the current study are discussed. Implications and future directions for practice and research are presented.

Hogendoorn, B., Kalmijn, M., & Leopold, T. (2022). **Why Do Lower Educated People Separate More Often? Life Strains and the Gradient in Union Dissolution.** *European Sociological Review*, 38(1), 88-102. <https://doi.org/10.1093/esr/jcab022>

In many Western countries, coresidential unions of lower educated people are less stable than those of higher educated people. A prominent explanation of this gradient in union dissolution holds that the lower educated experience more strain. Evidence for this explanation has been limited by a focus on only the economic dimension of strain and on only one partner in each union. In this study, we broadened the concept of strain to cover multiple life domains and capture the experience of both partners in each union. To do so, we used longitudinal data from the Household, Income and Labour Dynamics in Australia survey (N = 52,574 union-years; 7,930 unions). Generalized structural equation models showed that lower educated individuals experienced more strain not only in the economic domain but also in other life domains. Moreover, lower educated individuals tended to have partners who experienced more strain as well. In total, the joint experience of life strains explained 49% of the education gradient in union dissolution. These results suggest that life strains are pivotal to the stratification of family life.

Jarraud, F. (2022a, janvier 25). **Mixité sociale : A Paris, les lycées des beaux quartiers font de la résistance.** Consulté 25 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/25012022Article637786887787102430.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514340

« Il y a des progrès encore à établir. Mais les choses vont mieux ». Le 24 janvier, Christophe Kerrero, recteur de Paris, présentait les premiers résultats de la réforme d'Affelnet, la plateforme d'affectation en lycée. Profondément modifié pour la rentrée 2021, Affelnet veut faire entrer plus de mixité scolaire et de mixité sociale dans des établissements parisiens fortement ségrégués. Le bilan, réalisé par Julien Grenet, montre de réels progrès dans la majorité des lycées parisiens. Mais les établissements des quartiers chics, 16^{ème}, 5^{ème}, 6^{ème}, résistent.

Jarraud, F. (2022b, janvier 27). **Les associations de mathématique alertent sur les inégalités de genre.** Consulté 31 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/27012022Article637788624966925066.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514388

« La réforme du lycée a considérablement aggravé les inégalités filles garçons dans la formation mathématique en filière générale », dénoncent dans un communiqué l'APMEP, les Irem, le CFEM, la SMF et d'autres associations professionnelles. « Alors que la part des filles en terminale S progressait régulièrement depuis 1994, la part des filles dans l'enseignement de spécialité mathématiques en terminale est redescendu au-dessous du niveau de 1994, chutant de près de 8 points après 2 ans de mise en place de la réforme. Ainsi, seulement 25% des filles en 2021 ont un enseignement de mathématiques de plus de 6h hebdomadaires contre 45% avant la réforme. Ce décrochage est encore plus édifiant en première générale, où près de la moitié des filles abandonne les mathématiques en fin de seconde en 2021, alors qu'elles étaient jusqu'en 2018 environ 83% à poursuivre un enseignement de mathématiques ». Les associations craignent pour l'avenir des filles mais aussi du pays. « Il nous semble déraisonnable de la part des politiques de continuer à considérer, comme il a été communiqué à différentes

reprises(9), que les mathématiques peuvent être réservées aux seuls élèves motivés, à un âge où les choix peuvent n'avoir que peu de lien avec l'orientation future. À cet âge, les jeunes gens, et en particulier les filles, sont plus exposées aux biais de toute sorte. Elles auraient besoin de plus de temps pour affermir leur choix. L'effet ultra-élitiste provoqué par l'absence des mathématiques du tronc commun et la restriction des choix disciplinaires en première induisent donc un déséquilibre majeur entre les filles et les garçons que nous avons malheureusement annoncé ».

Knopik, T., Błaszczak, A., Maksymiuk, R., & Oszwa, U. (2021). **Parental involvement in remote learning during the COVID-19 pandemic—Dominant approaches and their diverse implications.** *European Journal of Education*, 56(4), 623-640. <https://doi.org/10.1111/ejed.12474>

The aim of the study on which this article reports was to identify parents' approaches to their children's remote education during the COVID-19 pandemic in April and May 2020. Additionally, this investigation sought to determine the role of parent perceptions of the barriers and benefits of remote education. The research draws on a survey of 421 parents of primary school students, in which a 66-item questionnaire (4 subscales) was used. Analysis revealed three main clusters that represent approaches adopted by parents: (1) the committed teacher approach, (2) the autonomy-supporting coach, and (3) the committed teacher and intervener. The parents in cluster 3 emphasised perceived barriers to remote learning more than parents in clusters 1 and 2. Regarding perceptions of the benefits, statistically significant differences were found in perceptions of child development facilitated by remote education (the parents in cluster 2 rated it most positively). The results can be used to support parents and schools in the provision of optimal remote learning.

Knutson, D., Matsuno, E., Goldbach, C., Hashtpari, H., & Smith, N. G. (2022). **Advocating for transgender and nonbinary affirmative spaces in graduate education.** *Higher Education*, 83(2), 461-479. <https://doi.org/10.1007/s10734-020-00673-5>

Nearly 50% of graduate students report experiencing emotional or psychological distress during their enrollment in graduate school. Levels of distress are particularly high for transgender and nonbinary graduate students who experience daily discrimination and marginalization. Universities and colleges have yet to address and accommodate the needs and experiences of transgender and nonbinary graduate students. Given the multitude of challenges these students may face, educational settings should not present additional barriers to educational success and well-being. In an effort to improve graduate education for transgender and nonbinary students, we add to the existing scholarship on affirming work with transgender undergraduate students by addressing the unique concerns of graduate students. We use a social-ecological model to identify sources of discrimination in post-secondary education and to provide transgender- and nonbinary-affirming recommendations at structural, interpersonal, and individual levels. For practitioners who wish to do personal work, we provide guidance for multicultural identity exploration. A table of recommendations and discussion of ways to implement our recommendations are provided.

Kulp, A. M., Pascale, A. B., & Wolf-Wendel, L. (2022). **Clear as Mud: Promotion Clarity by Gender and BIPOC Status Across the Associate Professor Lifespan.** *Innovative Higher Education*, 47(1), 73-94. <https://doi.org/10.1007/s10755-021-09565-7>

Mid-career faculty members often seek to advance to the highest faculty rank of full professor, but research suggests women and Black, Indigenous and Other People of Color (BIPOC) faculty face inequitable patterns in advancement to the full professor rank. This study focuses on associate professors' perceptions of promotion clarity, or the degree to which they are clear about the processes and criteria for advancing to the full professor rank. Using a national sample of associate professors at four-year colleges and universities (n = 4,871), we sought to understand how the relationships between satisfaction and promotion clarity vary across stages in the associate professor career, and how women and BIPOC faculty experienced promotion clarity differently. By conceptualizing time spent in the associate rank using a lifespan approach, we found that women had less promotion clarity than men throughout each stage of the associate career, and the intersection between being a woman and a BIPOC faculty member is linked with having less promotion clarity at the middle stages of the associate career in particular.

Lei, L. (2022). **The Effect of Community Socioeconomic Context on High School Attendance in China: A Generalized Propensity Score Approach.** *Sociology of Education*, 95(1), 61-88. <https://doi.org/10.1177/00380407211057305>

Many developing countries have experienced increasing spatial inequality, but little is known about the effect of community disadvantages on educational attainment in these societies. Using data from the China Family Panel Studies (2010–2016), I examine the effect of community socioeconomic status (SES) on the transition into high school in urban and rural China, and I explore several mechanisms explaining the community effects. I adopt the generalized propensity score method to estimate the potential probability of high school entrance at different levels of community SES. Results show that community SES is positively associated with high school attendance in both urban and rural China, and the relationship is stronger in more disadvantaged communities in both contexts. In urban areas, the effect of community SES is partly attributable to collective socialization and children's academic performance. In rural areas, spatial accessibility to high schools and children's academic performance are the salient mechanisms.

Lidegran, I., Hultqvist, E., Bertilsson, E., & Börjesson, M. (2021). **Insecurity, lack of support, and frustration: A sociological analysis of how three groups of students reflect on their distance education during the pandemic in Sweden.** *European Journal of Education*, 56(4), 550-563. <https://doi.org/10.1111/ejed.12477>

This article investigates the situation of Swedish upper secondary school students who have been subject to distance education during the COVID-19 pandemic crisis. We understand the transition from onsite education to distance education as a recontextualization of pedagogical practice, our framing follows loosely concepts from Bernstein. Given that the field of upper secondary education is highly socially structured it is relevant to enquire into the social dimensions of distance education. For this purpose, we have analysed answers to an open-ended question in a survey answered by 3,726 students, and related them to a cluster analysis distinguishing three main clusters of students: urban upper-middle-class, immigrant working-class, and rural working-class. The urban upper-middle-class students experienced problems decoding new requirements and were troubled by blurred boundaries between school and home. This group invests the most in schooling, and therefore expresses comparatively more anxiety for reaching anticipated achievements. Immigrant working-class students were comparatively more discontented by a lack of school support and request clearer instructions. In this new

educational situation, characterized by a weak framing, they have difficulties decoding the requirements. The rural working-class students appear comparatively more disconnected from the school situation. Unlike urban upper-middle-class students, for whom the school invades the home and private sphere, the rural working-class students seldom experienced that the school intruded their home; accordingly, their studies collapsed into sleep-in-mornings and a holiday feeling.

Macfarlane, B., & Jefferson, A. E. (2022). **The closed academy? Guild power and academic social class.** *Higher Education Quarterly*, 76(1), 36-47. <https://doi.org/10.1111/hequ.12305>

Academic inbreeding is a deeply ingrained practice which needs to be understood by reference to the medieval guilds. Drawing on the guild concept and associated benefits of forms of capital, a distinction is drawn between 'guild-route' academics who have followed a privileged, linear path into academe and their 'non-guild' counterparts who tend to enter later in their career from the professions or industry, often without a PhD. The tendency to represent early career researchers from a guild background as members of an academic proletariat is largely misleading and fails to take account of their privileged entrée into academe. Their experience is contrasted with those recruited via the non-guild route who do not have the benefits of the valued social, cultural or symbolic capital needed to advance their careers. Policy implications are discussed to better understand the effects of academic social class on recruitment practices in universities.

Okello, W. K., & Turnquest, T. A. (2022). **'Standing in the kitchen': race, gender, history and the promise of performativity.** *International Journal of Qualitative Studies in Education*, 35(2), 228-243. <https://doi.org/10.1080/09518398.2020.1828653>

Threaded with racialized and gendered pathologies, Black folx wrestle with a normative gaze that understands them as irrational, unintelligent, and deserving of constant surveillance. In this way, Black folx are expected to model postures of whiteness that agree with the wardrobe of anti-Blackness. In this manuscript, we take up the pedagogical work of what Denise Taliferro Baszile called critical race testimonies as a form of counter storytelling to intervene on the normative gaze. In doing so, we explicate the embodied potential of performativity for Black students, against the normativity of anti-Black discourses.

Olsen, B. (2021). **Scaling education innovations for impact in low-and middle-income countries during COVID.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3489> [Report]. Consulté à l'adresse Brookings Institution (États-Unis) website: https://www.brookings.edu/wp-content/uploads/2021/12/ROSIE-reflection-brief_FINAL-1.pdf

This first annual brief reflects on scaling insights from different scaling teams across many low- and middle-income countries to jointly learn and share best practices related to scaling in education. Effective scaling is not just about designing and delivering promising innovations for use but also embedding them in thoughtful, multifaceted ways to ensure that they grow, deepen, and have lasting impact. This brief discusses how several teams went about this work during the difficult last year.

OVE. (2021). **Conditions de vie des étudiants 2020 - Activité rémunérée.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3474> [Report].

Consulté à l'adresse Observatoire de la vie étudiante (France) website: <http://www.ove-national.education.fr/wp-content/uploads/2021/12/Fiche-CDV2020-Activite-remuneree.pdf>

Réalisée à un rythme triennal depuis sa création en 1994, l'enquête Conditions de vie des étudiant·e·s a pour ambition de recueillir et d'analyser des informations pertinentes sur les conditions de vie des étudiant·e·s sous différents aspects. En vue de constituer un outil solide de connaissance de la vie étudiante, l'enquête Conditions de vie des étudiant·e·s tient compte à la fois des problématiques constantes depuis sa première édition et des évolutions sociétales. En outre, son lien étroit avec le dispositif de comparaison européen Eurostudent VII, administré dans 26 pays, lui permet de saisir les spécificités des conditions de vie en France. Pour cette 9^e édition, plus de 250 000 étudiant·e·s ont été invité·e·s à répondre au questionnaire de l'OVE entre le 12 mars et le 25 mai 2020. Cette enquête abordant les conditions de vie des étudiant·e·s sur l'ensemble de l'année universitaire 2019-2020, les résultats ne tiennent pas compte des effets de la crise sanitaire survenue en mars 2020. Toutefois, certaines questions ayant un champ temporel plus restreint (semaines ou mois précédent la réponse à l'enquête), les réponses à ces questions peuvent avoir été impactées. L'OVE publie ici les données détaillées concernant l'activité rémunérée des étudiant·e·s, à savoir : le type d'activité rémunérée ; le type de contrat ; l'emploi exercé ; la durée hebdomadaire moyenne ; les jobs d'été ; l'utilisation de plateformes numériques d'emploi ; l'activité rémunérée exercée au sein de l'établissement d'études ; le lien entre les études et l'activité rémunérée ; les motivations à exercer une activité rémunérée et ses effets sur le déroulement des études ; les raisons invoquées quand une activité rémunérée n'est pas exercée pendant l'année universitaire.

Pasquali, P. (2022, janvier 22). « **L'héritocratie, c'est la capacité d'action et de résistance des filières d'élite** ». Consulté 25 janvier 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/lheritocratie-cest-capacite-daction-de-resistance-fil/00101504>

Paul Pasquali est sociologue, chargé de recherche au CNRS. Après avoir publié *Passer les frontières sociales. Comment les « filières d'élite » entrouvrent leurs portes* (2014, Fayard, réédité en poche cette année à La Découverte avec une postface inédite), il a commis en 2021 *Héritocratie. Les élites, les grandes écoles et les mésaventures du mérite (1870-2020)* à La Découverte.

Pirone, F. (2021). **School closures in France in 2020: Inequalities and consequences for perceptions, practices and relationships towards and within schools**. *European Journal of Education*, 56(4), 536-549. <https://doi.org/10.1111/ejed.12479>

The French education system is known for its inequalities, as well as difficulties in relations between teachers, pupils and their families. But what happens when schools close their gates and begin teaching remotely? To support a sociological discussion of quantitative (N = 5,875) and qualitative (N = 20) data collected with the participation of French teachers during the 2020 COVID-19 pandemic, this article illustrates how the period of distance teaching was handled and the consequences for perceptions, practices and relations between teachers, pupils and families. The results from our survey show that, although educational inequalities increased during the period of school closures, it nonetheless enabled a good number of school stakeholders to reaffirm their commitment to learning and teaching and to strengthen social connections. If the exceptional constraints forced teachers to seek out new educational solutions and

develop new professional knowledge and skills, it remains open to question, however, whether these changes will permanently improve French school climate and reduce learning inequalities.

Pitzalis, M., & Spanò, E. (2021). **Stay home and be unfair: The amplification of inequalities among families with young children during COVID-19.** *European Journal of Education*, 56(4), 595-606. <https://doi.org/10.1111/ejed.12481>

This article focuses on the educational practices and strategies mobilised by Italian families with children aged six years and younger, during the health crisis caused by the COVID-19 pandemic in Italy, in 2020. Specifically, we analyse practices and strategies mobilised by families from different social milieus living in rural or urban contexts. We argue that the shift in childcare practices and needs during the pandemic promoted the reaffirmation of traditional gender stereotypes and patterns of gendered labour division through the blurring of temporal and spatial boundaries between paid work, domestic labour and childcare. Our findings shed light on how differences in household circumstances, such as the availability of space in the home, have impacted disparities in childcare. Specifically, how different housing conditions have profoundly influenced the coping mechanisms of both children and parents during school closures. We conclude by discussing teachers' attempts to realise educational activities for supporting continuity in the pedagogical relationship, in a context of different family conditions and educational patterns.

Reversé, C. (2022, janvier 25). **Comment les stéréotypes pèsent sur l'insertion des femmes non diplômées en milieu rural.** Consulté 31 janvier 2022, à l'adresse The Conversation website: <http://theconversation.com/comment-les-stereotypes-pesent-sur-linsertion-des-femmes-non-diplomees-en-milieu-rural-174412>

Les stéréotypes de genre mettent les non-diplômées à la marge de postes que l'on considère comme masculins et les poussent vers des postes où l'attente en matière de diplômes est plus importante.

Santa-Ramirez, S., Wells, T., Sandoval, J., & Koro, M. (2022). **Working through the experiences of first-generation students of color, university mission, intersectionality, and post-subjectivity.** *International Journal of Qualitative Studies in Education*, 35(2), 109-124. <https://doi.org/10.1080/09518398.2020.1783012>

This qualitative study investigates how first-generation undergraduate students of Color at a historically white institution in the U.S. make sense and process the university's mission, especially in relation to the theoretical frameworks of intersectionality and post-subjectivity. U.S. universities are often structured on market-driven ideologies. They do not necessarily deeply take into account the experiences of their first-generation students of Color to the extent that could be observed in the institution's mission and goals. In this paper, we interacted with data while thinking with theory, philosophy, and concept as a method. Through these interactions, we gained insights about the lived experiences of first-generation undergraduate students of Color and how they perceive themselves to either be represented or not, within their institution's mission. Studies like this are needed because an institution's mission communicates central philosophies to stakeholders, and a clear mission statement is warranted to ensure that first-generation students of Color feel a sense of belongingness and affinity to their campuses. We also offer implications for future research and practice.

Stanley, D. A. (2022). **Blood, sweat, and tears: black women teacher's organizational experiences in schools.** *International Journal of Qualitative Studies in Education*, 35(2), 194-209. <https://doi.org/10.1080/09518398.2020.1828647>

This article examines the organizational experiences of Black women teachers in contemporary schools. This work centers Black women teachers' voices to highlight how their organizational contexts have impacted their careers. Additionally, the researcher utilizes qualitative, case methodologies and phenomenological methods to center the voices of seven Black women teachers. Further, this research leans upon Black Feminism to elucidate the experiences of being Black and female within today's public schools. The study reveals how Black women teacher's blood commitments, sweat sacrifices, and tears impact their career journeys. This paper closes with recommendations for advancing organizational theory and leadership in hopes of improving the experiences of Black women teachers and Black students.

Trigance, Y. (2022, janvier 21). **Démocratiser la réussite scolaire : une urgence.** Consulté 25 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/24012022Article637786028942830125.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514311

Le rôle de l'école dans la lutte contre les inégalités scolaires prend souvent la forme d'un questionnement : l'école peut-elle contribuer à limiter l'aggravation des inégalités entre les élèves ? Si cette question est régulièrement posée, c'est avant tout à partir d'un diagnostic aujourd'hui tabou : de la maternelle à l'université, l'école est pensée par et pour les catégories sociales les plus favorisées et notre système éducatif n'a jamais été conçu pour faire réussir tous les élèves

Trinh, N. A., & Bukodi, E. (2022). **Intergenerational Class Mobility of Labour Market Entrants in Germany and the UK since the 1950s.** *European Sociological Review*, 38(1), 37-53. <https://doi.org/10.1093/esr/jcab028>

This study examines over-time trends in intergenerational class mobility based on cohorts of labour market entrants in Germany and the UK since the 1950s. We calculate absolute and relative mobility rates, separately for men and women, using the German Socio-Economic Panel (1984–2016), the UK Household Longitudinal Study (2009–2016), and the UK Labour Force Survey (2014–2017). Regarding absolute mobility, we find marked country differences in upward and downward rates. In Germany, downward mobility decreased, while upward mobility rose. In the UK, downward mobility increased, while upward mobility declined. We provide evidence that these differences can be linked to contrasting changes in the distribution of origin and destination classes. Regarding relative mobility, striking country similarities appear. For both countries, we observe increases in social fluidity for respondents entering the labour market during the 1950s and 1960s that cease to continue for cohorts thereafter. Comparisons between adjacent cohorts do not provide evidence that social fluidity follows cyclical developments of the economy or shorter-term volatilities in the labour market.

Van Mol, C. (2022). **Exploring explanations for the gender gap in study abroad: a case study of the Netherlands.** *Higher Education*, 83(2), 441-459. <https://doi.org/10.1007/s10734-020-00671-7>

The overrepresentation of female students in study abroad programmes across the Western world represents one of the major gaps in scientific research on study abroad.

In this paper, I explore possible theoretical and empirical explanations, drawing on Personal Investment Theory and investigating study abroad motivations and decisions of a nationally representative sample of higher education students in the Netherlands between 2006 and 2015. The analyses specifically focus on the role of parents, academic self-concept and perceived goals in female and male students decision-making process to participate in study abroad programmes. The results reveal that maternal educational attainment level potentially plays a crucial role in explaining the decision-making process of both male and female students, as well as in explaining the overrepresentation of female students. The findings indicate that female students whose mothers have a medium educational attainment level are more likely to study abroad for exploration motives, whereas female students with lower educated mothers are more motivated by professional development purposes. As such, the results suggest mothers might motivate their daughters to study abroad in order to achieve intergenerational social mobility. Together, the presented findings offer fresh theoretical and empirical explanations of the gender gap in study abroad. Furthermore, the generated insights open up new directions for future research, indicating particularly the potential of social reproduction theories for explaining the gender gap in study abroad.

Wright, P., Down, B., & Davies, C. (2022). **Learning, making and flourishing in non-formal spaces: Participatory arts and social justice**. *Education, Citizenship and Social Justice*, 17(1), 54-68. <https://doi.org/10.1177/1746197920971809>

This article considers Participatory Arts and sociocultural understandings of justice and praxis through the example of Big hART, an Australian multi-award winning provider where both artists and participants – often disenfranchised and marginalised young people – co-create the work (Matarasso, 2018). Enacting social justice principles, Big hART works alongside young people to improve their life outcomes through arts practice strengthening young people's critical capabilities by inducting them as both makers and responders to their own lives and the world around them. Drawing on three years of ethnographic research across three sites in rural and regional Australia we highlight how multidimensional and multi-modal arts-based projects contribute to young people's lives through theorising the attributes and dimensions of twenty productive conditions and practices identified as essential for social change. These possibilities are important as when these conditions are purposefully enacted, the power of the arts for sense-making and identity development is revealed in non-formal learning spaces. Theoretically unpacking these conditions and practices and linking them with research outcomes helps build understanding of the generative power of Participatory Arts through the ways Big hART builds bridges between young people and their communities and the developmental trajectories they may take through being 'at-promise' rather than 'at-risk'.

Climat de l'école

Couchot-Schiex, S., & Richard, G. (2021). **Cyberviolences de genre. Définir et rendre compte du cybersexisme dans les pratiques numériques adolescentes**. *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.16849>

La majorité des collégien·nes et lycéen·nes français·es ont une vie cyber active. Presque tou·tes possèdent un smartphone et les réseaux sociaux en sont leur usage principal. Des études récentes ont analysé les interactions négatives s'y déployant, les qualifiant de

cyberviolences dès lors qu'elles investissent en tout ou en partie le web. Ces phénomènes ont un caractère hautement genré, c'est-à-dire qu'ils encouragent la conformité à des normes de genre rigides (à bien des égards sexistes, sexuelles et homophobes). L'article documentera les cyberviolences de genre rapportées par des jeunes de la région Île-de-France, dans le cadre d'une étude réalisée par l'Observatoire Universitaire International Éducation et Prévention (Université Paris-Est Créteil) et commanditée par le Centre Hubertine Auclert. À partir de données quantitatives et qualitatives colligées auprès de centaines d'élèves de collèges et de lycées, il évoquera l'existence de faits de violence cybersexiste polymorphes et ordinaires, ciblant les garçons comme les filles, dans la mesure où leurs comportements et préférences sont considérées comme atypiques sur le plan du genre. Au final, l'article retracera la genèse de l'installation du concept de cybersexisme, que les auteures proposent pour évoquer ces violences relevant du système de genre.

de Matos Pedro, E., Alves, H., & Leitão, J. (2022). **In search of intangible connections: intellectual capital, performance and quality of life in higher education institutions.** *Higher Education*, 83(2), 243-260. <https://doi.org/10.1007/s10734-020-00653-9>

This study explores the contributions of different dimensions of the intellectual capital of higher education institutions (ICHEIs) to their performance, incorporating the previously unexplored dimension of quality of life (QoL) as a performance measure, and correspondingly taking into account the connection between the Theory of Stakeholders and the Theory of Legitimacy. Applying a Structural Equation Model and the Partial Least Squares method, we present new empirical findings from a sample of 738 students and 587 lecturers/researchers from seven Portuguese public HEIs. The ICHEIs positively influence the institution's performance, through relational capital and structural capital; and QoL emerges as an important dimension of HEIs' performance standards, especially regarding students' perception of academic QoL. When HEIs understand and measure their IC, they will gain a better understanding of their core competencies, enabling a better allocation of resources and implementation of more effective strategic and operational actions.

Forsberg, C., Chiriac, E. H., & Thornberg, R. (2021). **Exploring pupils' perspectives on school climate.** *Educational Research*, 63(4), 379-395. <https://doi.org/10.1080/00131881.2021.1956988>

Background: School climate is crucial: its character can affect pupils' academic achievement, teachers' working conditions and the wellbeing of everyone at school. A major concern for teachers is how to prevent and manage disruptive behaviours. Against this backdrop, there is a need for thorough investigation of pupils' perspectives to better understand their perceptions of the climate at their schools and their views about why disruptive behaviours occur. Purpose: In this small-scale, qualitative study, we aimed to contribute to the body of school climate research by exploring pupils' perspectives on school climate, teachers and relationships at school. Method: We conducted an in-depth qualitative analysis, exploring pupils' perspectives on these issues through focus group interviews. Eighteen semi-structured interviews were conducted (n = 104) with grade 1–9 (7- to 15-year-old) pupils from a school in Sweden. The interview guide included questions about sense of safety, relationships at school and in classrooms, and pupils' views of teachers. Constructivist grounded theory was used as the analytical framework. Findings: A recurrent pattern identified in the data was the focus on disruptive behaviours and how these were connected to the pupils' learning environment, sense of safety and teachers.

Three core categories were conceptualised from the pupils' perspectives: (a) within-pupil explanations, (b) teaching style explanations and (c) peer group process explanations. We adopted a social-ecological approach to conceptualise the complexities and interplay of factors addressed by the pupils in their perspectives on disruptive behaviours. Conclusions: Our findings provide insight into the way that different factors interplay in the emergence of disruptive behaviours in the classroom, nested within both contextual and structural aspects. This analysis of pupil perspectives also points to the importance of a whole-school approach in which teachers establish a warm, responsive and confident teaching style in the classroom and in the playground to influence the social dynamics.

Holzer, J., Bürger, S., Samek-Krenkel, S., Spiel, C., & Schober, B. (2021). **Conceptualisation of students' school-related wellbeing: students' and teachers' perspectives.** *Educational Research*, 63(4), 474-496. <https://doi.org/10.1080/00131881.2021.1987152>

Background Converging evidence points to the relevance of adolescent wellbeing as a resource for positive development and successful learning. As schools represent one of the most significant environments for adolescent development, there is increasing interest in students' wellbeing in schools. However, the growing body of research reveals great heterogeneity regarding operationalisations of school-related wellbeing. Purpose The present study aims to contribute to the conceptualisation of the construct by taking a closer look at experiences within the context. In doing so, it takes a multi-informant approach and explores students' and teachers' perspectives. Method A survey was conducted among secondary school students (n = 150) and teachers (n = 197). Participants provided responses to open-ended questions, addressing their general understanding of the construct and indicators of high and low levels of school-related wellbeing. Data were analysed using a qualitative content analysis approach. The EPOCH model of Kern et al., with the dimensions Engagement, Perseverance, Optimism, Connectedness and Happiness, was applied as a categorisation framework. For coded segments that did not correspond to the EPOCH domains, the category system was expanded inductively. Findings Just over three quarters of all coded segments referred to the EPOCH domains. Three categories were inductively added: Physical health, Achievement and Framework conditions. Overall, in terms of the content addressed as well as frequencies of the themes, there was a degree of homogeneity across the responses of students and teachers, although findings suggested greater emphasis on eudaimonic aspects in the teacher sample. Conclusions The present study provides initial insights into students' and teachers' perspectives regarding the conceptualisation of school-related wellbeing and supports the approach of conceptualising it both in terms of hedonic and eudaimonic aspects. It supports the application of the EPOCH model to the school context, considers additional detailed aspects and underscores the multidimensionality of the construct. Future research is required to investigate the roles of all identified categories and whether they correspond to a statistical measurement model.

Lee, E. S., & Shin, Y.-J. (2022). **Cross-Sectional and Longitudinal Tests of Social Cognitive Model of Well-Being in Korean College Students.** *Journal of Career Assessment*, 30(1), 110-133. <https://doi.org/10.1177/10690727211026187>

This study examined the cross-cultural utility of a modified social cognitive model of academic and life satisfaction (Lent & Brown, 2008) by adding independent and interdependent self-construals with Korean college students in a cross-sectional (Study 1)

and a longitudinal design (Study 2). In Study 1, 604 participants completed measures of academic self-efficacy, outcome expectations, goal progress, environmental support, positive affect, academic satisfaction, life satisfaction, and self-construals. In Study 2, 171 participants completed the same measures at two time points with a 15-week interval. Results of Study 1 indicated that the modified model provided a good fit to the data and that 21 out of 25 of the hypothesized paths were significant. In Study 2, the bidirectional model, which included three theorized sets of reciprocal relations (i.e., academic satisfaction to life satisfaction, positive affect to both environmental support and self-efficacy, and self-efficacy to both outcome expectations and goal progress) demonstrated an optimal fit to the data. Overall, the findings of the present study provide evidence for the validity of the modified social cognitive well-being model in Korean populations.

Liu, V., & Xu, D. (2022). **Happy Together? The Peer Effects of Dual Enrollment Students on Community College Student Outcomes.** *American Educational Research Journal*, 59(1), 3-37. <https://doi.org/10.3102/00028312211008490>

Nationally, 15% of first-time community college students were high school dual enrollment (DE) students, which raises concerns about how high school peers might influence college enrollees. Using administrative data from a large state community college system, we examine whether being exposed to a higher percentage of DE peers in entry-level (gateway) math and English courses influences non-DE enrollees' performance. Using a two-way fixed effects model, our results indicate that college enrollees exposed to a higher proportion of DE peers had lower pass rates and grades in gateway courses, and higher course repetition rates. Supplemental student-level analysis suggests that greater exposure to DE peers during a student's initial semester in college reduces next-term college persistence.

Mongaryas, R. F. Q. D., & Bibalou, E. (2021). **Violences en milieu scolaire au Gabon. Regards croisés autour de l'analyse de contenu des mémoires professionnels des étudiants en fin de cycle à l'ENS de Libreville.** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17640>

Depuis la tenue des États généraux de l'éducation, de la recherche et la formation (2010), l'État gabonais a engagé de nombreuses réformes dans son système éducatif afin d'assurer les meilleures conditions d'enseignement et d'apprentissage. Contrairement aux attentes politiques, les résultats obtenus restent très insuffisants dans la mesure où l'échec et les violences scolaires sont malheureusement devenus des problèmes récurrents de l'École gabonaise. Face à cette réalité, et pour tenter d'y apporter des explications, depuis environ une douzaine d'années, les étudiants en fin de cycle à l'École Normale Supérieure (ENS) produisent des mémoires professionnels sur la problématique des violences en milieu scolaire au Gabon. Dès lors, que disent-ils à propos des formes, manifestations et conséquences des violences sur les apprenants et les enseignants qui en sont victimes ? Quels enseignements en tirer ? Enfin, comment ces travaux peuvent-ils être exploités sur un plan pratique par les décideurs à la fois pour comprendre et apporter des solutions à l'insécurité grandissante dans le système éducatif gabonais ? Pour mieux répondre à ces interrogations, sans être exhaustifs, nous avons réalisé une analyse de contenu de neuf (9) mémoires recensés particulièrement à l'ENS.

Moore, B., Woodcock, S., & Dudley, D. (2021). **Well-being warriors: A randomized controlled trial examining the effects of martial arts training on secondary students' resilience.** *British Journal of Educational Psychology*, 91(4), e12422. <https://doi.org/10.1111/bjep.12422>

Background Mental health problems are a growing and significant issue in the Australian education system. Research has suggested that resilience can be learned and that schools can play an important role in developing resilient skills among youth; however, rigorous evaluation of interventions promoting resilience is limited. Aims As martial arts training has been found to have psychological benefits such as increased confidence and self-esteem, this study investigated whether a 10-week martial arts training programme was an efficacious sports-based mental health intervention that promoted resilience in secondary school students. Sample Two hundred and eighty-three secondary school students (age range 12–14 years) participated in the study. Methods The study examined the effects of martial arts training on participants' resilience by delivering a 10-week martial arts-based intervention in secondary school settings. The intervention was evaluated using quantitative methodology and an experimental research design using a randomized controlled trial which measured participant responses at baseline, post-intervention, and follow-up. Results The study found that the martial arts-based intervention had a significantly positive effect on developing students' resilience. This was especially apparent when the intervention and control group's mean resilience outcomes were compared. Resilience outcomes appeared to be stronger immediately following the intervention compared with 12-week follow-up. Conclusions Given the prevalence of mental illness among Australian youth, the current study provides robust evidence that students' resilience can be improved using martial arts-based interventions delivered in school settings. Trial Registration Australian New Zealand Clinical Trials Register ACTRN12618001405202. Registered 21 August 2018.

Nikolaou, D. (2022). **Bullying, cyberbullying, and youth health behaviors.** *Kyklos*, 75(1), 75-105. <https://doi.org/10.1111/kykl.12286>

This paper examines the impact of bullying and cyberbullying victimization on youth health behaviors (smoking, drinking, drugs, sexual intercourse) since the literature has not evaluated within the same framework whether bullying on school grounds and cyberbullying have distinct effects on such behaviors. Using within law heterogeneity in anti-(cyber)bullying laws during 2011–2019, I jointly estimate the decision to adopt a health (dis)accumulating behavior along with a multivariate treatment into four victimization groups: no victimization, bullying only at school, only cyberbullying, both bullying and cyberbullying. Identification of students who face one of the four distinct victimization types reveals heterogeneous effects: cyberbullying has stronger deleterious effects than bullying, and students who experience both accumulate even less health capital. Interestingly, female students respond to victimization by increasing their participation in addictive health behaviors (smoking, excess drinking, marijuana, other illicit drugs), whereas male students are prone to engaging in riskier sexual behaviors (multiple sex partners, unprotected sex). These effects remain even after accounting for mediating effects of student depression and truancy suggesting that public policies should invest in strategies to educate the student's social environment (peers, teachers, parents) about their role in preventing (cyber)bullying and in providing effective counseling for victimized students.

Polk, D. M., & Pollino, M. A. (2022). **Communities as asset: Using positive communication to enhance the holistic well-being of South Africans.** *Education, Citizenship and Social Justice*, 17(1), 85-100. <https://doi.org/10.1177/1746197920971792>

Young South Africans who live in contexts of poverty face many challenges and obstacles in their attempts to rise out of their circumstances. However, adding support in the form of well-being teams who take ownership of promoting well-being may facilitate resilience and serve an important supportive function. Four different well-being teams participated in a focus group interview. They consisted of teachers, learners, parents, and a mixed group. The theory of positive communication provided a framework to understand the themes that emerged. Therefore, in an effort to level the playing field for these young South Africans, the educational system should create more spaces that enable and facilitate learning and that promote positive communication.

Rodríguez-Gómez, D., & Russell, S. G. (2022). **Human Rights Violations Through Structural Violence: A Case Study of Human Rights Education in New York City.** *American Educational Research Journal*, 59(1), 38-72. <https://doi.org/10.3102/00028312211057307>

A major area of critical scholarship within human rights education (HRE) aims to discover HRE's revolutionary potential by questioning its relationship to the global human rights regime. However, the very concept of "human rights violations" remains underexamined. This article analyzes the use and function of human rights violations as pedagogical devices. Drawing from qualitative data collected in two public high schools in New York City (2014–2015), this study explores the limitations of teaching human rights through the legal definition of human rights violations. In doing so, HRE positions human rights violations primarily as manifestations of direct violence. We argue that to teach human rights violations also as expressions of structural violence can help students cultivate powerful and transformative forms of knowledge.

Schwimmer, M. (2021). **L'école du bien-être. Enseigner l'autorégulation : entre contrôle et émancipation.** *Le Telemaque*, 60(2), 175-188. Consulté à l'adresse http://www.cairn.info/revue-le-telemaque-2021-2-page-175.htm?u=4c39cfda-56f7-4f5b-91f8-04dce6799c5f&WT.tsrc=email&WT.mc_id=crn-ar-TELE_060

Cet article vise à approfondir la réflexion sur le bien-être scolaire à l'aune de la thèse foucauldienne de la gouvernementalité néolibérale. Il analyse le sens des techniques visant le développement de la maîtrise de soi (ou autorégulation) qui sont de plus en plus préconisées à l'école (méditation, gestion du stress, etc.). Pour ce faire, l'article présente le cadre foucauldien dans lequel s'insère la réflexion. Ensuite, il examine dans quelle mesure nous pouvons affirmer que les pratiques de bien-être mises en œuvre à l'école font la promotion d'une subjectivité néolibérale à l'école. Enfin, il examine dans quelles conditions la formation de compétences à la maîtrise de soi n'est plus au service de l'émancipation de l'enfant, mais au contraire au service du système politique, économique, de la concurrence.

Stinkeste, C., Napala, A., & Romero, M. (2021). **Impact of Team Climate on Co-Creativity in STEAM Education in Primary Education.** *Créative Education*, 12(08), 1977-1994. <https://doi.org/10.4236/ce.2021.128151>

Weiss, P. O. (2021). **Les étudiant.e.s sont-ils en sécurité ? Les enquêtes de victimation comme outil de la connaissance du monde étudiant.** *Champ Pénal*, 22, <https://journals.openedition.org/champpenal/12715#quotation>. <https://doi.org/10.4000/champpenal.12715>

Évaluation des dispositifs d'éducation-formation

Chochard, Y., Gentizon, J., & Gallant, S. (2019). **Assessing the Transfer of Nursing Competencies: Analysis of the effects of intermediate care training in a hospital setting.** *Mesure et Évaluation En Éducation*, 42(spécial), 103-126. <https://doi.org/10.7202/1084130ar>

Cette recherche porte sur l'évaluation de l'efficacité d'une formation en milieu hospitalier à partir d'indicateurs de tailles d'effet et d'indice d'hétérogénéité. L'évaluation portait sur une formation en soins intermédiaires destinée aux infirmiers-ères, d'une durée de 23 jours et qui intégrait notamment trois jours d'enseignement clinique au chevet du patient. Les compétences ont été mesurées en début et en fin de formation, à partir d'une grille d'observation standardisée basée sur les domaines de compétences d'expert clinique, de communicateur, de collaborateur, de manager et d'apprenant-formateur. Les estimateurs de Cohen et de Glass ont démontré des effets significatifs de la formation sur les cinq domaines alors que l'indice d'hétérogénéité a mis en évidence une réduction des disparités de comportements au sein du groupe d'infirmiers-ères au terme de la formation. La discussion aborde la question des balises utilisées pour interpréter les tailles d'effet.

Clayette, E. (2021). **Dispositif d'accompagnement pour l'amélioration des compétences écrites en contexte universitaire: enjeux et impact sur les représentations et les pratiques: l'exemple du projet écrit+** (Phdthesis, Université du Maine). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03537222>

Cette thèse de doctorat s'inscrit dans le cadre du projet écrit+, projet national, sélectionné comme Plan d'Investissement d'Avenir 3 (PIA3), volet Nouveaux Cours Universitaires (NCU). Ce dispositif mutualisé a pour but d'aider les étudiants à développer leurs compétences en français écrit à l'université, tant en compréhension qu'en production. Nos recherches s'intègrent plus précisément dans l'action numéro 5 du projet, en charge de l'analyse d'impact du dispositif, à la croisée du champ de la didactique du français et de l'usage du numérique. La pédagogie universitaire, et plus particulièrement, les dispositifs de formation en lien avec l'amélioration des compétences écrites en tant que facteurs de réussite à l'université sont au coeur de notre étude. Nous explorons deux grands axes à travers les questions suivantes : qu'elles sont les représentations des acteurs impliqués dans ces dispositifs d'accompagnement pour l'amélioration des compétences écrites en contexte universitaire ? Quelles scénarisations pédagogiques sont-elles mises en place et quelle réception cela entraîne-t-il chez les étudiants ? Notre corpus est constitué de questionnaires à destination des enseignants et des étudiants impliqués dans l'ensemble des dispositifs de Le Mans Université, d'entretiens collectifs menés avec les enseignants et des traces informatiques extraites de la plateforme de formation en ligne de type Moodle utilisée dans le cadre de ces enseignements. Nous tentons de proposer, d'après les différents résultats et analyses obtenus, des pistes didactiques en termes d'ingénierie pédagogique et d'accompagnement des enseignants dans ces dispositifs de renforcement des compétences écrites.

Sarnecka, B. W., Silva, P. N., Coon, J., Vickers, D. C., Goldstein, R. B., & Rouder, J. N. (2022). **Doctoral writing workshops: A pre-registered, randomized controlled trial.** *Innovative Higher Education*, 47(1), 155-174. <https://doi.org/10.1007/s10755-021-09574-6>

Doctoral students were randomly assigned to a five-week (30-h) faculty-led writing workshop intervention, either preceded by a five-week (waiting list) control phase or followed by a five-week maintenance phase. In the workshop, students wrote together, received instruction in genres of academic writing (literature reviews, scientific articles, funding proposals, and presentations), and exchanged feedback on drafts. As a result of the workshop students enjoyed writing more, found writing easier, and gained confidence in themselves as academic writers. They felt able to write productively in shorter blocks of time, and they engaged in more short-term, medium-term, and long-term planning of their research. The intervention also caused participants to pause more frequently for reflection or positive thinking and to generate more new writing. Effects were maintained in a peer-led writing maintenance group for at least five weeks after the intervention ended. This is the first randomized controlled trial of a doctoral-level writing intervention to date and has the potential to support doctoral training in academic and scientific writing across the Social Sciences, Education, and the Humanities.

Formation continue

Alber, J.-L., Mirza, N. M., & Navarro, C. (2021). **Le stage d'adaptation: un lieu d'apprentissage? Analyse du parcours d'un infirmier diplômé en demande de reconnaissance.** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17585>

Les recherches actuelles montrent que, si les stages sont des leviers de la socialisation professionnelle en situation de travail, l'apprentissage ne se réalise pas par simple imprégnation. Dans cet article, nous étudions l'expérience du stage d'adaptation du point de vue d'un infirmier provenant d'un pays non-membre de l'UE/AELE, candidat à l'homologation de son diplôme en Suisse. Nous examinons les apprentissages réalisés et les difficultés rencontrées pendant cette étape de la trajectoire de formation. En adoptant une approche en socio-anthropologie et en psychologie culturelle, l'analyse porte sur des entretiens menés auprès de ce candidat, qui combine une double position, de professionnel et d'apprenant. Les résultats montrent que le stage d'adaptation est un lieu traversé par des logiques contradictoires, rendant difficile la construction d'une socialisation. Ils mettent en lumière les tensions à l'œuvre entre dynamiques d'apprentissage, d'intégration et d'altérisation.

Marché du travail

Brunner, A., & Maurin, L. (2022, janvier 25). **Chômage : les inégalités diminuent, mais les fractures demeurent.** Consulté 31 janvier 2022, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/evolution-inegalites-chomage>

Le chômage baisse depuis 2016 et les inégalités en termes d'emploi se résorbent en partie. Les ouvriers, les jeunes, les moins diplômés restent toutefois beaucoup plus exposés au chômage. Une analyse d'Anne Brunner et Louis Maurin, de l'Observatoire des inégalités.

Desbiens, J.-F., Mukamurera, J., & Perez-Roux, T. (2021). **Penser la formation, l'insertion professionnelle et l'exercice d'une profession dans le cadre d'un développement**

durable des ressources humaines : enjeux et perspectives dans un monde sous tension.

Phronesis, 10(4), 1-8. <https://doi.org/10.7202/1083975ar>

Le développement durable est un thème d'actualité dont on peut questionner la récupération lorsqu'appliqué au travail destiné à autrui. Les sept contributions de ce numéro thématique s'ancrent dans les domaines de la gestion, de la santé et de l'éducation. Elles examinent, d'une part, comment la formation améliore la préparation à l'exercice d'une profession, cultive le sens de la gestion socialement responsable, module les dynamiques identitaires de même que les reconversions professionnelles. D'autre part, elles questionnent les répercussions d'une certaine culture managériale et professionnelle sur le sens donné par les travailleurs à leur mission, la reconnaissance de leur expertise, leur satisfaction au travail et leur attachement à l'emploi.

Jones, G. A., & Jefferson, A. E. (2022). **Reconceptualizing the phenomenon of inbreeding: Labour markets, stratification, and capital.** *Higher Education Quarterly*, 76(1), 8-19. <https://doi.org/10.1111/hequ.12329>

This paper illuminates how three distinct but complementary concepts can be used to explain the prevalence of inbreeding in some contexts and the absence or limited frequency of inbreeding in others. The concepts of internal and external labour markets can be useful in understanding the academic labour market conditions that may support or discourage inbreeding. The concepts of vertical fragmentation of the academic labour within universities and the vertical stratification of institutions within systems can be helpful in understanding why inbreeding may be more prevalent for some categories of academic labour, located within specific institutional contexts, than others. Finally, the concepts of social and cultural capital can be useful in understanding inbreeding in terms of academic hiring decision processes.

Perez-Roux, T. (2021). **Transitions professionnelles contraintes et brouillages identitaires au sein d'une filière en restructuration : le cas des formateurs en attelage.** *Phronesis*, 10(4), 84-107. <https://doi.org/10.7202/1083979ar>

L'étude s'intéresse aux formateurs en attelage de l'Institut Français du Cheval et de l'Équitation confrontés à une restructuration de la filière et à une réingénierie de la formation. Elle aborde les transitions professionnelles et leurs effets en termes de dynamiques identitaires, de rapport au travail et/ou à la formation. Quinze entretiens semi-directifs ont été réalisés. Les résultats révèlent des transactions entre compétences acquises et changement attendu par l'institution, ainsi que de fortes tensions entre sentiment de légitimité et formes de reconnaissance d'autrui. Des malentendus autour de la restructuration viennent brouiller la lecture des situations de travail pour l'ensemble des acteurs.

Sénat. **Activité professionnelle indépendante. Projet de loi en faveur de l'activité professionnelle indépendante : procédure accélérée engagée par le Gouvernement le 29 septembre 2021.** , (2022).

Métiers de l'éducation

Accompagnants d'élèves en situation de handicap et assistants d'éducation - Sénat. (s. d.). Consulté 31 janvier 2022, à l'adresse <http://www.senat.fr/dossier-legislatif/pp21-379.html>

Acuyo, A. (2022). **Reviewing the Literature on Professional Development for Higher Education Tutors in the Work-From-Home Era: Is it Time to Reconsider the Integration of Social Media?** *Education and Information Technologies*, 27(1), 89-113. <https://doi.org/10.1007/s10639-021-10603-2>

Set in the context of higher education, this paper focuses on professional development-related challenges faced by teachers and specifically how these difficulties have been exacerbated by the recent Work-From-Home policy. The study investigates how the integration of social media into educators' professional development plans can support tutors in this new status quo and prepare them for similar situations in the future. A systematic review of literature, based on a methodological instrument called PRISMA, identified 28 relevant articles for detailed analysis from an initial pool of 65. This revealed that social media-enabled professional development should be promoted across universities. The benefits include social media's potential to provide tutors with a bespoke experience, that is specific to their evolving needs. Also notable, is social media's potential to clear physical and temporal hurdles, resulting in a significantly more extensive professional learning network. This leads to faculty who are likely to reap the benefits of networked learning, by using social media as the infrastructure through which to establish a higher volume of more geographically dispersed connections to like-minded individuals. Institutions will need to tackle hurdles, namely faculty resistance to using this novel platform, as well as the anxiety of participating in open online spaces. This should be addressed by pacing the integration of social media-enabled professional development and by blending it with the more established practice of face-to-face workshops. This hybrid model will provide time and support for sceptical teachers to make the transition towards the integration of social media into their PD.

Allaire, S., & Deschenaux, F. (2022). **Récits de professeurs d'université à mi-carrière : si c'était à refaire...** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/recits-professeurs-universite-carriere-4070.html>

On peut étudier pour devenir enseignant et chercheur, mais il n'existe pas de formation qui conduit au poste de professeur d'université. Pourtant, quiconque exerce cette profession remarque qu'elle renferme nombre de coutumes et de pratiques qui s'apprennent pour la plupart dans le feu de l'action et, parfois, à la dure. Ce collectif souhaite donner accès aux coulisses de la vie d'un professeur d'université aux doctorants qui aspirent à la profession et aux professeurs en début de carrière. Dans un style qui contraste avec le classicisme scientifique, une vingtaine de professeurs à la mi-carrière provenant de divers champs disciplinaires et de plusieurs universités québécoises prennent la parole pour raconter un événement marquant de leur carrière afin d'en dégager des constats et des leçons. Si c'était à refaire, que feraient-ils différemment ? Comment se projettent-ils dans l'avenir ? Comment envisagent-ils le futur de l'université ? Bien que les différents témoignages rendent compte de l'unicité des parcours, ils mettent aussi en exergue des éléments de convergence qui permettent d'établir les dix commandements de la recrue dans la carrière professorale. À travers cet ouvrage, l'aspirant ou le nouveau professeur vivra par anticipation des événements qui jalonnent possiblement sa carrière et pour lesquels il n'existe pas de livres pour se préparer...

Allenbach, M., Frangieh, B., Merini, C., & Thomazet, S. (2021). **Le travail collectif en situation d'intermétiers.** *La nouvelle revue - Education et société inclusives*, 92(6), 87-104.

Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-87.htm>

Des questions sociales vives telles que l'inclusion s'accompagnent de recommandations à développer le travail collectif entre acteurs relevant d'univers professionnels différents. Dans ce contexte, le terme d'intermétiers est de plus en plus utilisé par les chercheurs pour qualifier une activité se développant à l'intersection de métiers différents, et impliquant une reconfiguration de leurs frontières respectives. Cet article, en s'appuyant sur des résultats de recherches menées en France, en Suisse et au Liban, identifie divers types de dilemmes et tensions propres à l'activité en intermétiers. Les auteurs décrivent la complexité et la spécificité d'un travail de négociation entre acteurs professionnels, permettant des innovations, dans le travail collectif, pour répondre aux défis d'une approche inclusive. D'objet d'étude, l'intermétiers devient ainsi un concept pouvant éclairer les pratiques.

Alvarado-Caushi, E., Bellido-García, R. S., Cruzata-Martínez, A., & Alhuay-Quispe, J. (2022). **Intercultural competences in primary school teachers' under the urban context of Huaraz City, Peru: an ethnographic and educational analysis.** *International Journal of Qualitative Studies in Education*, 35(2), 176-193. <https://doi.org/10.1080/09518398.2020.1797209>

Based on need for intercultural approach to cultural and linguistic diversity in primary school students, this article shows racist attitudes and discrimination against rural, Andean and Quechua context in culturally different social groups. This situation raises the following question: how do the intercultural competences of primary school teachers manifest themselves in urban context of Huaraz city, Peru? Methodology used is educational ethnography with interpretative, sociocritical and humanistic features, whose design and development are summarized in three moments: pre-configuration, configuration and reconfiguration of reality. Also, theoretical, and empirical methods such as the participant observation and the in-depth interview applied to teachers were used. Findings refer presence of rural students who speak Quechua in the school; shortcomings in the approach to intercultural diversity; and shortcomings in intercultural competences of urban teachers. Finally, we conclude there is a need to develop intercultural competences in teachers to ensure an education and intercultural society.

André, A., Hamon, S., Laville, M., & Ruelland, G. (2021). **Former les enseignants à soutenir l'autonomie de leurs élèves: le rôle de l'analyse vidéo.** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.16713>

Reposant sur une méthodologie mixte, cet article vise, d'une part, à examiner les effets d'un dispositif de formation basé sur l'analyse vidéo dans des groupes de pairs sur l'évolution du style motivationnel des enseignants novices (EN). D'autre part, il a pour objectif d'identifier les éléments clés de ce dispositif du point de vue des formés. Les résultats indiquent que le dispositif a un effet significatif sur l'évolution du style des EN qui soutiennent davantage l'autonomie de leurs élèves. Par ailleurs, les résultats mettent en évidence trois éléments clés du dispositif responsables des changements : l'analyse vidéo outillée, le groupe collaboratif basé sur le partage de ressources et la durée du dispositif sur une année scolaire.

Andrys, M. (2021). **L'activité des EJE, clef de voûte de l'éducation inclusive au sein des lieux d'accueil de la petite enfance? Une recherche collaborative avec des EJE**

(Phdthesis, Université de Lille). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03538814>

L'objectif de cette recherche collaborative est de comprendre l'éducation inclusive dans le secteur de la petite enfance. L'éducation inclusive est prescrite dans de nombreux textes et nous nous intéressons à ce que vivent les professionnels de la petite enfance, plus particulièrement les Educateurs de Jeunes Enfants (EJE). L'activité des EJE s'articule à partir de plusieurs éléments et tente d'en maintenir la cohésion : entre l'accueil des jeunes enfants, l'accompagnement de leurs parents, la coordination des équipes et du réseau de partenaires. Ainsi, l'activité des EJE apparaît être la « clef de voûte » de l'éducation inclusive. La recherche menée est une recherche collaborative avec des EJE exerçant dans trois lieux d'accueil de la petite enfance (une ludothèque, un Relais petite enfance et un Multi Accueil), elle a duré trois ans. A partir de la question de recherche suivante : « En quoi les lieux d'accueil de la petite enfance sont-ils des environnements physiques et humains qui concourent à l'éducation inclusive ? », nous avons mis au travail différentes hypothèses à travers une recherche collaborative qui combine trois outils méthodologiques (observations, entretiens et ateliers d'écriture et d'échange sur l'activité) pour concevoir une approche mosaïque de l'éducation inclusive. Différents aspects de l'éducation inclusive ont pu être mis en exergue : les conditions favorables (ou défavorables) à l'éducation inclusive des jeunes enfants au sein d'espaces collectifs, le discours des parents concernant leur inclusion au sein des lieux d'accueil de la petite enfance, les négociations à l'oeuvre entre différentes instances éducatives et enfin l'activité réelle des EJE pour l'éducation inclusive des jeunes enfants au sein d'espaces collectifs.

Becquembois, M. (2022, février 1). **Pourquoi enseignez-vous? 40 profs répondent.** *Libération*. Consulté à l'adresse https://www.liberation.fr/societe/education/pourquoi-enseignez-vous-40-profs-repondent-20220201_5BTYD2HQS5G45AHMMZIJ3YYGXU/

Ils font l'école au quotidien mais on les entend rarement en dehors des polémiques: «Libération» a voulu entrer avec eux dans les salles de classe, de la maternelle au lycée.

Cappellini, M., Impedovo, M. A., & Sanchez, E. (2022). **Pour une professionnalisation des enseignants utilisant le numérique pour un soutien à l'autonomie et à la citoyenneté : Etat de l'art sur les formations à la citoyenneté numérique.** (Report, Aix Marseille Université (AMU)). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03546656>

Le présent document est une production intellectuelle du projet Erasmus+, actions clé 2, partenariat stratégique dans l'enseignement supérieur Pour une professionnalisation des enseignants utilisant le numérique pour un soutien à l'autonomie et à la citoyenneté (dorénavant PENSA). Le but de ce projet est de mener des actions de formations auprès des enseignants et apprenants de l'enseignement supérieur afin de développer leurs compétences numériques pour qu'ils exercent leur autonomie et leur citoyenneté dans des environnements numériques. En première approximation, on définira l'autonomie comme la capacité à se donner soi-même les règles de son fonctionnement dans un cadre donné. Dans la sphère de l'apprentissage, l'autonomie décrit la capacité à prendre en charge son parcours, de la fixation des objectifs d'apprentissage jusqu'à l'évaluation des acquis et compétences, en passant par la sélection de ressource et l'élaboration de stratégies d'apprentissage. De sa part, la citoyenneté sera définie comme le fait de prendre part au fonctionnement social et démocratique dans toutes ses sphères. La citoyenneté numérique sera ainsi définie comme le fait de prendre part au fonctionnement social dans des environnements intégrant des outils numériques. Le

but du présent document est de dresser un état de l'art permettant de cadrer les actions pédagogiques mises en place au sein du projet PENSA. Ce cadrage se développe par une synthèse de la littérature existante sur les pratiques de formation à la citoyenneté numérique. La littérature existante a été regroupée autour de quatre thématiques principales : les écrits portant sur les enjeux actuels de la citoyenneté par rapport aux évolutions liées au numérique ; les études techno-critiques sur le numérique dans la société ; les effets des innovations numériques dans la gouvernance des institutions éducatives ; les approches pédagogiques pour le développement de la citoyenneté numérique. Dans la suite de ce document, nous reprendrons cette répartition en quatre thématiques. Avant de les aborder, la section suivante présentera les principes méthodologiques ayant guidé la constitution du corpus d'articles et ouvrages à la base de notre synthèse.

Combes, A. (2022). **Comment l'université broie les jeunes chercheurs. Précarité, harcèlement, loi du silence.** In <http://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1530>. Consulté à l'adresse <http://veille-et-analyses.ens-lyon.fr/Ouvrages/DetailPublication.php?parent=actu&id=1530>

De retour d'un terrain, Laurine repousse les mains de son directeur de recherche, un géologue influent qui n'apprécie pas qu'on lui tienne tête et fera tout pour détruire sa carrière. Dans son laboratoire de biochimie, Baptiste se fait exploiter et insulter par son encadrant de thèse, un homme sanguin, homophobe et raciste. À l'autre bout de la France, Sarah, doctorante en anthropologie non rémunérée, essaie de survivre malgré le caractère imprévisible de sa directrice, la violence de l'administration, la perfidie de certains collègues et la détresse de ses amis. C'est un mal qui ronge la filière d'excellence du système universitaire français : la précarité, le harcèlement et la culture du silence. Chaque année, plus de 15 000 doctorants se lancent avec passion dans une thèse, mais à l'université, les dysfonctionnements engendrent les déviances. Manque de moyens, lourdeur d'une administration sans affect, compétition féroce et surtout toute-puissance des directeurs de thèse ont ouvert la voie au harcèlement, moral et sexuel, à la pression, aux sollicitations sans limites ou encore à la dévalorisation du travail des jeunes chercheurs, quand il ne s'agit pas simplement de se l'approprier. Cette enquête richement documentée perce le silence et appelle à un changement urgent, dont les premières étapes pourraient être déployées rapidement et sont proposées par l'auteure.

Denson, N., & Szelényi, K. (2022). **Faculty perceptions of work-life balance: the role of marital/relationship and family status.** *Higher Education*, 83(2), 261-278. <https://doi.org/10.1007/s10734-020-00654-8>

This study examined correlates of work-life balance perceptions for faculty from various marital/relationship and family statuses, using data from the multi-institutional survey of faculty from the Collaborative on Academic Careers in Higher Education (COACHE) project at Harvard University's Graduate School of Education. Indicating lower work-life balance among single (rather than married/partnered) faculty, our findings call for colleges and universities to directly address the work-life struggles of single faculty members with and without children. Our findings also underscore the central importance of institutional support for making personal/family obligations and an academic career compatible for all faculty, supports that are correlated with better faculty work-life balance at the level of both individual faculty and the institution. In addition, we argue

that institutional supports are particularly important for early-career faculty, who assessed their work-life balance consistently lower than faculty at higher ranks.

Desbiens, J.-F., & Larouche, R. (2021). **Satisfaction au travail et attachement à l'emploi des enseignants/es d'éducation physique : une contribution à l'analyse des conditions de travail en enseignement au Québec.** *Phronesis*, 10(4), 108-127. <https://doi.org/10.7202/1083980ar>

Les enseignants d'éducation physique et à la santé (ÉPS) disposent d'un faible statut qui les expose à de la dévalorisation et à de la marginalisation. Après un bref état de la situation de l'enseignement au Québec, l'attention est ensuite portée sur celle des enseignants en ÉPS. Un cadre conceptuel articulant les modèles de la satisfaction au travail et de l'attachement à l'emploi est ensuite proposé pour étudier la situation de ces enseignants au Québec. En conclusion de cette réflexion théorique, il est avancé qu'en période de pénurie d'enseignants, les organisations scolaires devraient s'inscrire dans une culture de gestion durable des ressources enseignantes.

Dogra, P., & Kaushal, A. (2022). **Underlying the triple burden effects on women educationists due to COVID-19.** *Education and Information Technologies*, 27(1), 209-228. <https://doi.org/10.1007/s10639-021-10645-6>

COVID-19 causes a pandemic situation that increased the paid or unpaid responsibilities (home and job) on women and brought significant changes in their lifestyle, resulting in psychological and emotional stress. This paper draws attention to the triple burden on the women during this time when certain roles are supposed to be performed by the women regardless she is employed or homemaker. The paper highlights the challenges faced by women educationists in making themselves comfortable with the work-life balance with emerging challenges such as new technology-based innovative teaching methods and various learning software's, apps, platforms, etc.. The paper employs in-depth interviews of teachers belonging to three categories i.e. primary, secondary, and higher education. The findings reported that female teachers agreed that pandemic had affected their daily life schedule. This leaves a deep effect on their mental and psychological health due to multiple attentions they pay towards home management, child & elders extra care, challenges due to work from home pattern of organizations, increased attention to students due to online teaching, etc. The paper presents the implications for the society and government to understand the women's pressure so that a happy and satisfied life is there for all with no gender discrimination.

Erdoğan, S., Haktanır, G., Kuru, N., Parpucu, N., & Tüylü, D. K. (2022). **The effect of the e-mentoring-based education program on professional development of preschool teachers.** *Education and Information Technologies*, 27(1), 1023-1053. <https://doi.org/10.1007/s10639-021-10623-y>

The qualification of a preschool teacher is one of the important factors that determine the quality of preschool education. To increase the quality in education, teachers should be equipped with the necessary knowledge starting from pre-service training, and in-service training should support the upgrading of their knowledge. Thus, the aim of this study was to develop an e-Mentoring-Based Education Program (e-MENTE:PT) for preschool teachers and to test its effectiveness on their professional development during the in-service support period. The study used a design-based research approach. First, focus group interviews were conducted with one-hundred-and-five preschool teachers to find out their needs. Then, an e-MENTE:PT Program was developed based on these

needs and devised to be used on the Canvas learning management system (LMS), which involves all opportunities of e-learning and allows one-to-one e-mentoring. The e-MENTE:PT Program involved twelve modules related to the pedagogical content knowledge of the preschool education program. Each module included contents, goals, module materials, e-books, videos, pre- and post-module evaluation questions, discussion questions, live lessons and e-portfolios, all of which were integrated in the LMS. Next, eighteen full-time and nine substitute voluntary teachers from five different provinces were selected as mentees by means of criterion sampling. Nine academicians working in these provinces acted as mentors and implemented the application, each working with two mentees for two months. Qualitative data were analysed by means of descriptive analysis and quantitative data were analysed by means of the Wilcoxon signed rank test. The research concluded that the e-MENTE:PT program supported preschool teachers' professional knowledge, learning environments and classroom applications, and an e-mentoring based teaching management system was effective on professional development.

Gaitanidis, I., & Shao-Kobayashi, S. (2022). **Polarized agents of internationalization: an autoethnography of migrant faculty at a Japanese University.** *Higher Education*, 83(1), 19-33. <https://doi.org/10.1007/s10734-020-00582-7>

In recent years, government policies that target the rapid internationalization of Japanese higher education have provided new career opportunities especially for scholars with experience of studying and teaching abroad. This autoethnographic paper draws on such "migrant" faculty's engagement in formal curriculum development to illustrate their active negotiations within the micro-level processes of internationalization of a Japanese University. More specifically, the analysis focuses first on the enactment of agencies to negotiate diverse understandings of "culture" and "discipline" in the process of building a "Japanese Studies" curriculum. The paper then draws on those negotiations to show how those agencies were transformative; namely how they impacted on and challenged the framing and the practice of the official framework of "Japanese Studies" at University X. This study aims, therefore, to shed light on the ways individual migrant faculty members of diverse backgrounds, may constructively contribute to internationalization processes of higher education when such faculty's active interactions are carefully looked at and sought for, beyond established and often imagined cultural, disciplinary, and institutional boundaries.

Hascher, T., Beltman, S., & Mansfield, C. (2021). **Teacher wellbeing and resilience: towards an integrative model.** *Educational Research*, 63(4), 416-439. <https://doi.org/10.1080/00131881.2021.1980416>

Background Teacher wellbeing and teacher resilience are frequently used constructs when discussing and researching teachers' work and lives. However, these terms are often used interchangeably and without clarification, highlighting a need to strengthen both conceptual clarity and understanding of the relationship between wellbeing and resilience in teacher research. Purpose To address this need, our discussion paper examines how teacher wellbeing and teacher resilience have been conceptualised and introduces an integrative model that aims to elucidate the relationship between the two. Sources of evidence and main argument First, we reviewed papers that addressed teacher wellbeing as well as teacher resilience during the last 10 years. In terms of their relationship, we identified four different positions. The most prominent position was that teacher resilience supports the maintenance and development of teacher wellbeing.

Second, based on these findings, we developed the Aligning Wellbeing and Resilience in Education (AWaRE) model to specify the relationship between the two constructs and the key aspects of a resilience process. We explain the framework, the individual components of the model and outline the crucial role of appraisals and emotions within the resilience process. We also discuss how this model contributes to the field and may be used as a framework for future research. Conclusion The AWaRE model describes a resilience process that is embedded in contextual as well as individual challenges and resources. Within the process, the individual teacher aims at maintaining, restoring and developing their wellbeing. Further research is needed, including empirical validation of the model across the teaching profession. However, the AWaRE model is proposed as a useful tool that can help to clarify the constructs of resilience and wellbeing in educational contexts, and can assist educational practitioners to better understand the resilience process.

Henningsson, M., & Geschwind, L. (2022). **Recruitment of academic staff: An institutional logics perspective.** *Higher Education Quarterly*, 76(1), 48-62. <https://doi.org/10.1111/hequ.12367>

Recently, a number of inbreeding cases have surfaced that have fuelled public criticism of recruitment practices and the lack of mobility in the Swedish higher education sector. This study focuses on recruitment practices at Swedish universities, particularly the divergence between what seems to be a practice of hiring internal candidates and a policy aiming at increasing mobility. The empirical material comprises 14 interviews with heads of departments at a selection of Swedish universities. Institutional logics are used as an analytical framework. It is found that academic recruitment is situated in a tangle of different practices and ideals comprising six logics: state, academic, managerial, market, community and family. Heads of departments show that recruitment practices are the result of several considerations where, for example, meritocracy, bureaucracy and loyalty do not always pull in the same direction.

Horta, H., Meoli, M., & Santos, J. M. (2022). **Academic inbreeding and choice of strategic research approaches.** *Higher Education Quarterly*, 76(1), 76-101. <https://doi.org/10.1111/hequ.12328>

Academic inbreeding is a phenomenon that has been studied mostly from the standpoint of its association with research productivity. The focus has been on knowledge creation outputs and outcomes, while little to no attention has been given to the association of academic inbreeding with knowledge creation strategies and processes in academia. This article focusses on the latter, confirming that academic inbreeding is detrimental to the research aspirations, innovativeness, risk-taking, and multidisciplinary engagement of academics' research agendas, as predicted by literature. These findings, based on a sample of more than 7000 academics from all fields of knowledge, working in more than 140 countries, do not find a greater influence of the PhD mentor on the strategic research agendas of homegrown academics as the literature would expect. The findings also underline critical differences between homegrown academics and silver-corded academics, stressing that the latter category of academics should not be considered as part of the academic inbreeding process (which concept rests on immobility), but rather understood as a category of limited institutional mobility that deserves further study.

Horta, H., Tavares, O., Amaral, A., & Sin, C. (2022). **New perspectives and analytical approaches to better understand academic inbreeding.** *Higher Education Quarterly*, 76(1), 3-7. <https://doi.org/10.1111/hequ.12375>

This is the introduction to a special issue focused on offering new perspectives and analytical approaches to better understand academic inbreeding. The seven papers of this special issue offer original analyses and new avenues of research on this highly resilient social phenomenon in academic settings. The findings and arguments forwarded by these papers can be used to further develop future studies and policies to curtail this practice, known to be detrimental to academia and scholarship.

Jaillet, A., & Mabilon-Bonfils, B. (2021). **Introduction au dossier Faut-il repenser la formation des enseignants?** *Formation et profession: revue scientifique internationale en éducation*, 29(1), 1. <https://doi.org/10.18162/fp.2021.710>

Jarraud, F. (2022a, janvier 18). **L'école primaire vue de ses coulisses.** Consulté 19 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/18012022Article637780813912814323.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514187

Les coulisses sont-elles le meilleur endroit pour apprécier la pièce ? C'est pourtant le choix fait par Aksel Kilic qui livre dans un ouvrage (*L'école primaire vue des coulisses*, PUF) le récit d'une ethnologue infiltrée dans deux écoles. En sa qualité de professeure des écoles elle échange avec ses collègues, en salle des maîtres ou lors d'entretiens personnels, et en tire les grands traits de ce que serait une culture professionnelle cachée. De ces discussions de coin de table elle tire des conclusions qui ne vont pas toutes faire plaisir à ses collègues. Elle montre que l'adoption de la loi Rilhac n'est que le premier round d'un rejet bien ancré de la hiérarchie. Le second round aura lieu dans les écoles où les directeurs à autorité fonctionnelle auront toujours besoin de la bonne volonté des enseignants. Elle montre aussi la perméabilité des enseignants aux stéréotypes sociaux. A côté du militantisme social de quelques uns, de nombreux professeurs des écoles (PE) partagent les stéréotypes défavorables aux familles populaires. L'affirmation la plus controversée sera peut-être celle d'une catégorisation ethnique des élèves comme outil d'explication des difficultés scolaires. C'est dire que la laïcité, valeur originelle de l'école, est regardée aujourd'hui par les enseignants avec méfiance tellement son utilisation politicienne la rend suspecte. Selon A Kilic, ce « vide » pourrait être comblé par un projet de lutte contre les discriminations. On mesure les ambiguïtés du monde enseignant mais aussi de l'auteure, à la fois collègue et traitre...

Jarraud, F. (2022b, janvier 20). **Pierre Lignée : Faire et se faire enseignant spécialisé.** Consulté 25 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/20012022Article637782576208274000.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514242

« En somme, et bien qu'elle soit silencieuse, cette transformation professionnelle repose sur le discours. Si c'est d'abord le formateur qui s'oblige à nommer et pointer, il laisse ensuite la scène et encourage l'enseignant à évoquer et se valoriser. La dynamique du groupe restreint favorise les échanges, oblige à verbaliser, encourage la manipulation et l'intégration des concepts en jeu. Il est clair alors que ce sont les modalités les plus riches en interactions qui permettent l'évolution professionnelle. C'est en prenant la parole que

l'on parvient à se faire enseignant spécialisé ». Pierre Lignée analyse la formation des enseignants spécialisés comme un parcours individuel et collectif.

Jarraud, F. (2022c, janvier 20). **Un rapport parlementaire demande le droit à la déconnexion pour les enseignants**. Consulté 25 janvier 2022, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2022/01/20012022Article637782576295777020.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514242

« Le droit à la déconnexion, des enseignants comme de tout actif, est la condition d'une vie professionnelle et privée équilibrée ». Présidée par Frédéric Reiss (LR) et animée par Béatrice Piron (LREM), la « Mission d'information sur le cadre juridique et statutaire de l'enseignement hybride ou à distance dans l'enseignement scolaire et l'enseignement supérieur » a remis son rapport le 19 janvier. Elle a abandonné l'idée de toucher au statut des enseignants même si elle préconise une obligation de formation au numérique. Elle demande l'inscription dans les règlements intérieurs des écoles et établissements d'un droit à la déconnexion. Le rapport ne croit pas en l'installation durable de l'enseignement hybride dans les écoles et établissements. IL souhaite uniformiser les ENT et impliquer les enseignants dans la rédaction des plans de continuité pédagogique.

Jarraud, F. (2022d, janvier 24). **Travail enseignant : Pour en finir avec le prof bashing...** Consulté 25 janvier 2022, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2022/01/24012022Article637786028961893235.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514311

Si les enseignants français sont mal payés c'est parce qu'ils ne travaillent pas beaucoup. La preuve, ils ne balayaient même pas leur classe. A quelques jours d'une manifestation enseignante pour les salaires, c'est le message diffusé le 23 janvier par France 3. Un message qui flatte le public en reprenant le cliché du professeur paresseux, « toujours en vacances ». Cette fois ci, France 3 oppose l'enseignant français au professeur allemand qui, lui, travaille dur et paye de sa personne. Pourtant le sujet est bien documenté. Et il faut une bonne dose de mauvaise foi ou d'ignorance pour dresser le bilan fait par France 3.

Jarraud, F. (2022e, janvier 27). **Le prof bashing et les usagers**. Consulté 31 janvier 2022, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2022/01/27012022Article637788624961143742.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514388

A la veille de son congrès à Metz, du 31 janvier au 4 février, la FSU lève le voile sur un sondage Ipsos réalisé auprès de 1500 fonctionnaires. Selon ce sondage 53% des fonctionnaires (toutes fonctions publiques) estiment que les discours anti fonctionnaires sont la première cause de difficultés avec les usagers. Chez les enseignants le taux monte à 77%. La seconde cause de difficultés avec les usagers sont les conditions de travail.

Jones, G. A., & Jefferson, A. E. (2022). **Reconceptualizing the phenomenon of inbreeding: Labour markets, stratification, and capital**. *Higher Education Quarterly*, 76(1), 8-19. <https://doi.org/10.1111/hequ.12329>

This paper illuminates how three distinct but complementary concepts can be used to explain the prevalence of inbreeding in some contexts and the absence or limited frequency of inbreeding in others. The concepts of internal and external labour markets can be useful in understanding the academic labour market conditions that may support or discourage inbreeding. The concepts of vertical fragmentation of the academic labour within universities and the vertical stratification of institutions within systems can be helpful in understanding why inbreeding may be more prevalent for some categories of academic labour, located within specific institutional contexts, than others. Finally, the concepts of social and cultural capital can be useful in understanding inbreeding in terms of academic hiring decision processes.

Jury, M., Bergara, J., & Cochetel, G. (2021). **Étude de la reconnaissance professionnelle des AESH**. *La nouvelle revue - Education et société inclusives*, 92(6), 157-172. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-157.htm>

Les Accompagnantes d'élèves en situation de handicap (AESH) jouent un rôle essentiel au bon fonctionnement de l'école inclusive mais ressentent régulièrement un manque de reconnaissance de la part de l'institution. Cette étude vise à étudier de manière quantitative cette question en s'intéressant notamment aux paramètres pouvant faire varier cette reconnaissance perçue. Réalisée auprès de 2203 AESH, cette recherche a permis de confirmer qu'elles perçoivent moins de reconnaissance de la part de l'institution que de la part du personnel de direction ou des enseignantes et enseignants et que cette reconnaissance est fortement tributaire de l'accueil réalisé dans l'école ou l'établissement ou encore des relations de travail avec l'enseignante et l'enseignant. Ces premières données, non sans limites, ouvrent des perspectives de réflexion afin de permettre à ce personnel de pleinement contribuer au parcours inclusif des élèves.

Kulp, A. M., Pascale, A. B., & Wolf-Wendel, L. (2022). **Clear as Mud: Promotion Clarity by Gender and BIPOC Status Across the Associate Professor Lifespan**. *Innovative Higher Education*, 47(1), 73-94. <https://doi.org/10.1007/s10755-021-09565-7>

Mid-career faculty members often seek to advance to the highest faculty rank of full professor, but research suggests women and Black, Indigenous and Other People of Color (BIPOC) faculty face inequitable patterns in advancement to the full professor rank. This study focuses on associate professors' perceptions of promotion clarity, or the degree to which they are clear about the processes and criteria for advancing to the full professor rank. Using a national sample of associate professors at four-year colleges and universities (n=4,871), we sought to understand how the relationships between satisfaction and promotion clarity vary across stages in the associate professor career, and how women and BIPOC faculty experienced promotion clarity differently. By conceptualizing time spent in the associate rank using a lifespan approach, we found that women had less promotion clarity than men throughout each stage of the associate career, and the intersection between being a woman and a BIPOC faculty member is linked with having less promotion clarity at the middle stages of the associate career in particular.

Lauzon, N. (2021). **La rétention des directions d'établissement scolaire du Québec envisagée dans une perspective de développement professionnel durable**. *Phronesis*, 10(4), 128-155. <https://doi.org/10.7202/1083981ar>

Cet article propose un cadre de référence permettant à des décideurs de centres de services scolaires de se doter d'un ensemble intégré de politiques et de pratiques de gestion pouvant influencer la rétention des directions d'établissement. Ce cadre les invite ainsi à envisager la rétention des directions suivant une perspective de développement professionnel durable. Il s'appuie sur une recension des écrits pour identifier un ensemble de leviers tels que la planification stratégique, l'insertion professionnelle, la formation, et l'encadrement par le supérieur hiérarchique, un réseau d'échange et d'entraide, de même que des outils numériques pouvant contribuer à la prise de décision, le monitoring et le suivi.

Leroyer, L., & Midelet, J. (2021). **Personne ressource pour l'éducation inclusive, situations de travail, positions et postures professionnelles.** *La nouvelle revue - Education et société inclusives*, 92(6), 187-201. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-187.htm>

En France, le référentiel de compétences caractéristiques d'un enseignant spécialisé paru en 2017 fait référence à une nouvelle fonction, celle de personne ressource pour l'éducation inclusive. À partir de l'analyse du contenu du référentiel consacré à cette fonction et de l'analyse du discours des enseignants relatif aux situations professionnelles dans lesquelles ils exercent cette fonction, nous proposons une première caractérisation de ces situations en interrogeant notamment la position et la posture professionnelle de l'enseignant.

Macfarlane, B., & Jefferson, A. E. (2022). **The closed academy? Guild power and academic social class.** *Higher Education Quarterly*, 76(1), 36-47. <https://doi.org/10.1111/hequ.12305>

Academic inbreeding is a deeply ingrained practice which needs to be understood by reference to the medieval guilds. Drawing on the guild concept and associated benefits of forms of capital, a distinction is drawn between 'guild-route' academics who have followed a privileged, linear path into academe and their 'non-guild' counterparts who tend to enter later in their career from the professions or industry, often without a PhD. The tendency to represent early career researchers from a guild background as members of an academic proletariat is largely misleading and fails to take account of their privileged entrée into academe. Their experience is contrasted with those recruited via the non-guild route who do not have the benefits of the valued social, cultural or symbolic capital needed to advance their careers. Policy implications are discussed to better understand the effects of academic social class on recruitment practices in universities.

Merini, C., Pironom, J., Bélanger, J., & Thomazet, S. (2021). **Assistant au projet et parcours de vie : une rupture dans les métiers de l'accompagnement ?** *La nouvelle revue - Education et société inclusives*, 92(6), 123-138. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-123.htm>

Les personnes handicapées et leurs familles sont souvent confrontées à de grandes difficultés pour élaborer un projet de vie correspondant à leurs attentes et leurs besoins. Une expérimentation menée entre 2016 et 2018 a permis à une dizaine de professionnels de s'engager dans un nouveau métier, au côté des familles, pour les aider à concevoir et formaliser leurs besoins. Ainsi pensé, l'accompagnement relève de la formation à l'autodétermination (empowerment), par une explicitation des codes et des jeux du

milieu, et par le soutien apporté au développement des compétences nécessaires à exercer des choix là où les accompagnements traditionnels visent les réponses et les solutions. L'article ci-dessous rend compte d'une recherche qualitative qui a permis de mieux comprendre comment les professionnels s'emparent de ce nouveau métier, les difficultés rencontrées, la façon dont elles ont été résolues. Les résultats confirment l'existence d'un métier dont le positionnement est notablement différent des métiers historiques de l'accompagnement.

Mudrak, J., Zabrodska, K., Machovcova, K., Cidlinska, K., & Takacs, L. (2022). **Competing values at public universities: Organisational cultures and job demands-resources in academic departments.** *Higher Education Quarterly*, 76(1), 153-173. <https://doi.org/10.1111/hequ.12311>

Diverse influences on national higher education (HE) systems result in variability in organisational cultures in academic workplaces. We implemented the competing values model of organisational culture to explore the departmental cultures at Czech public universities and the workplace perceptions of academics from different cultures. The participants (n = 2,229) completed an electronic questionnaire including the Organizational Climate Measure (OCM) as an indicator of departmental culture. The OCM dimensions were processed by k-means cluster analysis, with four emerging clusters in the competing values dimensions of internal–external orientation and low–high control. The clusters included self-actualisation (internal/external, low control), collegial (internal/low control), performance, (external/high control), and fraternity (internal/high control). We argue that the resulting clusters draw from different models of HE governance that historically shaped Czech HE, including state-controlled, market and academic self-governance. Work environment variables related to academic leadership were most significant in distinguishing between the clusters, especially along the control dimension.

Nichols, N., & Hayes Tang, H. (2022). **Navigating managerial and entrepreneurial reforms in research-intensive universities: A comparison of early career trajectories in Hong Kong and Canada.** *Higher Education Quarterly*, 76(1), 116-130. <https://doi.org/10.1111/hequ.12297>

This article conveys the results of a reflexive investigation of the managerial practices and entrepreneurial discourses that shape the academic trajectories of early career scholars. Beginning with the experiences of early career scholars in research-intensive universities in Canada and Hong Kong, the authors explore some of the social and political-economic relations that are reshaping higher education systems across the world. Drawing on experiences navigating university governance, funding and performance management processes, the authors explore how participation in the marketised relations of higher education inserts people into competition with colleagues within and beyond a single university context, instrumentalises and constrains relationships with civil sector collaborators, and produces a shared sense that nothing one does is ever enough. In this way, the article illuminates some of the ways a new global knowledge economy conditions academic life.

Plane, S., & Rinck, F. (2021). **La place de la vulgarisation dans la culture professionnelle des enseignants.** <https://doi.org/10.4000/reperes.4079>

Popova, A., Evans, D. K., Breeding, M. E., & Arancibia, V. (2022). **Teacher Professional Development around the World: The Gap between Evidence and Practice**. *The World Bank Research Observer*, 37(1), 107-136. <https://doi.org/10.1093/wbro/lkab006>

Many teachers in low- and middle-income countries lack the skills to teach effectively, and professional development (PD) programs are the principal tool that governments use to upgrade those skills. At the same time, few PD programs are evaluated, and those that are evaluated show highly varying results. This paper proposes a set of indicators—the In-Service Teacher Training Survey Instrument—to standardize reporting on teacher PD programs. An application of the instrument to 33 rigorously evaluated PD programs shows that programs that link participation to career incentives, have a specific subject focus, incorporate lesson enactment in the training, and include initial face-to-face training tend to show higher student learning gains. In qualitative interviews, program implementers also report follow-up visits as among the most effective characteristics of their professional development programs. This paper then uses the instrument to present novel data on a sample of 139 government-funded, at-scale professional development programs across 14 countries. The attributes of most at-scale teacher professional development programs differ sharply from those of programs that evidence suggests are effective, with fewer incentives to participate in PD, fewer opportunities to practice new skills, and less follow-up once teachers return to their classrooms.

Raybaud, A. (2022a, janvier 25). «**Dans la recherche, une culture de la souffrance favorise les abus de pouvoir sur les doctorants**». *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/01/25/dans-la-recherche-une-culture-de-la-souffrance-favorise-les-abus-de-pouvoir-sur-les-doctorants_6110839_4401467.html

De nombreux jeunes chercheurs sont confrontés à des situations de harcèlement, constate la docteure en neurobiologie Adèle B. Combes, qui dénonce les méthodes et les défaillances de contrôle du système universitaire.

Raybaud, A. (2022b, janvier 25). **Plagiat, vol, appropriation de thèses... quand les encadrants s'emparent du travail des jeunes chercheurs**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/01/25/les-plus-gros-mangent-les-petits-c-est-comme-ca-quand-des-encadrants-s-approprient-le-travail-des-jeunes-chercheurs_6110816_4401467.html

Dans le monde concurrentiel de la recherche académique, les travaux des doctorants ou des chercheurs en début de carrière sont parfois usurpés par des supérieurs. Un thésard sur cinq a déjà été confronté à cette situation.

Sabarwal, S., Abu-Jawdeh, M., & Kapoor, R. (2022). **Teacher Beliefs: Why They Matter and What They Are**. *The World Bank Research Observer*, 37(1), 73-106. <https://doi.org/10.1093/wbro/lkab008>

Teacher effectiveness is low in many developing countries. How can it be improved? We show that understanding teacher beliefs may be an important but overlooked part of the puzzle. Our review of recent evidence shows that teacher beliefs can impact student outcomes directly; they can also mediate policy implementation. Despite this, we find that teacher beliefs are seldom accounted for or even measured in impact evaluations of teacher-focused programs. Most of these programs ultimately fail to change teacher behavior. Next, using survey data from 20,000 teachers across nine developing countries, we discuss teacher beliefs about their role, their effort, and their students' learning. We uncover four insights. First, teachers exhibit fixed mindsets on the learning potential of

disadvantaged students. For instance, nearly 43 percent of teachers believe that “there is little they can do to help a student learn” if parents are uneducated. Second, in most countries, more teachers believe that students deserve additional attention if they are performing well than if they are lagging behind. This suggests that teachers may be reinforcing rather than compensating for baseline gaps in student levels. Third, there is some normalization of absenteeism—nearly one in four teachers believe it is acceptable to be absent if students are left with work to do. Finally, teacher support for pay-for-performance varies widely across countries.

Scheer, D. (2021). **Integrated framework model for the leadership role of principals in inclusive education.** *European Journal of Education*, 56(4), 660-680. <https://doi.org/10.1111/ejed.12480>

This article introduces and discusses a theoretically and empirically founded integrated framework model of the principal's leadership role for inclusive education. Leadership is widely discussed as a key factor for success in inclusive education. Additional systematic research efforts are required with respect to this topic, particularly in the context of the German school system. This study analyses principals' leadership roles in one German federal state. Interviews were conducted with fifteen school principals from schools that are assigned to implement inclusive education. Findings from the qualitative content analysis draw a complex picture that is summarised in an integrated framework model. This model addresses (1) the multilevel hierarchical character of the school system and (2) the role of social discourse in shaping principals' perspectives. This model integrates different theoretical approaches such as the four-frame model of leadership orientation, the theory of recontextualisation, and educational governance to describe principal leadership and its contribution for inclusive education.

Seeber, M., & Mampaey, J. (2022). **How do university systems' features affect academic inbreeding? Career rules and language requirements in France, Germany, Italy and Spain.** *Higher Education Quarterly*, 76(1), 20-35. <https://doi.org/10.1111/hequ.12302>

Studies on academic inbreeding have mostly focused on institutional inbreeding and its negative effects, whereas little research has explored its causes. We identify current explanations of the macro-, meso- and micro-level factors that sustain academic inbreeding as well as research gaps. We address a main research gap regarding what macro-level factors contribute to academic inbreeding, by analysing systems' norms and rules regulating access to senior academic positions and teaching language requirements in France, Germany, Italy and Spain, the largest public university systems of the European Union. The analysis reveals that career rules designed to guarantee quality may have unintended effects in terms of academic inbreeding. Most importantly, the habilitation procedures pose greater challenges to international candidates and often increase barriers between disciplines as well. In some disciplines and regions, language requirements contribute substantially to academic inbreeding.

Shibayama, S. (2022). **Development of originality under inbreeding: A case of life science labs in Japan.** *Higher Education Quarterly*, 76(1), 63-75. <https://doi.org/10.1111/hequ.12315>

Producing original knowledge is the foundation of scientific progress. Originality is associated with certain skills and practices that can be trained and socialised. This study investigates how inbreeding as a career practice influences the socialisation of originality. An analysis based on a sample of mid-career life scientists in Japan finds that

originality and associated practices are transferred to junior academics from their PhD supervisors, and that the inter-generational transfer of the practices favourable for originality is reinforced when junior academics are inbred. Hence, if senior academics have orientation towards originality, inbred junior academics are likely to succeed the same orientation; whereas if supervisor lack orientation towards originality, inbred juniors also lack the orientation. Thus, inbreeding can be a double-edged sword in developing originality.

Stanley, D. A. (2022). **Blood, sweat, and tears: black women teacher's organizational experiences in schools.** *International Journal of Qualitative Studies in Education*, 35(2), 194-209. <https://doi.org/10.1080/09518398.2020.1828647>

This article examines the organizational experiences of Black women teachers in contemporary schools. This work centers Black women teachers' voices to highlight how their organizational contexts have impacted their careers. Additionally, the researcher utilizes qualitative, case methodologies and phenomenological methods to center the voices of seven Black women teachers. Further, this research leans upon Black Feminism to elucidate the experiences of being Black and female within today's public schools. The study reveals how Black women teacher's blood commitments, sweat sacrifices, and tears impact their career journeys. This paper closes with recommendations for advancing organizational theory and leadership in hopes of improving the experiences of Black women teachers and Black students.

Svrcek, N. S., Rath, L., Olmstead, K., & Colantonio-Yurko, K. (2022). **"We are still putting out fires": Considering educator intentionality in remote instruction during the COVID-19 pandemic.** *Education and Information Technologies*, 27(1), 407-428. <https://doi.org/10.1007/s10639-021-10679-w>

The COVID-19 Pandemic affected P-12 educators around the world, including an emergency move to remote instruction, inclusion of new technology tools to teach at a distance, and in many cases technology mandates for instruction. In the present study, we examine educators' self-reported survey responses about technology use during face to face and online instruction during the COVID-19 Pandemic. We use SAMR, a framework used to understand degrees of technology integration in teaching, as a way to interpret educators' responses and consider the ways that educators reported their use of technology in their face to face and online teaching.

Tambone, J., Assude, T., Millon-Fauré, K., & Feuilladiéu, S. (2021). **La place des traducteurs dans la mise en œuvre d'une Unité localisée pour l'inclusion scolaire (Ulis) accueillant des jeunes sourds au collège.** *La nouvelle revue - Education et société inclusives*, 92(6), 57-70. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-57.htm>

L'Unité localisée pour l'inclusion scolaire en collège (Ulis collégiale), accueillant des jeunes sourds en parcours bilingue Langue des signes française-français écrit, propose un dispositif scolarisant ces jeunes en classe ordinaire avec la présence de traducteurs qui traduisent les cours simultanément en LSF. Pour l'institution, la situation est simple et d'ordre linguistique : l'enseignant enseigne, le traducteur traduit. Or dans les faits, il ne s'agit pas seulement de traduire le discours de l'enseignant, mais la situation d'enseignement elle-même dans toute sa complexité ; ainsi que le

savoir enseigné. L'enquête par entretiens montre que la traduction est à la fois d'ordre linguistique, pédagogique et didactique. Les traducteurs créent les conditions d'apprentissage des élèves sourds en prenant une part de responsabilité dans l'acte d'enseigner sans pour autant prendre la place de l'enseignant de la classe. Leurs ajustements font preuve d'une innovation ordinaire en train de se faire, permettant au dispositif de fonctionner.

Tellier, M. (2021). **Des enseignants multimodaux en devenir : l'articulation de la recherche et de la formation.** *Cahiers de l'ASDIFLE*, (31), 59-78. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03516210>

Tourneville, J. (2021). **Le rapport au temps dans le travail enseignant. Contribution à l'étude des professionnalités enseignantes dans le 1er et le 2nd degré en France** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03541698>

Avec l'injonction à l'adaptation, à l'innovation, à la multiplication des projets d'équipe ou encore à la différenciation pédagogique, se dessine une professionnalité dominante qui demande toujours plus d'implication professionnelle, et qui dicte, avec elle, son temps aux enseignants. Ce faisant, elle entre en conflit avec le processus de professionnalisation caractéristique du travail enseignant depuis les années 80, et entraîne un ensemble de phénomènes qui peuvent se traduire par des effets de déprofessionnalisation chez les enseignants : perte d'autonomie, vision au court terme, perte de sens. Cette thèse propose de dresser un état des lieux de la dialectique professionnalisation/déprofessionnalisation dans le champ du travail enseignant par le prisme du temps vécu. Ainsi, les résultats s'attacheront à révéler les effets de la déprofessionnalisation.

Numérique et éducation

Acuyo, A. (2022). **Reviewing the Literature on Professional Development for Higher Education Tutors in the Work-From-Home Era: Is it Time to Reconsider the Integration of Social Media?** *Education and Information Technologies*, 27(1), 89-113. <https://doi.org/10.1007/s10639-021-10603-2>

Set in the context of higher education, this paper focuses on professional development-related challenges faced by teachers and specifically how these difficulties have been exacerbated by the recent Work-From-Home policy. The study investigates how the integration of social media into educators' professional development plans can support tutors in this new status quo and prepare them for similar situations in the future. A systematic review of literature, based on a methodological instrument called PRISMA, identified 28 relevant articles for detailed analysis from an initial pool of 65. This revealed that social media-enabled professional development should be promoted across universities. The benefits include social media's potential to provide tutors with a bespoke experience, that is specific to their evolving needs. Also notable, is social media's potential to clear physical and temporal hurdles, resulting in a significantly more extensive professional learning network. This leads to faculty who are likely to reap the benefits of networked learning, by using social media as the infrastructure through which to establish a higher volume of more geographically dispersed connections to like-

minded individuals. Institutions will need to tackle hurdles, namely faculty resistance to using this novel platform, as well as the anxiety of participating in open online spaces. This should be addressed by pacing the integration of social media-enabled professional development and by blending it with the more established practice of face-to-face workshops. This hybrid model will provide time and support for sceptical teachers to make the transition towards the integration of social media into their PD.

Ahmed, V., & Opoku, A. (2022). **Technology supported learning and pedagogy in times of crisis: the case of COVID-19 pandemic.** *Education and Information Technologies*, 27(1), 365-405. <https://doi.org/10.1007/s10639-021-10706-w>

Online teaching within disciplines such as Engineering require experiential learning that equip future graduates with highly intellectual and professional skills to meet the demands of employers and the industry. The outbreak of COVID-19 however, has shifted the academic community into new landscapes that require educators and students to adapt and manage their expectations. Although literature reports on research attempts to study the implications of Covid-19 on the Higher Education curricular, little has been reported on its impact on Engineering Education. This paper therefore uses the theory of Emergency Management Life Cycle (mitigation, preparedness, response, and recover) as a lens to examine the challenges faced by students and academics and coping mechanism during the COVID period. This study adopts a mixed method approach using a case study from the College of Engineering at a Higher Education Institution in the UAE due to the sudden migration to online teaching amid COVID-19. Data is collected through interviews and surveys with both students and instructors on challenges, strategies and online delivery good practices that enhanced students' learning experience. The results show that, Technology Supported Learning tools are capable of enhancing students' experiential learning and associated competencies, however there were a number of pedagogical, technological and psychological challenges that faced students and instructors as a result of the sudden migration online, which are likely to play a role in the impediment of the students' learning cycle, due to the lack of preparedness in response to the state of emergency created by Covid-19. Despite these challenges, the study found that instructors with effective communication skills and teaching style, competent use of technology, flexible, friendly and supportive attitude towards teaching, played a positive role in mitigating for the lack of preparedness in response to sudden migration online. The study also reveals that by overcoming some of the technical challenges such as slow internet connection and interruptions, lessons learnt from the sudden migration to online delivery amid COVID-19, will help create new opportunities for the use of blended learning approaches to meet the needs of the on-going COVID and future online deliveries.

Alghamdi, A. M., Alsuhaymi, D. S., Alghamdi, F. A., Farhan, A. M., Shehata, S. M., & Sakoury, M. M. (2022). **University students' behavioral intention and gender differences toward the acceptance of shifting regular field training courses to e-training courses.** *Education and Information Technologies*, 27(1), 451-468. <https://doi.org/10.1007/s10639-021-10701-1>

During the COVID-19 lockdown, all the courses at Imam Abdulrahman Bin Faisal University (IAU) were delivered fully online, including field-training courses. Since there was no previous experience in offering field-training courses in a distance format, the current study aims to identify factors that could impact students' behavioral intention to accept the e-training approach in teaching field training courses at IAU. In order to gather the

data, the researchers designed a questionnaire based on the UTAUT model and they ensured the face, content, and construct validity of the questionnaire by sending it to five experts in the relevant field and by using exploratory factor analysis. Also, all the questionnaire's items were reliable since the Cronbach's alpha values were above 0.77 for all the items. A total of 397 participants provided valid responses. The result of this study indicated that Effort Expectancy (EE), Facilitating Condition (FC), Performance Expectancy (PE), and Social Influence (SI), respectively were the primary predictors for students' intention to use e-training. These factors explained 32.1% of the variance in students' behavioral intentions. As far as students' gender is concerned, there were significant differences between students' PE, FC, and SI. Based on these results, policymakers at IAU will have a clear image of the most essential factors that colleges should target to increase students' acceptance of e-training.

Boumazguida, K., Temperman, G., & Lièvre, B. D. (2022). **Quels outils d'aide à la réussite pour quels profils d'apprenants dans un MOOC hybride ?** *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10130>

Dans cette contribution, nous nous intéressons à la performance des inscrits dans un MOOC hybride élaboré en Belgique francophone. Pour ce faire, nous analysons les traces d'apprentissage des apprenants recueillies dans le MOOC. Nous évaluons leur progression entre un pré-test et un post-test et analysons les différentes variables (visionnage de vidéos, échanges sur les outils communicationnels, participation aux quiz, etc.) liées au processus d'apprentissage susceptibles d'influencer celui-ci. Si globalement les apprenants ont progressé, nos résultats ne nous ont pas permis d'identifier de facteurs spécifiques expliquant leur niveau de maîtrise. Nos analyses de catégorisation nous ont toutefois permis de dégager trois profils distincts d'apprenants selon leur utilisation autonome des ressources proposées dans le MOOC hybride et leurs performances : les « non-engagés », les « engagés modérés » et les « peu engagés communicants ».

Bronner, G. (2021). **Les lumières à l'ère numérique** (p. 124). Consulté à l'adresse Présidence de la République website: <https://www.vie-publique.fr/sites/default/files/rapport/pdf/283201.pdf>

Le rapport établit de manière synthétique l'état des connaissances sur les désordres informationnels à l'ère numérique et sur les perturbations de la vie démocratique qu'ils engendrent et formule des recommandations pour y faire face. Chercher à agir contre la désinformation comporte le risque de porter atteinte à des valeurs essentielles de la démocratie, telles que les libertés d'expression, d'opinion ou d'information. Les recommandations ne visent pas à éradiquer les désordres informationnels mais à limiter la propagation des contenus qui nuisent à la vie démocratique, dissuader les comportements malveillants, sanctionner les pratiques illicites, améliorer la prévention des risques et renforcer la vigilance des utilisateurs.

Buchner, J. (2022). **Generative learning strategies do not diminish primary students' attitudes towards augmented reality.** *Education and Information Technologies*, 27(1), 701-717. <https://doi.org/10.1007/s10639-021-10445-y>

Do generative learning strategies influence the motivational and affective factors of learning with augmented reality? This article explores this highly topical new question in the field of research on educational technology and reports the results of a value-added study that compares two mobile AR learning environments with or without additional

learning strategies. A total of 56 primary school students participated and learned with augmented reality (AR) learning materials either in an experimental group or a control group. The experimental group learned with AR and additional learning strategies based on generative learning theory, namely, self-explanation and self-testing. The control group learned only with AR. It was investigated whether the addition of learning strategies would lead to a reduction in positive attitudes towards AR as a learning technology. The experimental group of students showed overall positive attitudes towards AR as a learning technology at approximately the same level as the control group. However, significant differences were found for the skepticism subscale, indicating that learners who learned with both AR and learning strategies were more skeptical about AR as a learning technology than those who learned only with AR. Gender differences were also found for the accessibility subscale, with male participants considering the AR technology to be easier to access outside of the classroom too. The impact of these results on theory and practice as well as further research directions is discussed.

Cappellini, M., Impedovo, M. A., & Sanchez, E. (2022). **Pour une professionnalisation des enseignants utilisant le numérique pour un soutien à l'autonomie et à la citoyenneté : Etat de l'art sur les formations à la citoyenneté numérique.** (Report, Aix Marseille Université (AMU)). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03546656>

Le présent document est une production intellectuelle du projet Erasmus+, actions clé 2, partenariat stratégique dans l'enseignement supérieur Pour une professionnalisation des enseignants utilisant le numérique pour un soutien à l'autonomie et à la citoyenneté (dorénavant PENZA). Le but de ce projet est de mener des actions de formations auprès des enseignants et apprenants de l'enseignement supérieur afin de développer leurs compétences numériques pour qu'ils exercent leur autonomie et leur citoyenneté dans des environnements numériques. En première approximation, on définira l'autonomie comme la capacité à se donner soi-même les règles de son fonctionnement dans un cadre donné. Dans la sphère de l'apprentissage, l'autonomie décrit la capacité à prendre en charge son parcours, de la fixation des objectifs d'apprentissage jusqu'à l'évaluation des acquis et compétences, en passant par la sélection de ressource et l'élaboration de stratégies d'apprentissage. De sa part, la citoyenneté sera définie comme le fait de prendre part au fonctionnement social et démocratique dans toutes ses sphères. La citoyenneté numérique sera ainsi définie comme le fait de prendre part au fonctionnement social dans des environnements intégrant des outils numériques. Le but du présent document est de dresser un état de l'art permettant de cadrer les actions pédagogiques mises en place au sein du projet PENZA. Ce cadrage se développe par une synthèse de la littérature existante sur les pratiques de formation à la citoyenneté numérique. La littérature existante a été regroupée autour de quatre thématiques principales : les écrits portant sur les enjeux actuels de la citoyenneté par rapport aux évolutions liées au numérique ; les études techno-critiques sur le numérique dans la société ; les effets des innovations numériques dans la gouvernance des institutions éducatives ; les approches pédagogiques pour le développement de la citoyenneté numérique. Dans la suite de ce document, nous reprendrons cette répartition en quatre thématiques. Avant de les aborder, la section suivante présentera les principes méthodologiques ayant guidé la constitution du corpus d'articles et ouvrages à la base de notre synthèse.

Çevik, M., & Bakioğlu, B. (2022). **Investigating students' E-Learning attitudes in times of crisis (COVID-19 pandemic)**. *Education and Information Technologies*, 27(1), 65-87. <https://doi.org/10.1007/s10639-021-10591-3>

With the COVID-19 pandemic affecting the world, the vast majority of students in various educational institutions around the world have changed their learning styles from the physical classroom to digital learning education. Especially the fact that university students take their lessons with e-learning in times of crisis (COVID-19 pandemic) has forced them to spend more time with the computer. This situation will also affect their academic motivation. This research aimed to test whether the fear of contracting COVID-19 (CoVFC) had a moderating effect on the prediction of preservice teachers' academic motivation (AMOTV) with their computer self-efficacy perceptions (CSE). With a combined approach, a single model was employed to test the moderating role of CoVFC and the mediating role of Attitudes towards E-Learning (ATEL) in the prediction of preservice teachers' AMOTV with their CSE. 522 preservice teachers from 21 different branches participated in this research. As a result of the research, the CSE of preservice teachers were determined to predict their AMOTV significantly and positively. The increase in CoVFC was found to have a negative moderating effect on the prediction of AMOTV with the CSE of preservice teachers. Also, ATEL was found to have a partial mediating effect in the relationship between the CSE and AMOTV of preservice teachers.

Cheriguene, A., Kabache, T., Kerrache, C. A., Calafate, C. T., & Cano, J. C. (2022). **NOTA: a novel online teaching and assessment scheme using Blockchain for emergency cases**. *Education and Information Technologies*, 27(1), 115-132. <https://doi.org/10.1007/s10639-021-10629-6>

Technology advancements promote a redefinition of traditional instructional methodologies, as well as the roles of teachers and learners towards an efficient e-learning ecosystem. To date, all existing solutions are combined with the conventional face-to-face learning process. However, the latter can be unexpectedly hindered in some emergency cases, like the Coronavirus (COVID-19) pandemic. To handle such unexpected scenarios, this paper presents NOTA, a novel online teaching and assessment scheme that takes advantage of Blockchain technology to maintain the expected teaching quality and assessment fairness while respecting the courses' and examinations' schedule. Besides, NOTA also motivates both learners and teachers to persist in their endeavours, even from home, through Blockchain's incentive strategies. The preliminary results taken during the CoronaVirus period showed a very high satisfaction ratio, exceeding the 90%. This made us feel very optimistic about the potential of our proposal when deployed at a larger scale.

Dini, S., Moreno, L., & Veyre, A. (2021). **Éléments de réflexion sur les interactions suscitées par l'usage d'applications numériques pour les enfants présentant un trouble du spectre de l'autisme**. *La nouvelle revue - Education et société inclusives*, 92(6), 139-155. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-139.htm>

Cet article rend compte d'une étude exploratoire menée en Suisse portant sur 18 enfants avec un Trouble du spectre de l'autisme (TSA) de 7 à 15 ans. Ces enfants ont utilisé le prototype d'une application numérique contenant des activités ludiques autour de l'attention conjointe. L'objectif de cette étude est de documenter l'expérience d'aidants proposant l'activité à l'enfant. Des entretiens semi-dirigés ont été menés avec 12 parents et 3 enseignantes spécialisées sur l'usage de l'application et du numérique

en général. Les résultats font ressortir la potentielle fonction médiatisante et inclusive de ce genre d'application. Plusieurs précautions doivent toutefois être prises, notamment la formation des aidants à l'usage pédagogique de ces outils, afin d'éviter les effets contre-productifs relevés par certains parents, comme l'utilisation addictive du numérique et le renforcement de l'isolement de l'enfant porteur d'un TSA.

Dorfsman, M., & Horenczyk, G. (2022). **The coping of academic staff with an extreme situation: The transition from conventional teaching to online teaching.** *Education and Information Technologies*, 27(1), 267-289. <https://doi.org/10.1007/s10639-021-10675-0>

The emergence of the COVID-19 virus has generated the greatest worldwide disruption of education systems (among others) in generations. In Israel, from the beginning of the pandemic, all universities and colleges quickly adopted an online education system, while the other educational systems did similarly, in part or in full. This study examines the impact of the involuntary immersion of students and instructors into digital learning environments due to the COVID-19 pandemic – the impact on the pedagogical practices, pedagogical conceptions, and inclinations toward pedagogical change of university and college instructors during the “Corona Related Teaching Situation” (CRTS). Our research followed a mixed-methods approach, combining qualitative with quantitative components. The explanatory design is a two-phase mixed methods–approach design, which began with the collection and analysis of quantitative data and was followed by the subsequent collection and analysis of qualitative data. The current report places special emphasis on the qualitative components of the research. The major contribution of this article is the development of a typology based on a conceptual model that allows for the identification of three teacher profiles that emerged during the CRTS: Experienced teachers, Enthusiastic teachers, and Cautious teachers. The study found that the main variable affecting a teacher's fit into one of these profiles is the level of digital literacy before the crisis. Our typology can be applied to different crisis situations and can be useful for the training and development of university teachers in the field of digital literacy.

Dressen-Hammouda, D., & Wigham, C. R. (2022). **Evaluating multimodal literacy: Academic and professional interactions around student-produced instructional video tutorials.** *System*, 105, 102727. <https://doi.org/10.1016/j.system.2022.102727>

This paper offers a reflection on how academic and professional interactions can help guide best practices for constructing viable evaluation grids to assess multimodal literacy. Preparing English-language learners for today's digitally and culturally complex workplace environment is a central concern in English as a second language (L2) teaching environments. It requires meeting specific teaching goals, such as supporting traditional print and multimodal literacies as well as increasing learners' English-language fluency and appropriateness. Our study focuses on an underexplored professional multimodal genre-instructional video tutorials-and proposes a multimodal evaluation grid incorporating theoretical concepts and empirical results from multimodal linguistics and multimedia learning. We examine how four video communication professionals use the grid to measure the effectiveness of students' video tutorials and identify areas for improvement. We present results for three areas for which the experts considered students did not meet expected professional standards: information organization, timing, and L2 spoken language narration. Our findings suggest possibilities for introducing appropriate forms of action or intervention into teaching multimodal design projects to better prepare L2 English students to meet workplace multimodal literacy requirements.

Duroisin, N., Beauset, R., & Tanghe, C. (2021). **Education and digital inequalities during COVID-19 confinement: From the perspective of teachers in the French speaking Community of Belgium.** *European Journal of Education*, 56(4), 515-535. <https://doi.org/10.1111/ejed.12475>

To curb the spread of the COVID-19 pandemic, the federal government and the federated entities of Belgium suspended all face-to-face learning starting 14 March, 2020. A continuity of learning was to be ensured by teachers through distance-learning. However, teaching during the confinement period was complicated for teachers: the respect for policies and rules differs from one teacher to another and there has been a lack of follow-up on online learning for some learners. The purpose of this article is to contribute to initial responses to the vast question of educational inequalities created and exacerbated during the crisis. More particularly, this article provides a situational analysis of some potential causes for inequalities in primary and secondary schools and identifies differences between the two education levels. Our analysis draws on responses from almost 500 teachers participating in a large-scale survey in the French speaking Community of Belgium. The analysis focuses on teaching practices and observations made by teachers during the confinement period. Various factors contributing to inequalities are identified as well as differences between the two levels of education. Relevant factors include the technological equipment available to students, and the use of pedagogical practices such as differentiation and Remediation-Consolidation-Surpassing (RCS). After confinement, at the beginning of the 2020–2021 school year, teachers have faced more diverse classes, with learners who have experienced very different confinement situations. In light of our analysis of survey responses, we highlight the role of the technological equipment used by the teacher as a factor that increases inequalities.

Ebenezer, J., Sitthiworachart, J., & Na, K. S. (2022). **Architecture students' conceptions, experiences, perceptions, and feelings of learning technology use: Phenomenography as an assessment tool.** *Education and Information Technologies*, 27(1), 1133-1157. <https://doi.org/10.1007/s10639-021-10654-5>

The primary purpose of this phenomenographic qualitative study is to identify a group of second-year undergraduate architecture students' conceptions of learning technology use. The secondary purpose is to examine students' learning experiences, perceptions, and feelings of technology use in an education course. Data were collected over a week by individually interviewing 15 architecture students, who were becoming teachers of architecture. Each 20-min individual interview was audio-recorded, transcribed verbatim, translated into English, and analysed to identify descriptive categories of the students' conceptions of learning technology use. The six descriptive categories were: learning online; searching for information and knowledge, defining social media connectivity, exploring a virtual place, designing a model house, and transferring knowledge and understanding. Most architecture students expressed the technology-integrated lessons were interesting. The architecture students perceived educational games as the most useful teaching tools in their future classrooms. The study implies phenomenography can be used as an assessment tool to identify students' conceptions and characterize their structural aspects, which may be used as curriculum frameworks to design content that moves architecture students from the periphery to the core of the subject.

Erdoğan, S., Haktanır, G., Kuru, N., Parpucu, N., & Tüylü, D. K. (2022). **The effect of the e-mentoring-based education program on professional development of preschool teachers.** *Education and Information Technologies*, 27(1), 1023-1053. <https://doi.org/10.1007/s10639-021-10623-y>

The qualification of a preschool teacher is one of the important factors that determine the quality of preschool education. To increase the quality in education, teachers should be equipped with the necessary knowledge starting from pre-service training, and in-service training should support the upgrading of their knowledge. Thus, the aim of this study was to develop an e-Mentoring-Based Education Program (e-MENTE:PT) for preschool teachers and to test its effectiveness on their professional development during the in-service support period. The study used a design-based research approach. First, focus group interviews were conducted with one-hundred-and-five preschool teachers to find out their needs. Then, an e-MENTE:PT Program was developed based on these needs and devised to be used on the Canvas learning management system (LMS), which involves all opportunities of e-learning and allows one-to-one e-mentoring. The e-MENTE:PT Program involved twelve modules related to the pedagogical content knowledge of the preschool education program. Each module included contents, goals, module materials, e-books, videos, pre- and post-module evaluation questions, discussion questions, live lessons and e-portfolios, all of which were integrated in the LMS. Next, eighteen full-time and nine substitute voluntary teachers from five different provinces were selected as mentees by means of criterion sampling. Nine academicians working in these provinces acted as mentors and implemented the application, each working with two mentees for two months. Qualitative data were analysed by means of descriptive analysis and quantitative data were analysed by means of the Wilcoxon signed rank test. The research concluded that the e-MENTE:PT program supported preschool teachers' professional knowledge, learning environments and classroom applications, and an e-mentoring based teaching management system was effective on professional development.

Ferede, B., Elen, J., Van Petegem, W., Hunde, A. B., & Goeman, K. (2022). **Determinants of instructors' educational ICT use in Ethiopian higher education.** *Education and Information Technologies*, 27(1), 917-936. <https://doi.org/10.1007/s10639-021-10606-z>

ICT can address concerns about access and quality of higher education in developing countries like Ethiopia. The crucial role of ICT in education has become more evident than ever during the COVID 19 crisis. Despite its role in addressing educational quality and access issues, evidence about the educational use of ICT in developing countries is scarce. Many previous studies on determinants of educational ICT focus on higher education in developed countries, while it remains unclear whether existing models explain ICT use by instructors in developing countries. This study reports the findings of a qualitative study conducted in three public universities of Ethiopia in order to elaborate determinants of instructors' educational use of ICT. First, it presents a conceptual framework of factors that explain instructors' ICT use based on literature. Second, based on empirical evidence collected from instructors, it assesses their experiences and opinions in relation to the proposed framework components. In-depth data were collected through focus group discussions from twenty-one instructors. The data were analyzed thematically with ATLAS.ti software. The results confirmed that the institutional, individual and infrastructure-related determinants of the framework are perceived to be relevant in determining instructors' ICT use. Moreover, the study revealed the necessity of extending the proposed framework through aspects of management support, course-

related factors, students' ICT competence and access to ICT infrastructure as new determinants of instructors' educational ICT use. Implications for theory-building are discussed and follow-up research is proposed.

Ferrer, J., Ringer, A., Saville, K., A Parris, M., & Kashi, K. (2022). **Students' motivation and engagement in higher education: the importance of attitude to online learning.** *Higher Education*, 83(2), 317-338. <https://doi.org/10.1007/s10734-020-00657-5>

The emergence of online environments has changed the landscape of educational learning. Some students thrive in this learning environment, but others become amotivated and disengaged. Drawing on self-determination theory, we report the findings of a study of 574 undergraduate business students at an Australian higher education institution on their attitude toward online learning, and its impact on their motivation and educational engagement. Data was collected via an e-mail survey and analysed using structural equation modelling and the Hayes' bootstrapping method. The results of the study were mixed. Attitude to online learning mediated the relationships of both intrinsic motivation to know and extrinsic motivation with engagement, indicating that the design of online learning environments can play a role in enhancing learning experiences. However, attitude to online learning was not found to mediate the intrinsic motivation to accomplish and engagement relationship. A negative mediation effect was partially supported between amotivation and engagement, with study mode found as a moderated mediator to this effect, being stronger and significant for online students as opposed to on-campus students. These results have implications for how students can be engaged online, and the need for educators to design online learning environments that support the learning experience for all students.

Fouche, I., & Andrews, G. (2022). **"Working from home is one major disaster": An analysis of student feedback at a South African university during the Covid-19 lockdown.** *Education and Information Technologies*, 27(1), 133-155. <https://doi.org/10.1007/s10639-021-10652-7>

The Covid-19 global pandemic has resulted in many countries moving teaching and learning online. South Africa is a country with major inequalities in terms of access to electricity, internet and information technologies, which have created considerable problems for online learning at institutions of higher learning in the country. In this paper, we analyse student feedback from two large undergraduate English courses at a school of Education of a major South African university. We specifically focus on two qualitative questions which asked students about the challenges they faced and the skills they developed in online learning. Results are considered through the lens of critical digital pedagogies and decolonisation. Our findings indicate that a lack of access and resources, disruptive home environments and unfamiliarity with online learning methods were significant obstacles for students. In addition, many students indicated developing computer skills and learning how to use online resources during the courses. The study suggests that online teaching and learning in South Africa and similar contexts exacerbates inequalities, and must be accompanied by rigorous support structures for students who are vulnerable in these contexts.

Free, N., Menendez, H. M., & Tedeschi, L. O. (2022). **A paradigm shift for academia teaching in the era of virtual technology: The case study of developing an edugame in animal science.** *Education and Information Technologies*, 27(1), 625-642. <https://doi.org/10.1007/s10639-020-10415-w>

The lack of real-life experiences, such as handling livestock at a production facility (e.g., ranch), exists for a variety of reasons such as availability, liability, time, and cost, amongst others. As more students enter undergraduate animal science programs without prior exposure to animal handling, the necessity for more hands-on, real-life experiences has increased dramatically. Complementary, educational simulation games (edugames) might provide means to overcome the lack of “hands-on” experiential learning by providing similar interactions in a virtual context. The primary goal of this study was to document the design and construction phase of a virtual cattle-handling simulation (CowSim) edugame, and to analyse preliminary survey data. An association exists between students' notion of cattle being mishandled (or not) depending on students' previous opportunity to work with animals (χ^2 P value = 0.0017). Furthermore, students with previous experience handling cattle did not feel more prepared to handle cattle after playing CowSim, but students with previous experience handling cattle indicated they learned more about cattle handling after playing CowSim. After playing the CowSim game, students were, in general, optimistic about their playing experience. They perceived the CowSim game was realistic enough to increase their preparedness towards handling cattle. Our findings suggested there is heightened interest was for the use of an edugame to help visualize difficult concepts. Virtual learning tools such as the CowSim edugame are essential for advancing animal science education through the integration of virtual technology. However, improvements are warranted in the CowSim to capture more realistic scenarios given the complexity of the simulation game.

Gaol, F. L., & Prasolova-Førland, E. (2022). **Special section editorial: The frontiers of augmented and mixed reality in all levels of education.** *Education and Information Technologies*, 27(1), 611-623. <https://doi.org/10.1007/s10639-021-10746-2>

Garcez, A., Silva, R., & Franco, M. (2022). **Digital transformation shaping structural pillars for academic entrepreneurship: A framework proposal and research agenda.** *Education and Information Technologies*, 27(1), 1159-1182. <https://doi.org/10.1007/s10639-021-10638-5>

Digital technology always accelerates change, altering organisations culturally, socially and technically. These modifications are known as “digital transformation” (DT). On a much greater scale than DT, the world was changed in 2020 by the COVID-19 pandemic, which re-organised society in the way of thinking, acting, producing, consuming and creating new business. Higher Education Institutions (HEIs) were no different, since these institutions had to make changes to the student–lecturer interaction; teaching–learning, where DT had a relevant role, above all in academic entrepreneurship. Therefore, this study aims to propose a framework showing the structural pillars of the link between digital transformation (DT) and academic entrepreneurship (AC) (DT-AC Framework). This framework identifies the new patterns, methods, skills and other discoveries in aspects such as management, information systems and culture sciences. The intention is not to analyse how the COVID-19 pandemic imposed global structural changes, but because of it, lecturers and students found their DT accelerated and intensified, and so it is necessary to investigate the pillars supporting academic entrepreneurship. The results show that DT was already emerging as a basic element of academic entrepreneurship before the pandemic, but the process has speeded up. This bibliometric study indicates the structural pillars that support entrepreneurship following the Covid19 pandemic, as created from DT in universities, providing an extensive systematic review that indicates the cause and effect of the academic entrepreneurship process.

Garcia Estrada, J., & Prasolova-Førland, E. (2022). **Running an XR lab in the context of COVID-19 pandemic: Lessons learned from a Norwegian university.** *Education and Information Technologies*, 27(1), 773-789. <https://doi.org/10.1007/s10639-021-10446-x>

Universities and companies were not prepared to the changes introduced to limit the spread of COVID-19 in Norway. Universities had to switch to online teaching overnight. There is still uncertainty how measures to control the pandemic will keep affecting universities in the short and middle term. Such measures have consequences on how to carry out research that usually relies on students, researcher and volunteers using the equipment and applications. Our group carries out research on virtual/augmented/extended reality (VR/AR/XR) for immersive training and learning. This research often involves user studies. We had established procedures on how to use the equipment, carry out demonstrations and teaching for students, teachers and visitors, develop projects as part of bachelor and master projects and test new applications with volunteers. The measures taken by authorities to control the spread of the pandemic made it difficult or unfeasible to carry out some of those activities. In this paper we describe how our group and XR lab reacted after universities were closed to students' presence in campus in March 2020. We present our actions to keep research ongoing, our evaluation of some of those actions and discuss how we had to change the way we operate our XR lab in order to continue teaching and research in the near future, under the assumption that restrictions due to the pandemic can be re-implemented at short notice. We propose procedures to run an XR lab in a manner that inspires visitors to feel safe and confident of using the equipment. Our contribution is the proposal of procedures to run an educational XR lab safely and contribute towards the conversation about how to carry out research involving users in XR under pandemic restrictions.

Hadi, S. H., Permanasari, A. E., Hartanto, R., Sakkinah, I. S., Sholihin, M., Sari, R. C., & Haniffa, R. (2022). **Developing augmented reality-based learning media and users' intention to use it for teaching accounting ethics.** *Education and Information Technologies*, 27(1), 643-670. <https://doi.org/10.1007/s10639-021-10531-1>

Ethics education is increasingly needed in business schools due to the escalation of fraud in business practices. However, faculties face challenges in gaining the millennials and Z generation's interest and attention, who are generally digital savvy, when teaching accounting ethics. One of the learning media that is suitable for millennial and Z generation students is that based on augmented reality technology, a technology that combines the real world and the virtual world in either 2-dimensional or 3-dimensional forms to reflect the real environment. This work aims to develop an augmented reality mobile application for teaching accounting ethics for university students using revenue recognition case. In this project, the development of the application uses the SCRUM method. Additionally, the System Usability Scale (SUS) is used to measure perceived usability. We conduct pre- and post-tests on the SUS. The pre-test is performed when the application is first released, and the post-test is conducted after the application has been improved based on the feedback from our respondents. The score of the pre-test is 80.00 (good to use) and the post-test score is 90.27 (excellent to use). Further, this study tests users' intention to use the application. Using Technology Acceptance Model, the results show that potential users intent to use the application and the intention is affected by the perceived ease of use via the perceived usefulness of the application and the attitude towards the application.

Hu, Y.-H. (2022). **Effects of the COVID-19 pandemic on the online learning behaviors of university students in Taiwan.** *Education and Information Technologies*, 27(1), 469-491. <https://doi.org/10.1007/s10639-021-10677-y>

Prior to the coronavirus disease 2019 (COVID-19) pandemic, due to the rarity of pandemics in recent centuries, suitable conditions did not exist in educational institutions for the implementation of asynchronous distance teaching. No empirical studies have been conducted on whether the considerable environmental changes caused by COVID-19 have affected students' online learning behaviors. Therefore, this study collected information on students' online learning behaviors during the COVID-19 pandemic and other periods to examine whether pandemic-caused environmental changes affected students' online learning behaviors. This study focuses on the 60-day transmission after the beginning of the second semester of the 2019 academic year. The data source was from a comparative assessment between the pandemic group (331 students) and the control group (101 students). The Spearman Rank Correlation Test and the Wilcoxon signed-rank test were used as our statistical methods. This paper presents preliminary results on how COVID-19 has affected students' online learning behaviors and proposes asynchronous online learning as a method for maintaining university students' learning during the COVID-19 pandemic.

Ibrahim, F., Padilla-Valdez, N., & Rosli, U. K. (2022). **Hub-and-spokes practices of blended learning: trajectories of emergency remote teaching in Brunei Darussalam.** *Education and Information Technologies*, 27(1), 525-549. <https://doi.org/10.1007/s10639-021-10754-2>

The recent global pandemic has conveyed emergency remote teaching (ERT) specifically the blended approach, an indispensable alternative teaching and learning delivery in formal schools. In Brunei secondary schools, the blended learning approach formed the core 'Continuity Learning Plan' for instruction along with the mandated educational changes accruing to the social and economic challenges of the twenty-first century learning system. Its widespread adaptation underlies teachers' transitional initiatives and practices which must have reshaped the structural climate and relational dynamics of conventional instruction. Espousing the continuous learning model, this paper envisages to investigate the adaptive-related practices of Bruneian secondary school teachers and learners employing blended learning. Qualitative research approach with semi-structured interview was adopted in the study with respondents comprising of 18 teachers and 13 students. Thematic coding and recursive analysis of data revealed seven (7) dimensions or centre points of blended learning and teaching practices, namely: technological, interactive and effectiveness, added value, feasibility, pedagogical, institutional support and evaluation of success. In general, results suggest the Hub-and- Spokes model that organic support, integrated implementation and professional readiness are germane to the adaption of a functional and manageable blended delivery approach.

Ishihara, M., & Rattanachinalai, P. (2022). **Learning basic concept of computer programming with path-finding task in ar and its properties.** *Education and Information Technologies*, 27(1), 719-742. <https://doi.org/10.1007/s10639-020-10416-9>

This paper designs and develops a computer programming learning system for total beginners and those who have no programming experience. The traditional computer programming learning systems require prior knowledge about variables, their types, operators for arithmetic calculations and relational calculations etc., for adopting a wide

range of representation of program codes, leading to the burden to them. The proposed system focuses on learning the three basic flows of control: sequential, conditional and iterative controls, for not requiring the prior knowledge, and exploits a path-finding task for confining representation of program codes to a specific task, which is a navigation task where students are asked to organize a sequence of orders for an avatar to move from a given start to a given end on a Manhattan grid map. The previous work employs the path-finding task to foster understanding of the sequence of orders by encouraging students to perform self-tracing process while our proposed system employs it to include that property of understanding for the three basic flows of control which are not covered in the previous work. To add high interactivity and tangibility for student motivation and engagement to learning, the proposed system also employs AR capability. An experiment on feasibility of our system for education is conducted and the results show that our system has the potential for improving students' understanding of how to make program codes by decrease of the ratio of program codes' length made by beginners to experts, which is from 2.186 to 1.267, regardless of AR capability such that the ratio decreased from 2.481 to 1.346 without AR capability and it was from 1.974 to 1.206 with it. The results also show that our system significantly leverages their motivation of learning by increase of beginners' score from 5.00 without AR capability to 6.67 with it for interest and it is from 5.67 to 7.00 for amusement, and even if sacrificing a wide range of representation of program codes that the traditional systems take, a certain stress is significantly given on spending time thinking and building up a program code in proportion to its difficulty and complexity.

Keskin, S., Çınar, M., & Demir, Ö. (2022). **A quantitative content analysis of Turkish state universities' official websites in terms of their preparedness and actions during emergency distance education in the early phase of the COVID-19 pandemic period.** *Education and Information Technologies*, 27(1), 493-523. <https://doi.org/10.1007/s10639-021-10744-4>

Most universities worldwide had to temporarily interrupt face-to-face education and start Emergency Distance Education (EDE) due to the COVID-19 outbreak. It is useful to identify the difficulties and problems that universities faced in this process in order that they can carry out a similar process more efficiently in the future. Therefore, this study aimed to conduct an in vivo examination of EDE from the institutional perspective within the scope of universities during the pandemic period in Turkey. To this end, all state university websites were searched according to 27 criteria which were determined to set out the EDE readiness status of universities. The results revealed that higher education institutions had difficulty in providing sufficient pedagogical and technical guidance to academic staff due to the rapid transition. With respect to students, distance course contents, activities and announcements were not equitably accessible for students from foreign countries and those with disabilities owing to the lack of information and communications technology (ICT) tools, internet connection, translation, etc. A remarkable number of higher education institutions preferred the features of distance education tools such as cost, familiarity, stability, availability of technical support, and short preparation time rather than their pedagogical affordances.

Koç, Ö., Altun, E., & Yüksel, H. G. (2022). **Writing an expository text using augmented reality: Students' performance and perceptions.** *Education and Information Technologies*, 27(1), 845-866. <https://doi.org/10.1007/s10639-021-10438-x>

Writing is a demanding task for learners in English as a foreign language (EFL) contexts. Students are not given sufficient practice opportunities in the classroom. Hence, they do not feel motivated to write or enjoy writing in English much, and they encounter difficulties in planning, organizing ideas, stating a clear purpose and choosing appropriate words to express their ideas while composing texts in English. Integrating advanced technologies into instruction can mitigate such problems. The main purpose of this study is to explore whether the use of AR-based materials could contribute to high school students in the process of producing texts in English. The study also seeks to explore students' perceptions on the use of AR. The study is quasi-experimental in design. The experiment was conducted in two classes of high school students with a B1 level of English proficiency. In total 48 students participated in the study. Following the design of the AR-based materials, the classes were assigned as the experimental (N = 24) and control (N = 24) group. Both groups worked on the same topic at the same time interval. Upon completion of their compositions, the students' perceptions of the use of AR-based materials were collected via a questionnaire. The statistical analyzes yielded significant differences in the writing scores between the groups. The findings indicated that the use of AR-based materials had a medium effect on the selected writing skills of the students. The results also showed that the students' perceptions of the AR-based writing experience were positive. The findings suggest that AR-based writing activities increase students' motivation towards writing, which may result in better performance.

Komljenovic, J. (2022). **The future of value in digitalised higher education: why data privacy should not be our biggest concern.** *Higher Education*, 83(1), 119-135. <https://doi.org/10.1007/s10734-020-00639-7>

Universities around the world are increasingly digitalising all of their operations, with the current COVID-19 pandemic speeding up otherwise steady developments. This article focuses on the political economy of higher education (HE) digitalisation and suggests a new research programme. I foreground three principal arguments, which are empirically, theoretically, and politically crucial for HE scholars. First, most literature is examining the impacts of digitalisation on the HE sector and its subjects alone. I argue that current changes in digitalising HE cannot be studied in isolation from broader changes in the global economy. Specifically, HE digitalisation is embedded in the expansion of the digital economy, which is marked by new forms of value extraction and rentiership. Second, the emerging research on the intersection of marketisation and digitalisation in HE seems to follow the theories of marketisation qua production and commodification. I argue that we need theories with better explanatory power in analysing the current digitalisation dynamics. I propose to move from commodification to assetisation, and from prices to rents. Finally, universities are digitalising in the time when the practice is superseding policy, and there is no regulation beyond the question of data privacy. However, digital data property is already a reality, governed by 'terms of use', and protected by the intellectual property rights regime. The current pandemic has led to 'emergency pedagogy', which has intensified overall digitalisation in the sector and is bypassing concerns of data value redistribution. I argue that we urgently need public scrutiny and political action to address issues of value extraction and redistribution in HE.

Koran, N., Berkmen, B., & Adalier, A. (2022). **Mobile technology usage in early childhood: Pre-COVID-19 and the national lockdown period in North Cyprus.** *Education and Information Technologies*, 27(1), 321-346. <https://doi.org/10.1007/s10639-021-10658-1>

COVID-19 has affected North Cyprus since the beginning of March 2020. On March 10th 2020, the council of ministers in North Cyprus announced a lockdown and listed some restrictions to prevent the spread of the virus; schools and entertainment centres were closed, and children had to spend most of their day at home. This study aims to examine the use of mobile technology before and during the COVID-19 lockdown period by children aged three to six, based on parents' opinions. This is a descriptive study with a sample of 319 parents. Data and demographic information were collected with a questionnaire and analysed with SPSS (24.0). Comparing the duration of mobile technology device usage before the pandemic and during the lockdown period, an increase is evident, as expected. Of note, when compared to the pre-pandemic period, it is found that there is a decrease in the rate of mobile technology device usage for video viewing during the lockdown period. The findings also suggest that children mostly first experienced mobile technology devices in some way before 36 months of age. This study has determined that most children do not have their own mobile technology device.

Krouska, A., Troussas, C., & Sgouropoulou, C. (2022). **Mobile game-based learning as a solution in COVID-19 era: Modeling the pedagogical affordance and student interactions.** *Education and Information Technologies*, 27(1), 229-241. <https://doi.org/10.1007/s10639-021-10672-3>

The closure of educational institutions due to the COVID-19 pandemic leads imperatively to the utilization of technological advances and the Internet for enabling the continuity of learning. To this direction, Mobile Game-based Learning (MGbL) can be beneficial to teaching and learning; since, from technological perspective, most students prefer to use their mobile devices, such as smartphones or tablets, and from pedagogical perspective, incorporating gaming in educational process can boost students' motivation for learning and improve their learning outcomes. Hence, this study investigates learners' intention to use MGbL as an alternative educational practice during the COVID-19 pandemic, by modeling the pedagogical affordance of this technology and student interactions with it. As a testbed for this research, a MGbL application was used for the instruction of the programming language C# in higher education, during the lockdown period of 2020. The findings reveal that the MGbL technology has a significant and positive impact on student engagement and academic performance.

Kulikowski, K., Przytuła, S., & Sułkowski, Ł. (2022). **E-learning? Never again! On the unintended consequences of COVID-19 forced e-learning on academic teacher motivational job characteristics.** *Higher Education Quarterly*, 76(1), 174-189. <https://doi.org/10.1111/hequ.12314>

During the COVID-19 pandemic, universities worldwide are going into 'emergency mode'—radically transforming education by switching to online and e-learning education. In the face of these emergent changes, many academic teachers who are unwilling to use e-learning or who lack the appropriate competences are suddenly being forced to teach via electronic devices and the Internet. But how will this COVID-19 forced e-learning influence academic teachers' motivation and performance? In this conceptual paper, drawing from Job Characteristics Theory—a model of human work motivation, we would like to discuss the possible changes in six motivational job characteristics of the academic teacher's job (task identity, task significance, skill variety, feedback, autonomy, social dimensions of the work) caused by COVID-19 forced e-

learning. Our concise conceptual elaboration might spark a debate on the possible unintended consequences of COVID-19 forced e-learning.

Lee, J. (2022). **Problem-based gaming via an augmented reality mobile game and a printed game in foreign language education.** *Education and Information Technologies*, 27(1), 743-771. <https://doi.org/10.1007/s10639-020-10391-1>

Grounded in game-based learning and problem-based learning, this study compared the effects of an augmented reality (AR) mobile game and a printed game on student engagement and attitudes toward foreign language learning. For this purpose, a narrative-driven, location-based AR mobile game was developed based on the analysis, design, development, implementation and evaluation approach. The participants were 42 undergraduates studying English as a foreign language (EFL) in South Korea. The AR group played a location-based AR mobile game in English while moving around the university campus and collaborating with team members, whereas the print-game group played the same game color-printed onto paper in teams in the classroom. After the activities, both groups completed case reports, Likert-scale surveys, and adjective checklists, and participated in interviews. The results indicated that both groups demonstrated comparable levels of behavioral, cognitive, and emotional engagement as well as positive attitudes in learning EFL, without significant group differences. The adjective checklist also indicated that the AR- and print-games provided students with a similar quality of experience. The qualitative data suggested that, if the EFL instruction is performed in accordance with game-based learning and problem-based learning principles, students may sustain high levels of engagement and positive attitudes, regardless of the medium (AR technology versus print). However, the only significant group difference was found in the perceived usefulness for learning EFL, which favored the print-mode game. While AR technologies provided authentic and immersive learning environments, EFL students perceived print reading as more useful for learning English than digital reading. This study makes a case for the development and application of narrative-driven, location-based AR games in foreign language education.

Leitão, R., Maguire, M., Turner, S., & Guimarães, L. (2022). **A systematic evaluation of game elements effects on students' motivation.** *Education and Information Technologies*, 27(1), 1081-1103. <https://doi.org/10.1007/s10639-021-10651-8>

Motivation theory is indispensable when discussing processes of learning. Learners who are motivated can learn almost everything. Students' motivation is probably one of the most important factors for teacher effectiveness both for engagement in the learning process and high academic performance. To have effective environmental education, it is not only necessary to inform the public about the ocean but also to involve and engage them is essential. Motivation and engagement are some of the most commonly mentioned concepts in gamification, thus, a gamified application seems to have the necessary features to improve the motivation of students in the learning context of Ocean Literacy topics. The main aims of this work were: i) to understand through a systematic evaluation, how game elements affect the different motivation layers; and ii) to compare them in terms of enhancing the motivation to recycle among secondary school students (11-14 years). To measure students' motivation, a pre-test and a post-test using a recycling situational motivation survey were administered in a classroom environment in Portugal and the UK. Findings show a trend regarding the effect of game elements mainly on the most autonomous forms of motivation. The different game

elements, each one with different degrees of effects, were shown to have potential to increase motivation.

le Roux, D. B., & Parry, D. A. (2022). **An exploratory investigation of the use and effects of academic instant messaging groups among university students.** *Education and Information Technologies*, 27(1), 1055-1080. <https://doi.org/10.1007/s10639-021-10631-y>

The use of instant messaging groups for various academic purposes is a rising, but largely understudied, trend in higher education institutions. In the present study we investigate the use purposes and outcomes of three types of academic instant messaging groups or AIMGs. Formal AIMGs are created and managed by teaching staff, class AIMGs are created by students and joined by all members of a particular class, and study AIMGs are smaller groups created by students that know each other personally or collaborate in group assignments. To advance understanding of the role of these groups in students' wellbeing and academic development, we pose research questions concerning their associations with academic performance, academic stress, and students' course experiences. We adopt an exploratory frame and survey methodology to collect data from a large sample of undergraduate students (n = 1752). Our findings indicate that, at the institution where data were collected, high rates of AIMG participation is the norm, with class AIMGs emerging as particularly popular. We find statistically significant interaction between formal and study AIMGs and academic performance, as well as between study AIMGs and academic stress. Participation in these groups also predicts students' social experience of a learning community, as well as their perception of the teaching they receive. Throughout, however, the observed effects are small and their practical significance is questioned.

Lidegran, I., Hultqvist, E., Bertilsson, E., & Börjesson, M. (2021). **Insecurity, lack of support, and frustration: A sociological analysis of how three groups of students reflect on their distance education during the pandemic in Sweden.** *European Journal of Education*, 56(4), 550-563. <https://doi.org/10.1111/ejed.12477>

This article investigates the situation of Swedish upper secondary school students who have been subject to distance education during the COVID-19 pandemic crisis. We understand the transition from onsite education to distance education as a recontextualization of pedagogical practice, our framing follows loosely concepts from Bernstein. Given that the field of upper secondary education is highly socially structured it is relevant to enquire into the social dimensions of distance education. For this purpose, we have analysed answers to an open-ended question in a survey answered by 3,726 students, and related them to a cluster analysis distinguishing three main clusters of students: urban upper-middle-class, immigrant working-class, and rural working-class. The urban upper-middle-class students experienced problems decoding new requirements and were troubled by blurred boundaries between school and home. This group invests the most in schooling, and therefore expresses comparatively more anxiety for reaching anticipated achievements. Immigrant working-class students were comparatively more discontented by a lack of school support and request clearer instructions. In this new educational situation, characterized by a weak framing, they have difficulties decoding the requirements. The rural working-class students appear comparatively more disconnected from the school situation. Unlike urban upper-middle-class students, for whom the school invades the home and private sphere, the rural working-class students seldom experienced that the school intruded their home; accordingly, their studies collapsed into sleep-in-mornings and a holiday feeling.

Luo, Z. (2022). **Gamification for educational purposes: What are the factors contributing to varied effectiveness?** *Education and Information Technologies*, 27(1), 891-915. <https://doi.org/10.1007/s10639-021-10642-9>

Gamification refers to the use of game-design elements or mechanisms in non-game contexts to promote the expected behaviours. Though theoretically promising, empirical studies reported mixed results as to the effectiveness of gamification in educational practices. To understand this issue better, this author selected 44 articles on the topic of educational gamification with the use of a bibliometric analysis software HistCite, followed by a descriptive content analysis on these articles. This author examined three issues, including how effective the educational gamification implementations were in previous empirical studies, how the effectiveness has been measured, and what factors contribute to varied effectiveness results. One significant output of the current study is the redefinition of two terms: game elements refer to "the obvious game-like elements that are frequently used in digital games or gamification, which are concrete nouns", and gamification mechanisms refer to "the underlying guidelines that make gamification activities engaging, which are abstract nouns that relate to humans' innate psychological needs". What's more, the content analysis helped summarise a framework describing what makes gamification engaging, which contains goal, visualisation, immediate feedback, adaptation, challenge, competition, reward, and fun failure. Limitations and suggestions for future studies have been discussed.

MESSAOUI, A., & Loffreda, M. (2021). **Pratiques informationnelles professionnelles des enseignants du secondaire : état des lieux et perspectives.** *22e Colloque International sur le Document Numérique*. Présenté à Paris, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03517230>

Mohamed, A. (2022). **Teaching highly mixed-ability CS1 classes: A proposed approach.** *Education and Information Technologies*, 27(1), 961-978. <https://doi.org/10.1007/s10639-021-10546-8>

With the increased reliance on technology, computer programming has emerged as an essential skill that is interesting to many audiences beyond merely computer scientists. As a result, many students from various disciplines take first-year computer science courses. This led to classrooms with a lot of diversity in student motivation, backgrounds, learning needs, and educational levels. Teaching the same material to such a diverse group is challenging. The aim of this paper is two-fold. Firstly, we present a flipped-based approach that benefits from the mixed-ability nature of first-year programming courses rather than considering it as a burden. Secondly, we present a study that evaluates the extent to which the proposed approach enhances student learning in such a mixed-ability environment. The study was conducted in a first-year course at the University of British Columbia – Okanagan, and it was based on three components: 1) a survey of 25 Likert items ($n = 46$), 2) class average grade and pass rate over 6 years ($n = 42 + 38 + 56 + 79 + 90 + 74$), and 3) student ratings of the course over 5 years ($n = 42 + 38 + 56 + 79 + 90$). Findings of the survey indicate an overall positive students' impression with no significant difference in the opinions of various student populations. Analyzing the course grades, pass rates, and student ratings confirmed the survey findings and showed an overall improvement in grades, pass-rates, and student satisfaction.

NG, D. T. K., NG, E. H. L., & CHU, S. K. W. (2022). **Engaging students in creative music making with musical instrument application in an online flipped classroom.** *Education and Information Technologies*, 27(1), 45-64. <https://doi.org/10.1007/s10639-021-10568-2>

In K-12 schools, classes are forced to transform online due to the class suspension amid the COVID-19 pandemic. Educators began to design alternative ways to conduct some meaningful learning activities for their students. However, not all subject disciplines could be easily transformed online, especially for those requiring much social interaction and creation processes. In this article, we explore the learning processes through learning Shubailan, a form of music folk-talk-singing, with a mobile instrument application called muyu in an online flipped classroom among 122 secondary school students in Hong Kong. The opportunities can encourage students to learn music theories and instruments about Shubailan, and create a Shubailan piece through 6-lesson music learning. To gain more online face-to-face time for collaboration, flipping the online classroom is adopted in this study to engage students in lesson preparations via preassigned recorded videos and collaborative activities during face-to-face online lessons. In this study, a mixed research method was employed with the use of a learning satisfaction survey, teachers' observations and semi-structured interviews. We found that this strategy could effectively motivate students to learn music and improve their music knowledge in Shubailan. This article presents evidence of implementing the online flipped classroom approach to enhance students' satisfaction and knowledge acquisition throughout Shubailan music making processes, and offers recommendations for online music educators. Results provide a set of innovative pedagogical approaches to teach music in an online alternative mode during the difficult times.

Papakostas, C., Troussas, C., Krouska, A., & Sgouropoulou, C. (2022). **User acceptance of augmented reality welding simulator in engineering training.** *Education and Information Technologies*, 27(1), 791-817. <https://doi.org/10.1007/s10639-020-10418-7>

The integration of Augmented Reality (AR) in welding training is considered to increase the efficiency, security and time gain in operations, reducing consumable and infrastructures costs. Prior research has examined the integration of AR-simulation in applications, like medical operations or aviation, showing the need for greater usability of these systems. However, research on AR integration in welding training is yet limited. It can help new welders learn effectively and be prepared to work in the industry. The motivation of this study was the ongoing use of AR in manufacturing training and its novelty is the analysis of the most significant factors affecting the actual AR system use. The main objective of this research is to evaluate the use of AR technology in welding training using an innovative model, appropriately extended to consider pedagogy and technology. The contribution of this paper is the exploration and understanding of the factors associated with the AR welding training which can lead to goal fulfillment and, subsequently, impact users' choice. This study is based on a modified Technology Acceptance Model, extending it by two external variables (perceived enjoyment and system quality) and the sample is 200 trainees. The findings show that the external variables are predictors of perceived usefulness and ease of use. The intention to use AR simulator is positively influenced directly by system quality and perceived ease of use. The findings help AR developers enhance the quality of AR-simulation training systems to enhance users' experience and their behavioral intention to use them.

Prisca, F. (2022). **Numérique en éducation : aller au-delà des mythes.** In <http://veille-et-analyses.ens-lyon.fr/Edubref/detailsEdubref.php?parent=accueil&edubref=13> [Report].

Consulté à l'adresse IFÉ - ENS de Lyon website: <http://veille-et-analyses.ens-lyon.fr/Edubref/detailsEdubref.php?parent=accueil&edubref=13>

Punjani, K. K., & Mahadevan, K. (2022). **Transitioning to online learning in higher education: Influence of Awareness of COVID-19 and Self-Efficacy on Perceived Net Benefits and Intention.** *Education and Information Technologies*, 27(1), 291-320. <https://doi.org/10.1007/s10639-021-10665-2>

The COVID-19 pandemic has disrupted existing educational systems worldwide. Due to lockdowns in several countries, the educational institutions have been directed by governments to move towards online learning. The challenge for educational institutions and faculty members is to assess the influence of various factors that would enable adoption of online learning by students in higher education. This study investigates the influence of awareness of COVID-19 (AOC19), computer & internet self-efficacy (CISE), and online communication self-efficacy (OCSE) on perceived net benefits (NB) of the students and their intention towards the online learning (INT). The study further analyzes the mediating role of students' attitude towards online learning (ATOL). Data of 1023 students of higher education across multiple universities in India were collected and analyzed using structural equation modelling through AMOS 24 and mediation analysis through 'PROCESS' macro for SPSS. The findings revealed that, AOC19 positively influenced students' NB and INT; CISE had a significant inverse relationship with NB, and partially significant positive relationship with INT; OCSE was observed to be a significant predictor of NB with positive direct relationship; ATOL had a significant full mediation among CISE and NB, and acted as significant partial mediator between CISE and INT, AOC19 and NB, AOC19 and INT, OCSE and NB, and OCSE and INT. This paper would be useful for the faculty members, institutions and education technology companies in the higher education domain by enabling an understanding of the attitude, perception and intention of the students towards online learning during the COVID-19 scenario.

Rahmadi, I. F., Lavicza, Z., Arkün Kocadere, S., Houghton, T., & Hohenwarter, M. (2022). **The strengths and weaknesses of user-generated microgames for assisting learning.** *Education and Information Technologies*, 27(1), 979-995. <https://doi.org/10.1007/s10639-021-10635-8>

Recent developments in educational technology have led to a renewed interest in the utilisation of user-generated microgames for facilitating learning. The advantages and disadvantages of microgames which have been voluntarily created, modified, shared and used by users on open learning platforms to support learning are not yet clearly understood. The present study explores the strengths and weaknesses of user-generated microgames for assisting learning followed with some recommendations for the development and effective use of microgames from elementary teacher perspectives. This study is exploratory research conducted within the GeoGebra application with the participation of elementary school teachers from Indonesia. The study found that, on the one hand, user-generated microgames have multiple advantages to support learning mainly by their simplicity and short duration gameplay. On the other hand, the games have several disadvantages, especially due to the lack of content directly related to learning objectives and less interesting interfaces. It is recommended for users of open learning platforms to create more targeted microgames respecting a particular learning objective and for teachers to creatively connect games to learning for mastering knowledge, skills, or literacies.

Ruipérez-Valiente, J. A., Staubitz, T., Jenner, M., Halawa, S., Zhang, J., Despujol, I., ... Reich, J. (2022). **Large scale analytics of global and regional MOOC providers: Differences in learners' demographics, preferences, and perceptions.** *Computers and Education*, 180, 104426. <https://doi.org/10.1016/j.compedu.2021.104426>

Massive Open Online Courses (MOOCs) remarkably attracted global media attention, but the spotlight has been concentrated on a handful of English-language providers. While Coursera, edX, Udacity, and FutureLearn received most of the attention and scrutiny, an entirely new ecosystem of local MOOC providers was growing in parallel. This ecosystem is harder to study than the major players: they are spread around the world, have less staff devoted to maintaining research data, and operate in multiple languages with university and corporate regional partners. To better understand how online learning opportunities are expanding through this regional MOOC ecosystem, we created a research partnership among 15 different MOOC providers from nine countries. We gathered data from over eight million learners in six thousand MOOCs, and we conducted a large-scale survey with more than 10 thousand participants. From our analysis, we argue that these regional providers may be better positioned to meet the goals of expanding Massive Open Online Courses (MOOCs) remarkably attracted global media attention, but the spotlight has been concentrated on a handful of English-language providers. While Coursera, edX, Udacity, and FutureLearn received most of the attention and scrutiny, an entirely new ecosystem of local MOOC providers was growing in parallel. This ecosystem is harder to study than the major players: they are spread around the world, have less staff devoted to maintaining research data, and operate in multiple languages with university and corporate regional partners. To better understand How online learning opportunities are expanding through this regional MOOC ecosystem, we created a research partnership among 15 different MOOC providers from nine countries. We gathered data from over eight million learners in six thousand MOOCs, and we conducted a large-scale survey with more than 10 thousand participants. From our analysis, we argue that these regional providers may be better positioned to meet the goals of expanding

Safsouf, Y. (2021). **Contribution à l'élaboration de modèles décisionnels pour l'amélioration de la réussite des apprenants dans un système d'apprentissage en ligne** (Phdthesis, Université de Bretagne Sud). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03531760>

En raison de la croissance rapide des technologies de l'information et d'Internet, l'apprentissage en ligne a connu une expansion considérable ces dix dernières années. L'Internet et l'éducation se combinent pour permettre aux apprenants d'accéder à des plateformes d'apprentissage en ligne, leur donnant ainsi la possibilité d'acquérir de nouvelles compétences sous une autre forme qu'en présentiel. Bien avant la pandémie du COVID-19, les établissements d'enseignement ont investi dans les systèmes d'apprentissage en ligne pour soutenir l'enseignement traditionnel et améliorer l'expérience et les performances d'apprentissage. Ces systèmes offrent un mode d'apprentissage au rythme de l'apprenant, flexible et, en théorie, disponible partout et à tout moment. Cependant, l'absence de contact direct, le manque d'engagement et de motivation peuvent entraîner une insatisfaction et une mauvaise expérience d'apprentissage. Ceci peut conduire à un désengagement, un abandon et à un taux de réussite nettement inférieur à celui de l'enseignement en présentiel. Cette thèse s'inscrit dans ce contexte. Elle vise à élaborer des modèles conceptuels d'amélioration de la réussite des apprenants dans un système d'apprentissage en ligne. Les résultats des

études ont permis de déterminer la réussite, de mesurer l'évolution de l'expérience d'apprentissage, de contribuer à réduire l'abandon scolaire et d'améliorer la performance et la réussite des apprenants en ligne. Des recommandations ont été fournies, ainsi qu'un scénario d'application des contributions réalisées dans le contexte de l'enseignement supérieur en général et dans le système d'enseignement marocain privé et public en particulier.

Shahab, M., Taheri, A., Mokhtari, M., Shariati, A., Heidari, R., Meghdari, A., & Alemi, M. (2022). **Utilizing social virtual reality robot (V2R) for music education to children with high-functioning autism.** *Education and Information Technologies*, 27(1), 819-843. <https://doi.org/10.1007/s10639-020-10392-0>

Virtual Reality (VR) technology is a growing technology that has been used in various fields of psychology, education, and therapy. One group of potential users of VR are children with autism who need education and have poor social interactions; this technology could help them improve their social skills through real-world simulation. In this study, we evaluated the feasibility of conducting virtual music education programs with automatic assessment system for children with autism at treatment/research centers without the need to purchase a robot, resulting in the possibility of offering schedules on a larger scale and at a lower cost. Intervention sessions were conducted for five children with high-functioning autism ranging in age from 6 to 8 years old during 20 weeks which includes a baseline session, a pre-test, training sessions, a post-test, and a follow-up test. Each music education sessions involved teaching different notes and pieces of music according to the child's cooperation, accuracy, and skill level utilizing virtual reality robots and virtual musical instruments. Actually, by analysis of psychological tests, and questionnaires conducted by a psychologist, we observe slight improvements in cognitive skills because of the ceiling effect. Nevertheless, the effectiveness of the proposed method was proved by conducting statistical analysis on the child's performance data during the music education sessions which were obtained by using both video coding and the proposed automatic assessment system. Consequently, a general upward trend in the musical ability of participants was shown to occur in these sessions, which warrants future studies in this field.

Shamburg, C., Amerman, T., Zieger, L., & Bahna, S. (2022). **When school bells last rung: New Jersey schools and the reaction to COVID-19.** *Education and Information Technologies*, 27(1), 23-44. <https://doi.org/10.1007/s10639-021-10598-w>

This study was an examination of the immediate effects of remote learning during the COVID-19 shutdown in New Jersey during Spring 2020. This mixed methods study relied on survey data capturing the experiences, difficulties, and successes of 708 New Jersey public school educators during the first few weeks of the school closures. These educators were teachers, administrators, school librarians, and other school personnel. The disruptions of COVID-19 will leave indelible changes on education in New Jersey and beyond, and this research examines the beginning of these changes. The findings indicate that while educators found support from their administration, they also encountered a spectrum of difficulties relating to the absence of face-to-face contact with students, in addition to success in coping with the situation as well as some success that surpassed their experiences of schooling before the shutdown.

Shrestha, S., Haque, S., Dawadi, S., & Giri, R. A. (2022). **Preparations for and practices of online education during the Covid-19 pandemic: A study of Bangladesh and Nepal.**

Education and Information Technologies, 27(1), 243-265. <https://doi.org/10.1007/s10639-021-10659-0>

Online education has been adopted widely to address the educational chaos created by the Covid-19 pandemic. Reports on its constraints and challenges appear daily in the global media. However, accounts of teachers' and students' experiences of this abrupt shift in pedagogical modality are conspicuously absent in the available literature. This article reports the findings of a study that explored teachers' and students' experiences of online education during the pandemic in the context of higher education in Bangladesh and Nepal. The online survey with 147 students and 76 teachers and interviews with a sub-sample of 17 participants indicate that they adapt the action potentials of the digital artifacts to local contexts and use them in the best possible ways to facilitate their communication and enhance student learning in difficult circumstances. The major challenges and constraints they experience in transitioning to online education include poor network, lack of digital skills, lack of technological support from institutions among others. The study findings indicate some pressing policy, pedagogical and research implications, which are discussed in the final section.

Somuncu, B., & Aslan, D. (2022). **Effect of coding activities on preschool children's mathematical reasoning skills.** *Education and Information Technologies*, 27(1), 877-890. <https://doi.org/10.1007/s10639-021-10618-9>

The present study was conducted to investigate the effect of coding activities on children's mathematical reasoning skills. In the study, the pre-test – post-test control group quasi-experimental design was used. The participants of the study consisted of 29 children (17 in experiment group and 12 in control group) aged between 57 – 68 months attending a public kindergarten in Adana, Turkey. Coding Education Program prepared by the researchers was administered to the children in the experiment group while the children in the control group received the regular program. Evaluation Instrument for the Early Mathematical Reasoning Skills was administered to children both in the experimental and control group as pre-test and post-test. Data was collected by individual interviews conducted with the children. Results of the study showed that there is no significant difference between experimental and control group in the pre-test, whereas a significant difference in favor of the experimental group was observed in the post-test. Therefore, it was determined that the coding activities have a significant effect on mathematical reasoning skills of children.

Svrcek, N. S., Rath, L., Olmstead, K., & Colantonio-Yurko, K. (2022). **“We are still putting out fires”: Considering educator intentionality in remote instruction during the COVID-19 pandemic.** *Education and Information Technologies*, 27(1), 407-428. <https://doi.org/10.1007/s10639-021-10679-w>

The COVID-19 Pandemic affected P-12 educators around the world, including an emergency move to remote instruction, inclusion of new technology tools to teach at a distance, and in many cases technology mandates for instruction. In the present study, we examine educators' self-reported survey responses about technology use during face to face and online instruction during the COVID-19 Pandemic. We use SAMR, a framework used to understand degrees of technology integration in teaching, as a way to interpret educators' responses and consider the ways that educators reported their use of technology in their face to face and online teaching.

Tulaskar, R., & Turunen, M. (2022). **What students want? Experiences, challenges, and engagement during Emergency Remote Learning amidst COVID-19 crisis.** *Education and Information Technologies*, 27(1), 551-587. <https://doi.org/10.1007/s10639-021-10747-1>

COVID-19 pandemic has affected the entire world in many ways. It has sparked a prominent pedagogical shift for university level students, as it has changed the way students learn, attend classes, or communicate with teachers. Globally, every student is forced to adopt Emergency Remote Learning (ERL) as a result of immediate transformation of physical classes into remote education. This two-fold study investigated the differences between traditional distance, online, and virtual learning solutions and the new Emergency Remote Learning (ERL) method for the university level education. Furthermore, a pragmatic mix-method study is conducted in the form of surveys, semi-structured interviews, and diary study spanning across 10 months of pandemic, to examine self-reported insights on ERL challenges, experiences, and learning engagement of the students from Finland and India. Cumulative findings suggest that scheduling, distractions, pessimistic emotions, longer durations, and concentration were the highest challenges faced by the students which impacted their learning experiences and engagement. The study also found that the ERL specific factors like low-interactivity, technical limitations, non-structured, and non-standardized methods had a prominent impact on the effectiveness of remote education. Furthermore, the study has suggested guidelines for improving remote learning experience as a futuristic solution beyond COVID-19 pandemic.

Ulum, H. (2022). **The effects of online education on academic success: A meta-analysis study.** *Education and Information Technologies*, 27(1), 429-450. <https://doi.org/10.1007/s10639-021-10740-8>

The purpose of this study is to analyze the effect of online education, which has been extensively used on student achievement since the beginning of the pandemic. In line with this purpose, a meta-analysis of the related studies focusing on the effect of online education on students' academic achievement in several countries between the years 2010 and 2021 was carried out. Furthermore, this study will provide a source to assist future studies with comparing the effect of online education on academic achievement before and after the pandemic. This meta-analysis study consists of 27 studies in total. The meta-analysis involves the studies conducted in the USA, Taiwan, Turkey, China, Philippines, Ireland, and Georgia. The studies included in the meta-analysis are experimental studies, and the total sample size is 1772. In the study, the funnel plot, Duval and Tweedie's Trip and Fill Analysis, Orwin's Safe N Analysis, and Egger's Regression Test were utilized to determine the publication bias, which has been found to be quite low. Besides, Hedge's g statistic was employed to measure the effect size for the difference between the means performed in accordance with the random effects model. The results of the study show that the effect size of online education on academic achievement is on a medium level. The heterogeneity test results of the meta-analysis study display that the effect size does not differ in terms of class level, country, online education approaches, and lecture moderators.

Vikas, S., & Mathur, A. (2022). **An empirical study of student perception towards pedagogy, teaching style and effectiveness of online classes.** *Education and Information Technologies*, 27(1), 589-610. <https://doi.org/10.1007/s10639-021-10793-9>

With online education taking centerstage in recent times, the primary objective of this study is to find out the student perception of online classes from teachers who had no

past experience of online teaching, with respect to their teaching effectiveness, teaching style and pedagogy in an online classroom. This study is exploratory in nature. Using a structured questionnaire, 356 completed responses were received and analysed using the available research tools.

Webb, M., Tracey, M., Harwin, W., Tokatli, O., Hwang, F., Johnson, R., ... Jones, C. (2022). **Haptic-enabled collaborative learning in virtual reality for schools.** *Education and Information Technologies*, 27(1), 937-960. <https://doi.org/10.1007/s10639-021-10639-4>

This paper reports on a study which designed and developed a multi-fingered haptic interface in conjunction with a three-dimensional (3D) virtual model of a section of the cell membrane in order to enable students to work collaboratively to learn cell biology. Furthermore, the study investigated whether the addition of haptic feedback to the 3D virtual reality (VR) simulation affected learning of key concepts in nanoscale cell biology for students aged 12 to 13. The haptic interface was designed so that the haptic feedback could be turned on or switched off. Students (N = 64), in two secondary schools, worked in pairs, on activities designed to support learning of specific difficult concepts. Findings from observation of the activities and interviews revealed that students believed that being immersed in the 3D VR environment and being able to feel structures and movements within the model and work collaboratively assisted their learning. More specifically, the pilot/co-pilot model that we developed was successful for enabling collaborative learning and reducing the isolating effects of immersion with a 3D headset. Results of pre and post-tests of conceptual knowledge showed significant knowledge gains but addition of haptic feedback did not affect the knowledge gains significantly. The study enabled identification of important issues to consider when designing and using haptic-enabled 3D VR environments for collaborative learning.

Yeung, M. W. L., & Yau, A. H. Y. (2022). **A thematic analysis of higher education students' perceptions of online learning in Hong Kong under COVID-19: Challenges, strategies and support.** *Education and Information Technologies*, 27(1), 181-208. <https://doi.org/10.1007/s10639-021-10656-3>

Under the sudden outbreak of COVID-19 worldwide, students were forced to switch from face-to-face to online learning. This study reports the experience of Hong Kong students in higher education concerning the challenges they faced, the strategies they used and the support they needed in their online learning during the period. An online questionnaire was used to invite students to answer open-ended questions about these three aspects. 145 students from two higher education institutions completed the questionnaire and their comments were coded using thematic analysis. The study has discovered that socio-economic factors may have presented difficulties to students' online learning concerning their study environment and access to equipment. Students were emotionally distressed by online learning, particularly by the quality of feedback and clarity of course arrangement, so support for these aspects should be given. Self-regulated learning strategies were found to have been deployed by students to facilitate their learning, in which the use of time management apps and lecture videos highlights the increasing importance of technology to self study. These socio-economic, technological and emotional factors will be further discussed and corresponding suggestions will be made to help teachers and university policy makers examine the conditions that can help improve and promote online learning for higher education students under COVID-19.

Yüksel, H. G. (2022). **Remote learning during COVID-19: cognitive appraisals and perceptions of english medium of instruction (EMI) students.** *Education and Information Technologies*, 27(1), 347-363. <https://doi.org/10.1007/s10639-021-10678-x>

Many countries responded to the Covid-19 pandemic by transforming all face-to-face (F2F) courses to emergency remote teaching with a sudden decision. This rapid shift was unexpected and staggering for the university students. The purpose of the present study is to explore how students studying in English Medium Instructed (EMI) programs cognitively appraised the transformation from F2F to online learning, and to examine if there is any relation between perceived self-efficacy in academic second language (L2) use, quality of interaction, and course satisfaction. Using an online survey, data was collected from a total of 306 graduate and undergraduate students studying in different universities in Turkey. The study found that the majority of the students appraised the transformation as a threat. The students' cognitive appraisals and perceived level of interactional quality, and satisfaction negatively correlated. There was a strong positive correlation between the perceived level of interactional quality and satisfaction. Observed gender, major and year level differences are also reported. The findings have significant implications for decision makers and instructors. Universities are likely to continue remote teaching for a while, thus institutions need to capture how students are affected by the remote learning experience to envisage short and long-term scenarios, and to optimize the quality of their services accordingly.

Orientation scolaire et professionnelle

Bluntz, C., Boulet, P., & Perrin, T. (2022). **Parcoursup et le nouveau baccalauréat général.** *Note d'information du SIES*, (22.01). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/parcoursup-et-le-nouveau-baccalaureat-general-83345>

Avec la mise en place des enseignements de spécialité, les profils des bacheliers généraux faisant des vœux de poursuite d'études sur Parcoursup sont plus variés. Tout au long de la procédure, les profils des candidats recevant une proposition se diversifient et finalement, les candidats poursuivent leurs études dans une formation en rapport avec leur choix d'enseignement de terminale.

Buchmann, M., Grütter, J., & Zuffianò, A. (2022). **Parental educational aspirations and children's academic self-concept: Disentangling state and trait components on their dynamic interplay.** *Child Development*, 93(1), 7-24. <https://doi.org/10.1111/cdev.13645>

The dynamic interplay of parental educational aspirations and children's academic self-concept was examined from late childhood through mid-adolescence within a transactional socialization framework. Parental and child data were gained from a representative Swiss sample within 3-year intervals (NT1 = 1118; 51% females; 28% migration background; Mage T1 = 9.26, Mage T2 = 12.14, Mage T3 = 15.32). Results from a random intercept cross-lagged panel model revealed positive associations between the two constructs at the between- and within-person level. Findings showed general and time-specific associations between children and parents and reciprocal spill-over effects, whereby higher than usual aspirations predicted higher than usual academic self-concept over time and vice versa, highlighting transactional processes in the context of educational transitions.

Djavadi, A., & Peugny, C. (2022, janvier 18). **Choix d'études, orientation professionnelle : « Donnons aux jeunes le droit de se tromper »**. Consulté 19 janvier 2022, à l'adresse The Conversation website: <http://theconversation.com/choix-detudes-orientation-professionnelle-donnons-aux-jeunes-le-droit-de-se-tromper-174930>

La crise a fait ressortir les déficits des politiques publiques vis-à-vis de la jeunesse, soulignant aussi une articulation entre la formation et l'emploi qui laisse rarement une deuxième chance.

Iribarnegaray, L. (2022, janvier 26). **Deux masters plutôt qu'un : chez les jeunes diplômés, l'art de cultiver la distinction**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/01/26/deux-masters-plutot-qu-un-chez-les-jeunes-diplomes-l-art-de-cultiver-la-distinction_6110991_4401467.html

Les diplômés bac+5 n'ont jamais été aussi nombreux, mais la compétition est rude. De plus en plus optent pour un second master, ou cherchent des moyens pour « remonter dans la file ».

Jarraud, F. (2022, janvier 27). **La réforme du lycée a-t-elle amélioré l'orientation post bac ?** Consulté 31 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/27012022Article637788625022707030.aspx?actId=ebwp0YMB8s1_OGEGsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514388

La première génération issue de la réforme du bac n'échappe pas aux inégalités. C'est ce que montrent les données publiées par le ministère de l'enseignement supérieur et le rapport des inspecteurs généraux Mélanie Caillot et Olivier Sidokpohou. Les maths, réduites aux spécialités maths physique, continuent à dominer les formations élitistes. L'ancienne filière ES option maths est la voie royale des écoles de commerce. Les boursiers se retrouvent dans les filières les moins recherchées. Si pour Caroline Pascal, cheffe de l'Inspection générale, « la réforme est très bien comprise par les élèves. Ils font des choix cohérents avec leur projet de formation », le nouveau monde ressemble beaucoup à l'ancien.

Klipfel, J. (2022). **Les bacheliers 2014 entrés dans l'enseignement supérieur : où en sont-ils à la rentrée 2020 ?** *Note d'information du SIES*, (22.02). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-bacheliers-2014-entres-dans-l-enseignement-superieur-ou-en-sont-ils-la-rentree-2020-83402>

Qu'ils soient encore en études ou non à la rentrée 2020, huit bacheliers 2014 sur dix inscrits dans l'enseignement supérieur directement après leur baccalauréat ont obtenu au moins un diplôme de l'enseignement supérieur au cours de leur parcours étudiant.

Minichiello, F. (2021). **Pour une orientation innovante et tout au long de la vie**. *Revue internationale d'éducation de Sèvres*, (88), 12-15. <https://doi.org/10.4000/ries.11188>

Le processus d'orientation couvre tous les services proposés à des individus de tous âges, pour faire des choix éclairés et pertinents en matière d'éducation, de formation et d'emploi. Le marché du travail est caractérisé par des mutations régulières, induites par des facteurs économiques, sociaux ou technologiques. On peut penser, par exemple, à l'importance accrue des réseaux professionnels ou de la mobilité professionnelle, ou aux perspectives d'innovation et de personnalisation ouvertes p...

Raybaud, A. (2022, janvier 20). **Parcoursup, machine à stress : « Au lycée, chaque note devient un enjeu majeur »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/01/20/au-lycee-chaque-note-devient-un-enjeu-majeur-parcoursup-machine-a-stress_6110187_4401467.html

Sélection de plus en plus forte, listes d'attente à grande échelle et algorithmes pas toujours très transparents : plus que jamais, l'orientation post-bac est une source d'anxiété pour les lycéens et leurs familles.

Sandsør, A. M. J., Hovdhaugen, E., & Bøckmann, E. (2022). **Age as a merit in admission decisions for higher education**. *Higher Education*, 83(2), 379-394. <https://doi.org/10.1007/s10734-020-00662-8>

This paper uses register data to study how a particular age reward feature affects admission into two highly competitive study programs: medicine and law. The Norwegian admission system to higher education is centralized, and applicants compete in two quotas: one quota almost entirely based on grade point average from upper secondary education and one quota where students can compete with improved grades and where being older automatically increases the chance of acceptance, by awarding age points. For these study programs, we find that the admission system creates a waiting game, as gaining admission in the second quota is nearly impossible without accumulating a substantial amount of age points. If age predicts completion in higher education, this waiting game might be justified. However, if anything, we find the opposite to be true. Our paper suggests that age should carry less weight in admission decisions and that countries and/or higher education institutions should carefully consider how their admission system affects student incentives and how applicants are selected.

Seidel, K. (2021). **The transition from School to Post-Secondary Education – What factors affect educational decisions?** (Working Paper Series in Economics N° 398). Consulté à l'adresse University of Lüneburg, Institute of Economics website: <https://econpapers.repec.org/paper/luewpaper/398.htm>

This paper analyses the concrete post-school decision of school students whether to study or to enter the German VET system. It focuses on the investigation of individual risk preferences and the social background of individuals, and the effect on the ultimate decision to enrol in university or to start an apprenticeship, given the same level of qualification. For the empirical approach, the German SOEP is used, and information on individuals' educational decisions between 2007 and 2013 is considered. The results indicate that (i) individual risk preferences do not have an overall effect on the real transition and are not conditional on the academic background of parents; (ii) privileged individuals are more likely to take up higher education; and (iii) even when parents without an academic background support their children during school, they are less likely to guide their children into tertiary education.

Wei, J., Chan, S. H. J., & Autin, K. (2022). **Assessing Perceived Future Decent Work Securement Among Chinese Impoverished College Students**. *Journal of Career Assessment*, 30(1), 3-22. <https://doi.org/10.1177/10690727211005653>

Drawing from Psychology of Working Theory (PWT), the current study sampled 254 college students from impoverished families in China and examined their perceptions of access to future decent work as predicted by subjective social status and marginalization and mediated by work volition and career adaptability. As impoverished college students are

socioeconomically disadvantaged and thus cannot afford college expenses, understanding their perception regarding future careers echoes the call for renewing the focus on equity and diversity within vocational psychology. Findings supported subjective social status as an indirect predictor of perceptions of future decent work via work volition. Work volition and career adaptability directly predicted perceptions of future decent work. Additionally, there is a significant conditional indirect effect between subjective social status, work volition, and perceptions of future decent work. Specifically, the effect was only significant for first-year students. Overall, this study adds new evidence on the applicability of the PWT among student populations. Implications for career researchers, vocational counselors, and student affairs professionals are provided.

Politique de l'éducation et système éducatif

Alduraywish, Y., Patsavellas, J., & Salonitis, K. (2022). **Critical success factors for improving learning management systems diffusion in KSA HEIs: An ISM approach.** *Education and Information Technologies*, 27(1), 1105-1131. <https://doi.org/10.1007/s10639-021-10621-0>

Higher educational institutes (HEIs) are managing their resources by using learning management systems (LMS) which facilitate the learning processes. This paper aims to develop the relationships among success factors typically found in the technology, as well as the human and organisational aspects using an interpretive structural modelling (ISM) approach for LMS diffusion in HEIs in the Kingdom of Saudi Arabia (KSA). The success factors possessing a higher driving power in the ISM approach need to be prioritised as many other dependent variables are affected by them. Success factors emerging with high dependence contribute to facilitating the implementation of LMS. A key finding of the modelling is that clearly defined information technology (IT) policies along with appropriate technology infrastructure are significant factors for facilitating the technology aspect of LMS implementation. Additionally, the strengthening and standardisation of IT education resources, level of computer skills, proper training programmes for staff to deliver knowledge to users as well as a high level of human competencies are significant factors for facilitating the human aspect of LMS implementation. Moreover, the support of top management is a very significant factor for improving the organisational aspect of LMS. To ensure successful LMS implementation, KSA HEIs should focus on effective learning environments, facilitate education activities, top management involvement and increased interaction between pedagogy and technology. Understanding user characteristics and online needs is essential to ensure that barriers are overcome, ensuring successful and continued LMS implementation. Further, in this research, the relationship models among the identified success factors in terms of technology, human and organisational have not been statistically validated. However, it has been suggested that future research may be targeted to develop the initial model through ISM for success factors for improving LMS implementation and then testing it using Structural equation modeling (SEM).

Al-Maskari, A., Al-Riyami, T., & Kunjumammed, S. K. (2022). **Students academic and social concerns during COVID-19 pandemic.** *Education and Information Technologies*, 27(1), 1-21. <https://doi.org/10.1007/s10639-021-10592-2>

Due to the COVID-19 pandemic, Higher Education Institutions (HEI) replaced regular face-to-face teaching with online teaching and learning. However, the shift caused several academic and social concerns for students, such as lack of academic support,

lack of adequate resources to support online teaching, lack of socialization, stress, anxiety, and lack of motivation in attending classes. This research evaluates the impact of HEIs support, faculty support, and resources available on the academic and social concerns of students in HEIs during the pandemic. 11,114 students across the HEIs in Sultanate of Oman participated in an online national survey. Regression and factor analysis were used to verify the research model developed based on the literature review. Results showed that HEI support and faculty support significantly affect university students' academic and social concerns. Furthermore, resource availability was found to affect the academic concerns of students but not their social concerns. This research recommends strategies for HEIs and faculty to promote faculty-student interaction using both synchronous and asynchronous modes to reduce student concerns and motivate them to engage in online classes.

Andreu, S., Conceicao, P., Eteve, Y., Fabre, M., Fleury, D., Rocher, T., ... Vourc'h, R. (2022). **Confinement et fermeture des écoles au printemps 2020 : le vécu des familles d'enfants scolarisés en CP et en CE1**. *Note d'Information*, (22.03). Consulté à l'adresse <https://www.education.gouv.fr/confinement-et-fermeture-des-ecoles-au-printemps-2020-le-vecu-des-familles-d-enfants-scolarises-en-327017>

Entre la mi-mars et la mi-mai 2020, les élèves ont suivi leur scolarité à distance en raison de la crise sanitaire.

Arslan, S., & Curle, S. (2021). **Sustainable development goals in the English language high school curriculum in Turkey**. *European Journal of Education*, 56(4), 681-695. <https://doi.org/10.1111/ejed.12473>

The study on which this article reports examined the representation of the Sustainable Development Goals (SDGs) in the English language syllabus and English language senior high-school textbooks in Turkey. The learning objectives associated with the SDGs were also investigated. The syllabus and the textbooks including Teenwise, High School English 10, Silver Lining and Count Me In were examined. Semi-structured interviews were also conducted with eleven high-school English teachers to gain further insight into the place for SDGs and their related learning objectives in the English language high school curriculum. We found that the syllabus has a low frequency of engagement with SDGs. Also, that there is a tendency in the textbooks to include the theme of health that is related to the SDG of Education for Sustainable Development (ESD). The learning objectives set for ESD were mostly cognitive-oriented. Interviews revealed that teachers favour the incorporation of a variety of SDGs in textbooks. They believe that prioritising sustainability in textbooks can help secure a more sustainable future for learners. Implications of this for pedagogy include, among other, that extending teaching and learning activities to activate socio-emotional and behavioural development would benefit learners and would allow for a more balanced engagement with SDGs in English language teaching.

Bamoallem, B., & Altarteer, S. (2022). **Remote emergency learning during COVID-19 and its impact on university students perception of blended learning in KSA**. *Education and Information Technologies*, 27(1), 157-179. <https://doi.org/10.1007/s10639-021-10660-7>

This study explores the impact of remote emergency learning during the COVID-19 pandemic on students' perception and acceptance of blended learning after the pandemic. The study applies the Community of Inquiry framework to understand the predictors and whether there is any statically significant correlation between the

experience of remote teaching and students' perception and acceptance of the blended learning mode in the future as a stage in the gradual return to normal life after the pandemic. In addition to examining the correlation between students' perception of cognitive, teaching and social presences on their perception of blended learning, the correlation between technological and financial factors as well as demographic data on the intention to enrol in blended learning in the future is examined. The study surveyed one hundred and fifteen students from female Saudi Universities who are enrolled in a design major. The results revealed that the teaching, cognitive and social presences constructs are predictors of students' perception and acceptance of blended learning. Further, the facilitating conditions and efforts expectancy are also predictors of the perception of blended learning. The study also found that there is a significant correlation between the Col and the selected constructs from the UTAUT when it comes to studying students' perception of blended learning.

Barger, A. P., Leffel, K. G., & Lott, M. (2022). **Plotting Academic Innovation: A Content Analysis of Twenty Institutional Websites**. *Innovative Higher Education*, 47(1), 95-111. <https://doi.org/10.1007/s10755-021-09568-4>

Academic innovation is an increasingly integrated effort and focus area in higher education institutions. Academic innovation units often include multiple foci, such as teaching and learning research, faculty development programming, and entrepreneurial elements. However, there is a lack of consensus on what defines successful academic innovation or how best to contextualize innovation efforts within a particular university environment. This content analysis of 20 university academic innovation websites explored the varied approaches, programming, and communication pathways of academic innovation as revealed through publicly available website content. Findings suggest varied levels of academic innovation impact along with common tensions regarding innovation effort versus efficacy. Additionally, the analysis surfaced challenges in communicating innovation successes across internal and external audiences.

Bastedo, M. N., Glasener, K. M., Deane, K. C., & Bowman, N. A. (2022). **Contextualizing the SAT: Experimental Evidence on College Admission Recommendations for Low-SES Applicants**. *Educational Policy*, 36(2), 282-311. <https://doi.org/10.1177/0895904819874752>

Although it is well established that college entrance exams have become a key factor for admission to selective institutions, less is known about the influence of test scores in relation to other academic factors in the evaluation of a student's application file. This study conducts a randomized-controlled trial to determine whether providing students' test scores in context—how they perform relative to their school and neighborhood peers—increases the likelihood that admission officers (n = 321) would recommend admitting low-socioeconomic status (SES) applicants. The study also examines how including a personal admission essay that conveys grit, or ability to persevere in the pursuit of long-term goals, influences admission decision making. Admission officers in the contextual condition were significantly more likely to accept both the low-SES and high-SES applicant than those without contextual information on test scores; however, they were not more likely to accept applicants who convey grit in their personal essays.

Batsleer, J., & Rowley, H. (2021). **Éduquer à la citoyenneté : le cas du travail de jeunesse au Royaume-Uni** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 105-114. <https://doi.org/10.4000/ries.11631>

La recherche Partispace sur les espaces et les styles de participation des jeunes conduite dans huit villes européennes a montré qu'envisager la participation en termes de normes revient à limiter plutôt qu'à élargir le spectre des différentes formes de participation des jeunes. Cette méconnaissance conduit à la pédagogisation et au paternalisme dans les écoles, en réduisant la participation à un acte individuel au lieu de la comprendre comme un processus relationnel et social appris avec les autres et en tension nécessaire avec eux. Cet article explore ces résultats en relation avec le cas du travail de jeunesse britannique. Il en présente le contexte, les tensions clés et montre, à travers quatre exemples, les potentialités qu'offre la reconnaissance des apprentissages effectués dans ce cadre. Pour être ouvert aux processus d'apprentissage social dans le contexte du travail de jeunesse, il faut des professionnels de la jeunesse qui valorisent avant tout la relation, y compris quand elle est conflictuelle, afin que cette expérience devienne source de participation et d'apprentissage.

Becquet, V. (2021). **(S)'Éduquer par l'engagement : des visées politiques aux expériences formatrices.** *Revue internationale d'éducation de Sèvres*, (88), 43-52.
<https://doi.org/10.4000/ries.11340>

L'éducation à la citoyenneté est une mission traditionnellement confiée à l'école au travers de curriculums destinés à l'acquisition de connaissances et de compétences civiques. Elle s'opère également au travers d'une pluralité d'expériences dans et hors de l'école. Ces dernières se déploient au sein de trois espaces qui en orientent la teneur et permettent d'interroger les manières dont les jeunes apprennent à s'engager et apprennent de l'engagement. Si des visées éducatives sont souvent mises en avant dans les discours politiques et institutionnels, à l'échelle mondiale comme nationale, s'intéresser au quotidien des dispositifs proposés aux jeunes, des collectifs qu'ils investissent et des protestations qu'ils orchestrent éclaire la diversité des apprentissages qui en résultent et leur inscription dans les biographies juvéniles.

Belluigi, D. Z., & Thondhlana, G. (2022). **'Your skin has to be elastic': the politics of belonging as a selected black academic at a 'transforming' South African university.** *International Journal of Qualitative Studies in Education*, 35(2), 141-162.
<https://doi.org/10.1080/09518398.2020.1783469>

A presumed indicator of change, in terms of the South African higher education sector's racialised past, are the quantitative measures of numerical 'diversity' within the academic staff composition at historically white institutions. To better inform policy, academic development curricula and institutional culture, this study focuses on macroaggressions related to the mis/recognition and un/belonging of black academics who were selected for prestigious affirmative 'accelerated development programmes' for transforming the academic staff composition. Insights and narratives elicited via report-and-respond questionnaires, reflective small group discussions and an arts-based method, indicated that participants (a) experienced various microaggressions as members of different communities within the institution, and as a result (b) negotiated different identities according to social group norms, affordances and settings. The study brings to the fore the complex social processes and agential consequences of negotiating the politics of belonging in the looming shadow of legacies of conflict and oppression.

Bennett, C. T. (2022). **Untested Admissions: Examining Changes in Application Behaviors and Student Demographics Under Test-Optional Policies.** *American Educational Research Journal*, 59(1), 180-216. <https://doi.org/10.3102/00028312211003526>

This study examines a diverse set of nearly 100 private institutions that adopted test-optional undergraduate admissions policies between 2005–2006 and 2015–2016. Using comparative interrupted time series analysis and difference-in-differences with matching, I find that test-optional policies were associated with a 3% to 4% increase in Pell Grant recipients, a 10% to 12% increase in first-time students from underrepresented racial/ethnic backgrounds, and a 6% to 8% increase in first-time enrollment of women. Overall, I do not detect clear evidence of changes in application volume or yield rate. Subgroup analyses suggest that these patterns were generally similar for both the more selective and the less selective institutions examined. These findings provide evidence regarding the potential—and the limitations—of using test-optional policies to improve equity in admissions.

Berera, F., Saint Guilhem, J. D. de, Bruyère, C., Romulus, A.-M., Moullet, J.-M., Rigaud, R., & Mayet, L. (2021). **La formation initiale à l'aune des nouveaux défis scientifiques, technologiques, environnementaux et dans une perspective de souveraineté renforcée de la France** (p. 105). Consulté à l'adresse IGÉSR (Inspection générale de l'éducation, du sport et de la recherche) website: <https://www.education.gouv.fr/media/96790/download>

Après une analyse de la désindustrialisation en France et de ses conséquences, ce rapport propose trois axes d'action pour relancer une culture industrielle dans les formations initiales, notamment au collège et au lycée.

Beuf, A. (2021). **Un récit mobilisateur pour la jeunesse : les initiatives des institutions européennes.** *Revue internationale d'éducation de Sèvres*, (88), 22-25. <https://doi.org/10.4000/ries.11240>

En 2017, l'Union européenne (UE) comptait 88 millions de jeunes âgés de 15 à 29 ans, soit 17 % de sa population. À l'appui du renforcement de la gouvernance pour promouvoir la participation de jeunes européens aux processus décisionnels, qui est souhaitée au sein du Conseil des ministres de l'UE, des spécialistes de l'éducation ainsi que des institutions européennes (Commission européenne, Parlement européen) ou consultatives (Comité économique et social européen : CESE) recommandent l'élabor...

Birgín, A., & Charovsky, M. M. (2021). **Une politique argentine pour recréer le lien scolaire durant la pandémie** (M.-N. Véran, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 16-19. <https://doi.org/10.4000/ries.11197>

L'année 2020 restera gravée dans la mémoire collective comme la période durant laquelle la vie quotidienne s'est trouvée altérée à l'échelle mondiale par la pandémie de Covid-19. En Argentine, les écoles ont dû s'adapter et commencer à enseigner à distance, du matin au soir. Les cours en présentiel ont été suspendus dès deux semaines après la rentrée. La gestion de la pandémie a entraîné une série de mesures économiques et sociales qui ont fortement impacté la vie quotidienne et les systèmes ...

Blatt, L., & Votruba-Drzal, E. (2021). **District-Level School Choice and Racial/Ethnic Test Score Gaps.** *American Educational Research Journal*, 58(6), 1178-1224. <https://doi.org/10.3102/0002831221999405>

The rapid expansion of school choice is restructuring public education in the United States. This study examines associations between charter and magnet school enrollment, White-Black and White-Hispanic segregation, and test score gaps at the district level from 2009 to 2015 in third to eighth grade using the Stanford Education Data Archive and the U.S. Department of Education's Common Core of Data. Robust findings indicate that higher charter school enrollment is associated with larger White-Black test score gaps and this effect is mediated by White-Black segregation. There is also evidence that magnet school enrollment is associated with White-Hispanic test score gaps. Overall, this study suggests that the expansion of school choice may have negative implications for structural education equity.

Bolton, P. (2021). **Higher education student number**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3475> [Report]. Consulté à l'adresse House of commons website: <https://researchbriefings.files.parliament.uk/documents/CBP-7857/CBP-7857.pdf>
Headline student numbers have increased to new records following a short dip after to the 2012 reforms. There are however ongoing concerns about numbers outside this group where trends have not been so positive, including part-time undergraduates, some postgraduates students, EU students, mature students and some disadvantaged groups. There is also considerable concern about the impact of the coronavirus pandemic and student numbers, particularly those from overseas and uncertainty about the impact of Brexit on EU student numbers.

Çakıt, E., & Dağdeviren, M. (2022). **Predicting the percentage of student placement: A comparative study of machine learning algorithms**. *Education and Information Technologies*, 27(1), 997-1022. <https://doi.org/10.1007/s10639-021-10655-4>
In recent years, there has been an increase in the demand for higher education in Turkey, where the demand, as in most other countries, exceeds what is available. The main purpose of this research is to develop machine learning algorithms for predicting the percentage of student placement based on the data related to the university's academic reputation, opportunities of the city where the university is located, facilities and cultural opportunities of the university. When the model accuracy was evaluated on the basis of performance metrics, the Extreme Gradient Boosting (XGBoost) algorithm showed greater predictive accuracy than other machine learning approaches. A sensitivity analysis was performed using the extreme gradient boosting machines algorithm to identify the degree to which the input variables contribute to the determination of the output variable. Five input variables, namely the percentage of student placement at year t-1, the university scientific document score, university Phd programme score, university faculty member/student score, and the percentage of student placement at year t-2 were found to be the most effective parameters. Prediction and sensitivity analysis results obtained in this study can be used in many different ways, such as determining the quotas for universities, allocating resources, and making new regulations.

Callonnec, L. L. (2021). **Processus d'acculturation et accompagnement d'étudiants internationaux par les communautés d'accueil et d'origine : une étude comparative de l'expérience en mobilité estudiantine internationale au Canada et en France** (Phdthesis, Université Paul Valéry - Montpellier III ; Université d'Ottawa. Faculté des sciences sociales). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03508705>

Cette recherche porte sur un phénomène qui est aujourd'hui en plein essor, à savoir la mobilité estudiantine internationale. Si ce type de mobilité attire de plus en plus d'étudiants chaque année en raison de ses avantages certains pour le développement personnel et professionnel de l'étudiant international, l'expérience en mobilité internationale implique une immersion de celui-ci dans une culture différente de la sienne, ce qui représente un véritable défi pour lui. En effet, non seulement l'intégration à son nouvel environnement dépend des efforts d'adaptation psychologique, socioculturel et interculturel déployés par l'étudiant international, mais suppose aussi, généralement, de voir des changements (culturels, psychologiques, identitaires) s'opérer tout au long de son expérience en mobilité. Aussi, cette thèse vise à répondre à la question de recherche suivante : Comment l'expérience en mobilité d'étudiants internationaux au Canada et en France est-elle vécue à travers le processus d'acculturation de ces derniers et l'accompagnement offert par leurs communautés d'accueil et d'origine dans un contexte interculturel ? Pour ce faire, nous avons mobilisé et articulé plusieurs concepts clés à savoir : l'expérience ; le processus d'acculturation et, plus précisément, ses caractères bidimensionnel et bidirectionnel ; la transition ; le remaniement identitaire ; les communautés d'accueil et d'origine et, enfin, l'accompagnement. Cette recherche qualitative de type interprétatif est menée dans le cadre d'une étude comparée internationale longitudinale entre la France et le Canada, deux pays marqués par un flux d'étudiants internationaux important. Plus précisément, la méthodologie choisie est l'étude de cas multiples, laquelle prend appui sur deux cas constitués par les communautés universitaires : le premier cas représente les deux universités de Montpellier à savoir l'Université de Montpellier et l'Université Paul-Valéry Montpellier 3, en France. Le second cas est représenté par l'Université d'Ottawa, au Canada. Ce travail s'appuie sur deux séries d'entretiens menés auprès de neuf étudiants internationaux au début et à la fin de leur séjour dont cinq d'entre eux sont partis étudier à Ottawa et quatre, à Montpellier. À leur retour dans leur pays d'origine, ils ont également répondu à un questionnaire. À cela s'ajoutent des productions graphiques réalisées par les étudiants à la fin de leur séjour qui illustrent leur expérience en mobilité. Enfin, des entrevues ont aussi été réalisées auprès de sept membres de bureaux internationaux canadiens et français. En définitive, cette étude nous a permis de mettre en relief, en trois temps, l'expérience en mobilité de ces neuf étudiants internationaux, leur processus d'acculturation et l'accompagnement qu'ils ont reçu tout au long de leur expérience et de constater le caractère interdépendant de ces trois volets auxquels nous avons donné le nom de triptyque de la mobilité. Par ailleurs, nous avons pu dénoter que les communautés d'accueil et d'origine interviennent dans chaque volet de ce triptyque et jouent ainsi directement et indirectement un rôle dans la mobilité estudiantine. Au travers de nos résultats, il apparaît que l'inverse est tout aussi vrai et que le processus d'acculturation, l'expérience et l'accompagnement ont donc, eux aussi, des répercussions sur ces deux communautés. Ce travail a ainsi permis de mieux comprendre le rôle joué par les communautés d'origine et d'accueil de l'étudiant international en mettant en évidence le fait que la mobilité étudiante internationale est un phénomène complexe qui n'implique pas uniquement le voyageur, mais également ceux qui l'entourent et qui croisent son chemin.

Çevik, M., & Bakioğlu, B. (2022). **Investigating students' E-Learning attitudes in times of crisis (COVID-19 pandemic)**. *Education and Information Technologies*, 27(1), 65-87. <https://doi.org/10.1007/s10639-021-10591-3>

With the COVID-19 pandemic affecting the world, the vast majority of students in various educational institutions around the world have changed their learning styles from the physical classroom to digital learning education. Especially the fact that university students take their lessons with e-learning in times of crisis (COVID-19 pandemic) has forced them to spend more time with the computer. This situation will also affect their academic motivation. This research aimed to test whether the fear of contracting COVID-19 (CoVFC) had a moderating effect on the prediction of preservice teachers' academic motivation (AMOTV) with their computer self-efficacy perceptions (CSE). With a combined approach, a single model was employed to test the moderating role of CoVFC and the mediating role of Attitudes towards E-Learning (ATEL) in the prediction of preservice teachers' AMOTV with their CSE. 522 preservice teachers from 21 different branches participated in this research. As a result of the research, the CSE of preservice teachers were determined to predict their AMOTV significantly and positively. The increase in CoVFC was found to have a negative moderating effect on the prediction of AMOTV with the CSE of preservice teachers. Also, ATEL was found to have a partial mediating effect in the relationship between the CSE and AMOTV of preservice teachers.

Chávez-Moreno, L. C. (2021). **Dual Language as White Property: Examining a Secondary Bilingual-Education Program and Latinx Equity.** *American Educational Research Journal*, 58(6), 1107-1141. <https://doi.org/10.3102/00028312211052508>

This critical race ethnography examines a secondary-level dual-language (DL) program, a bilingual-education model thought to provide Latinxs educational equity. Drawing from a three-stage recursive analytic approach, I present evidence that a DL program's policies and practices valued offering Latinx youth biliterate schooling only so long as DL was available and advantageous to Whites—which ultimately excluded some Latinx students from bilingual education and/or accessing its benefits. I theorize DL functions as white property when DL perpetuates racial hierarchies and preserves the value of a white racial identity, thereby maintaining Whites' inequitable material accumulation. I problematize the logic of DL—highlighting that DL has the elitist tendencies of world-language education—and assess DL's potential to deliver educational justice to Latinxs.

Cordini, M., & De Angelis, G. (2021). **Families between care, education and work: The effects of the pandemic on educational inequalities in Italy and Milan.** *European Journal of Education*, 56(4), 578-594. <https://doi.org/10.1111/ejed.12483>

Italy was the first Western country affected by the pandemic. The school closures that followed lasted for a full school semester, including final exams. Italy is already known as a country with a high degree of educational inequality, where reproduction of social disadvantages by social origins is prominent. In such a situation, we hypothesise that a prolonged lockdown and the consequent reliance on remote education have played an important role in exacerbating existing inequalities. Families were forced to take on the full responsibility of educating their children, which has reinforced the role of household resources. The analysis presented in this article draws on results from an online survey of the effects of school closures on educational practices, the analysis focused on responses from parents of primary school students. The survey was carried out in Milan in June 2020 and was disseminated through institutional and informal channels after two months of school closure in Italy. Results were re-balanced to represent different social classes. The survey explored the relationships between economic and social inequalities on the one hand, and school activity experienced at home during the lockdown on the other. It also explored the involvement of pupils and their parents in school activities. We

aimed to capture what educational and organisational resources families were able to mobilise in this situation, and to what extent these are unequally distributed. Our results contribute to an understanding of the impact of family resources on educational chances, identifying resources and how they are distributed through the population. Our findings confirm that the pandemic has exacerbated already existing inequalities.

Cour des comptes. (2021). **Une école plus efficacement organisée au service des élèves** [Report]. Consulté à l'adresse Cour des comptes (France) website: <https://www.ccomptes.fr/fr/documents/58121>

La Cour des comptes clôture les séries de notes parues cet automne, en publiant ce jour l'ultime volet de ses travaux consacrés aux grands enjeux structurels pour la France. Bilans à la fois enrichis et synthétiques de travaux récents ou de productions nouvelles, ces publications posent un diagnostic sur les grands défis des prochaines années et présentent les leviers d'action qui peuvent être mobilisés pour y répondre. Cinq grandes politiques publiques sont évoquées aujourd'hui: l'enseignement scolaire, l'insertion professionnelle des jeunes, la politique industrielle, l'assurance maladie et la santé, et la culture. Ces notes contribuent à objectiver le débat public, à un moment crucial de réflexion citoyenne, en veillant à concilier l'efficacité des politiques publiques et le soutien à une croissance durable. En dépit d'une dépense nationale d'éducation (près de 110 Md€) supérieure à la moyenne de l'OCDE, la performance du système scolaire français tend à se dégrader, en particulier pour les jeunes issus des milieux défavorisés. Les réformes pédagogiques, l'accroissement des moyens et les résultats des évaluations sur les acquis des élèves n'ont pas suffisamment permis d'améliorer la qualité de notre système éducatif. La facilitation du parcours de l'élève, l'augmentation des marges d'autonomie des établissements, la rénovation du cadre du métier d'enseignant et le renforcement de l'évaluation pourraient permettre une meilleure adaptation de l'école au service des élèves

Crottaz, C., Delobbe, N., & Morante, S. F. (2021). **La formation professionnelle initiale duale comme levier d'engagement organisationnel : analyse d'un dispositif de formation d'apprenti-es assistant-es en soins et santé communautaire (ASSC) dans le contexte domiciliaire.** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17134>

Se référant principalement aux théories de la socialisation organisationnelle, cet article s'intéresse à un dispositif de formation professionnelle initiale duale d'apprenti-es assistant-es en soins et santé communautaire (ASSC). Il explore l'influence des pratiques de formation en situation de travail sur la fidélisation des apprenti-es dans l'entreprise formatrice. Cette contribution propose une vision élargie du spectre des apprentissages, considérant à la fois les processus d'acquisition des compétences relatives au métier et la dimension socialisatrice des pratiques de formation. Les entretiens menés au sein d'une institution de soins à domicile mettent en évidence deux éléments clés de la formation en situation de travail qui affectent le processus de socialisation organisationnelle : la définition du métier et les activités confiées aux apprenti-es, d'une part, le cercle relationnel élargi auquel ils/elles ont accès, d'autre part.

Croucher, G., & Lacy, W. B. (2022). **The emergence of academic capitalism and university neoliberalism: perspectives of Australian higher education leadership.** *Higher Education*, 83(2), 279-295. <https://doi.org/10.1007/s10734-020-00655-7>

Public universities worldwide have incorporated neoliberal behaviours and norms across their activities, moulding organizational practices, processes and cultures. In particular, these changes have been expressed through forms of academic capitalism and increasing 'marketization' of public university activities. A little explored perspective on these changes is that of senior leadership within higher education. This paper addresses this topic by examining how 116 higher education leaders view 32 key issues for the future of Australian higher education in the next 10 to 20 years. Half the participants in this study were university vice-chancellors or presidents or those who were part of their senior leadership team, and the other half were leaders outside universities including government leaders responsible for budgets or policy or those in national academic organizations. Generally, both the university and the non-university leaders of the Australian higher education system perceived nearly all of the issues for its future as at least moderately important. Many traditional academic goals of knowledge generation, dissemination and application were seen as high priorities. Rated among the top ten issues were student learning outcomes and ensuring student accessibility to higher education, as well as addressing the needs of society and research on grand challenges facing humanity, such as climate change and food security. At the same time, higher education leaders viewed most of the issues related to both marketization and academic capitalism as important, including issues of internationalization, the balance between tenured and contract academics, and the role of university-industry joint research. Traditional academic goals appear to be tightly bound to components of marketization and academic capitalism. The leaders' perceptions of the importance, meaning and trajectory of Australian universities suggest core goals of higher education will likely need to continue to be balanced with the emerging neoliberal agendas

Delahaye, J.-P. (2022). **L'école n'est pas faite pour les pauvres**. Consulté à l'adresse <https://www.editionsbdl.com/produit/lecole-est-pas-faite-pour-les-pauvres/>

Delès, R., & Pirone, F. (2021). **How the societal lockdown in 2020 revealed structural educational inequalities**. *European Journal of Education*, 56(4), 511-514. <https://doi.org/10.1111/ejed.12482>

Demoulin, J. (2021). **Expériences du confinement de jeunes de quartiers populaires franciliens**. *Métropolitiques.eu*. Consulté à l'adresse <https://hal.parisnanterre.fr//hal-03515518>

Comment les jeunes des quartiers populaires ont-ils fait l'expérience du confinement ? Une enquête collective conduite dans différentes communes d'Île-de-France met en lumière les ressources qu'ils ont mobilisées pour faire face à la crise sanitaire.

Desombre, C. (2022, janvier 15). **L'école inclusive peut-elle profiter à tous les élèves ?** Consulté 19 janvier 2022, à l'adresse The Conversation website: <http://theconversation.com/lecole-inclusive-peut-elle-profiter-a-tous-les-eleves-129830>
Une école ouverte à tous, est-ce une chance pour les jeunes souffrant de handicap ? Peut-être. Mais les autres élèves peuvent aussi en tirer des bénéfices, comme le montre un panorama de la recherche.

Diallo, A. B. (2021). **À propos du système éducatif nigérien**. *Revue internationale d'éducation de Sèvres*, (88), 32-37. <https://doi.org/10.4000/ries.11302>

Conformément à la Loi d'orientation du système éducatif nigérien (LOSEN) n° 98-12 du 1^{er} juin 1998 et aux engagements internationaux auxquels le Niger a souscrit, l'éducation est un droit pour tout citoyen. L'État garantit l'éducation aux enfants de 4 à 18 ans. L'enseignement public et gratuit favorise l'accès de millions d'enfants et de jeunes à l'éducation. L'école nigérienne est mixte et accueille les élèves sans aucune distinction. Selon la LOSEN, les structures du système éducatif nigéri...

Dineen, J. N., Chafouleas, S. M., Briesch, A. M., McCoach, D. B., Newton, S. D., & Cintron, D. W. (2022). **Exploring Social, Emotional, and Behavioral Screening Approaches in U.S. Public School Districts.** *American Educational Research Journal*, 59(1), 146-179. <https://doi.org/10.3102/00028312211000043>

Using a nationally representative sample of U.S. public school districts, we explored the current landscape of social, emotional, and behavioral (SEB) approaches and their impact on behavioral outcomes. Data suggest SEB screening is the exception rather than the rule, with most districts reporting that students are referred to an internal support team when SEB concerns arise. Districts more likely to report SEB problems were identified and supported internally when they had elementary SEB programs, were located in urban areas, and had higher socioeconomic status levels. District administrators who reported that SEB problems were identified and addressed internally, including use of universal screening procedures, reported the highest levels of knowledge about their SEB approach as well as willingness to change their practices.

Duroisin, N., Beuset, R., & Tanghe, C. (2021). **Education and digital inequalities during COVID-19 confinement: From the perspective of teachers in the French speaking Community of Belgium.** *European Journal of Education*, 56(4), 515-535. <https://doi.org/10.1111/ejed.12475>

To curb the spread of the COVID-19 pandemic, the federal government and the federated entities of Belgium suspended all face-to-face learning starting 14 March, 2020. A continuity of learning was to be ensured by teachers through distance-learning. However, teaching during the confinement period was complicated for teachers: the respect for policies and rules differs from one teacher to another and there has been a lack of follow-up on online learning for some learners. The purpose of this article is to contribute to initial responses to the vast question of educational inequalities created and exacerbated during the crisis. More particularly, this article provides a situational analysis of some potential causes for inequalities in primary and secondary schools and identifies differences between the two education levels. Our analysis draws on responses from almost 500 teachers participating in a large-scale survey in the French speaking Community of Belgium. The analysis focuses on teaching practices and observations made by teachers during the confinement period. Various factors contributing to inequalities are identified as well as differences between the two levels of education. Relevant factors include the technological equipment available to students, and the use of pedagogical practices such as differentiation and Remediation-Consolidation-Surpassing (RCS). After confinement, at the beginning of the 2020–2021 school year, teachers have faced more diverse classes, with learners who have experienced very different confinement situations. In light of our analysis of survey responses, we highlight the role of the technological equipment used by the teacher as a factor that increases inequalities.

Ébersold, S., & Feuilladié, S. (2021). **Pratiques inclusives, innovation ordinaire et l'autrement capable de l'École**. *La nouvelle revue - Education et société inclusives*, 92(6), 11-22. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-11.htm>

L'article s'appuie sur un ensemble de recherches réalisées pour mettre en perspective l'exigence d'innovation qui spécifie l'ambition inclusive, au regard de l'autrement capable qu'elle implique pour les acteurs de l'école. Cette exigence d'innovation ancre l'accessibilisation des environnements scolaires dans un autrement capable à travers lequel les acteurs de l'école reconfigurent leurs routines, connaissances, compétences et instituent de nouvelles pratiques. Cet autrement capable suppose un travail de traduction apprivoisant les principes revendiqués par l'ambition inclusive ainsi que le cadre et les procédures proposés par les référentiels, pour les mettre en sens et les faire vivre au regard des enjeux propres aux territoires, aux organisations et aux parties prenantes. Il se rapporte également au commun élaboré par les acteurs de l'école pour instituer un espace formalisé des possibles qui qualifie collectivement ce qui fait accessibilité et explicite les finalités poursuivies, ainsi que les conditions fondant l'obligation réciproque des parties prenantes. Enfin, il est corrélé à l'instauration de tiers lieux transformant le travail collectif en collectifs de travail, offrant la stabilité et la souplesse nécessaires à la contextualisation des pratiques et à l'engagement des parties prenantes.

Emery, R., Bacquelé, V., & Pelgrims, G. (2021). **La collaboration parents-professionnels en contextes scolaires dits inclusifs au prisme des expériences parentales : des difficultés rencontrées aux possibilités d'action**. *La nouvelle revue - Education et société inclusives*, 92(6), 105-121. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-105.htm>

Si la collaboration entre parents et professionnels est considérée comme un principe indispensable à la scolarisation d'élèves institutionnellement déclarés à besoins éducatifs particuliers, la manière dont elle se décline effectivement reste une question vive. Cette contribution rend compte des premiers résultats d'une recherche plus large visant à saisir le point de vue des parents sur la collaboration qu'ils expérimentent avec les différents professionnels impliqués dans le projet de scolarisation en classe ordinaire de leur enfant. Elle rend compte plus spécifiquement d'une étude menée auprès de 10 familles. Les entretiens menés ont permis de dégager leur point de vue sur la diversité des professionnels avec lesquels ils doivent collaborer, sur ce qui fait obstacle à la collaboration, ce qui la facilite, ainsi que les compétences qui émergent de leurs expériences.

Epple, D., Martínez-Mora, F., & Romano, R. (2021). **Charter School Practices and Student Selection: An Equilibrium Analysis** (NBER Working Paper N° 29529). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29529.htm>

We model charter school entry and choice of educational practices. Student achievement depends on cognitive ability, motivation, effort, and match of school curriculum to ability. Exercising charter school autonomy over curriculum, to maximize achievement gains, the charter sets curriculum to attract the highest ability students. Achievement gains are modest, consistent with empirical evidence. We next investigate a no-excuses charter that not only chooses curriculum but also enforces an effort minimum. Consistent with the evidence, highly motivated students select into the charter,

achievement gains are large, and the largest gains accrued to those who would be lower performers in public school.

Evain, F. (2022). **Taille des classes du premier degré : la baisse se poursuit sous l'effet du dédoublement des grandes sections de maternelle.** *Note d'Information*, (22.02).

Consulté à l'adresse <https://www.education.gouv.fr/media/97931/download>

À la rentrée 2021, la taille des classes du premier degré continue de diminuer dans les écoles publiques, que ce soit dans les classes de niveau préélémentaire ou élémentaire. Cette tendance est particulièrement marquée depuis 2017, à la suite de la mise en œuvre des dédoublements de classes en éducation prioritaire. Ces mesures, qui ont d'abord concerné les classes de CP-CE1, et depuis la rentrée 2020 les grandes sections de maternelle, n'ont pas retiré de moyens aux autres niveaux. Elles n'ont pas non plus été réalisées aux dépens des écoles rurales ou urbaines hors éducation prioritaire, dont le nombre d'élèves par classe diminue également. Par ailleurs, le plafonnement à 24 du nombre d'élèves par classe en grande section, CP et CE1 sur l'ensemble du territoire, amorcé en 2020, contribue aussi à alléger la taille des classes.

Ferrand, M.-H. (2021). **L'Orna : une expertise construite à partir de nombreuses collaborations.** *La nouvelle revue - Education et société inclusives*, 92(6), 219-228.

Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-219.htm>

Dans la continuité du précédent, cet article rassemble trois témoignages de professionnels qui ont participé à des actions dans lesquelles l'Observatoire des ressources numériques adaptées (Orna) s'est investi, au service de la scolarisation de tous les élèves.

Fondeville, B., Beaumatin, A., Constans, S., & Rouyer, V. (2021). **Socialisation et expériences de la citoyenneté des enfants en France.** *Revue internationale d'éducation de Sèvres*, (88), 83-92. <https://doi.org/10.4000/ries.11521>

Cet article se propose d'explorer les expériences de la citoyenneté auprès d'enfants engagés dans des dispositifs relevant, en France, des politiques d'éducation à la citoyenneté dans deux contextes distincts : le conseil municipal d'enfants et le conseil d'élèves à l'école élémentaire. En se basant sur l'observation de leur fonctionnement et sur les discours des enfants, il met en évidence l'irréductibilité de ces expériences aux objectifs éducatifs formels qui leur sont assignés. À l'appui du modèle théorique de la « socialisation active, plurielle, conflictuelle et prospective » de Malrieu, cet article examine la complexité des dimensions en jeu dans ces expériences.

Gareis, P., & Broekel, T. (2022). **The spatial patterns of student mobility before, during, and after the Bologna process in Germany** (Papers in Evolutionary Economic Geography (PEEG) N° 2201). Consulté à l'adresse Utrecht University, Department of Human Geography and Spatial Planning, Group Economic Geography website: <https://econpapers.repec.org/paper/eguwpaper/2201.htm>

The paper contributes to the literature investigating students' spatial mobility. By focusing on German higher education students with a novel dataset providing data from 1999 to 2015, we evaluate the impact of the change from a one-tiered to the two-tiered study structure of bachelor and master degrees (Bologna reform) on their inter-regional mobility and its underlying drivers. Our analysis confirms the system change to slightly alter inter-regional mobility of students. However, differences distinguish between different

fields of study and universities and universities of applied sciences and indicate that the German higher education system is fairly resilient in its allocation of students. A Bologna-Drain of students moving from rural to urban regions to study master programs, can partially be confirmed for students of business studies. Our results reject the idea of (low) tuition fees discouraging students from enrolling in specific locations.

Gaudet, S. (2021). **Les initiatives jeunesse au Canada: des tiers-lieux de l'éducation démocratique.** *Revue internationale d'éducation de Sèvres*, (88), 93-104. <https://doi.org/10.4000/ries.11586>

Cet article présente les résultats d'une ethnographie multisite d'initiatives d'éducation démocratique portées par des organisations de la société civile canadienne. Les expériences observées contribuent au projet de démocratie participative et révèlent une hybridité de discours sur l'éducation démocratique libérale, participative, délibérative, multiculturelle, critique et agonistique. Elles représentent des tiers-lieux de l'éducation citoyenne, où les jeunes peuvent s'exprimer et apprendre à coconstruire des projets collectifs qui, à différents degrés, amènent une vision singulière de la transformation sociale. Le rôle des adultes qui facilitent ces initiatives y est primordial car ils permettent aux jeunes de les côtoyer sans s'inscrire dans les rapports de pouvoir propres au milieu scolaire.

González, S., & Bonal, X. (2021). **COVID-19 school closures and cumulative disadvantage: Assessing the learning gap in formal, informal and non-formal education.** *European Journal of Education*, 56(4), 607-622. <https://doi.org/10.1111/ejed.12476>

Reducing physical contact has been the most common strategy adopted by governments to reduce the spread of the COVID-19 disease. It has led most countries to close their schools. Previous evidence on the effects of teacher strikes, summer holidays, armed conflicts or any other cause of school closure on learning suggest that the effects of COVID-19 will be highly significant for some and will vary depending on students' previous performance, family characteristics, age or education track, among other factors. Recent evidence shows that learning losses during school closures have been widespread and especially intense among the more disadvantaged students. In this article we evaluate the magnitude of the gap regarding opportunities to learn in formal, informal and non-formal education between families depending on their cultural and economic capital. An online survey (n = 35,937) was carried out during the second week of the confinement (March 2020) in Catalonia. The survey targeted families with children between three and eighteen years. The responses show remarkable social inequalities in opportunities to learn. In this article, we describe the magnitude of the learning gap between social groups and explore which are the most significant factors that explain educational inequalities. Our findings reveal a process of cumulative disadvantage that results from unequal opportunities in formal, informal and non-formal education and underline the need to address both school and family factors to mitigate the impact of the pandemic on learning opportunities.

Gourdon, J. (2022, janvier 17). **L'insolente santé de l'enseignement supérieur privé.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/01/17/l-insolente-sante-de-l-enseignement-superieur-prive_6109765_4401467.html

Le secteur est en pleine croissance et joue sur l'image dégradée de l'université. La réforme de l'apprentissage, qui a accru le soutien financier de l'Etat, a boosté ces établissements.

Guthery, S., & Bailes, L. P. (2022). **Patterns of Teacher Attrition by Preparation Pathway and Initial School Type.** *Educational Policy*, 36(2), 223-246.
<https://doi.org/10.1177/0895904819874754>

This study examines the retention rates of new teachers in Texas given their initial certification type and initial school setting. The 5-year persistence rates of 175,664 teachers from 2000 to 2015 are analyzed using logistic regression to calculate the probability of new teacher persistence at the school, district, and state level. Main findings suggest that teachers' certification type and initial school setting are statistically significant predictors of new teacher persistence, and traditionally licensed teachers initially placed in traditional public school are more likely to persist when compared with other preparation types or initial placements into charter schools.

Gutierrez, L., & Alix, S.-A. (2022). **Crise(s) en éducation et en formation.** Consulté à l'adresse <https://www.editions-harmattan.fr/livre-crise-s-en-education-et-en-formation-laurent-gutierrez-sebastien-akira-alix-9782343243948-72278.html>

Parler de crise de l'éducation pour qualifier les sociétés démocratiques occidentales contemporaines et leurs systèmes éducatifs semble, de prime abord, relever du paradoxe. En effet, jamais, dans l'histoire de l'Occident, les jeunes gens d'origines sociales et culturelles diverses, n'ont autant été scolarisés et pendant une durée aussi longue. Pourtant, en France, c'est au moment où les effets des politiques de massification scolaire commencent à se faire sentir, particulièrement à partir de la seconde moitié du XX^e siècle, que le thème de la crise s'est retrouvé comme projeté sur le devant de la scène éducative, médiatique et politique. Désireux de comprendre et d'appréhender les phénomènes qu'une telle crise peut recouvrir de nos jours, les contributeurs de cet ouvrage se sont attachés à en étudier certains aspects, comme la question de l'autorité à l'école, l'identité professionnelle des enseignants, la nature des curriculums scolaires sans oublier les problèmes liés à l'insertion professionnelle des jeunes en formation.

Haelermans, C., Jacobs, M., van Vugt, L., Aarts, B., Abbink, H., Smeets, C., ... van Wetten, S. (2021). **A full year COVID-19 crisis with interrupted learning and two school closures: The effects on learning growth and inequality in primary education** (Research Memorandum N° 021). Consulté à l'adresse Maastricht University, Graduate School of Business and Economics (GSBE) website: <https://econpapers.repec.org/paper/unmumagsb/2021021.htm>

After more than a year of COVID-19 crisis and the school closures that followed all around the world, the concerns about lower learning growth and exacerbated inequalities are larger than ever. In this paper, we use unique data to analyse how one full year of COVID-19 crisis in Dutch primary education has affected learning growth and pre-existing inequalities. We draw on a dataset that includes around 330,000 Dutch primary school students from about 1,600 schools, with standardized test scores for reading, spelling and mathematics, as well as rich (family) background information of the students. The results show a lower learning growth over a full year for all three domains, varying from 0.06 standard deviations for spelling to 0.12 for maths and 0.17 standard deviations for reading. Furthermore, we find that the lower learning growth is (much) larger for vulnerable students with a low socioeconomic background. This implies that pre-existing inequalities between students from different backgrounds have increased. These results

are quite alarming and suggest that distance learning could not compensate for classroom teaching, although it prevented some damage that would have occurred if students had not enjoyed any formal education at all.

Halapuu, V. (2021). **Access to education and disability insurance claims** (Working Paper Series N° 2021:17). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://econpapers.repec.org/paper/hhsifauwp/2021_5f017.htm

The paper provides the first causal evidence of how access to education affects disability insurance (DI) claims among low-skilled youths. The research design exploits recent changes in high school eligibility criteria among a set of low-performing compulsory school graduates in Sweden. The results show that the immediate inflow into the DI system increased by 5.1 percentage points among the students who were excluded from standard high school programs. The fact that outflow from DI is very low (half of all young claimants remain in the system after 10 years) together with auxiliary findings indicating that the impact remains high during the short follow-up period suggest that the effect is likely to persist over many years. The results highlight that the design of education systems is a crucial determinant of DI claims among young people and that reforms which limit low-skilled youths' access to education can have lasting detrimental effects on their labor supply.

Hammond, L., Adams, P., Rubin, P. G., & Ness, E. C. (2022). **A Rhetorical Analysis of Intermediary Organization Documents on College Completion Policy**. *Educational Policy*, 36(2), 377-406. <https://doi.org/10.1177/0895904819888231>

Intermediary organizations play an increasingly important role in public policy related to higher education, particularly related to the completion agenda. This study addresses strategies employed by intermediary organizations to communicate to policymakers regarding college completion. Using rhetorical analysis, we examine 72 documents to deconstruct their arguments. Findings show that intermediaries employ the rhetorical elements of ethos, pathos, delivery, and idiom to present information and advocate preferred policy solutions. Importantly, organizations communicate messages differently based on their orientation toward the researcher or policymaker communities. Intermediary organizations aligned more closely with researchers rely more on empirical evidence and neutral tones, whereas organizations aligned more closely with policymakers utilize more idiomatic language, visually engaging document design, and nonempirical sources of evidence. Rhetorical analysis can enable researchers, intermediaries, and policymakers all to work more clearly and carefully in the higher education policy arena and, in so doing, strengthen the bridge between the two communities.

Han, E. S., & Keefe, J. (2022). **Teachers' Unions: Engaging Teachers and Improving Student Achievement in States That Prohibit Collective Bargaining**. *Educational Policy*, 36(2), 407-439. <https://doi.org/10.1177/0895904820901476>

This research investigates whether teachers' unions influence student academic achievement in Southern states that prohibit collective bargaining. Our data are from the School and Staffing Survey and the Stanford Education Data Archive. We measure the strength of teachers' unions by union membership rate and meet-and-confer status of a district and employ a multilevel mixed-effects model to control for unobservable common characteristics of districts within each state. We find that teachers' unions have

a significantly positive association with student test scores, in both math and English, particularly for Hispanic and Black students. This positive link of unions with math is concentrated on the low- and mid-socioeconomic status (SES) districts but is detected across all SES for English.

Harrison, N., & Clarke, I. (2022). **Decolonising curriculum practice: developing the indigenous cultural capability of university graduates.** *Higher Education*, 83(1), 183-197. <https://doi.org/10.1007/s10734-020-00648-6>

The pedagogical urge to decolonise student thinking has been at the heart of the drive to embed Indigenous knowledge in universities throughout the western world. Despite ongoing efforts in the Pacific, North America and South Africa, there is little in the way of explicit curriculum scholarship informing approaches to the inclusion of Indigenous knowledges in higher education. Some universities are currently developing policy directed at embedding an Indigenous cultural capability in curriculum. The capability is commonly conceptualised in terms of three main pedagogical approaches: teaching knowledge about Indigenous people, promoting empathy with others and decolonising one's own knowledge and values through reflexivity. The paper highlights how higher education curriculum as representational practice remains largely unproblematised in the application of these three approaches. Two key contributions are presented. The first proposes an understanding of reflexivity as an unconscious enactment of a common world. The second lies in the proposition that narrative is more than a practice of knowing about others, it is a means of bringing people together through the creation of an interdependent life. We draw specifically on Butler's understanding of the performativity of face-to-face narrative as a means of understanding how narrative can be leveraged in university curriculum to support a vision of enhanced social cohesion.

Hbila, C. (2021). **S'éduquer aux droits de l'homme et s'engager au Maroc.** *Revue internationale d'éducation de Sèvres*, (88), 63-72. <https://doi.org/10.4000/ries.11465>

L'article interroge la place des associations, des réseaux sociaux et de l'école dans l'éducation des jeunes à la citoyenneté et aux droits de l'homme au Maroc. L'analyse s'appuie sur les matériaux d'une étude réalisée dans le cadre du programme d'appui à la société civile Moucharaka Mouwatina, piloté par le United Nations Office for Project Services (UNOPS) et financé par l'Union européenne. D'une durée de quatre ans (2018-2021) et déployé dans quatre régions (Casablanca-Settat, Tanger-Tétouan-Al Hoceima, Souss-Massa et l'Oriental), ce programme visait à renforcer la contribution effective des organisations de la société civile à la consolidation de l'État de droit, à la démocratisation et au développement socio-économique du Maroc. Il apportait un appui technique et financier aux associations dans les domaines de la jeunesse, de l'égalité femme-homme et de l'environnement.

Heinrich, W. F., Smith, M. C., Shea, H. D., & King, E. A. (2022). **Goldilocks Learning Outcomes: Addressing Organizational Barriers and Relevance.** *Innovative Higher Education*, 47(1), 113-133. <https://doi.org/10.1007/s10755-021-09567-5>

This article describes the case of a team of scholar practitioners working to recognize student learning via a campus-wide co-curricular record project at a large, public, highly-decentralized university. The case was influenced by two key tensions at the university: an inconsistent usage of learning outcomes campus-wide and lack of experience with learning outcomes among individual educators. The team was committed to centering a learning outcomes paradigm for the co-curricular record to

benefit students, unlock valuable institutional data, align with student affairs best practices, and promote a culture shift towards assessing co-curricular learning. When confronted with the required learning outcomes portion of the co-curricular record, stakeholders experienced a range of barriers to participation, bringing the project to a temporary halt. The team drew on organizational change and scholar practitioner approaches, to make strategic design, implementation, and training choices to address the learning outcomes barriers that stalled the project. By matching strategies to barriers the team created conditions that reactivated the co-curricular record project, made learning outcomes more usable and relevant for individuals and units, and contributed to a burgeoning campus-wide assessment culture. Though this case concerns a specific campus, the barriers, strategies, and benefits of using learning outcomes described here are applicable to readers with a range of roles and change priorities.

Hernández, L. E., & Castillo, E. (2022). **Citizenship Development and the Market's Impact: Examining Democratic Learning in Charter Schools in Two Regions.** *Educational Policy*, 36(2), 440-475. <https://doi.org/10.1177/0895904820901482>

The marketization of U.S. schools has increasingly complicated and even undermined the democratic aims of education, causing many to argue that democratic and market ideologies are fundamentally opposed. This meta-ethnographic study uses conceptual tools from democratic theory and the research on civic education to investigate how leaders in one market-based organization—charter schools—grapple with tensions between the market and democracy in fostering the democratic orientations of their students and parents. Findings reveal that charter leaders primarily facilitate democratic learning opportunities that advance their organizational interests and promote a narrow and more individualistic conceptualization of democracy at the expense of a communitarian, justice-oriented one. The bounded vision of democracy observed in charter school practices suggests that market pressures may drive charters to focus their democratic engagement on the instrumental aims of ensuring their organizational survival in a competitive educational marketplace, despite espoused commitments to broader democratic aims.

Hirsch, E. (2022, janvier 25). **Enjeux éthiques et sociétaux de l'inclusion scolaire d'une personne en situation de handicap.** Consulté 31 janvier 2022, à l'adresse The Conversation website: <http://theconversation.com/enjeux-ethiques-et-societaux-de-linclusion-scolaire-dune-personne-en-situation-de-handicap-175266>

L'inclusion des personnes handicapées reste un enjeu démocratique trop méconnu en France. Rappeler ce à quoi est tenue la République est primordial, notamment en ce qui concerne les enfants.

Jabbar, H., Fong, C. J., Germain, E., Li, D., Sanchez, J., Sun, W.-L., & Devall, M. (2022). **The Competitive Effects of School Choice on Student Achievement: A Systematic Review.** *Educational Policy*, 36(2), 247-281. <https://doi.org/10.1177/0895904819874756>

School-choice policies are expected to generate healthy competition between schools, leading to improvements in school quality and better outcomes for students. However, the empirical literature testing this assumption yields mixed findings. This systematic review and meta-analysis tests this theory by synthesizing the empirical literature on the competitive effects of school choice on student achievement. Overall, we found small positive effects of competition on student achievement. We also found some evidence that the type of school-choice policy and student demographics moderated the effects

of competition on student achievement. By examining whether school competition improves outcomes, our findings can inform decisions of state and local policymakers who have adopted or are considering adopting school-choice reforms.

Jacobs, E. (2022). **The homogenizing and diversifying effects of migration policy in the internationalization of higher education.** *Higher Education*, 83(2), 339-355. <https://doi.org/10.1007/s10734-020-00658-4>

Amid internationalizing shifts in higher education, universities around the world are simultaneously becoming more integrated and more disparate. This paper examines the role of immigration policy in producing convergent and divergent educational attainment among international and domestic students at Indian and US universities and shows that student and work visas influence international students' decisions about where to study, what to study, and how much education to pursue.

Jarraud, F. (2022a, janvier 18). **L'école primaire vue de ses coulisses.** Consulté 19 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/18012022Article637780813912814323.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514187

Les coulisses sont-elles le meilleur endroit pour apprécier la pièce ? C'est pourtant le choix fait par Aksel Kilic qui livre dans un ouvrage (*L'école primaire vue des coulisses*, PUF) le récit d'une ethnologue infiltrée dans deux écoles. En sa qualité de professeure des écoles elle échange avec ses collègues, en salle des maîtres ou lors d'entretiens personnels, et en tire les grands traits de ce que serait une culture professionnelle cachée. De ces discussions de coin de table elle tire des conclusions qui ne vont pas toutes faire plaisir à ses collègues. Elle montre que l'adoption de la loi Rilhac n'est que le premier round d'un rejet bien ancré de la hiérarchie. Le second round aura lieu dans les écoles où les directeurs à autorité fonctionnelle auront toujours besoin de la bonne volonté des enseignants. Elle montre aussi la perméabilité des enseignants aux stéréotypes sociaux. A côté du militantisme social de quelques uns, de nombreux professeurs des écoles (PE) partagent les stéréotypes défavorables aux familles populaires. L'affirmation la plus controversée sera peut-être celle d'une catégorisation ethnique des élèves comme outil d'explication des difficultés scolaires. C'est dire que la laïcité, valeur originelle de l'école, est regardée aujourd'hui par les enseignants avec méfiance tellement son utilisation politicienne la rend suspecte. Selon A Kilic, ce « vide » pourrait être comblé par un projet de lutte contre les discriminations. On mesure les ambiguïtés du monde enseignant mais aussi de l'auteure, à la fois collègue et traitre...

Jarraud, F. (2022b, janvier 21). **Florian Cramarégeas : L'interdisciplinarité, une légitimation contrariée.** Consulté 25 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/21012022Article637783438981125536.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514263

On se souvient des EPI imposés dans les collèges par N Vallaud-Belkacem. Puis de leur retrait par JM Blanquer quelques mois plus tard. C'est un épisode de plus de « l'avancée sinusoïdale » de l'interdisciplinarité en France dans le second degré, estime Florian Cramarégeas. Sa thèse (Université de Bordeaux) revient sur 60 années d'histoire éducative où l'interdisciplinarité a navigué entre injonctions politiques, dispositifs et pratiques enseignantes.

Jarraud, F. (2022c, janvier 21). **Le rapport Bronner veut faire de l'EMI une grande cause nationale.** Consulté 25 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/21012022Article637783438936124960.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514263

Remis au président de la République, la rapport Bronner « Les Lumières à l'ère numérique » mise sur l'Education nationale. Le rapport porte sur la lutte contre la désinformation. Il recommande par exemple de s'attaquer au marché publicitaire qui fait vivre les sites de fake news. et toute une partie est consacrée au développement de l'esprit critique et de l'EMI. Il recommande de créer une délégation interministérielle chargée de valoriser les ressources pour développer l'esprit critique et de « solliciter l'expérience des enseignants pour qu'ils recensent les aspects des programmes les plus contre-intuitifs pour les élèves et les erreurs les plus fréquentes qui en découlent, notamment en termes de raisonnement. Cette cartographie des difficultés cognitives permettrait de poser les jalons d'une pédagogie ». Comment celle ci pourrait cohabiter avec la pédagogie de transmission de l'Ecole ? « Parallèlement au développement de l'enseignement de l'esprit critique, il sera utile et complémentaire d'améliorer l'éducation aux médias et à l'information », estime le rapport. Pour cela il demande de renforcer le réseau de référents et coordinateurs académiques et de « sensibiliser les chefs d'établissements scolaires, les inspecteurs de l'Éducation Nationale, les recteurs aux enjeux de l'EMI et de la formation à la pensée critique, ainsi que les élus locaux, les responsables de ressources humaines des collectivités locales et les responsables de bibliothèques ». Des recommandations qui montrent que le sujet reste à travailler.

Jarraud, F. (2022d, janvier 27). **La réforme du lycée a t-elle amélioré l'orientation post bac ?** Consulté 31 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/27012022Article637788625022707030.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514388

La première génération issue de la réforme du bac n'échappe pas aux inégalités. C'est ce que montrent les données publiées par le ministère de l'enseignement supérieur et le rapport des inspecteurs généraux Mélanie Caillot et Olivier Sidokpohou. Les maths, réduites aux spécialités maths physique, continuent à dominer les formations élitistes. L'ancienne filière ES option maths est al voie royale des écoles de commerce. Les boursiers se retrouvent dans les filières les moins recherchées. Si pour Caroline Pascal, cheffe de l'Inspection générale, « la réforme est très bien comprise par les élèves. Ils font des choix cohérents avec leur projet de formation », le nouveau monde ressemble beaucoup à l'ancien.

Jury, M., Bergara, J., & Cochetel, G. (2021). **Étude de la reconnaissance professionnelle des AESH.** *La nouvelle revue - Education et société inclusives*, 92(6), 157-172. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-157.htm>

Les Accompagnantes d'élèves en situation de handicap (AESH) jouent un rôle essentiel au bon fonctionnement de l'école inclusive mais ressentent régulièrement un manque de reconnaissance de la part de l'institution. Cette étude vise à étudier de manière quantitative cette question en s'intéressant notamment aux paramètres pouvant faire varier cette reconnaissance perçue. Réalisée auprès de 2203 AESH, cette recherche a

permis de confirmer qu'elles perçoivent moins de reconnaissance de la part de l'institution que de la part du personnel de direction ou des enseignantes et enseignants et que cette reconnaissance est fortement tributaire de l'accueil réalisé dans l'école ou l'établissement ou encore des relations de travail avec l'enseignante et l'enseignant. Ces premières données, non sans limites, ouvrent des perspectives de réflexion afin de permettre à ce personnel de pleinement contribuer au parcours inclusif des élèves.

Kerboul, L., & Maillard, L. de. (2021). **Dépenses de R&D expérimental en France - résultats 2019 et estimations 2020**. *Note d'information du SIES*, (21.13). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/depenses-de-rd-experimental-en-france-resultats-2019-et-estimations-2020-82651>

En 2019, la dépense intérieure de recherche et développement expérimental (DIRD) s'établit à 53,4 milliards d'euros (Md€), en hausse de 1,6 % en volume par rapport à 2018.

Kersten-Parrish, S. (2022). **On positioning, deafness, and educational research: an autoethnography on deafness and qualitative research**. *International Journal of Qualitative Studies in Education*, 35(2), 125-140. <https://doi.org/10.1080/09518398.2020.1783011>

Combining autoethnography and disability studies in education, this article is an autoethnographic study of the different ways the author was positioned as abled and disabled by her institution's review board when reviewing her qualitative research proposal. The author talks back to the prevailing understandings of disability and conceptions of research that emerged as she interacted with the review board. Through the article, the author problematizes the ableism that surfaced and seeks to redefine what it means to be a qualitative researcher in spite of and because of her deafness. She ends by arguing for a more inclusive understanding of what it means to be a researcher and a call for review boards to broaden their understandings of research methodologies for those who do not identify as able-bodied.

Keskin, S., Çınar, M., & Demir, Ö. (2022). **A quantitative content analysis of Turkish state universities' official websites in terms of their preparedness and actions during emergency distance education in the early phase of the COVID-19 pandemic period**. *Education and Information Technologies*, 27(1), 493-523. <https://doi.org/10.1007/s10639-021-10744-4>

Most universities worldwide had to temporarily interrupt face-to-face education and start Emergency Distance Education (EDE) due to the COVID-19 outbreak. It is useful to identify the difficulties and problems that universities faced in this process in order that they can carry out a similar process more efficiently in the future. Therefore, this study aimed to conduct an in vivo examination of EDE from the institutional perspective within the scope of universities during the pandemic period in Turkey. To this end, all state university websites were searched according to 27 criteria which were determined to set out the EDE readiness status of universities. The results revealed that higher education institutions had difficulty in providing sufficient pedagogical and technical guidance to academic staff due to the rapid transition. With respect to students, distance course contents, activities and announcements were not equitably accessible for students from foreign countries and those with disabilities owing to the lack of information and communications technology (ICT) tools, internet connection, translation, etc. A remarkable number of higher education institutions preferred the features of distance education tools such as

cost, familiarity, stability, availability of technical support, and short preparation time rather than their pedagogical affordances.

Knopik, T., Błaszczak, A., Maksymiuk, R., & Oszwa, U. (2021). **Parental involvement in remote learning during the COVID-19 pandemic—Dominant approaches and their diverse implications.** *European Journal of Education*, 56(4), 623-640. <https://doi.org/10.1111/ejed.12474>

The aim of the study on which this article reports was to identify parents' approaches to their children's remote education during the COVID-19 pandemic in April and May 2020. Additionally, this investigation sought to determine the role of parent perceptions of the barriers and benefits of remote education. The research draws on a survey of 421 parents of primary school students, in which a 66-item questionnaire (4 subscales) was used. Analysis revealed three main clusters that represent approaches adopted by parents: (1) the committed teacher approach, (2) the autonomy-supporting coach, and (3) the committed teacher and intervener. The parents in cluster 3 emphasised perceived barriers to remote learning more than parents in clusters 1 and 2. Regarding perceptions of the benefits, statistically significant differences were found in perceptions of child development facilitated by remote education (the parents in cluster 2 rated it most positively). The results can be used to support parents and schools in the provision of optimal remote learning.

Koran, N., Berkmen, B., & Adalier, A. (2022). **Mobile technology usage in early childhood: Pre-COVID-19 and the national lockdown period in North Cyprus.** *Education and Information Technologies*, 27(1), 321-346. <https://doi.org/10.1007/s10639-021-10658-1>

COVID-19 has affected North Cyprus since the beginning of March 2020. On March 10th 2020, the council of ministers in North Cyprus announced a lockdown and listed some restrictions to prevent the spread of the virus; schools and entertainment centres were closed, and children had to spend most of their day at home. This study aims to examine the use of mobile technology before and during the COVID-19 lockdown period by children aged three to six, based on parents' opinions. This is a descriptive study with a sample of 319 parents. Data and demographic information were collected with a questionnaire and analysed with SPSS (24.0). Comparing the duration of mobile technology device usage before the pandemic and during the lockdown period, an increase is evident, as expected. Of note, when compared to the pre-pandemic period, it is found that there is a decrease in the rate of mobile technology device usage for video viewing during the lockdown period. The findings also suggest that children mostly first experienced mobile technology devices in some way before 36 months of age. This study has determined that most children do not have their own mobile technology device.

Koukam, J. D. (2021). **L'école pour quoi faire ? Réflexion sur les systèmes éducatifs dérivés.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343246710?utm_source=phplist&utm_campaign=message_33134&utm_medium=email&utm_content=lienTitre

Ce livre discute les formes d'éducation traditionnelle, sociale et scolaire en Afrique en mettant en exergue le fait que la fin essentielle pour toutes celles-ci est de modeler l'individu afin qu'il soit obéissant. C'est de ce constat qu'il propose une réforme mesurée aux enjeux et défis de développement en posant le questionnement comme l'idéal éducatif. Cet ouvrage est une réflexion sur l'éducation primaire, secondaire et

supérieure avec pour téléologie la responsabilité du citoyen dans l'histoire commune. Il est question de réformer l'école pour réformer les sociétés africaines

Kovacheva, S. (2021). **Participation informelle et biographies juvéniles en Bulgarie** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 135-144. <https://doi.org/10.4000/ries.11711>

En Bulgarie, les jeunes participent à toute une série d'activités scolaires et extrascolaires qui leur permettent de faire l'expérience de la citoyenneté active. Malgré une faible qualité de l'éducation à la citoyenneté et une faible popularité des conseils d'étudiants et des associations de jeunes auprès des jeunes, il existe une grande diversité de réseaux informels et d'actions innovantes par le biais desquels les jeunes s'engagent dans les questions publiques. Les expériences d'apprentissage informel sont le principal moyen par lequel les jeunes bulgares acquièrent des compétences et des aptitudes pour revendiquer leur autonomie dans la société. Le concept d'apprentissage biographique est appliqué à l'analyse de deux parcours biographiques de participation, en se centrant sur la manière dont ces expériences participatives font sens pour les jeunes.

Krouska, A., Troussas, C., & Sgouropoulou, C. (2022). **Mobile game-based learning as a solution in COVID-19 era: Modeling the pedagogical affordance and student interactions**. *Education and Information Technologies*, 27(1), 229-241. <https://doi.org/10.1007/s10639-021-10672-3>

The closure of educational institutions due to the COVID-19 pandemic leads imperatively to the utilization of technological advances and the Internet for enabling the continuity of learning. To this direction, Mobile Game-based Learning (MGbL) can be beneficial to teaching and learning; since, from technological perspective, most students prefer to use their mobile devices, such as smartphones or tablets, and from pedagogical perspective, incorporating gaming in educational process can boost students' motivation for learning and improve their learning outcomes. Hence, this study investigates learners' intention to use MGbL as an alternative educational practice during the COVID-19 pandemic, by modeling the pedagogical affordance of this technology and student interactions with it. As a testbed for this research, a MGbL application was used for the instruction of the programming language C# in higher education, during the lockdown period of 2020. The findings reveal that the MGbL technology has a significant and positive impact on student engagement and academic performance.

Lee, J., Fuller, B., & Rabe-Hesketh, S. (2021). **How Finance Reform May Alter Teacher and School Quality: California's \$23 Billion Initiative**. *American Educational Research Journal*, 58(6), 1225-1269. <https://doi.org/10.3102/00028312211047854>

Gains in school spending helped to lift achievement over the past half century. But California's ambitious effort—progressively distributing \$23 billion in yearly funding to poorer districts—has yet to reduce disparities in learning. We theorize how administrators in districts and schools, given organizational habits and labor constraints, may fail to move quality resources to disadvantaged students. We identify the exogenous portion of California's post-2013 reform, finding that schools receiving progressively targeted funding tended to hire inexperienced teachers and disproportionately assign novices to courses serving English learners. New funding expanded the array of courses in high schools, as access to college-preparatory classes by English learners declined. These

unfair mechanisms operated most strongly in high-needs schools serving larger concentrations of poor students.

Lee, W. O., & Choo, S. S. (2021). **Citoyenneté cosmopolite : apprendre par la participation sociale et civique à Singapour** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 53-62. <https://doi.org/10.4000/ries.11407>

Les villes cosmopolites sont généralement des centres d'innovation scientifique et économique qui abritent des réseaux financiers mondiaux. Elles se caractérisent par leur diversité ethnique et s'efforcent de promouvoir la tolérance raciale. Du fait de leur diversité et de leur ouverture au monde, les villes cosmopolites offrent également des possibilités d'expériences uniques et inédites. La créativité et l'hybridité caractérisent la vie dans ces villes, parfois appelées villes globales, car elles sont habitées par des personnes aux compétences, aux origines et aux cultures plurielles. Cet article examine la participation citoyenne des jeunes à Singapour, à l'école et en dehors de l'école. Il évoque leur participation croissante aux questions sociales et internationales, à l'école à travers l'éducation civique, mais également en dehors de l'école grâce aux potentialités offertes par les réseaux sociaux. Ces évolutions, qui favorisent une ouverture d'esprit, une inclusion et une conscience des droits humains plus grandes, constituent l'essence d'une ville cosmopolite.

Lei, L. (2022). **The Effect of Community Socioeconomic Context on High School Attendance in China: A Generalized Propensity Score Approach**. *Sociology of Education*, 95(1), 61-88. <https://doi.org/10.1177/00380407211057305>

Many developing countries have experienced increasing spatial inequality, but little is known about the effect of community disadvantages on educational attainment in these societies. Using data from the China Family Panel Studies (2010–2016), I examine the effect of community socioeconomic status (SES) on the transition into high school in urban and rural China, and I explore several mechanisms explaining the community effects. I adopt the generalized propensity score method to estimate the potential probability of high school entrance at different levels of community SES. Results show that community SES is positively associated with high school attendance in both urban and rural China, and the relationship is stronger in more disadvantaged communities in both contexts. In urban areas, the effect of community SES is partly attributable to collective socialization and children's academic performance. In rural areas, spatial accessibility to high schools and children's academic performance are the salient mechanisms.

Leroyer, L., & Midelet, J. (2021). **Personne ressource pour l'éducation inclusive, situations de travail, positions et postures professionnelles**. *La nouvelle revue - Education et société inclusives*, 92(6), 187-201. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-187.htm>

En France, le référentiel de compétences caractéristiques d'un enseignant spécialisé paru en 2017 fait référence à une nouvelle fonction, celle de personne ressource pour l'éducation inclusive. À partir de l'analyse du contenu du référentiel consacré à cette fonction et de l'analyse du discours des enseignants relatif aux situations professionnelles dans lesquelles ils exercent cette fonction, nous proposons une première caractérisation de ces situations en interrogeant notamment la position et la posture professionnelle de l'enseignant.

Lidegran, I., Hultqvist, E., Bertilsson, E., & Börjesson, M. (2021). **Insecurity, lack of support, and frustration: A sociological analysis of how three groups of students reflect on their distance education during the pandemic in Sweden.** *European Journal of Education*, 56(4), 550-563. <https://doi.org/10.1111/ejed.12477>

This article investigates the situation of Swedish upper secondary school students who have been subject to distance education during the COVID-19 pandemic crisis. We understand the transition from onsite education to distance education as a recontextualization of pedagogical practice, our framing follows loosely concepts from Bernstein. Given that the field of upper secondary education is highly socially structured it is relevant to enquire into the social dimensions of distance education. For this purpose, we have analysed answers to an open-ended question in a survey answered by 3,726 students, and related them to a cluster analysis distinguishing three main clusters of students: urban upper-middle-class, immigrant working-class, and rural working-class. The urban upper-middle-class students experienced problems decoding new requirements and were troubled by blurred boundaries between school and home. This group invests the most in schooling, and therefore expresses comparatively more anxiety for reaching anticipated achievements. Immigrant working-class students were comparatively more discontented by a lack of school support and request clearer instructions. In this new educational situation, characterized by a weak framing, they have difficulties decoding the requirements. The rural working-class students appear comparatively more disconnected from the school situation. Unlike urban upper-middle-class students, for whom the school invades the home and private sphere, the rural working-class students seldom experienced that the school intruded their home; accordingly, their studies collapsed into sleep-in-mornings and a holiday feeling.

Lindberg, Y. (2021). **Des structures éducatives au service de l'engagement démocratique en Suède.** *Revue internationale d'éducation de Sèvres*, (88), 73-82. <https://doi.org/10.4000/ries.11481>

Des initiatives pédagogiques destinées à développer chez les jeunes la capacité de s'engager pour une cause ont progressivement été mises en place en Suède. Cette visée de l'enseignement est ancrée dans un cadre théorique, formulé dans l'ouvrage *Skolan och den radikala estetiken* [L'école et l'esthétique radicale] (Persson et Thavenius, 2003), qui fait la liaison entre l'engagement et des processus d'apprentissage esthétiques. L'application pratique de ces idées est opérationnalisée à travers des structures poreuses de l'éducation en Suède, qui permettent une écoute de la parole des jeunes et un dialogue critique entre l'école et d'autres domaines de la société. Enfin, la présentation du projet Normstorm [« tempête des normes »], qui implique des collégiens et des lycéens, illustre la manière dont l'engagement et l'esthétique sont combinés.

Lüküslü, D., & Osmanoğlu, B. (2021). **Apprendre par l'engagement: étude de trois dispositifs de travail de jeunesse en Turquie** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 125-134. <https://doi.org/10.4000/ries.11681>

Cet article s'appuie sur une étude ethnographique de six cadres de participation des jeunes dans la ville étudiante d'Eskişehir, en Turquie. Cette étude poussée permet d'observer les nuances de la participation des jeunes et d'identifier les différences entre elles, ainsi que les relations de pouvoir entre les différents acteurs et institutions concernés. L'article souligne la diversité des contextes de l'engagement des jeunes ainsi que

l'importance de les mettre en relation pour les étudier. Le besoin de reconnaissance est un élément clé de l'engagement, lequel comprend une dimension conflictuelle.

Makary, L. (2022, janvier 21). **L'université de Saclay profite à fond de « l'effet Shanghai », qui fait d'elle la 13e meilleure université de la planète.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/01/21/l-universite-de-saclay-profite-a-fond-de-l-effet-shanghai_6110371_4401467.html

L'attractivité de cette université d'Ile-de-France à dominante scientifique a fortement augmenté. En particulier pour ses licences double diplôme.

Maleyrot, E. (2021). **Responsabilité sociale d'entreprise au regard des tuteurs de stage : le cas de la direction d'un institut de formation en masso-kinésithérapie confrontée à la réforme des études.** *Phronesis*, 10(4), 60-83. <https://doi.org/10.7202/1083978ar>

Cette contribution vise à comprendre le processus de renormalisation opéré au niveau des tuteurs de stage par la direction d'un institut de formation en masso-kinésithérapie, au moment de la mise en oeuvre d'une réforme des études. L'étude s'appuie sur les notions de responsabilité sociale d'entreprise (RSE) et de leadership et sur une enquête par entretiens conduite avec la direction pendant trois ans. Les résultats mettent au jour les problématiques rencontrées la première année et la dynamique de formation mise en place la troisième année. La discussion débat de l'évolution de la RSE et du leadership concomitant qu'elle développe.

Markakis, K. (2021). **Du holding dans la relation pédagogique.** *La nouvelle revue - Education et société inclusives*, 92(6), 173-185. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-173.htm>

Dans une approche clinique d'orientation psychanalytique en sciences de l'éducation, je tente de penser l'expérience psychique de la pratique du métier de coordonnateur d'Ulis collège. Ici, la notion du rapport à la pratique professionnelle est mise au travail à partir du dispositif de l'entretien clinique de recherche. En mettant la focale sur l'interaction interviewer-interviewée, je propose certaines hypothèses sur les mécanismes psychiques à l'œuvre chez une coordonnatrice d'Ulis en rapport avec son terrain professionnel et, notamment, sa relation pédagogique avec les élèves. Les hypothèses mettent en lumière une certaine rêverie dans le cadre clinique de l'entretien qui permet à l'enseignante de construire des formes représentables du holding dans la relation pédagogique.

Masse, F. (2021). **Innovations ordinaires de coordonnateurs d'Ulis école au cœur de dispositifs étayant des élèves autrement capables.** *La nouvelle revue - Education et société inclusives*, 92(6), 71-86. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-71.htm>

La transformation des Clis (Classe pour l'inclusion scolaire) en dispositifs Ulis (Unité localisée pour l'inclusion scolaire) en France, dans le cadre des derniers textes portant l'école inclusive (2013, 2015, 2017, 2019), amène les coordonnateurs de cette unité à innover dans leurs pratiques professionnelles. Nous avons cherché à comprendre comment cinq coordonnateurs d'Ulis école développent leur activité professionnelle pour rendre effective l'Ulis comme dispositif étayant des élèves autrement capables, en dépassant le travail empêché, contrarié ou leurs dilemmes de métier. Nous avons donc fondé notre étude sur l'épistémologie et la méthode de la clinique de l'activité.

McConn, M. L., & Blaine, A. M. (2022). **Literature in the Standards Paradigm: An Evolution of Gains and Losses.** *Educational Policy*, 36(2), 312-342. <https://doi.org/10.1177/0895904819879440>

The purpose of this article is to present the findings of a qualitative content analysis of historical documents related to the teaching of literature. Through a social semiotics framework, we analyzed 10 national standards documents in the field of secondary English. Our analysis details the evolution of the standards paradigm for teaching literature in a secondary English classroom, revealing a steady increase in language that attempts to show more measurable outcomes while slowly losing the language that emphasizes the aesthetic value and pleasure to be found in reading great works. These findings have important implications for how language about teaching literature has evolved and where policy makers and professional leaders have placed emphasis with regard to the purpose of teaching literature in secondary classrooms. More specifically, these findings are intended to reframe the perspective of the standards writers within the reform movement and their treatment of literature in secondary classrooms.

Merini, C., Pironom, J., Bélanger, J., & Thomazet, S. (2021). **Assistant au projet et parcours de vie : une rupture dans les métiers de l'accompagnement ?** *La nouvelle revue - Education et société inclusives*, 92(6), 123-138. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-123.htm>

Les personnes handicapées et leurs familles sont souvent confrontées à de grandes difficultés pour élaborer un projet de vie correspondant à leurs attentes et leurs besoins. Une expérimentation menée entre 2016 et 2018 a permis à une dizaine de professionnels de s'engager dans un nouveau métier, au côté des familles, pour les aider à concevoir et formaliser leurs besoins. Ainsi pensé, l'accompagnement relève de la formation à l'autodétermination (empowerment), par une explicitation des codes et des jeux du milieu, et par le soutien apporté au développement des compétences nécessaires à exercer des choix là où les accompagnements traditionnels visent les réponses et les solutions. L'article ci-dessous rend compte d'une recherche qualitative qui a permis de mieux comprendre comment les professionnels s'emparent de ce nouveau métier, les difficultés rencontrées, la façon dont elles ont été résolues. Les résultats confirment l'existence d'un métier dont le positionnement est notablement différent des métiers historiques de l'accompagnement.

Mignot-Gérard, S., Musselin, C., & Waltzing, A. (2022). **Les établissements d'enseignement supérieur et de recherche face à la crise sanitaire** (p. 120). Consulté à l'adresse Sciences Po website: <https://www.ih2ef.gouv.fr/les-etablissements-denseignement-superieur-et-de-recherche-face-la-crise-sanitaire>

Les chercheuses Stéphanie Mignot-Gérard, Christine Musselin et Aline Waltzing publient les résultats d'une étude sur les établissements d'enseignement supérieur et de recherche face à la crise sanitaire (de la fin 2019 à février 2021). La recherche menée comporte deux volets : le premier est national et vise à collecter des éléments permettant de dresser un tableau général des problèmes rencontrés par les établissements, de leur évolution, des réponses apportées et d'appréhender le rôle du ministère et des structures nationales (CPU, CGE, réseaux de vice-présidents, etc.) dans la régulation de la crise ; le second volet consiste en une enquête approfondie dans cinq établissements dont ce rapport rend plus spécifiquement compte. Ce travail

aborde aussi la question du pilotage scientifique et de la continuité pédagogique pendant la période concernée. Les chercheuses soulignent que la faible interdépendance des universités constitue simultanément une force et une faiblesse face à la crise liée au Covid-19. D'un côté, une multitude de solutions ont été mises en œuvre dans les établissements. Ces solutions diffusent toutefois rarement dans les établissements, parce qu'elles sont difficiles à standardiser ou à adapter aux modes de production individuels/disciplinaires des activités universitaires. Elles identifient 3 modèles de gouvernance dans les établissements et constatent que les acteurs « forts » de la gouvernance ne se sont pas laissé imposer un agenda de crise.

Miguel, L. L. A. J., Tambe, T. A. F., & da Costa, C. S. (2022). **Examining expansion and trends in higher education in Mozambique, Africa.** *Higher Education*, 83(2), 411-439. <https://doi.org/10.1007/s10734-020-00666-4>

Concerns about expansion in higher education (HE) have increasingly become a focus of educational policymakers in sub-Saharan countries. However, critical analysis and discussion of the expansion of higher education in Mozambique and changes in its composition have received little attention. We used historical track data provided by the Ministry of Science and Technology, Higher and Professional and Technical Education of Mozambique (MCTESTP) from 2008 to 2015 to examine the growth from 58,643 to 116,037 students in the social sciences, humanities and social services (SSHSS). The natural sciences, engineering, agriculture and healthcare (NSEAH) registered growth from 15,051 to 41,092 students. The total number of students registered annually in SSHSS and NSEAH in 49 public and private institutions averaged 84,083 and 28,114 students, respectively, totalling approximately 174,680 students. The data allowed assessing the expansion and trends of HE rooted in practices of isomorphism reflected in diversification and fragmentation of the country's HE system. Our analyses identified coercive and mimetic practices in general patterns of the expansion of HE, revealed by drastic expansion from 2 to 49 institutions, which since 1995 have been fragmented and restructured in response to labour market, political forces, economic and educational market forces. The information presented will support educational policy makers to reformulate suitable models of expansion of higher education for a mass public in Mozambique, framed in the sub-Saharan and international contexts.

Milton, S. (2022). **Higher education, post-conflict democratization and the legacies of authoritarian rule: The Tripoli University Programme for Rebuilding Libya.** *Education, Citizenship and Social Justice*, 17(1), 18-34. <https://doi.org/10.1177/1746197920981365>

In this paper, the role of higher education in post-uprising Libya is analysed in terms of its relationship with transitional processes of democratization and civic development. It begins by contextualising the Libyan uprising within the optimism of the 'Arab Spring' transitions in the Middle East. Following this, the relationship between higher education and politics under the Qadhafi regime and in the immediate aftermath of its overthrow is discussed. A case-study of a programme designed to support Tripoli University in contributing towards democratisation will then be presented. The findings of the case-study will be reflected upon to offer a set of recommendations for international actors engaging in political and civic education in conflict-affected settings, in particular in the Middle East.

Minichiello, F. (2021). **Pour une orientation innovante et tout au long de la vie.** *Revue internationale d'éducation de Sèvres*, (88), 12-15. <https://doi.org/10.4000/ries.11188>

Le processus d'orientation couvre tous les services proposés à des individus de tous âges, pour faire des choix éclairés et pertinents en matière d'éducation, de formation et d'emploi. Le marché du travail est caractérisé par des mutations régulières, induites par des facteurs économiques, sociaux ou technologiques. On peut penser, par exemple, à l'importance accrue des réseaux professionnels ou de la mobilité professionnelle, ou aux perspectives d'innovation et de personnalisation ouvertes p...

Montoni, A. (2021). **Des lycéens engagés au Chili : transformation et transfert de savoirs militants.** *Revue internationale d'éducation de Sèvres*, (88), 115-124. <https://doi.org/10.4000/ries.11672>

À partir d'une lecture des vingt dernières années de mobilisations sociales lycéennes au Chili, cet article s'intéresse à la transformation de l'espace des collectifs d'engagement en espace de mouvements sociaux. Est d'abord étudiée l'évolution des formes de représentation lycéenne, passées d'une organisation institutionnelle de représentants de lycéens vers des assemblées territoriales. Est ensuite examinée la mise en place de pratiques contestataires inédites, qui se trouvent au centre des mouvements sociaux chiliens actuels et qui ont une incidence importante sur les biographies collectives des manifestants.

Mtawa, N. N., & Fongwa, S. N. (2022). **Experiencing service learning partnership: A human development perspective of community members.** *Education, Citizenship and Social Justice*, 17(1), 69-84. <https://doi.org/10.1177/1746197920971808>

Service-learning has, arguably, gained significant currency as a pedagogical and engagement mechanism within the broader discourse of universities and their role in community development. However, less emphasis has been placed on the human development dimensions of service-learning for community members, with the focus largely being on students' experiential learning and other academic outcomes for the university. Though usually conceived as an integral part in university-community partnerships, community members' role in the conception and implementation of service-learning initiatives is from a peripheral position. In this paper, we interrogate this lacuna by applying core tenets of the human development approach to document the experiences and perceptions of community members within a university-community service learning partnerships. From the analysis of qualitative data n=22, we demonstrate that while service-learning enhances agency, it continues to operate within a historical context and contemporary political economy of South Africa, which obscure community members' active participation and empowerment towards inclusive and sustainable valued outcomes.

National SDG 4 benchmarks: Fulfilling our neglected commitment | Global Education Monitoring Report. (s. d.). Consulté à l'adresse <https://en.unesco.org/gem-report/node/3617>

Ndao, G. (2021). **Les effectifs d'étudiants dans l'enseignement supérieur en 2020-2021 en progression constante.** *Note d'information du SIES*, (21.14). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/les-effectifs-d-etudiants-dans-l-enseignement-superieur-en-2020-2021-en-progression-constante-82711>

En 2020-2021, 2,89 millions d'étudiants sont inscrits dans les établissements de l'enseignement supérieur en 2020-2021, effectif en progression de 3,1 % (+ 87 500 étudiants) en un an, en lien avec le taux de réussite exceptionnel au baccalauréat 2020.

En 5 ans, l'enseignement supérieur a accueilli 266 300 étudiants supplémentaires, soit une progression annuelle de 2,0 % par an en moyenne.

Nembrini, J.-L. (2021). **L'Europe de l'éducation: faire vivre l'expérience acquise du manuel franco-allemand d'histoire**. *Revue internationale d'éducation de Sèvres*, (88), 25-31. <https://doi.org/10.4000/ries.11287>

Une question revient régulièrement dans l'actualité politique et éducative : comment respecter le caractère scientifiquement et pédagogiquement indépendant des manuels scolaires, tout en promouvant une démarche de formation à une meilleure connaissance réciproque au travers d'une histoire commune conflictuelle ? L'expérience franco-allemande dans le domaine mérite d'être étudiée, parce qu'elle fournit des leviers et des points de vigilance utiles pour une telle démarche. La coopération éducat...

Nichols, N., & Hayes Tang, H. (2022). **Navigating managerial and entrepreneurial reforms in research-intensive universities: A comparison of early career trajectories in Hong Kong and Canada**. *Higher Education Quarterly*, 76(1), 116-130. <https://doi.org/10.1111/hequ.12297>

This article conveys the results of a reflexive investigation of the managerial practices and entrepreneurial discourses that shape the academic trajectories of early career scholars. Beginning with the experiences of early career scholars in research-intensive universities in Canada and Hong Kong, the authors explore some of the social and political-economic relations that are reshaping higher education systems across the world. Drawing on experiences navigating university governance, funding and performance management processes, the authors explore how participation in the marketised relations of higher education inserts people into competition with colleagues within and beyond a single university context, instrumentalises and constrains relationships with civil sector collaborators, and produces a shared sense that nothing one does is ever enough. In this way, the article illuminates some of the ways a new global knowledge economy conditions academic life.

Noll, L. A. (2022). **Accountability and (In)Congruence in a No-Excuses School College-Going Culture**. *American Educational Research Journal*, 59(1), 112-145. <https://doi.org/10.3102/00028312211057303>

This study explores how the college-going culture at a no-excuses charter school with high college enrollment rates shaped students' worldviews and trajectories. Drawing on 7 months of ethnographic fieldwork, I found that the school boosted college enrollment through student compliance to the college accountability policies rather than through the transmission of dominant cultural resources. Alignment between a student's worldview and the school's approach mediated their ability to draw on their full range of resources to participate in the college choice process and forge postsecondary trajectories they believed in. These findings foreshadow the potential impacts of "College for All" accountability structures and underscore the importance of cultural congruence in college-going cultures.

OECD. (2022a). **How Learning Continued during the COVID-19 Pandemic: Global Lessons from Initiatives to Support Learners and Teachers**. Consulté à l'adresse https://www.oecd-ilibrary.org/education/how-learning-continued-during-the-covid-19-pandemic_bbeca162-

[en?utm_source=Adestra&utm_medium=email&utm_content=Read%20more%20here&utm_campaign=OECD%20Education%20%26%20Skills%20Newsletter%3A%20January%2022&utm_term=edu](http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3494)

This report brings together 45 of the education continuity stories that were jointly documented by the OECD, the World Bank, Harvard's Global Education Innovation Initiative and HundrED during the first wave of school closures related to the COVID-19...

OECD. (2022b). **Trends Shaping Education 2022**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3494> [Report]. Consulté à l'adresse https://www.oecd-ilibrary.org/education/trends-shaping-education-2022_6ae8771a-en

Did you ever wonder what the impact of climate change will be on our educational institutions in the next decade? What does it mean for schools that our societies are becoming more individualistic and diverse? Trends Shaping Education is a triennial report examining major economic, political, social and technological trends affecting education. While the trends are robust, the questions raised in this book are suggestive, and aim to inform strategic thinking and stimulate reflection on the challenges facing education. This 2022 edition covers a rich array of topics related to economic growth, living and working, knowledge and power, identity and belonging and our physical world and human bodies and interactions. It includes a specific focus on the impact of COVID-19 on global trends, and new futures thinking sections inviting readers to reflect on how the future might differ from our current expectations. This book is designed to give policy makers, researchers, educational leaders, administrators and teachers a robust, non-specialist source of international comparative trends shaping education, whether in schools, universities or in programmes for older adults. It will also be of interest to students and the wider public, including parents.

Olsen, B. (2021). **Scaling education innovations for impact in low-and middle-income countries during COVID**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3489> [Report]. Consulté à l'adresse Brookings Institution (États-Unis) website: https://www.brookings.edu/wp-content/uploads/2021/12/ROSIE-reflection-brief_FINAL-1.pdf

This first annual brief reflects on scaling insights from different scaling teams across many low- and middle-income countries to jointly learn and share best practices related to scaling in education. Effective scaling is not just about designing and delivering promising innovations for use but also embedding them in thoughtful, multifaceted ways to ensure that they grow, deepen, and have lasting impact. This brief discusses how several teams went about this work during the difficult last year.

Ordorika, I. (2022). **Student movements and politics in Latin America: a historical reconceptualization**. *Higher Education*, 83(2), 297-315. <https://doi.org/10.1007/s10734-020-00656-6>

Student movements have played a significant political role in the history of Latin America. Since the beginning of the 20th century until now, students have transformed their universities, resisted totalitarian and authoritarian regimes and struggled against US military occupations. In the early 1900s these movements promoted university reforms, autonomy, shared governance, Latin Americanism, and university obligations towards social change. During the 1960s and 1970s, they fought for democratization and committed to attempts for profound radical transformations of society in many countries.

In the 1980s student movements resisted structural adjustment policies and attempts to increase tuition. A decade later they continued to defend public universities against privatization and marketization brought about by the neoliberal model. In spite of these historical facts, mainstream literature in the 1980s and 1990s predicted the decline and even death of student movements in the region. A historical reconceptualization of student mobilization is presented in this article in order to fully grasp the impact and sustained presence of student movements in Latin America up to the present day. In this way it is possible to understand the existing links between movements over time and across countries, the continuity and shifts in student discourses, demands and strategies, and the emergence of new struggles for gender equality and to eradicate violence against women.

Ornelas, C. (2021). **Retour en classe au Mexique** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 20-22. <https://doi.org/10.4000/ries.11205>

Après seize mois de fermeture en raison de la pandémie, le ministère mexicain de l'éducation publique (Secretaría de Educación Pública, SEP) a programmé le retour en classe en présentiel dans les établissements de l'éducation de base au 30 août 2021. Le gouvernement de Andrés Manuel López Obrador devait de toute urgence rouvrir les écoles afin d'accélérer la reprise économique et les activités politiques, dans le cadre de ce que le président appelle la « nouvelle normalité ». On peut supposer...

Pelgrims, G., Delorme, C., & Muñoz, M. C. (2021). **Pratiques d'enseignement faisant obstacle à l'autorégulation d'élèves institutionnellement déclarés à besoins éducatifs particuliers: quelques conditions pour leur permettre d'être autrement capables**. *La nouvelle revue - Education et société inclusives*, 92(6), 37-55. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-37.htm>

Les dispositifs d'enseignement spécialisé et de soutien à l'intégration en classe ordinaire d'élèves déclarés à besoins éducatifs particuliers se caractérisent notamment par une fonction essentielle d'aide et des pratiques d'aide dont les élèves semblent dépendre pour s'engager et persévérer dans l'apprentissage. En s'appuyant sur différents résultats de travaux, cet article argumente et illustre comment certaines pratiques nuisent à l'autorégulation socio-affective des élèves confrontés à des obstacles et, partant, à leurs apprentissages. Il propose ensuite certains principes pédagogiques et didactiques guidant, en formation d'enseignants spécialisés, la planification, la mise en place et la régulation de pratiques d'enseignement mieux à même de rendre les élèves autrement capables d'autorégulation et de surmonter des obstacles.

Pirone, F. (2021). **School closures in France in 2020: Inequalities and consequences for perceptions, practices and relationships towards and within schools**. *European Journal of Education*, 56(4), 536-549. <https://doi.org/10.1111/ejed.12479>

The French education system is known for its inequalities, as well as difficulties in relations between teachers, pupils and their families. But what happens when schools close their gates and begin teaching remotely? To support a sociological discussion of quantitative (N = 5,875) and qualitative (N = 20) data collected with the participation of French teachers during the 2020 COVID-19 pandemic, this article illustrates how the period of distance teaching was handled and the consequences for perceptions, practices and relations between teachers, pupils and families. The results from our survey show that, although educational inequalities increased during the period of school closures, it

nonetheless enabled a good number of school stakeholders to reaffirm their commitment to learning and teaching and to strengthen social connections. If the exceptional constraints forced teachers to seek out new educational solutions and develop new professional knowledge and skills, it remains open to question, however, whether these changes will permanently improve French school climate and reduce learning inequalities.

Pitzalis, M., & Spanò, E. (2021). **Stay home and be unfair: The amplification of inequalities among families with young children during COVID-19.** *European Journal of Education*, 56(4), 595-606. <https://doi.org/10.1111/ejed.12481>

This article focuses on the educational practices and strategies mobilised by Italian families with children aged six years and younger, during the health crisis caused by the COVID-19 pandemic in Italy, in 2020. Specifically, we analyse practices and strategies mobilised by families from different social milieus living in rural or urban contexts. We argue that the shift in childcare practices and needs during the pandemic promoted the reaffirmation of traditional gender stereotypes and patterns of gendered labour division through the blurring of temporal and spatial boundaries between paid work, domestic labour and childcare. Our findings shed light on how differences in household circumstances, such as the availability of space in the home, have impacted disparities in childcare. Specifically, how different housing conditions have profoundly influenced the coping mechanisms of both children and parents during school closures. We conclude by discussing teachers' attempts to realise educational activities for supporting continuity in the pedagogical relationship, in a context of different family conditions and educational patterns.

Plummer, R., Witkowski, S., Smits, A., & Dale, G. (2022). **Higher Education Institution–Community Partnerships: Measuring the Performance of Sustainability Science Initiatives.** *Innovative Higher Education*, 47(1), 135-153. <https://doi.org/10.1007/s10755-021-09572-8>

The enterprise of sustainability science extends beyond the academy to address pressing environmental issues through collaboration. It coincides with trends in higher education institutions (HEIs) towards an expanded mission for addressing societal challenges as well as greater accountability. In this paper, we aim to establish an instrument for assessing the performance of sustainability science initiatives in HEIs. The performance of three HEI–community partnerships for sustainability science in Ontario, Canada (the Brock-Lincoln Living Lab, the Excellence in Environmental Stewardship Initiative, and Niagara Adapts) were examined using the HEI–Community Partnership Performance Index (HCPPI). Our preliminary results suggest that the HCPPI is a reliable, valid, and easy-to-administer tool for accurately assessing the performance of HEI–community partnerships for sustainability science. Incorporating systemic performance assessments into HEI–community partnerships promotes accountability, transparency, and continuous improvement. It also serves as a vital feedback mechanism by fostering reflection, adaptation, and learning—critical components to sustainability science.

Polk, D. M., & Pollino, M. A. (2022). **Communities as asset: Using positive communication to enhance the holistic well-being of South Africans.** *Education, Citizenship and Social Justice*, 17(1), 85-100. <https://doi.org/10.1177/1746197920971792>

Young South Africans who live in contexts of poverty face many challenges and obstacles in their attempts to rise out of their circumstances. However, adding support in the form of well-being teams who take ownership of promoting well-being may facilitate

resilience and serve an important supportive function. Four different well-being teams participated in a focus group interview. They consisted of teachers, learners, parents, and a mixed group. The theory of positive communication provided a framework to understand the themes that emerged. Therefore, in an effort to level the playing field for these young South Africans, the educational system should create more spaces that enable and facilitate learning and that promote positive communication.

Pomson, A., & Wertheimer, J. (2022). **Inside Jewish Day Schools: Leadership, Learning, and Community**. Consulté à l'adresse

<https://press.uchicago.edu/ucp/books/book/distributed/l/bo122975328.html>

A perfect guide to those wishing to understand the contemporary Jewish day school. This book takes readers inside Jewish day schools to observe what happens day to day, as well as what the schools mean to their students, families, and communities. Many different types of Jewish day schools exist, and the variations are not well understood, nor is much information available about how day schools function. Inside Jewish Day Schools proves a vital guide to understanding both these distinctions and the everyday operations of these contemporary schools.

Pryor, K. N., & Barringer, S. N. (2022). **Reaffirming or Challenging Boundaries? Exploring Hybrid Academic Units in Modern Research University Hierarchies**. *Innovative Higher Education*, 47(1), 45-72. <https://doi.org/10.1007/s10755-021-09566-6>

Academic structure shapes and reflects institutional behaviors as well as the work done in, and outputs of, higher education organizations (HEOs). Despite this critical role, research on boundaries within academic structure is limited, even in work focusing on the relative presence of core and peripheral disciplines. We thus lack an understanding of the boundaries within academic structures and their implications for the work and outputs of higher education including knowledge creation and legitimation. To address this gap, we analyze a novel dataset on the formal academic structures—colleges, schools, divisions and departments—of 115 Very High Research universities in the U.S. Within these structures we focus on hybrid academic units, which span the core-periphery field boundary, to enhance our understanding of boundaries within academic structures and consider their role in transforming or maintaining the status quo in HEO work and in knowledge creation, legitimation and dissemination. To do so, we evaluate the presence and location of, as well as the fields and disciplines represented by, these boundary spanning units within and across HEOs. We also evaluate the extent to which hybrid academic units reaffirm or challenge the core-periphery boundary via a case study of the structural, programmatic, and leadership features of eight hybrid academic units. Findings reveal that hybrid academic units are present within roughly half of our institutional population and represent a variety of academic fields. Case study results show that hybrid academic units both challenge and reaffirm the core-periphery boundary within these institutions. Institutional and scholarly implications are discussed.

Richards, J., Islam, S., & Ahmed, M. (2021). **The Political Economy of Education in South Asia**. Consulté à l'adresse <https://staging-torontopress.kinsta.cloud/9781487522551/the-political-economy-of-education-in-south-asia>

With the exception of Sri Lanka, South Asian countries have not achieved quality basic education – an essential measure for escaping poverty, inequality, a...

Roaux, C. (2021). **L'enfant différent. Processus d'exclusion dans l'organisation scolaire locale.** *La nouvelle revue - Education et société inclusives*, 92(6), 203-217. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-203.htm>

À partir d'une étude de cas appuyée sur une enquête ethnographique, cet article montrera comment la simple arrivée d'un enfant différent, déclenche des processus d'exclusion successifs dans une école favorisée, tant du côté des autres élèves et de leurs parents que des enseignants. Les processus de stigmatisation génèrent en réaction des comportements jugés violents chez l'enfant et qui procèdent de son autostigmatisation entraînant des jugements de valeur chez les personnels. La non-disponibilité pour les activités scolaires de cet enfant pourtant de bon niveau scolaire, aboutit à des exclusions diverses, visibles dans l'espace-classe et dans les réactions de son enseignant mais aussi à des exclusions vers le bureau de la directrice. Ce processus d'externalisation [1] de la difficulté sur autrui est également à rapporter à l'appel vers une prise en charge par les services sociaux. Par cette étude de cas et via l'analyse stratégique des organisations et des systèmes, cet article entend analyser les réalités d'une organisation se disant inclusive dans ses textes, mais pas nécessairement dans ses pratiques au quotidien. Les enjeux de la préservation de l'entre soi, à la fois pour les élèves de classe sociale favorisée, leurs parents et leurs enseignants, génèrent des jeux d'acteurs qui interfèrent avec la volonté affichée d'une école pour tous.

Roberts, N., & Danechi, S. (2022). **Coronavirus and schools.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3490> [Report]. Consulté à l'adresse House of commons website: <https://researchbriefings.files.parliament.uk/documents/CBP-8915/CBP-8915.pdf>

Early in the pandemic, survey evidence indicated wide disparities in young people's home learning experiences during the initial spring 2020 school attendance restrictions. There have been particular concerns about the impacts on disadvantaged children. Further evidence is now starting to emerge on the extent of the academic, mental and physical health impacts of the initial and subsequent attendance restrictions. The Government is funding tutoring and other schemes to address the impacts of missing face-to-face provision. It has also provided some additional money to support pupils' and teachers' mental health and wellbeing.

Rodgers, W. J., Morris-Mathews, H., Romig, J. E., & Bettini, E. (2022). **Observation Studies in Special Education: A Synthesis of Validity Evidence for Observation Systems.** *Review of Educational Research*, 92(1), 3-45. <https://doi.org/10.3102/00346543211042419>

Classroom observation research plays an important role in policy, practice, and scholarship for students with disabilities. When interpreting results of observation studies, it is important to consider the validity evidence provided by researchers and how that speaks to the intended use of those results. In this literature synthesis, we used Kane's argument-based approach to validity to describe evidence of validity for uses of observation instruments in classroom observation research regarding teachers of students with disabilities. We identified 102 studies from 1975 to 2020 that met inclusion criteria. Results indicated many studies did not report validity evidence to support their use of the observation instruments. Over time, reporting levels for much of the evidence has remained relatively constant, but we noted a consistent decrease in number of observations conducted per teacher and a consistent and large increase in reporting of

teacher participant characteristics. We provide implications of this for research and practice and suggestions for improving classroom observation research.

Rowan, B., & White, M. (2022). **The Common Core State Standards Initiative as an Innovation Network.** *American Educational Research Journal*, 59(1), 73-111. <https://doi.org/10.3102/00028312211006689>

This article analyzes the Common Core State Standards initiative as an innovation network. Using narrative data and quantitative analysis of hypertext linkages on the World Wide Web, we describe a network of about 3200 organizations that arose to scale up the Common Core State Standards and link them to aligned academic resources such as assessments, instructional materials, and professional development. By 2017, this network developed a “core-periphery” topology. The article describes structures and processes at the core of the network that created strong pressures for construction of a coherent ecosystem of instruction for American education and processes at the periphery that worked against use of this system by most organizations in the network.

Rutigliano, A., & Quarshie, N. (2021). **Policy approaches and initiatives for the inclusion of gifted students in OECD countries.** <https://doi.org/10.1787/c3f9ed87-en>

To date, no international consensus exists on the definition of giftedness. There is a great diversity in conceptualising giftedness not only between, but also within countries. Inevitably, this has a major influence on how countries design and implement gifted education programmes. This paper starts with an overview of the extended academic literature on the definition and identification of giftedness. It then describes OECD countries' policy initiatives to respond to the needs of gifted students and to foster their inclusion in education systems. Following the Strength through Diversity project's framework, the analysis focuses on the areas of governance, resourcing, capacity building, school-level interventions, and monitoring and evaluation of gifted programmes. The paper finds that a greater emphasis is placed on the governance of gifted education, often related to broader equity and inclusion concerns. Nonetheless, further research and evaluations are needed to understand what policies and practices can best benefit gifted learners while ensuring positive educational and well-being outcomes for all students.

Salazar, K. G., Jaquette, O., & Han, C. (2021). **Coming Soon to a Neighborhood Near You? Off-Campus Recruiting by Public Research Universities.** *American Educational Research Journal*, 58(6), 1270-1314. <https://doi.org/10.3102/00028312211001810>

Scholarship on college choice largely focuses on how students search for colleges but less is known about how colleges recruit students. This article analyzes off-campus recruiting visits for 15 public research universities. We Web-scrape university admissions websites and issue public records requests to collect data on recruiting visits. Analyses explore the similarities and differences in off-campus recruiting patterns across universities in the study. Results reveal socioeconomic, racial, and geographic disparities in recruiting patterns. In particular, most universities made more out-of-state than in-state visits, and out-of-state visits systematically targeted affluent, predominantly White localities. We recommend that future research should exploit new data collection methodologies to develop a systematic literature on marketing and recruiting practices in higher education.

Salmon-Letelier, M., & Russell, S. G. (2022). **Building tolerance through human rights education: The missing link**. *Education, Citizenship and Social Justice*, 17(1), 35-53. <https://doi.org/10.1177/1746197920977291>

Human rights education (HRE) is an emerging practice across formal and informal educational sectors worldwide. However, most literature and theory on HRE emphasize the importance of imparting knowledge about human rights. In this paper, we argue that increasing tolerance among students is a vital but understudied aspect of HRE. This paper is based on the results of a mixed methods longitudinal study conducted in three classrooms across two New York City public high schools. Our methods include a pre-/post- survey, classroom observations, and semi-structured individual and group interviews. The findings indicate that merely teaching about human rights issues is necessary but not sufficient to shift deeply embedded attitudes that contribute to the transformative nature of the human rights framework. We present tolerance as a necessary precursor to positive social change and sustainable human rights implementation.

Sandsør, A. M. J., Falch, T., & Strøm, B. (2022). **Long-run Effects of Local Government Mergers on Educational Attainment and Income***. *Oxford Bulletin of Economics and Statistics*, 84(1), 185-213. <https://doi.org/10.1111/obes.12441>

Local government mergers are an important policy issue in many countries, yet empirical evidence of the effects of merging and of local government size on the production and quality of local public services is scarce. We use the spatial and temporal variation in forced mergers between cities and their surrounding local governments in Norway to provide quasi-experimental evidence of the effect on long-run student outcomes. We find that the mergers increase students' educational attainment by about 0.1 years and income by about 4%, suggesting that mergers improve long-run student outcomes through increased school productivity.

Santa-Ramirez, S., Wells, T., Sandoval, J., & Koro, M. (2022). **Working through the experiences of first-generation students of color, university mission, intersectionality, and post-subjectivity**. *International Journal of Qualitative Studies in Education*, 35(2), 109-124. <https://doi.org/10.1080/09518398.2020.1783012>

This qualitative study investigates how first-generation undergraduate students of Color at a historically white institution in the U.S. make sense and process the university's mission, especially in relation to the theoretical frameworks of intersectionality and post-subjectivity. U.S. universities are often structured on market-driven ideologies. They do not necessarily deeply take into account the experiences of their first-generation students of Color to the extent that could be observed in the institution's mission and goals. In this paper, we interacted with data while thinking with theory, philosophy, and concept as a method. Through these interactions, we gained insights about the lived experiences of first-generation undergraduate students of Color and how they perceive themselves to either be represented or not, within their institution's mission. Studies like this are needed because an institution's mission communicates central philosophies to stakeholders, and a clear mission statement is warranted to ensure that first-generation students of Color feel a sense of belongingness and affinity to their campuses. We also offer implications for future research and practice.

Scheer, D. (2021). **Integrated framework model for the leadership role of principals in inclusive education.** *European Journal of Education*, 56(4), 660-680. <https://doi.org/10.1111/ejed.12480>

This article introduces and discusses a theoretically and empirically founded integrated framework model of the principal's leadership role for inclusive education. Leadership is widely discussed as a key factor for success in inclusive education. Additional systematic research efforts are required with respect to this topic, particularly in the context of the German school system. This study analyses principals' leadership roles in one German federal state. Interviews were conducted with fifteen school principals from schools that are assigned to implement inclusive education. Findings from the qualitative content analysis draw a complex picture that is summarised in an integrated framework model. This model addresses (1) the multilevel hierarchical character of the school system and (2) the role of social discourse in shaping principals' perspectives. This model integrates different theoretical approaches such as the four-frame model of leadership orientation, the theory of recontextualisation, and educational governance to describe principal leadership and its contribution for inclusive education.

Schlumberger, E. (2022). **L'école maternelle intime: Pour un environnement propice au bien-être et à l'autonomie de l'enfant.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343250779?utm_source=phplist&utm_campaign=message_33199&utm_medium=email&utm_content=lienTitre

Plongée dans l'intimité d'une école maternelle à travers une galerie de portraits - des éducateurs aux bambins - en plein coeur des beaux quartiers parisiens. On imagine une ribambelle d'enfants bien élevés buvant les paroles de leur prof ! Il n'en est rien. L'école maternelle est une jungle, à l'instar de notre société, qui résiste à l'enseignement traditionnel. C'est pourquoi la petite troupe enseignante décide de faire sa révolution : elle cherche, se forme, se pose mille questions, rencontre divers jardiniers des apprentissages, pour transformer sa façon de « faire l'école ». Plus qu'un récit, L'école maternelle intime vous immerge dans les doutes et les réflexions, les errances et les souvenirs, les obstacles et les tremplins... Véronique Tomala

Seeber, M., & Mampaey, J. (2022). **How do university systems' features affect academic inbreeding? Career rules and language requirements in France, Germany, Italy and Spain.** *Higher Education Quarterly*, 76(1), 20-35. <https://doi.org/10.1111/hequ.12302>

Studies on academic inbreeding have mostly focused on institutional inbreeding and its negative effects, whereas little research has explored its causes. We identify current explanations of the macro-, meso- and micro-level factors that sustain academic inbreeding as well as research gaps. We address a main research gap regarding what macro-level factors contribute to academic inbreeding, by analysing systems' norms and rules regulating access to senior academic positions and teaching language requirements in France, Germany, Italy and Spain, the largest public university systems of the European Union. The analysis reveals that career rules designed to guarantee quality may have unintended effects in terms of academic inbreeding. Most importantly, the habilitation procedures pose greater challenges to international candidates and often increase barriers between disciplines as well. In some disciplines and regions, language requirements contribute substantially to academic inbreeding.

Shahjahan, R. A., Estera, A. L., Surla, K. L., & Edwards, K. T. (2022). **“Decolonizing” Curriculum and Pedagogy: A Comparative Review Across Disciplines and Global Higher Education Contexts.** *Review of Educational Research*, 92(1), 73-113. <https://doi.org/10.3102/00346543211042423>

Drawing on the global interdisciplinary literature on decolonizing curriculum and pedagogy (DCP) in higher education, we critically examined the idea of decolonizing in the context of disciplines and universities around the world. Based on a critical analysis of 207 articles and book chapters published in English and centering a geopolitics of knowledge frame, we present three themes: (a) decolonizing meaning(s), (b) actualizing decolonization, and (c) challenges to actualizing, all related to DCP. We observed three major meanings of decolonization and four ways to actualize DCP that were associated with geographical, disciplinary, institutional, and/or stakeholder contexts. We argue that while there are similarities within the literature, ultimately the meanings, actualizations, and challenges of DCP are contextual, which has political and epistemological consequences. We end by offering directions for education research on DCP, revealing the possibility for a field or discipline of decolonial studies.

Shamburg, C., Amerman, T., Zieger, L., & Bahna, S. (2022). **When school bells last rung: New Jersey schools and the reaction to COVID-19.** *Education and Information Technologies*, 27(1), 23-44. <https://doi.org/10.1007/s10639-021-10598-w>

This study was an examination of the immediate effects of remote learning during the COVID-19 shutdown in New Jersey during Spring 2020. This mixed methods study relied on survey data capturing the experiences, difficulties, and successes of 708 New Jersey public school educators during the first few weeks of the school closures. These educators were teachers, administrators, school librarians, and other school personnel. The disruptions of COVID-19 will leave indelible changes on education in New Jersey and beyond, and this research examines the beginning of these changes. The findings indicate that while educators found support from their administration, they also encountered a spectrum of difficulties relating to the absence of face-to-face contact with students, in addition to success in coping with the situation as well as some success that surpassed their experiences of schooling before the shutdown.

Smetackova, I., & Stech, S. (2021). **The first wave of the COVID-19 pandemic in primary schools in the Czech Republic: Parental perspectives.** *European Journal of Education*, 56(4), 564-577. <https://doi.org/10.1111/ejed.12478>

The article presents results of a survey among parents of primary-school pupils, in which they commented on education during school closures due to the COVID-19 disease pandemic in the spring of 2020. The questionnaire mapped family arrangements, parents' competencies, parenting practices concerning learning, and communication with the school. It was administered to more than 2,500 respondents at the end of the period of school closures (May–June 2020). The analysis focused on the question of whether the parents of pupils in primary schools assessed the home-based distance learning as well handled and whether they felt concerned about their child's future school results. We understand parents' satisfaction as a result of the interaction between family arrangements on one hand, and requirements formulated by the schools on the other. The analysis showed that most parents rated home education positively. However, the socio-economic status (SES) and cultural status of parents was a significant factor. Among the low-SES parents, 47% reported concerns, while among the high-SES parents, only 30% did. The strongest moderators of the link between SES and concerns about the

school results of children were: school-family communication during closures, adequacy of curriculum, parental practices supporting child's concentration and motivation, perceived school success of a child and parents' educational aspirations for the child.

Steele, A. R., & Douglas, H. E. (2021). **Investigating the educational experiences of transnational students: Differences in academic integration, social integration, and institutional and goal commitment.** *British Journal of Educational Psychology*, 91(4), e12424. <https://doi.org/10.1111/bjep.12424>

Background Despite the growing popularity of transnational education, there is a dearth of quantitative research regarding how transnational students experience higher education. **Aims** This comparative study sought to explore differences in educational experiences between transnational and onshore domestic students enrolled either at the Australian (domestic) or Singapore (transnational) campus of an Australian university. **Sample and Methods** An online survey gathered responses from 199 domestic students and 313 transnational students. **Results** Results indicated transnational students to be significantly lower than domestic students on social and academic integration, institutional commitment, and satisfaction. No group differences were found in persistence intentions. A series of regression analyses showed integration and commitment significantly predicted student persistence intentions, across both cohorts, beyond demographic and course characteristics. **Conclusions** This study offers several recommendations for how universities can better foster integration and commitment in their transnational students, including better funding the development of student societies and providing realistic course previews and career advice to students upon entry into their courses. Further, universities are encouraged to reconsider their transnational staffing models to provide more opportunities for academic support and student consultation beyond the classroom.

Svrcek, N. S., Rath, L., Olmstead, K., & Colantonio-Yurko, K. (2022). **“We are still putting out fires”: Considering educator intentionality in remote instruction during the COVID-19 pandemic.** *Education and Information Technologies*, 27(1), 407-428. <https://doi.org/10.1007/s10639-021-10679-w>

The COVID-19 Pandemic affected P-12 educators around the world, including an emergency move to remote instruction, inclusion of new technology tools to teach at a distance, and in many cases technology mandates for instruction. In the present study, we examine educators' self-reported survey responses about technology use during face to face and online instruction during the COVID-19 Pandemic. We use SAMR, a framework used to understand degrees of technology integration in teaching, as a way to interpret educators' responses and consider the ways that educators reported their use of technology in their face to face and online teaching.

Swain, W. A., & Redding, C. (2022). **Teachers' Union Power in a Budget Crunch: Lasting Ramifications of Differential Spending Responses to the Great Recession.** *Educational Policy*, 36(2), 343-376. <https://doi.org/10.1177/0895904819881161>

In the wake of the 2007 housing crash and subsequent economic recession, state legislatures across the country faced substantial declines in revenues, and by 2011, for the first time in more than a decade, average spending on education declined. However, states' budgetary responses to the Great Recession were decidedly uneven, with some making lasting cuts to public education. This article uses longitudinal data on state-level educational spending, politics, demographics, economic well-being, and a

unique set of union strength indicators to assess the strength of teachers' unions as advocates for education spending by examining their role in states' varied budgetary responses to the Great Recession. We find that states with laws prohibiting collective bargaining for teachers and states with lower union dues per teacher made substantially larger cuts to overall educational expenditures, even after controlling for time-invariant state characteristics, secular trends, and an extensive set of time-variant state-level covariates.

Tambone, J., Assude, T., Millon-Fauré, K., & Feuilladiéu, S. (2021). **La place des traducteurs dans la mise en œuvre d'une Unité localisée pour l'inclusion scolaire (Ulis) accueillant des jeunes sourds au collège.** *La nouvelle revue - Education et société inclusives*, 92(6), 57-70. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-57.htm>

L'Unité localisée pour l'inclusion scolaire en collège étudiée (Ulis collège), accueillant des jeunes sourds en parcours bilingue Langue des signes française-français écrit, propose un dispositif scolarisant ces jeunes en classe ordinaire avec la présence de *traducteurs* qui traduisent les cours simultanément en LSF. Pour l'institution, la situation est simple et d'ordre linguistique : l'enseignant enseigne, le traducteur traduit. Or dans les faits, il ne s'agit pas seulement de traduire le discours de l'enseignant, mais la situation d'enseignement elle-même dans toute sa complexité ainsi que le savoir enseigné. L'enquête par entretiens montre que la traduction est à la fois d'ordre linguistique, pédagogique et didactique. Les traducteurs créent les conditions d'apprentissage des élèves sourds en prenant une part de responsabilité dans l'acte d'enseigner sans pour autant prendre la place de l'enseignant de la classe. Leurs ajustements font preuve d'une innovation ordinaire en train de se faire, permettant au dispositif de fonctionner.

Thang'Wa, M. (2022). **Les effets du Covid-19 sur l'enseignement et l'apprentissage du français dans les universités publiques au Kenya.** *Mambo!*, Mambo! XIX (1). <https://mambo.hypotheses.org/3244>. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03537058>

En mars 2020, le gouvernement kényan a fait l'annonce du premier malade du Covid-19 au Kenya. Par la suite, toutes les institutions d'éducation, y compris les universités, ont été sommées de fermer sine die pour endiguer les effets de la pandémie. La plupart des universités n'étaient pas prêtes à faire face à une telle situation. Par conséquent, la majorité d'entre elles ont cherché à mettre en place des stratégies d'atténuation de l'impact de cette fermeture imposée en accord avec les règlements du ministère de la Santé (MOH, Ministry of Health) adoptés pour lutter contre la pandémie. Cet article vise à identifier les modes d'atténuation qui ont été utilisés pour gérer la nouvelle normalité éducative liée à la pandémie dans l'enseignement et l'apprentissage du français dans les universités publiques du Kenya. Il discute des stratégies et des technologies qui ont été efficaces mais suggère également des moyens de se préparer aux situations de pandémies similaires qui pourraient avoir lieu à l'avenir et affecter à nouveau les conditions d'enseignement. Ce texte fait également des suggestions de mesures à mettre en place dans l'enseignement et l'apprentissage du français en matière de relèvement pandémique. Enfin, il formule des recommandations sur la façon de tirer profit de la création de partenariats de collaboration avec divers intervenants dans l'enseignement et l'apprentissage du français.

Tremblay, P. (2021). **Le coenseignement en contexte inclusif : Le plus et le différent.** *La nouvelle revue - Education et société inclusives*, 92(6), 23-36. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-23.htm>

Dans cet article, la question des transformations des pratiques dans le cadre d'un coenseignement intensif en enseignement secondaire de 1^{er} cycle est posée. Pour ce faire, des entretiens semi-directifs ont été menés auprès de cinq binômes et trinômes de coenseignants, soit douze enseignants. Suite à l'analyse de contenu, on observe que les pratiques induites par le coenseignement se divisent en deux grandes catégories : ce qui constitue un plus de l'enseignement solitaire et ce qui en est différent. Celles-ci se déclinent ensuite en sous-catégories de pratiques. Pour le plus, on peut observer le soutien, la rétroaction, les outils technologiques, la gestion de classe, etc. Pour le différent, les pratiques déclarées concernent cinq sous-catégories (re-médiation successive ou simultanée, un deuxième regard, des pratiques d'évaluation et, enfin, des activités nouvelles).

Trireksani, T., Zeng, Y.-T., & Djajadikerta, H. G. (2021). **Extent of sustainability disclosure by Australian public universities: Inclusive analysis of key reporting media.** *Australian Journal of Public Administration*, 80(4), 830-848. <https://doi.org/10.1111/1467-8500.12469>

This paper measures and inclusively analyses the extent of Australian public universities' sustainability disclosures on three key reporting media, that is annual reports, stand-alone sustainability reports, and websites. The study also compares the extent of the disclosures across university groupings. Content analysis was used to analyse the data by utilising the updated Graphical Assessment of Sustainability in Universities (GASU) indicators together with a weighted scoring scheme. Mann–Whitney and Kruskal–Wallis tests were applied in the comparison tests. The results of this study indicate that the extent of sustainability disclosures made by Australian public universities is overall fairly low, and the evaluation and comparison of the extent of sustainability disclosures among different university groupings overall show no significant difference. Overall, the findings suggest that there is a need to increase both the level of awareness and recognition of benefits resulted from performing sustainable development activities and the way these performances are better communicated to stakeholders.

Tulaskar, R., & Turunen, M. (2022). **What students want? Experiences, challenges, and engagement during Emergency Remote Learning amidst COVID-19 crisis.** *Education and Information Technologies*, 27(1), 551-587. <https://doi.org/10.1007/s10639-021-10747-1>

COVID-19 pandemic has affected the entire world in many ways. It has sparked a prominent pedagogical shift for university level students, as it has changed the way students learn, attend classes, or communicate with teachers. Globally, every student is forced to adopt Emergency Remote Learning (ERL) as a result of immediate transformation of physical classes into remote education. This two-fold study investigated the differences between traditional distance, online, and virtual learning solutions and the new Emergency Remote Learning (ERL) method for the university level education. Furthermore, a pragmatic mix-method study is conducted in the form of surveys, semi-structured interviews, and diary study spanning across 10 months of pandemic, to examine self-reported insights on ERL challenges, experiences, and learning engagement of the students from Finland and India. Cumulative findings suggest that scheduling, distractions, pessimistic emotions, longer durations, and concentration were the highest challenges faced by the students which impacted their learning

experiences and engagement. The study also found that the ERL specific factors like low-interactivity, technical limitations, non-structured, and non-standardized methods had a prominent impact on the effectiveness of remote education. Furthermore, the study has suggested guidelines for improving remote learning experience as a futuristic solution beyond COVID-19 pandemic.

UNESCO Institute for Statistics & Global Education Monitoring Report Team. (2022). **Digest des données portant sur l'ODD4 2021: points de référence nationaux pour l'ODD4: respecter l'engagement que nous avons négligé : résumé.** Consulté à l'adresse Unesco website: <https://en.unesco.org/gem-report/node/3617>

Co-produced with the UNESCO Institute for Statistics, this Report describes the steps taken since 2017 to agree national benchmarks on a selected set of seven SDG 4 indicators: early childhood education attendance; out-of-school rates; completion rates; gender gaps in completion rates; minimum proficiency rates in reading and mathematics; trained teachers; and public education expenditure. Two in three countries have directly or indirectly taken part in setting national SDG 4 benchmarks. The results of the global exercise show that, even if countries reach their benchmark values by 2030, the world will still fall short of the ambition expressed in SDG 4, before even accounting for the potential impact of COVID-19 on education systems. Nevertheless, for several benchmark, countries appear to be committing to accelerate progress that is faster than the progress countries managed to achieve over 2000–15. The benchmarks serve as a stark reminder to all parties of the importance of setting national education targets and of properly financing them, particularly in the face of the difficulties brought upon the sector by COVID-19.

Winstone, N. E., Balloo, K., & Carless, D. (2022). **Discipline-specific feedback literacies: A framework for curriculum design.** *Higher Education*, 83(1), 57-77. <https://doi.org/10.1007/s10734-020-00632-0>

Feedback literacy is an important graduate attribute that supports students' future work capacities. This study aimed to develop a framework through which discipline-specific feedback literacies, as a set of socially situated skills, can be developed within core curricula. The framework is developed through a content analysis of National Qualifications Frameworks from six countries and UK Subject Benchmark Statements for multiple disciplines, analysis of indicative subject content for a range of disciplines and consultation with subject-matter experts. Whilst most of the benchmark statements incorporate the development of feedback literacy skills related to 'making judgements', attributes relating to 'appreciating feedback' and 'taking action based on feedback' are less prevalent. Skills related to 'managing the affective challenges of feedback' are most prevalent in documentation for applied disciplines. The resulting empirically guided curriculum design framework showcases how integrating the development of discipline-specific feedback literacies can be enacted through authentic learning activities and assessment tasks. In terms of implications for practice, the framework represents in concrete terms how discipline-specific feedback literacies can be integrated within higher education curricula. The findings also have implications for policy: by positioning discipline-specific feedback literacies as graduate outcomes, we believe they should be integrated within national qualifications frameworks as crucial skills to be developed through higher education courses. Finally, from a theoretical perspective, we advance conceptions of feedback literacy through a sociocultural approach and propose new

directions for research that seek to reconceptualise a singular concept of feedback literacy as multiple feedback literacies that unfold in distinctive ways across disciplines.

Wright, P., Down, B., & Davies, C. (2022). **Learning, making and flourishing in non-formal spaces: Participatory arts and social justice.** *Education, Citizenship and Social Justice*, 17(1), 54-68. <https://doi.org/10.1177/1746197920971809>

This article considers Participatory Arts and sociocultural understandings of justice and praxis through the example of Big hART, an Australian multi-award winning provider where both artists and participants – often disenfranchised and marginalised young people – co-create the work (Matarasso, 2018). Enacting social justice principles, Big hART works alongside young people to improve their life outcomes through arts practice strengthening young people's critical capabilities by inducting them as both makers and responders to their own lives and the world around them. Drawing on three years of ethnographic research across three sites in rural and regional Australia we highlight how multidimensional and multi-modal arts-based projects contribute to young people's lives through theorising the attributes and dimensions of twenty productive conditions and practices identified as essential for social change. These possibilities are important as when these conditions are purposefully enacted, the power of the arts for sense-making and identity development is revealed in non-formal learning spaces. Theoretically unpacking these conditions and practices and linking them with research outcomes helps build understanding of the generative power of Participatory Arts through the ways Big hART builds bridges between young people and their communities and the developmental trajectories they may take through being 'at-promise' rather than 'at-risk'.

Yeung, M. W. L., & Yau, A. H. Y. (2022). **A thematic analysis of higher education students' perceptions of online learning in Hong Kong under COVID-19: Challenges, strategies and support.** *Education and Information Technologies*, 27(1), 181-208. <https://doi.org/10.1007/s10639-021-10656-3>

Under the sudden outbreak of COVID-19 worldwide, students were forced to switch from face-to-face to online learning. This study reports the experience of Hong Kong students in higher education concerning the challenges they faced, the strategies they used and the support they needed in their online learning during the period. An online questionnaire was used to invite students to answer open-ended questions about these three aspects. 145 students from two higher education institutions completed the questionnaire and their comments were coded using thematic analysis. The study has discovered that socio-economic factors may have presented difficulties to students' online learning concerning their study environment and access to equipment. Students were emotionally distressed by online learning, particularly by the quality of feedback and clarity of course arrangement, so support for these aspects should be given. Self-regulated learning strategies were found to have been deployed by students to facilitate their learning, in which the use of time management apps and lecture videos highlights the increasing importance of technology to self study. These socio-economic, technological and emotional factors will be further discussed and corresponding suggestions will be made to help teachers and university policy makers examine the conditions that can help improve and promote online learning for higher education students under COVID-19.

Yüksel, H. G. (2022). **Remote learning during COVID-19: cognitive appraisals and perceptions of english medium of instruction (EMI) students.** *Education and Information Technologies*, 27(1), 347-363. <https://doi.org/10.1007/s10639-021-10678-x>

Many countries responded to the Covid-19 pandemic by transforming all face-to-face (F2F) courses to emergency remote teaching with a sudden decision. This rapid shift was unexpected and staggering for the university students. The purpose of the present study is to explore how students studying in English Medium Instructed (EMI) programs cognitively appraised the transformation from F2F to online learning, and to examine if there is any relation between perceived self-efficacy in academic second language (L2) use, quality of interaction, and course satisfaction. Using an online survey, data was collected from a total of 306 graduate and undergraduate students studying in different universities in Turkey. The study found that the majority of the students appraised the transformation as a threat. The students' cognitive appraisals and perceived level of interactional quality, and satisfaction negatively correlated. There was a strong positive correlation between the perceived level of interactional quality and satisfaction. Observed gender, major and year level differences are also reported. The findings have significant implications for decision makers and instructors. Universities are likely to continue remote teaching for a while, thus institutions need to capture how students are affected by the remote learning experience to envisage short and long-term scenarios, and to optimize the quality of their services accordingly.

Zavale, N. C., & Schneijderberg, C. (2022). **Mapping the field of research on African higher education: a review of 6483 publications from 1980 to 2019.** *Higher Education*, 83(1), 199-233. <https://doi.org/10.1007/s10734-020-00649-5>

Following a global trend, higher education (HE) in Africa has also become a complex enterprise, potentially demanding specific expertise in higher education research. However, despite this, there is a dearth of analysis into the state of research on African HE. This paper seeks to fill this gap by mapping and analysing African HE research. We undertake a systematic review of 6483 articles and books focusing on African HE published from 1980 to 2019 in indexed and non-indexed journals and book-publishers. We particularly examine the evolution of publications, the journals and book publishers, the authors' affiliations, the researched countries, the publications' thematic classification, the most prolific authors, and the most influential publications. Based on this analysis, we draw four main conclusions. First, research on African HE is a rather recent phenomenon or has witnessed a recent rise or renewal. Second, a few selected journals and book-publishers, particularly those with a strong regional or international reputation, dominate the field. Third, four communities of researchers are more represented: the community researching teaching and learning issues, the community focusing on structural transformation of HE, the community focusing on the internal organisation of HE and the community focusing on societal engagement of HE. Four, South Africa dominates the field both as home to most of the authors (including the most prolific) and the empirical field of most publications (including the most influential). If South Africa is excluded, African HE research is weak, but some communities are emerging, particularly in West, East and Southern Africa.

Zembylas, M. (2022). **Evil, thinking, and emotions in Hannah Arendt's political philosophy: Implications for the teaching of democratic citizenship.** *Education, Citizenship and Social Justice*, 17(1), 3-17. <https://doi.org/10.1177/1746197921995143>

This paper brings together Arendt's insights on evil and thinking along with her concerns about the role of emotions in political life. The central questions driving this exploration are two: How does Arendt understand 'thinking' in her theory of evil and what can educators learn from this? What are her concerns about the role of emotions in public life and which pedagogical insights may be drawn? In attempting to respond to these questions, the analysis draws connections between Arendt's concept of thinking and its influence on evil-doing, clarifies the distinction between rationality and critical thinking in Arendt's thought, and discusses the ethical and political consequences of eliminating the dichotomy between reason and emotion. It is argued that, despite some limitations, the use of Arendt's insights as a pedagogical and educational source working against evil-doing in a democratic society is of crucial importance, especially in these uncertain times.

Zhang, H., & Zhang, M. (2022). **Tendances et évolution des recherches sur la classe inversée en Chine et dans le monde**. *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10293>

La classe inversée, apparue dans le système scolaire et universitaire chinois en 2011, y a reçu un bon accueil. Cet article présente, à partir d'une étude bibliométrique, les grandes tendances de la recherche anglophone et sinophone sur la question, entre 2010 et 2020. Il s'agit d'abord, dans ces travaux scientifiques, de décrire les éléments innovants : pour ce qui est des outils, recours aux technologies numériques, supports multimédias ; pour ce qui est de la pédagogie, centration sur les apprenants, apprentissage par l'activité, souvent coopérative, distinction entre tâches de bas niveau, réalisées avant le cours, et tâches de haut niveau, notamment de résolution de problèmes, réalisées pendant le cours. Une partie des recherches recensées évaluent, au moyen de méthodes diverses, les effets sur les apprentissages et les performances scolaires, la construction de l'autonomie, les capacités de réflexion critique et de travail en équipe. L'article montre aussi comment les travaux scientifiques sur la question croisent différentes disciplines de recherche, quelles sont les spécificités selon les domaines abordés, et les grandes tendances des évolutions récentes, notamment en Chine : étude des caractéristiques locales et de la diversification des formes d'inversion, mais aussi attention portée aux limites de ces pédagogies et relativisation de leur caractère innovant.

Pratiques enseignantes

Ahmed, V., & Opoku, A. (2022). **Technology supported learning and pedagogy in times of crisis: the case of COVID-19 pandemic**. *Education and Information Technologies*, 27(1), 365-405. <https://doi.org/10.1007/s10639-021-10706-w>

Online teaching within disciplines such as Engineering require experiential learning that equip future graduates with highly intellectual and professional skills to meet the demands of employers and the industry. The outbreak of COVID-19 however, has shifted the academic community into new landscapes that require educators and students to adapt and manage their expectations. Although literature reports on research attempts to study the implications of Covid-19 on the Higher Education curricular, little has been reported on its impact on Engineering Education. This paper therefore uses the theory of Emergency Management Life Cycle (mitigation, preparedness, response, and recover) as a lens to examine the challenges faced by students and academics and coping mechanism during the COVID period. This study adopts a mixed method approach using

a case study from the College of Engineering at a Higher Education Institution in the UAE due to the sudden migration to online teaching amid COVID-19. Data is collected through interviews and surveys with both students and instructors on challenges, strategies and online delivery good practices that enhanced students' learning experience. The results show that, Technology Supported Learning tools are capable of enhancing students' experiential learning and associated competencies, however there were a number of pedagogical, technological and psychological challenges that faced students and instructors as a result of the sudden migration online, which are likely to play a role in the impediment of the students' learning cycle, due to the lack of preparedness in response to the state of emergency created by Covid-19. Despite these challenges, the study found that instructors with effective communication skills and teaching style, competent use of technology, flexible, friendly and supportive attitude towards teaching, played a positive role in mitigating for the lack of preparedness in response to sudden migration online. The study also reveals that by overcoming some of the technical challenges such as slow internet connection and interruptions, lessons learnt from the sudden migration to online delivery amid COVID-19, will help create new opportunities for the use of blended learning approaches to meet the needs of the on-going COVID and future online deliveries.

Ahn, T., Aucejo, E., & James, J. (2021). ***The Importance of Matching Effects for Labor Productivity: Evidence from Teacher-Student Interactions*** (Working Paper N° 2106). Consulté à l'adresse California Polytechnic State University, Department of Economics website: <https://econpapers.repec.org/paper/cplwpaper/2106.htm>

We examine matching effects in worker productivity within the educational context by introducing a novel estimator for teacher value-added models that is more robust than previous estimators and is well-suited for multi-dimensional problems. Using this new framework, we show that teacher effectiveness is highly dependent on interaction effects between teachers and the individual characteristics of their students. For example, the difference in value-added between well and poorly-matched students for the median teacher is on the order of 0.11 σ test score units. Moreover, matching effects are particularly salient for low-achieving students. The difference in teacher value-added between an effective and ineffective teacher in language arts for low-achieving students is twice as large as the difference for high-achieving students. We also show that teacher rankings based on value-added are sensitive to classroom assignment due to match effects. To overcome this problem we propose an approach to rank teachers based on expected utility.

Allard, C., & Robert, A. (2022). ***Étudier les classes inversées en mathématiques. Préalables méthodologiques sur les cours: le cas particulier des «capsules»***. *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10332>

En mathématiques, dans l'enseignement secondaire et universitaire, certains enseignants peuvent être considérés comme «inverseurs» au sens des cinq critères retenus dans la présentation du dossier, même si dans cette discipline se rencontre une grande diversité de pratiques d'inversion. Pour avancer sur le questionnement de ce type de dispositifs, qui mettent en jeu l'exposition des connaissances différemment de ce qui est fait en séances classiques, nous faisons un détour méthodologique. Nous inscrivant dans la théorie de l'activité, nous présentons des moyens spécifiques d'analyse des moments d'exposition des connaissances, quels qu'en soient les déroulements, en classe ou non. De quelques études menées en didactique des mathématiques sur ce

sujet nous dégageons des premiers résultats communs. Une discussion sur des avantages et inconvénients des deux types de modalités d'exposition des connaissances, avec inversion ou non, termine ce travail. Cela nous amène à émettre des hypothèses sur l'inversion et ouvrir des perspectives sur un travail ultérieur plus développé.

Allenbach, M., Frangieh, B., Merini, C., & Thomazet, S. (2021). **Le travail collectif en situation d'intermétiers**. *La nouvelle revue - Education et société inclusives*, 92(6), 87-104. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-87.htm>

Des questions sociales vives telles que l'inclusion s'accompagnent de recommandations à développer le travail collectif entre acteurs relevant d'univers professionnels différents. Dans ce contexte, le terme d'intermétiers est de plus en plus utilisé par les chercheurs pour qualifier une activité se développant à l'intersection de métiers différents, et impliquant une reconfiguration de leurs frontières respectives. Cet article, en s'appuyant sur des résultats de recherches menées en France, en Suisse et au Liban, identifie divers types de dilemmes et tensions propres à l'activité en intermétiers. Les auteurs décrivent la complexité et la spécificité d'un travail de négociation entre acteurs professionnels, permettant des innovations, dans le travail collectif, pour répondre aux défis d'une approche inclusive. D'objet d'étude, l'intermétiers devient ainsi un concept pouvant éclairer les pratiques.

Baillet, D., & Robin, F. (2022). **Classe inversée en enseignement supérieur et dynamique d'élaboration du savoir : le point de vue des enseignants**. *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10120>

Suite au développement des technologies de l'information, l'enseignement supérieur évolue vers des dispositifs hybrides dont la classe inversée. Cet article rend compte d'une recherche qui tente de percevoir des repositionnements différenciés des espaces-temps et des acteurs en classe inversée. Nous avons interrogé neuf enseignants du supérieur en Belgique (partie francophone) qui se disent « inverseurs ». L'étude des raisons qui ont amené ces enseignants à opter pour le dispositif de la classe inversée permet de mettre en évidence l'importance des expériences personnelles ainsi que l'existence de différences relatives aux interactions avec les étudiants. Ces résultats couplés à l'analyse de la mise en place du dispositif à travers le triplet didactique (Sensevy, 2011) ont permis de mettre au jour deux idéal-types. Le premier est caractérisé par le contrôle de l'enseignant sur l'ensemble du dispositif ou par la dévolution de l'avancée du savoir aux étudiants. Le second alterne contrôle et dévolution.

Balas, S., Ciavaldini-Cartaut, S., & Métral, J.-F. (2021). **Usage de l'instruction au sosie pour la conception d'actions de formation en situation de travail (AFEST) : une illustration avec des liquidateurs/trices de retraite**. *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17204>

Cet article vise une meilleure compréhension des questions théoriques et méthodologiques que posent les dispositifs AFEST. Il présente une démarche méthodologique fondée sur l'instruction au sosie dans le cadre d'une ingénierie didactique professionnelle pour les AFEST. Sur la base d'un matériel empirique récolté auprès de liquidateurs/trices de retraite nous étudions comment l'instruction au sosie permet d'identifier les situations apprenantes pour une AFEST mais aussi en quoi cette démarche peut constituer un dispositif formatif pour les acteurs/trices. Nos résultats confirment l'intérêt d'une telle démarche sur ces deux plans. Ce travail conduit

cependant à préconiser la construction d'un cadre plus précis avec les acteurs/trices, orienté, dès le départ, vers les enjeux des AFEST. Cette réflexion nous amène aussi à rappeler qu'une telle méthode qui permet d'identifier la complexité de l'activité de professionnel.le.s, doit être mis au service d'une ingénierie non réductrice de cette complexité

Bonesrønning, H., Finseraas, H., Hardoy, I., Iversen, J. M. V., Nyhus, O. H., Opheim, V., ... Schøne, P. (2021). **Small Group Instruction to Improve Student Performance in Mathematics in Early Grades: Results from a Randomized Field Experiment** (CESifo Working Paper Series N° 9443). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f9443.htm>

We report results from a large-scale, pre-registered randomized field experiment in 159 Norwegian schools over four years. The intervention includes students aged 7-9 and consists of pulling students from their regular mathematics classes into small, homogenous groups for mathematics instruction for 3 to 4 hours per week, for two periods of 4-6 weeks per school year. All students, not only struggling students, are pulled out. We find that students in treatment schools increased their performance in mathematics by .16 standard deviations at the end of the school year and by .06 standard deviations in national tests 1-2 years later, with no differential effect by pre-ability level or gender. Our study is particularly relevant for policy-makers seeking to use additional teaching resources to target a heterogeneous student population efficiently.

Borer, V. L., Muller, A., & Rubi, S. (2022). **Inverser la classe : quelles expériences ? Analyse de l'activité des élèves**. *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10103>

Cette contribution s'inscrit dans le cadre d'une recherche collective pluridisciplinaire s'intéressant aux transformations de l'activité des enseignants et des élèves de niveau collège en contexte de « classe inversée ». À partir d'entretiens semi-directifs et d'autoconfrontation menés avec des enseignants inverseurs et leurs élèves, les données d'entretiens des élèves ont été analysées à l'aide des registres d'apprentissage proposés par Elisabeth Bautier et Patrick Rayou croisés avec la sémiotique de Charles Sanders Peirce. Les premiers résultats font état de différences entre les registres que les élèves mobilisent selon la nature de l'entretien, ainsi que dans l'articulation des registres. La comparaison entre les données obtenues par des entretiens semi-directifs et d'autoconfrontation ouvre des pistes méthodologiques prometteuses qui permettent de faire exprimer l'activité des élèves de manière plus riche et aux chercheurs de mieux appréhender leur expérience.

Botty, G., & Biémar, S. (2021). **Écrire collégalement en formation pour soutenir la construction d'une identité collective au sein d'un nouveau corps de professionnel le s**. *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17469>

La présente contribution interroge un dispositif de formation destiné à soutenir la professionnalisation d'un nouveau corps de professionnel.le.s, les Délégué.e.s au Contrat d'Objectifs. Dans le contexte de la Fédération Wallonie-Bruxelles de Belgique (FWB), engagée dans une réforme de la gouvernance de son système éducatif, ces acteurs intermédiaires assurent un lien entre l'administration et les écoles. L'écriture réflexive réalisée individuellement et collectivement en formation constitue l'objet de l'étude menée. Son objectif est de progressivement participer à l'élaboration d'une

identité professionnelle collective qui aide ce nouveau corps à agir avec cohérence et unité. La méthodologie de recherche prend appui sur des données représentationnelles recueillies auprès des D.C.O. ayant pris part à la formation. Les analyses indiquent que le sens accordé à la tâche d'écriture ainsi que ses conditions de mises en œuvre influencent le processus de transformation identitaire.

Brederode, M. van. (2022). **Classe inversée en sciences de la vie et de la Terre. Des difficultés spécifiques au dispositif ?** *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10084>

Cet article étudie la mise en œuvre d'un dispositif de classe inversée par une enseignante dans le cadre d'un enseignement sur la digestion chimique des aliments chez l'être humain en classe de cinquième. Une séance a été filmée, les productions des élèves et les supports de travail collectés, les interactions entre les élèves, qui travaillent en groupes, enregistrés et transcrits, puis des entretiens semi-directifs d'auto-confrontation aux traces de leur activité ont été menés avec l'enseignante et les élèves. L'analyse de ce corpus est cadrée par des appuis théoriques empruntés à la sociologie des apprentissages scolaires et à la didactique, notamment la didactique des sciences de la vie et de la Terre. Elle montre que la pratique ici définie par l'enseignante comme « classe inversée » ne résout pas, malgré son intention de le faire, certains des obstacles auquel l'enseignement traditionnel est confronté. D'une part, le choix de la capsule et son articulation avec les autres éléments du cours relèvent de questionnements autour des supports pédagogiques, dont il convient d'étudier les effets (éventuellement perturbateurs) sur les apprentissages des élèves. D'autre part, le recours au travail de groupe est pensé par l'enseignante comme lui donnant la possibilité de pouvoir superviser le travail de ses élèves en classe. Or, l'analyse montre que cette visée n'est pas vraiment atteinte : d'abord, du fait d'une inégale articulation de la modalité avec les savoirs visés, et ensuite, du fait des difficultés, pour l'enseignante, à repérer, et au moment propice, les malentendus que certains élèves développent à propos des visées du travail.

Carrier, A. (2021). « **Performance** » et **pratique professionnelle dans les services de soutien à domicile offerts aux aînés : effets et actions possibles pour assurer un développement durable**. *Phronesis*, 10(4), 156-178. <https://doi.org/10.7202/1083982ar>

La reddition de compte et l'optimisation de la performance visent à améliorer la performance des services de soutien à domicile (SSAD) mais ne semblent pas avoir les effets escomptés. Le manque de latitude décisionnelle des professionnels et, conséquemment, leur réactivité insuffisante seraient en cause. Cette réactivité relève pourtant du rôle d'agent de changement, encore peu investi. Cet article poursuit trois objectifs : 1) Synthétiser les connaissances sur le rôle de la reddition de compte et de l'optimisation de la performance dans la pratique des professionnels des SSAD ; 2) Décrire le rôle d'agent de changement ; et 3) Explorer son enseignement.

Claude, M.-S., & Rayou, P. (2022). **Un enseignement littéraire en classe inversée : les dessous d'un contrat**. *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10079>

Cet article étudie un dispositif de classe inversée en français en collège, dans le cadre d'un travail sur la lecture de textes poétiques. Une séance a été filmée, les productions des élèves et les supports de travail collectés, les interactions entre les élèves, qui travaillent en groupes, enregistrés et transcrits, puis des entretiens semi-directifs

d'autoconfrontation aux traces de leur activité menés avec l'enseignante et les élèves. L'analyse de ce corpus est cadrée par des appuis théoriques empruntés à la sociologie de la profession enseignante, à l'analyse de l'activité et à la didactique, notamment la didactique de la littérature. Elle met en évidence qu'être professionnellement et pédagogiquement innovant ne suffit pas toujours à assurer l'apprentissage de savoirs disciplinaires exigeants par l'ensemble des élèves. Inverser la classe semble en effet engager l'enseignante dans trois contrats susceptibles de s'empêcher l'un l'autre : le premier, que l'on peut qualifier de « social » la relie simultanément à l'institution scolaire, dont elle veut suivre au mieux les prescriptions, et à un collectif de professionnels innovants, auquel elle veut adhérer. Le second, d'essence plus pédagogique, la conduit à former des élèves plus autonomes et capables de travailler en équipe. Le troisième, didactique, doit permettre aux élèves de s'approprier les textes littéraires en en faisant une lecture interprétative

Coste, S., & Wattebled, J. (2022). **Ce qui s'apprend en EPS. Les Cahiers Pédagogiques**, (574). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-574-ce-qui-sapprend-en-eps/>

Mal reconnue, bien qu'obligatoire à tous les niveaux, l'EPS contribue à l'acquisition du socle commun, donne accès à des pratiques motrices et à la culture physique, sportive et artistique, tient une place de choix dans l'entretien de la santé et du bien-être, contribue à l'égalité entre les filles et les garçons et à l'inclusion.

Coz, A. L. (2021). **Les échanges informels des enseignants. Entre trajectoires individuelles et exercices situés en lycée, quelles fonctions, quels effets ?** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03544187>

La dimension collective du travail des enseignants constitue une notion très présente dans les préconisations institutionnelles ou politiques, comme dans nombre de recherches en sciences de l'éducation et de la formation. Selon le cadre, le « travail collectif » peut renvoyer à de multiples formes de « travail ensemble » : construire ou partager des ressources, coanimer un cours, se réunir... Cette notion polysémique est cependant souvent associée à des définitions excluant a priori les échanges informels, conversations fortuites entre pairs concernant ou non leur activité professionnelle. Nous nous intéressons précisément à ce type de communication, qui nous semble s'inscrire pleinement dans la dimension collective de l'activité. Nous interrogeons ainsi la place, la fonction, les effets des échanges informels entre enseignants dans leur travail au quotidien, et plus particulièrement dans le contexte des lycées d'enseignement général et technologique français. Un développement autour du concept large de travail a permis d'en aborder, de façon générique, différents niveaux de complexité révélant des articulations sensibles entre acteurs, objets, processus, à plusieurs échelles, en particulier dans le cas des activités relevant du domaine des services. Le travail enseignant a ensuite été plus particulièrement étudié. Le métier, parfois qualifié d'impossible en ce qu'il n'atteint jamais complètement ses objectifs, est aussi soumis à des attentes individuelles et sociales fortes. L'activité enseignante s'inscrit ainsi dans un réseau de tensions et de paradoxes : entre contraintes organisationnelles, institutionnelles et marges de libertés effectives ; entre routine et imprévisibilité ; entre le goût d'une discipline et son deuil nécessaire ; entre valeur pour soi persistante du métier et dégradation de son statut social ; entre regrets et résistances face au travail ensemble ; entre promotion du collectif, faiblesse des moyens déployés, et division cellulaire traditionnelle du travail... Notre enquête de terrain, à partir d'entretiens (23 enseignants, trois proviseurs) complétés

par un questionnaire exploratoire et un outil d'auto-relevé des échanges (respectivement 128 et 12 individus), a révélé différents types d'échanges informels et de fonctions associées. Les échanges concernant le travail peuvent porter sur les pratiques, la discipline enseignée. Ils favorisent la prise de recul et le développement professionnel par la confrontation des expériences, des points de vue, parfois par la mise en commun de ressources. Lorsqu'ils consistent en un partage de renseignements et de ressentis au sujet d'élèves, ils opèrent comme un vecteur d'information voire de réflexivité. Une fonction informative est encore remplie par diverses communications sur la vie de l'établissement. Certains échanges autour des personnels de direction, des programmes, des réformes, du système, facilitent la compréhension et le positionnement vis-à-vis des attentes institutionnelles. Lorsqu'il n'est pas question du travail, les échanges informels peuvent concerner la sphère privée, et apparaissent comme indispensables pour se détendre, respirer, se remettre en condition avant un cours... Ils favorisent le lien social, le sentiment d'appartenance, soutiennent le bien-être, le sentiment de confiance en soi, et rassurent quant à la possibilité de trouver un soutien en cas de difficulté. L'existence d'un travail collectif, conditionné pour les enseignants à la volonté des équipes et peu compatible avec l'injonction, est régulièrement mise en doute. Les échanges informels, même lorsqu'ils portent de façon claire sur l'activité professionnelle, sont ainsi rarement spontanément qualifiés de travail. Ils sont pourtant présentés comme incontournables au quotidien, et semblent faire fonction de liant dans le corps professionnel enseignant, participant de la fluidité du temps et des espaces scolaires, facilitant aussi l'articulation entre le métier vécu et son analyse.

Crinon, J., & Ferone, G. (2022). **Réseaux connectés d'enseignants et développement professionnel.** *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10092>

Des réseaux connectés nés d'initiatives d'enseignants se sont considérablement développés dans les pays francophones ces dernières années. Ils revendiquent notamment une dimension de coformation par les pairs. À partir d'entretiens avec des enseignants de la fin de l'école primaire et du début du secondaire pratiquant soit la classe inversée (n = 11) soit la « twictée » (n = 19), nous cherchons à savoir en quoi, selon eux, la participation à un réseau d'innovateurs contribue à leur développement professionnel. L'étude décrit des types différents de participation au réseau. Elle indique en outre que les savoirs de référence ne semblent guère être au premier plan des échanges, plutôt centrés sur l'organisation pédagogique, les outils et les supports d'enseignement et la quasi-absence de controverses professionnelles. On constate ainsi l'incomplétude du processus de développement professionnel, si l'on s'en tient à la participation au réseau connecté, mais aussi la nécessité de considérer cette participation dans un ensemble plus large d'interactions et dans des trajets de développement et des réseaux personnels où la participation à un réseau peut pourtant jouer, à un moment donné, un rôle décisif.

Dabo, C., & Connac, S. (2022). **Les représentations des étudiants tuteurs en masso-kinésithérapie sur le dispositif de tutorat entre pairs.** *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10150>

Le tutorat entre pairs est un dispositif d'aide entre étudiants présent dans différents cursus. Cette recherche se focalise sur le tutorat entre étudiants dans le domaine de la masso-kinésithérapie (MK). Celui-ci est basé sur le volontariat des étudiants tuteurs en MK. L'objectif de cette étude est de comprendre quelles sont les représentations du tutorat

chez l'étudiant tuteur en MK. Une méthodologie basée sur une approche phénoménologique par triangulation a été mise en place. Des entretiens semi-directifs d'étudiants tuteurs et d'étudiants tutorés ont été réalisés, et des lettres de motivation d'étudiants tuteurs, leur ayant permis de candidater pour devenir tuteur, ont été analysées. Les résultats de cette étude permettent de constater que les étudiants tuteurs en MK se représentent le tutorat comme un dispositif aux multiples fonctions : dispositif d'aide, dispositif d'enseignement, dispositif de révision, dispositif relationnel privilégié et dispositif d'échange de services. Ces représentations conduisent à distinguer le tutorat entre étudiants d'autres dispositifs d'aide ou d'accompagnement tels le monitorat, le mentorat, le compagnonnage et le parrainage. Enfin cette étude permet de souligner les caractéristiques essentielles et les intentions pédagogiques premières du tutorat entre pairs.

Diallo, S. (2021). **L'enseignement de l'éducation physique et sportive à l'école élémentaire au Sénégal: De la mesure pour l'EPS à l'EPS sur mesure**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343247373?utm_source=phplist&utm_campaign=message_33134&utm_medium=email&utm_content=lienTitre

Dans cet ouvrage, Dr Diallo met en exergue l'historique de l'éducation physique et sportive en milieu scolaire. Il dévoile ensuite la distance entre les volontés politiques valables pour tous partout au Sénégal - traduites par l'expression « de la mesure pour l'EPS » - et les réalités de la pratique de cette discipline dans les écoles élémentaires marquées par des adaptations circonstanciées dictées par les caractéristiques spatiales et démographiques variables d'une zone géographique à l'autre, expliquant ainsi l'usage du concept « l'EPS sur mesure »

Dini, S., Moreno, L., & Veyre, A. (2021). **Éléments de réflexion sur les interactions suscitées par l'usage d'applications numériques pour les enfants présentant un trouble du spectre de l'autisme**. *La nouvelle revue - Education et société inclusives*, 92(6), 139-155. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-139.htm>

Cet article rend compte d'une étude exploratoire menée en Suisse portant sur 18 enfants avec un Trouble du spectre de l'autisme (TSA) de 7 à 15 ans. Ces enfants ont utilisé le prototype d'une application numérique contenant des activités ludiques autour de l'attention conjointe. L'objectif de cette étude est de documenter l'expérience d'aidants proposant l'activité à l'enfant. Des entretiens semi-dirigés ont été menés avec 12 parents et 3 enseignantes spécialisées sur l'usage de l'application et du numérique en général. Les résultats font ressortir la potentielle fonction médiatisante et inclusive de ce genre d'application. Plusieurs précautions doivent toutefois être prises, notamment la formation des aidants à l'usage pédagogique de ces outils, afin d'éviter les effets contre-productifs relevés par certains parents, comme l'utilisation addictive du numérique et le renforcement de l'isolement de l'enfant porteur d'un TSA.

Dubois, A., & Guignard, M. (2021). **Une pédagogie pour grandir: Pédagogie institutionnelle et approche groupale**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343247830?utm_source=phplist&utm_campaign=message_33134&utm_medium=email&utm_content=lienLireSuite

La pédagogie institutionnelle peut aider les enfants et les adolescents à grandir, entendu au sens de la « croissance psychique » telle qu'elle est définie par le psychanalyste W.R. Bion. Prenant appui sur les apports de la psychanalyse et des travaux cliniques d'orientation psychanalytique en éducation et formation, les auteurs et autrices proposent des hypothèses sur une partie des processus psychiques inconscients à l'œuvre dans les groupes : en classe et dans le groupe de pairs dont ils font partie. Leur recherche porte sur un corpus constitué de onze monographies : ce sont des récits écrits de situations professionnelles, analysés en groupe

Ébersold, S., & Feuilladié, S. (2021). **Pratiques inclusives, innovation ordinaire et l'autrement capable de l'École**. *La nouvelle revue - Education et société inclusives*, 92(6), 11-22. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-11.htm>

L'article s'appuie sur un ensemble de recherches réalisées pour mettre en perspective l'exigence d'innovation qui spécifie l'ambition inclusive, au regard de l'autrement capable qu'elle implique pour les acteurs de l'école. Cette exigence d'innovation ancre l'accessibilisation des environnements scolaires dans un autrement capable à travers lequel les acteurs de l'école reconfigurent leurs routines, connaissances, compétences et instituent de nouvelles pratiques. Cet autrement capable suppose un travail de traduction apprivoisant les principes revendiqués par l'ambition inclusive ainsi que le cadre et les procédures proposés par les référentiels, pour les mettre en sens et les faire vivre au regard des enjeux propres aux territoires, aux organisations et aux parties prenantes. Il se rapporte également au commun élaboré par les acteurs de l'école pour instituer un espace formalisé des possibles qui qualifie collectivement ce qui fait accessibilité et explicite les finalités poursuivies, ainsi que les conditions fondant l'obligation réciproque des parties prenantes. Enfin, il est corrélé à l'instauration de tiers lieux transformant le travail collectif en collectifs de travail, offrant la stabilité et la souplesse nécessaires à la contextualisation des pratiques et à l'engagement des parties prenantes.

Emery, R., Bacquelé, V., & Pelgrims, G. (2021). **La collaboration parents-professionnels en contextes scolaires dits inclusifs au prisme des expériences parentales : des difficultés rencontrées aux possibilités d'action**. *La nouvelle revue - Education et société inclusives*, 92(6), 105-121. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-105.htm>

Si la collaboration entre parents et professionnels est considérée comme un principe indispensable à la scolarisation d'élèves institutionnellement déclarés à besoins éducatifs particuliers, la manière dont elle se décline effectivement reste une question vive. Cette contribution rend compte des premiers résultats d'une recherche plus large visant à saisir le point de vue des parents sur la collaboration qu'ils expérimentent avec les différents professionnels impliqués dans le projet de scolarisation en classe ordinaire de leur enfant. Elle rend compte plus spécifiquement d'une étude menée auprès de 10 familles. Les entretiens menés ont permis de dégager leur point de vue sur la diversité des professionnels avec lesquels ils doivent collaborer, sur ce qui fait obstacle à la collaboration, ce qui la facilite, ainsi que les compétences qui émergent de leurs expériences.

Essaouri, M., Mabrou, A., & Sadiqui, M. (2021). **Pratiques de classe en contexte francophone: Orientations officielles, défis de la recherche, contraintes du terrain**.

Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343247564?utm_source=phplist&utm_campaign=message_33134&utm_medium=email&utm_content=lienTitre

Les recherches menées sur les pratiques de classe visent l'amélioration des systèmes éducatifs et contribuent à mieux cerner le métier d'enseignant. Cet ouvrage s'inscrit dans ce cadre et traite des pratiques pédagogiques, relatives à l'enseignement d'une discipline en contexte, le français. Les auteurs nous invitent à appréhender ces outils didactiques en fonction du public ciblé et selon l'environnement géographique

Fahrni, L., & Ogay, T. (2022). **Préparer l'entrée à l'école ? Analyse d'une pratique de transition œuvrant à la frontière entre l'école et les familles au sein d'un établissement scolaire du canton de Fribourg.** *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10170>

Cet article présente l'analyse d'une pratique de transition, un atelier de préparation à l'entrée à l'école, proposé aux parents quelques semaines avant l'entrée à l'école de jeunes enfants d'un établissement scolaire péri-urbain du canton de Fribourg, en Suisse. Ce moment est particulièrement critique puisqu'il s'agit de la première rencontre entre les familles et l'école, lors de laquelle se cristallisent les attentes réciproques, notamment en termes de préparation à l'école. Malgré de bonnes intentions, cette mesure entreprise pour faciliter l'entrée à l'école semble manquer sa cible, voire même se révéler contre-productive. Les implicites et les non-dits entourant ce moment charnière font partie des facteurs explicatifs de ce constat. Nous formulons des pistes réflexives pour de futures éditions mais aussi, plus généralement, pour favoriser une collaboration plus égalitaire entre les familles et l'école.

Ferrand, M.-H. (2021). **L'Orna : une expertise construite à partir de nombreuses collaborations.** *La nouvelle revue - Education et société inclusives*, 92(6), 219-228. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-219.htm>

Dans la continuité du précédent, cet article rassemble trois témoignages de professionnels qui ont participé à des actions dans lesquelles l'Observatoire des ressources numériques adaptées (Orna) s'est investi, au service de la scolarisation de tous les élèves.

Fileborn, B., Wood, M., & Loughnan, C. (2022). **Peer reviews of teaching as appreciative inquiry: learning from "the best" of our colleagues.** *Higher Education*, 83(1), 103-117. <https://doi.org/10.1007/s10734-020-00637-9>

Research on peer review to date has focused on its role as a formal compliance mechanism, a process for enhancing and developing teaching practice, and as a considerable source of anxiety for educators. In this paper, we draw on scholarly reflections from our experience of undertaking a reciprocal, formative peer review in an Australian higher education setting. Our findings provide novel conceptual, empirical, and practical insights by providing the first application of an appreciative inquiry framework to the process of peer review. We argue that adopting an appreciative inquiry framework assists us in learning from "the best" aspects of our colleagues' teaching. Moreover, it offers a framework for understanding and responding to some of the challenges long-associated with peer review. In doing so, it presents potential benefits pertaining to student retention and learning outcomes, while opening up new possibilities for researching and practicing peer review.

Free, N., Menendez, H. M., & Tedeschi, L. O. (2022). **A paradigm shift for academia teaching in the era of virtual technology: The case study of developing an edugame in animal science.** *Education and Information Technologies*, 27(1), 625-642. <https://doi.org/10.1007/s10639-020-10415-w>

The lack of real-life experiences, such as handling livestock at a production facility (e.g., ranch), exists for a variety of reasons such as availability, liability, time, and cost, amongst others. As more students enter undergraduate animal science programs without prior exposure to animal handling, the necessity for more hands-on, real-life experiences has increased dramatically. Complementary, educational simulation games (edugames) might provide means to overcome the lack of “hands-on” experiential learning by providing similar interactions in a virtual context. The primary goal of this study was to document the design and construction phase of a virtual cattle-handling simulation (CowSim) edugame, and to analyse preliminary survey data. An association exists between students' notion of cattle being mishandled (or not) depending on students' previous opportunity to work with animals (χ^2 P value = 0.0017). Furthermore, students with previous experience handling cattle did not feel more prepared to handle cattle after playing CowSim, but students with previous experience handling cattle indicated they learned more about cattle handling after playing CowSim. After playing the CowSim game, students were, in general, optimistic about their playing experience. They perceived the CowSim game was realistic enough to increase their preparedness towards handling cattle. Our findings suggested there is heightened interest was for the use of an edugame to help visualize difficult concepts. Virtual learning tools such as the CowSim edugame are essential for advancing animal science education through the integration of virtual technology. However, improvements are warranted in the CowSim to capture more realistic scenarios given the complexity of the simulation game.

Frisch, M., & Pfeffer-Meyer, V. (2021). **Rapports aux savoirs, intelligence collective et professionnalisation.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343249360?utm_source=phplist&utm_campaign=message_33134&utm_medium=email&utm_content=lienTitre

Ces dernières années, nous avons souvent été confrontés à une lecture réductrice des rapports aux des savoirs. C'est cette problématique qui est au cur de l'ouvrage puisque dans les travaux du réseau IDEKI, les questions d'intelligence collective et de professionnalisation dans les métiers de l'humain sont articulées à celles des rapports aux savoirs, de connaissances. Nous avons souhaité revenir sur l'intelligence collective, les compétences imbriquées et les gestes professionnels inclusifs et nous intéresser à de nouvelles émergences : territoires apprenants, erreurs non considérées, vécu professionnel analysé dans le contexte pandémique

Gemmink, M. M., Fokkens-Bruinsma, M., Pauw, I., & van Veen, K. (2021). **How contextual factors influence teachers' pedagogical practices.** *Educational Research*, 63(4), 396-415. <https://doi.org/10.1080/00131881.2021.1983452>

Background Primary teachers' pedagogical practices (TPP) are strongly focused on supporting pupils' psychological needs, creating a safe learning climate, and encouraging pupils' developmental and learning processes. As a core motivation for teachers is the desire to interact constructively with children, pedagogical practices can be understood as central to teachers' work. A familiar problem in many international contexts is that TPP can come under pressure, typically as the result of interplay between

personal and contextual factors. However, which contextual factors influence TPP, and how they do so, remains unclear. Purpose In this study, we aimed to better understand how context influences primary school teachers' pedagogical practices, within the setting of primary education in the Netherlands. We were particularly interested in which contextual factors were perceived as important and how they influenced TPP. Methods Data were collected through open questions in a survey among 215 primary school teachers in the northern part of the Netherlands. Focus group interviews were then held with 11 of the survey participants. The data were analysed qualitatively, using a framework approach with five stages of familiarisation: identifying themes, indexing, charting, and mapping and interpretation. Findings The analysis identified nine contextual factors that, according to participants, both positively and negatively affected TPP. The most frequently mentioned threats to TPP were educational accountability and standards, and organisation of work in the classroom, whilst school improvement and pupils' educational needs were regarded as the most important stimulating factors. We clustered the factors into four patterns which reflected the way that teachers appraised them: organisation of daily classroom practices, school culture, educational improvement, and contribution to pupils' development. Conclusions According to the teachers, the interplay between TPP and the context can cause pressure, frustration, and feelings of incompetence because there is insufficient time for achieving pedagogical goals. Our study draws attention to the complex challenges that teachers face in terms of balancing pedagogical practices and other educational tasks, and draws out implications for policy and practice.

Gilraine, M., & Pope, N. G. (2021). **Making Teaching Last: Long-Run Value-Added** (NBER Working Paper N° 29555). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29555.htm>

Teacher value-added (VA) measures how teachers improve their students' contemporaneous test scores. Many teachers, however, argue that contemporaneous test scores are a poor proxy for their permanent influence on students. This paper considers a new VA measure -- « long-run VA » -- that captures teachers' contributions that persist by replacing contemporaneous test scores with subsequent test scores in VA estimation. We find that students assigned to high long-run VA teachers fare substantially better in terms of long-term outcomes. Policy simulations indicate that the use of long-run VA improves policy effectiveness by a factor of two compared to traditional VA measures.

Hellings, J., & Haelermans, C. (2022). **The effect of providing learning analytics on student behaviour and performance in programming: a randomised controlled experiment.** *Higher Education*, 83(1), 1-18. <https://doi.org/10.1007/s10734-020-00560-z>

We use a randomised experiment to study the effect of offering half of 556 freshman students a learning analytics dashboard and a weekly email with a link to their dashboard, on student behaviour in the online environment and final exam performance. The dashboard shows their online progress in the learning management systems, their predicted chance of passing, their predicted grade and their online intermediate performance compared with the total cohort. The email with dashboard access, as well as dashboard use, has positive effects on student behaviour in the online environment, but no effects are found on student performance in the final exam of the programming course. However, we do find differential effects by specialisation and student characteristics.

Ibrahim, F., Padilla-Valdez, N., & Rosli, U. K. (2022). **Hub-and-spokes practices of blended learning: trajectories of emergency remote teaching in Brunei Darussalam.** *Education and Information Technologies*, 27(1), 525-549. <https://doi.org/10.1007/s10639-021-10754-2>

The recent global pandemic has conveyed emergency remote teaching (ERT) specifically the blended approach, an indispensable alternative teaching and learning delivery in formal schools. In Brunei secondary schools, the blended learning approach formed the core 'Continuity Learning Plan' for instruction along with the mandated educational changes accruing to the social and economic challenges of the twenty-first century learning system. Its widespread adaptation underlies teachers' transitional initiatives and practices which must have reshaped the structural climate and relational dynamics of conventional instruction. Espousing the continuous learning model, this paper envisages to investigate the adaptive-related practices of Bruneian secondary school teachers and learners employing blended learning. Qualitative research approach with semi-structured interview was adopted in the study with respondents comprising of 18 teachers and 13 students. Thematic coding and recursive analysis of data revealed seven (7) dimensions or centre points of blended learning and teaching practices, namely: technological, interactive and effectiveness, added value, feasibility, pedagogical, institutional support and evaluation of success. In general, results suggest the Hub-and- Spokes model that organic support, integrated implementation and professional readiness are germane to the adaption of a functional and manageable blended delivery approach.

Jarraud, F. (2022a, janvier 18). **Quels principes éthiques pour un bon prof ?** Consulté 19 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/19012022Article637781706616069380.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514218

« Être présent, c'est être en résonance avec le groupe avec lequel on travaille. Être impliqué, pourrions-nous dire. La présence, c'est aussi savoir être là, dans l'immédiate actualité de ce qui arrive. Être disponible. La présence c'est enfin, ne l'oublions pas un art du présent au sens du cadeau, de ce que l'on donne : son énergie, ses compétences, son savoir. » Dans *The Conversation*, Eirick Prairat revient sur l'éthique du métier. Il y la présence, mais aussi la justice, la bienveillance et le tact.

Jarraud, F. (2022b, janvier 21). **Florian Cramarégeas : L'interdisciplinarité, une légitimation contrariée.** Consulté 25 janvier 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/01/21012022Article637783438981125536.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514263

On se souvient des EPI imposés dans les collèges par N Vallaud-Belkacem. Puis de leur retrait par JM Blanquer quelques mois plus tard. C'est un épisode de plus de « l'avancée sinusoïdale » de l'interdisciplinarité en France dans le second degré, estime Florian Cramarégeas. Sa thèse (Université de Bordeaux) revient sur 60 années d'histoire éducative où l'interdisciplinarité a navigué entre injonctions politiques, dispositifs et pratiques enseignantes.

Krouska, A., Troussas, C., & Sgouropoulou, C. (2022). **Mobile game-based learning as a solution in COVID-19 era: Modeling the pedagogical affordance and student interactions.** *Education and Information Technologies*, 27(1), 229-241. <https://doi.org/10.1007/s10639-021-10672-3>

The closure of educational institutions due to the COVID-19 pandemic leads imperatively to the utilization of technological advances and the Internet for enabling the continuity of learning. To this direction, Mobile Game-based Learning (MGbL) can be beneficial to teaching and learning; since, from technological perspective, most students prefer to use their mobile devices, such as smartphones or tablets, and from pedagogical perspective, incorporating gaming in educational process can boost students' motivation for learning and improve their learning outcomes. Hence, this study investigates learners' intention to use MGbL as an alternative educational practice during the COVID-19 pandemic, by modeling the pedagogical affordance of this technology and student interactions with it. As a testbed for this research, a MGbL application was used for the instruction of the programming language C# in higher education, during the lockdown period of 2020. The findings reveal that the MGbL technology has a significant and positive impact on student engagement and academic performance.

Kulikowski, K., Przytuła, S., & Sułkowski, Ł. (2022). **E-learning? Never again! On the unintended consequences of COVID-19 forced e-learning on academic teacher motivational job characteristics.** *Higher Education Quarterly*, 76(1), 174-189. <https://doi.org/10.1111/hequ.12314>

During the COVID-19 pandemic, universities worldwide are going into 'emergency mode'—radically transforming education by switching to online and e-learning education. In the face of these emergent changes, many academic teachers who are unwilling to use e-learning or who lack the appropriate competences are suddenly being forced to teach via electronic devices and the Internet. But how will this COVID-19 forced e-learning influence academic teachers' motivation and performance? In this conceptual paper, drawing from Job Characteristics Theory—a model of human work motivation, we would like to discuss the possible changes in six motivational job characteristics of the academic teacher's job (task identity, task significance, skill variety, feedback, autonomy, social dimensions of the work) caused by COVID-19 forced e-learning. Our concise conceptual elaboration might spark a debate on the possible unintended consequences of COVID-19 forced e-learning.

Kumar, A., & Mantri, A. (2022). **Evaluating the attitude towards the intention to use ARITE system for improving laboratory skills by engineering educators.** *Education and Information Technologies*, 27(1), 671-700. <https://doi.org/10.1007/s10639-020-10420-z>

Embedded system course requires the manifestation of acquired knowledge through the transfer of the relevant skill set in a hands on environment to achieve the respective course outcome. Laboratory skills provide the optimum exposure and experiential learning to obtain real time solutions for real time problems. The present embedded system course mainly focuses on application development rather than hardware abstraction resulting in an incomplete skill set. The proposed solution in the form of Augmented reality interactive table - top environment (ARITE), an assistive learning tool, for freshmen of engineering is designed to explore from hardware abstraction level to application development level. It uses augmented reality-driven pedagogy to help grasp the intricate concepts of embedded systems quickly and seamlessly. This paper

focuses on assessing the intent of educators to use the ARITE system in a real - time environment for teaching embedded system courses. The Technology Acceptance Model (TAM) is used to evaluate the parameters such as perceived ease of use, perceived usefulness, attitude towards use, and behavioral intent for educators to use the ARITE. A total of 34 engineering educators involved in this study were introduced to the ARITE system and their input gathered on a seven - point Likert survey questionnaire. The result shows the educators have a positive attitude towards using the ARITE system to teach laboratory skills in embedded system courses. In addition, the future work is to implement ARITE to impart embedded system laboratory courses to students and measure the laboratory skills gained and its impact on cognitive load, learning motivation, self-efficacy and critical thinking.

Markakis, K. (2021). **Du holding dans la relation pédagogique.** *La nouvelle revue - Education et société inclusives*, 92(6), 173-185. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-173.htm>

Dans une approche clinique d'orientation psychanalytique en sciences de l'éducation, je tente de penser l'expérience psychique de la pratique du métier de coordonnateur d'Ulis collège. Ici, la notion du rapport à la pratique professionnelle est mise au travail à partir du dispositif de l'entretien clinique de recherche. En mettant la focale sur l'interaction interviewer-interviewée, je propose certaines hypothèses sur les mécanismes psychiques à l'œuvre chez une coordonnatrice d'Ulis en rapport avec son terrain professionnel et, notamment, sa relation pédagogique avec les élèves. Les hypothèses mettent en lumière une certaine rêverie dans le cadre clinique de l'entretien qui permet à l'enseignante de construire des formes représentables du holding dans la relation pédagogique.

Martin, J.-C. (2022). **Un engagement en éducation et recherche.** Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343251486?utm_source=phplist&utm_campaign=message_33179&utm_medium=email&utm_content=lienTitre

L'engagement est l'affaire d'une vie. Il se nourrit d'idées et réflexions, écloses dans l'enfance, qui deviennent convictions, grâce aux interférences propices de rencontres et aux progrès des connaissances qui le renforcent. Il se prolonge en projets et actions prenant au sérieux leurs conséquences morales et sociales. Il s'enrichit, en outre, par les voyages, les activités culturelles et sportives, les plaisirs d'inventer, créer, aider et aimer. En éducation, un tel engagement s'inscrit dans les principes d'intérêt général, de laïcité et de pédagogie adaptée, d'une École de la République où la réussite de chacun est l'objectif premier : Tous les enfants sont nos enfants. Sélection n'est pas formation. En recherche, il réclame une ouverture sur l'interdisciplinarité et un échange des méthodes et des savoirs spécialisés, visant à l'approfondissement critique de concepts fondamentaux, encore restés flous. Pour la vie, cet engagement assigne de combattre l'inhumanité de l'humanité.

Mas, S. (2022). **« Devenir inverseur ». Trajectoire de participation d'une enseignante à un tchat animé par le collectif Inversons la classe !** *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10250>

Autour de 2006, s'élabore la pratique dite de la « classe inversée ». Cette pratique bénéficie aujourd'hui d'un certain engouement. En France, la création en 2014 du

collectif Inversons la classe ! dévolu à la formation en témoigne. Dans cet article, nous nous interrogerons sur le développement professionnel des enseignants dans le contexte des réseaux sociaux numériques en observant les discussions d'un chat mis en place par ce collectif. Si le phénomène des communautés en ligne et l'intérêt de la recherche pour le développement professionnel dans ces espaces n'est pas nouveau, il se renouvelle avec l'essor du web social et de ses usages par les enseignants et collectifs d'enseignants. Constituées de traces d'activité issues des réseaux sociaux numériques et d'un entretien, nos données permettent de décrire une trajectoire individuelle de participation au regard des indicateurs de développement professionnel retenus. Nos résultats indiquent que les changements de pratique déclarés ne se sont pas construits socialement au cours des discussions avec les autres participants. Nous observons davantage un engagement progressif dans un processus de négociation identitaire qui permet à l'enseignante de trouver peu à peu une reconnaissance parmi les « inverseurs », notamment grâce à la relation construite avec une figure centrale du collectif.

Masse, F. (2021). **Innovations ordinaires de coordonnateurs d'Ulis école au cœur de dispositifs étayant des élèves autrement capables.** *La nouvelle revue - Education et société inclusives*, 92(6), 71-86. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-71.htm>

La transformation des Clis (Classe pour l'inclusion scolaire) en dispositifs Ulis (Unité localisée pour l'inclusion scolaire) en France, dans le cadre des derniers textes portant l'école inclusive (2013, 2015, 2017, 2019), amène les coordonnateurs de cette unité à innover dans leurs pratiques professionnelles. Nous avons cherché à comprendre comment cinq coordonnateurs d'Ulis école développent leur activité professionnelle pour rendre effective l'Ulis comme dispositif étayant des élèves autrement capables, en dépassant le travail empêché, contrarié ou leurs dilemmes de métier. Nous avons donc fondé notre étude sur l'épistémologie et la méthode de la clinique de l'activité.

Matthieu, E. (2021). **Étude des caractéristiques de l'engagement et de la persévérance chez des enseignants-chercheurs impliqués dans un projet pédagogique innovant.** Consulté à l'adresse <https://savoirs.usherbrooke.ca/handle/11143/18992>

Aujourd'hui, l'innovation pédagogique est fortement encouragée par les établissements d'enseignement supérieur et les tutelles ministérielles. L'engagement et la persévérance des enseignants sont des éléments d'une importance majeure pour le développement et la pérennisation des programmes pédagogiques. Or, peu de données ont été rapportées au sujet de l'engagement et de la persévérance des enseignants-chercheurs en contexte pédagogique innovant. Les objectifs de cette étude étaient d'identifier et de comprendre les caractéristiques de l'engagement et de la persévérance des enseignants-chercheurs, dans le cadre du projet MAN-IMAL, lauréat des « Initiatives d'excellence en formations innovantes », et porté par quatre établissements français d'enseignement supérieur. La méthodologie retenue était mixte, et comportait un questionnaire standardisé et deux groupes de discussion. Les enseignants-chercheurs ayant participé à l'étude étaient très impliqués dans le projet MAN-IMAL, dans sa conception et dans son fonctionnement pour la plupart d'entre eux. L'étude a montré un certain nombre de caractéristiques dans l'engagement et la persévérance des enseignants-chercheurs. Cet engagement et cette persévérance ont été mis en évidence dans un contexte de socialisation portée par la constitution d'une communauté de pratiques qui comprenait des enseignants-chercheurs, des conseillers

pédagogiques et par certains aspects les étudiants. L'innovation pédagogique a participé à la construction de cette communauté de pratiques. L'étude a également montré que cet engagement et cette persévérance était dépendante du soutien des cadres intermédiaires de l'enseignement supérieur et des leaders stratégiques (porteurs) du projet. L'engagement et la persévérance ont également été influencés par la perception de stress par les enseignants-chercheurs dans le cadre du projet innovant. Cette étude a donc permis de décrire et de comprendre l'engagement et la persévérance des enseignants-chercheurs dans un contexte d'innovation pédagogique. Il serait intéressant maintenant d'obtenir des données quantitatives sur un effectif d'enseignants-chercheurs plus important qui pourraient permettre d'identifier des facteurs favorisant l'engagement et la persévérance et peut-être de les discriminer en fonction de leur importance.

McMinn, M., Dickson, M., & Areepattamannil, S. (2022). **Reported pedagogical practices of faculty in higher education in the UAE.** *Higher Education*, 83(2), 395-410. <https://doi.org/10.1007/s10734-020-00663-7>

Higher education in the United Arab Emirates (UAE) is a relatively modern phenomenon, but it is a sector which has experienced immense growth since the first national university opened in 1976. A wide diversity of faculty, in terms of experience, nationalities, and qualifications, is employed to teach in the country's higher education institutions. In this article, the faculty's reported pedagogical practices taking place in universities across the country are reported. A well-established, pre-developed survey tool was used to gather quantitative data which ultimately classifies responses as employing more student-centric or teacher-centric approaches. A total of 130 participants, drawn from multiple institutions, were surveyed. The findings indicated that overall, faculty tended to adopt a student-centric approach to teaching significantly more frequently than a teacher-centric approach. However, there were significant variations in the adoption of student- or teacher-centric approaches by faculty gender, subject specialism, and presence of a vocational teaching qualification. Female faculty adopted a student-centric approach to teaching significantly more frequently than did their male counterparts. However, STEM faculty adopted a teacher-centric approach to teaching significantly more frequently than did their non-STEM peers. Further, faculty who did not hold vocational teaching qualifications also adopted a teacher-centric approach to teaching significantly more frequently than did their peers who held vocational teaching qualifications.

MESSAOUI, A., & Loffreda, M. (2021). **Pratiques informationnelles professionnelles des enseignants du secondaire : état des lieux et perspectives.** *22e Colloque International sur le Document Numérique*. Présenté à Paris, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03517230>

Mohamed, A. (2022). **Teaching highly mixed-ability CS1 classes: A proposed approach.** *Education and Information Technologies*, 27(1), 961-978. <https://doi.org/10.1007/s10639-021-10546-8>

With the increased reliance on technology, computer programming has emerged as an essential skill that is interesting to many audiences beyond merely computer scientists. As a result, many students from various disciplines take first-year computer science courses. This led to classrooms with a lot of diversity in student motivation, backgrounds, learning needs, and educational levels. Teaching the same material to such a diverse group is

challenging. The aim of this paper is two-fold. Firstly, we present a flipped-based approach that benefits from the mixed-ability nature of first-year programming courses rather than considering it as a burden. Secondly, we present a study that evaluates the extent to which the proposed approach enhances student learning in such a mixed-ability environment. The study was conducted in a first-year course at the University of British Columbia – Okanagan, and it was based on three components: 1) a survey of 25 Likert items ($n = 46$), 2) class average grade and pass rate over 6 years ($n = 42 + 38 + 56 + 79 + 90 + 74$), and 3) student ratings of the course over 5 years ($n = 42 + 38 + 56 + 79 + 90$). Findings of the survey indicate an overall positive students' impression with no significant difference in the opinions of various student populations. Analyzing the course grades, pass rates, and student ratings confirmed the survey findings and showed an overall improvement in grades, pass-rates, and student satisfaction.

Moussay, S., & Abourjeili, S. A.-R. (2022). **Une intervention en clinique de l'activité à visée transformative : apports pour la conception d'une formation de formatrices et formateurs libanais.** *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10185>

Historiquement ancrée dans la culture des réformes successives dans le champ de l'éducation, la question de la formation continue des formatrices et formateurs libanais demeure centrale malgré les efforts consentis par le ministère de l'éducation et de l'enseignement supérieur. Inscrite dans ce contexte d'une volonté au changement et en réponse à une commande du Centre de recherche et de développement pédagogiques libanais, l'intervention-recherche en clinique de l'activité visait le développement de l'activité des formateurs d'enseignants par la médiation des outils de l'analyse de l'activité. L'analyse des données d'entretien d'autoconfrontation et des échanges collectifs donne lieu à des résultats tangibles sur le développement de l'activité des formateurs et les transformations concrètes reprises au cours des échanges entre pairs et responsables de centres de formation. Les résultats de l'intervention mettent en discussion la question de l'usage de l'analyse de l'activité pour la conception d'une formation de formateurs.

Nørgaard, B., Spliid, C., Beagon, U., Kövesi, K., Riitta, L., & Jenni, K. (2021). **Mapping of Existing Practices and Diverse Pedagogical Approaches: Report R5 of the A-STEP 2030 project** (Report, Aalborg universitet (Denmark); TU Dublin; ENSTA Bretagne; Helsinki Metropolia University of Applied Sciences). Consulté à l'adresse <https://hal-ensta-bretagne.archives-ouvertes.fr/hal-03469357>

Nørgaard, B., Spliid, C., Beagon, U., Kövesi, K., Tabas, B., Riitta, L., ... Spaas, J. (2021). **Report on the Methodological Framework of new Pedagogical Approaches** (Report, Aalborg universitet (Denmark); TU Dublin; ENSTA Bretagne; Helsinki Metropolia University of Applied Sciences; BEST). Consulté à l'adresse <https://hal-ensta-bretagne.archives-ouvertes.fr/hal-03469400>

This report summarises the methodology used to create scenarios as part of the innovative teaching pedagogies proposed in the A-STEP 2030 (Attracting diverSe Talent to the Engineering Professions of 2030) project. This project is an EU Erasmus+ project funded under call number 2018-1-FR01-KA203- 047854. The report begins by describing the overall project and the organisation of the learning and teaching activity. The scenarios were co-created with student participants and academic staff in the learning

and teaching activity - A-STEP 2030 Summer School which was held in August 2021. The specific scenarios created by participants are described in this report and can be used by engineering educators in delivery of engineering programmes. More detailed videos are also included on the project website (www.astep2030.eu)

Pelé, F.-M., Munoz, G., & Parage, P. (2021). **Analyse du tutorat d'un collectif d'élèves en podologie en école d'application.** *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17344>

We present the analysis of the activity of two tutors accompanying simultaneously the learning during the care activity of several learners within a Podology-Pedicuria training institute's application school which welcomes patients in « foot clinic » as well as in private practice. How do the tutors proceed to articulate care activity and learning activity, or according to professional didactics (Pastré, 2011) productive activity and constructive activity? Through a three-step methodology (comprehensive interview, systematic observation and self-confrontation), the analysis of conceptualization in action (Vergnaud, 2007) of tutors allows to determine two pragmatic concepts (Pastré, 2011) what orient their action from a diagnosis of situation that works in dialectical mode.

Pelgrims, G., Delorme, C., & Muñoz, M. C. (2021). **Pratiques d'enseignement faisant obstacle à l'autorégulation d'élèves institutionnellement déclarés à besoins éducatifs particuliers: quelques conditions pour leur permettre d'être autrement capables.** *La nouvelle revue - Education et société inclusives*, 92(6), 37-55. Consulté à l'adresse <http://www.cairn.info/revue-la-nouvelle-revue-education-et-societe-inclusives-2021-6-page-37.htm>

Les dispositifs d'enseignement spécialisé et de soutien à l'intégration en classe ordinaire d'élèves déclarés à besoins éducatifs particuliers se caractérisent notamment par une fonction essentielle d'aide et des pratiques d'aide dont les élèves semblent dépendre pour s'engager et persévérer dans l'apprentissage. En s'appuyant sur différents résultats de travaux, cet article argumente et illustre comment certaines pratiques nuisent à l'autorégulation socio-affective des élèves confrontés à des obstacles et, partant, à leurs apprentissages. Il propose ensuite certains principes pédagogiques et didactiques guidant, en formation d'enseignants spécialisés, la planification, la mise en place et la régulation de pratiques d'enseignement mieux à même de rendre les élèves autrement capables d'autorégulation et de surmonter des obstacles.

Plak, S., Cornelisz, I., Meeter, M., & van Klaveren, C. (2022). **Early warning systems for more effective student counselling in higher education: Evidence from a Dutch field experiment.** *Higher Education Quarterly*, 76(1), 131-152. <https://doi.org/10.1111/hequ.12298>

Early Warning Systems (EWS) in higher education accommodate student counsellors by identifying at-risk students and allow them to intervene in a timely manner to prevent student dropout. This study evaluates an EWS that shares student-specific risk information with student counsellors, which was implemented at a large Dutch university. A randomised field experiment was conducted to estimate the effect of EWS-assisted counselling on first-year student dropout and academic performance. The results show that the EWS accurately predicts at-risk students. Yet, EWS-assisted counselling did not reduce dropout, nor improved academic performance. Solving the underlying problem of poor academic performance might require additional actionable feedback and recommended counselling practices.

Rodgers, W. J., Morris-Mathews, H., Romig, J. E., & Bettini, E. (2022). **Observation Studies in Special Education: A Synthesis of Validity Evidence for Observation Systems**. *Review of Educational Research*, 92(1), 3-45. <https://doi.org/10.3102/00346543211042419>

Classroom observation research plays an important role in policy, practice, and scholarship for students with disabilities. When interpreting results of observation studies, it is important to consider the validity evidence provided by researchers and how that speaks to the intended use of those results. In this literature synthesis, we used Kane's argument-based approach to validity to describe evidence of validity for uses of observation instruments in classroom observation research regarding teachers of students with disabilities. We identified 102 studies from 1975 to 2020 that met inclusion criteria. Results indicated many studies did not report validity evidence to support their use of the observation instruments. Over time, reporting levels for much of the evidence has remained relatively constant, but we noted a consistent decrease in number of observations conducted per teacher and a consistent and large increase in reporting of teacher participant characteristics. We provide implications of this for research and practice and suggestions for improving classroom observation research.

Schlumberger, E. (2022). **L'école maternelle intime: Pour un environnement propice au bien-être et à l'autonomie de l'enfant**. Consulté à l'adresse https://www.editions-harmattan.fr/livre-9782343250779?utm_source=phplist&utm_campaign=message_33199&utm_medium=email&utm_content=lienTitre

Plongée dans l'intimité d'une école maternelle à travers une galerie de portraits - des éducateurs aux bambins - en plein coeur des beaux quartiers parisiens. On imagine une ribambelle d'enfants bien élevés buvant les paroles de leur prof ! Il n'en est rien. L'école maternelle est une jungle, à l'instar de notre société, qui résiste à l'enseignement traditionnel. C'est pourquoi la petite troupe enseignante décide de faire sa révolution : elle cherche, se forme, se pose mille questions, rencontre divers jardiniers des apprentissages, pour transformer sa façon de « faire l'école ». Plus qu'un récit, L'école maternelle intime vous immerge dans les doutes et les réflexions, les errances et les souvenirs, les obstacles et les tremplins... Véronique Tomala

Schmitt, C., Deschanet, E., & Majdouline, I. (2021). **Entreprendre et innover dans les formations à l'université**. Consulté à l'adresse <https://www.lcdpu.fr/livre/?GCOI=27000100988580>

Shahjahan, R. A., Estera, A. L., Surla, K. L., & Edwards, K. T. (2022). **"Decolonizing" Curriculum and Pedagogy: A Comparative Review Across Disciplines and Global Higher Education Contexts**. *Review of Educational Research*, 92(1), 73-113. <https://doi.org/10.3102/00346543211042423>

Drawing on the global interdisciplinary literature on decolonizing curriculum and pedagogy (DCP) in higher education, we critically examined the idea of decolonizing in the context of disciplines and universities around the world. Based on a critical analysis of 207 articles and book chapters published in English and centering a geopolitics of knowledge frame, we present three themes: (a) decolonizing meaning(s), (b) actualizing decolonization, and (c) challenges to actualizing, all related to DCP. We observed three major meanings of decolonization and four ways to actualize DCP that were associated with geographical, disciplinary, institutional, and/or stakeholder contexts. We argue that

while there are similarities within the literature, ultimately the meanings, actualizations, and challenges of DCP are contextual, which has political and epistemological consequences. We end by offering directions for education research on DCP, revealing the possibility for a field or discipline of decolonial studies.

Shrestha, S., Haque, S., Dawadi, S., & Giri, R. A. (2022). **Preparations for and practices of online education during the Covid-19 pandemic: A study of Bangladesh and Nepal.** *Education and Information Technologies*, 27(1), 243-265. <https://doi.org/10.1007/s10639-021-10659-0>

Online education has been adopted widely to address the educational chaos created by the Covid-19 pandemic. Reports on its constraints and challenges appear daily in the global media. However, accounts of teachers' and students' experiences of this abrupt shift in pedagogical modality are conspicuously absent in the available literature. This article reports the findings of a study that explored teachers' and students' experiences of online education during the pandemic in the context of higher education in Bangladesh and Nepal. The online survey with 147 students and 76 teachers and interviews with a sub-sample of 17 participants indicate that they adapt the action potentials of the digital artifacts to local contexts and use them in the best possible ways to facilitate their communication and enhance student learning in difficult circumstances. The major challenges and constraints they experience in transitioning to online education include poor network, lack of digital skills, lack of technological support from institutions among others. The study findings indicate some pressing policy, pedagogical and research implications, which are discussed in the final section.

Svensson, M., Wagnsson, S., & Gustafsson, H. (2021). **Can motivational interviewing be a helpful professional tool? Investigating teachers' experiences.** *Educational Research*, 63(4), 440-455. <https://doi.org/10.1080/00131881.2021.1989318>

Background: Motivational interviewing (MI) is a collaborative communication style used to enhance behaviour change, and there is increasing support for using MI in schools. However, little is known about school-based MI from a teacher perspective and how MI is applied by teachers in their daily work. Understanding teachers' use and experiences of MI could provide valuable information for future school development and teacher education. Purpose: This study aimed to explore teachers' experiences and perceptions of applying MI in Swedish compulsory schools (grades 1–9; 7–15 years). Methods: Interviews were conducted with 13 teachers, who taught different subjects in grades 4–9 (10–15 years). The teachers were from five schools in five different municipalities. They all had received a three- or four-day intensive training programme in MI. A qualitative content analysis approach was used to analyse the data. Findings: Our analysis indicated that teachers perceived MI to be a useful method that provided concrete tools to apply in their daily work. The teachers thought that MI facilitated their relational work, and helped them to become more guiding and autonomy-supportive than before. Hence, the teachers expressed a wish that MI should be included in teacher education. In addition, some teachers felt that MI could be effective in conflict management, to respond to pupils with challenging behaviour and to strengthen pupils' motivation, as well as in conversations with parents. However, teachers considered that lack of time was an obstacle to the application of MI in school and noted that MI requires ongoing training and continuity in order to be effective. Conclusions: This small-scale study draws attention to MI's potential as a supportive tool. Further research is needed to determine

how far it may help teachers in a range of educational settings as they seek to foster collaborative relationships in school and facilitate relational work with their pupils.

Tavares, O., Sin, C., Sá, C., Bugla, S., & Amaral, A. (2022). **Inbreeding and research collaborations in Portuguese higher education**. *Higher Education Quarterly*, 76(1), 102-115. <https://doi.org/10.1111/hequ.12301>

The aim of this paper is to analyse the relationship between academic inbreeding in Portugal and research collaboration, using co-authored publications as proxies. As previous research has shown that inbreeding is detrimental for research collaborations, it is hypothesised that academic inbreeding will lead to smaller research networks and, consequently, to fewer co-authored publications outside the institution of affiliation. Relying on a large data set which merged information on academics, their inbreeding status and their publications, binomial negative and fractional models were estimated to test the hypothesis. Findings show that inbred academics have smaller research networks; while they publish most co-authored papers, the relative weight of publications written in collaboration with institutional colleagues is the highest. In contrast, non-inbred academics with foreign PhDs have larger co-authorship networks. However, they publish most single-authored papers and the weight of their international co-authorships is heaviest. Abstrato Este artigo pretende analisar a relação entre a endogamia académica e a colaboração na investigação, partindo das publicações em coautoria. Dado que alguns estudos mostraram que a endogamia é prejudicial para as colaborações na investigação, a hipótese deste artigo é a de que a endogamia académica está associada a redes de investigação mais pequenas e a menos publicações em coautoria fora da instituição de afiliação. Recorrendo a uma base de dados que combina informação sobre académicos, o seu estatuto de endogamia e as suas publicações, foram estimados modelos binomiais negativos e fracionários para testar a hipótese. Os resultados mostram que os académicos endogâmicos têm redes de investigação menores; embora publiquem a maioria dos artigos em coautoria, o peso relativo das publicações escritas em colaboração com colegas institucionais é superior. Em contraste, os académicos não-endogâmicos, com doutoramentos obtidos no estrangeiro, têm redes de coautoria maiores. No entanto, são também estes que mais publicam artigos sozinhos e o peso das suas coautorias internacionais é superior.

Trébert, D., Bovey, F., Montefusco, C., & Zogmal, M. (2021). **Former à « prendre sa place » dans une équipe du travail social : une dimension collective des pratiques de tutorat**. *Éducation et socialisation. Les Cahiers du CERFEE*, (62). <https://doi.org/10.4000/edso.17092>

Cette contribution porte sur la formation pratique dans le champ du travail social et s'intéresse à la dimension collective des processus de formation. Elle aborde comment une étudiante peut prendre sa place dans l'activité collective du travail, et comment la tutrice et les membres d'une équipe de travail s'y ajustent. Par le biais d'une analyse des interactions, nous cherchons à accéder aux traces détaillées des modalités interactionnelles mises en œuvre au sein d'une institution socioéducative. Dans les trois extraits que nous analysons, nous montrons que prendre sa place au sein d'une équipe représente un défi permanent pour l'apprenante ; mais aussi pour les professionnel·le·s expérimenté·e·s du collectif de travail. De manière générale, la réflexion proposée s'appuie sur une perspective interactionniste et vidéo-ethnographique pour accéder aux spécificités des pratiques tutorales dans le champ du travail social.

Troncy, C. (2021). **Les enseignants, la norme scolaire et la pluralité langagière dans deux écoles immersives à programme français en Californie. Dynamiques des attitudes et des pratiques lors d'une recherche collaborative.** *Glottopol*, (35). <https://doi.org/10.4000/glottopol.302>

Le présent article traite de la formation continue d'enseignants de niveau primaire en poste en Californie dans des établissements scolaires immersifs qui suivent des programmes français. Comment ces enseignants, formés en France, se représentent-ils, conçoivent-ils et prennent-ils en compte la pluralité des répertoires langagiers des enfants dans un contexte sociolangagier où l'anglais, en contacts avec de nombreuses autres langues, domine les échanges sociaux ? Nous tentons de voir dans quelle mesure une recherche collaborative a pu accompagner cette prise en compte et participer à la formation continue des enseignants. Ces questions sont abordées à partir de données construites dans le déroulement de la recherche collaborative, engagée entre chercheurs et enseignants pour une durée de 24 mois entre août 2018 et août 2020.

Tuhkala, A. (2021). **A systematic literature review of participatory design studies involving teachers.** *European Journal of Education*, 56(4), 641-659. <https://doi.org/10.1111/ejed.12471>

Participatory design is a well-known approach that involves stakeholders in designing technologies and other innovations. In education, participatory design is especially advocated for involving students with special needs. However, less attention has been paid to how participatory design can help in collaborations with teachers. This paper presents a systematic literature review of participatory design studies conducted between 2007 and 2017 that involved teachers. A comprehensive compilation of studies was collected from fourteen search engines and databases. Participatory design studies that involved teachers were analysed, organised and synthesised to produce an overview of the studies. The studies were organised into three thematic categories by research topics: (1) environments, (2) practices, and (3) technologies. Studies focusing on environments included for example teacher involvement in designing physical buildings and technologies that were integrated into the environment. Studies focusing on practices considered professional communities, instructional planning, and professional development programmes. Studies focusing on technologies included for example teacher involvement in designing assessment and monitoring tools, educational games, learning and teaching applications, security and safety technologies, and technology for special needs. This systematic literature review provides a solid starting point for future participatory design research involving teachers.

Valencia Mazzanti, C., & Karsli-Calamak, E. (2022). **"Kind of interrupting": teachers of young children understanding mathematics learning and linguistic diversity.** *International Journal of Qualitative Studies in Education*, 35(2), 210-227. <https://doi.org/10.1080/09518398.2020.1829740>

This article examines the shared experiences and understandings teachers draw on to teach children with an awareness of linguistic diversity. To do so, we analyzed interviews from Turkey and the United States and drew on philosophical hermeneutics as a way to develop a disruptive understanding of teachers' views regarding the role of languages in mathematics learning. We pose that teachers' perspectives about languages and children's ability to learn are challenged when there is an interruption, an event that fails to reflect the normative linguistic practices of hegemonic groups. We found teachers' understandings fluctuate as part of an organic sense-making process of events in their

classrooms, portraying perspectives such as multilingual students' ability to learn, assumptions which limit expectations for children's learning, the ability of mathematics to be experienced as its own mode of communication, as well as a willingness to effectively teach children.

van der Linden, S., van der Meij, J., & McKenney, S. (2022). **Teacher Video Coaching, From Design Features to Student Impacts: A Systematic Literature Review**. *Review of Educational Research*, 92(1), 114-165. <https://doi.org/10.3102/00346543211046984>

Video and coaching as vehicles for teachers' professional development have both received much attention in educational research. The combination of the two, video coaching, where teachers watch and discuss videos of their own practice with a coach, seems especially promising, but there is limited insight into how the design leads to desired teacher and student outcomes through mediating enactment processes. This review systematically synthesized the occurrences and co-occurrences of video coaching design features, enactment processes, teacher outcomes, and student impacts as reported in 59 empirical studies. The literature corpus contained information on design features for all studies, but the video coaching enactment processes were described in only half of the studies. Altogether, the studies showed that video coaching can support some positive teacher outcomes, such as changes in pedagogical behavior, but evidence was not consistently reported for all types of outcomes. Few studies examined impacts on learners. Taken together, this review revealed important gaps in knowledge, which highlights the importance of paying attention to unpacking teacher learning processes.

Vikas, S., & Mathur, A. (2022). **An empirical study of student perception towards pedagogy, teaching style and effectiveness of online classes**. *Education and Information Technologies*, 27(1), 589-610. <https://doi.org/10.1007/s10639-021-10793-9>

With online education taking centerstage in recent times, the primary objective of this study is to find out the student perception of online classes from teachers who had no past experience of online teaching, with respect to their teaching effectiveness, teaching style and pedagogy in an online classroom. This study is exploratory in nature. Using a structured questionnaire, 356 completed responses were received and analysed using the available research tools.

Zhang, H., & Zhang, M. (2022). **Tendances et évolution des recherches sur la classe inversée en Chine et dans le monde**. *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10293>

La classe inversée, apparue dans le système scolaire et universitaire chinois en 2011, y a reçu un bon accueil. Cet article présente, à partir d'une étude bibliométrique, les grandes tendances de la recherche anglophone et sinophone sur la question, entre 2010 et 2020. Il s'agit d'abord, dans ces travaux scientifiques, de décrire les éléments innovants : pour ce qui est des outils, recours aux technologies numériques, supports multimédias ; pour ce qui est de la pédagogie, centration sur les apprenants, apprentissage par l'activité, souvent coopérative, distinction entre tâches de bas niveau, réalisées avant le cours, et tâches de haut niveau, notamment de résolution de problèmes, réalisées pendant le cours. Une partie des recherches recensées évaluent, au moyen de méthodes diverses, les effets sur les apprentissages et les performances scolaires, la construction de l'autonomie, les capacités de réflexion critique et de travail en équipe. L'article montre aussi comment les travaux scientifiques sur la question

croisent différentes disciplines de recherche, quelles sont les spécificités selon les domaines abordés, et les grandes tendances des évolutions récentes, notamment en Chine : étude des caractéristiques locales et de la diversification des formes d'inversion, mais aussi attention portée aux limites de ces pédagogies et relativisation de leur caractère innovant.

Relation formation-emploi

Harrison, N., Baker, Z., & Stevenson, J. (2022). **Employment and further study outcomes for care-experienced graduates in the UK.** *Higher Education*, 83(2), 357-378. <https://doi.org/10.1007/s10734-020-00660-w>

Life outcomes for people who spent time in the care of the state as children ('care-experienced') are known to be significantly lower, on average, than for the general population. The reasons for this are complex and multidimensional, relating to social upheaval, disrupted schooling, mental and physical health issues and societal stigmatisation. Previous studies across several countries have demonstrated that they are significantly less likely to participate in higher education and more likely to withdraw early. However, little is currently known about their outcomes after graduation.

Réussite scolaire

Andreu, S., Conceicao, P., Eteve, Y., Fabre, M., Fleury, D., Rocher, T., ... Vourc'h, R. (2022). **Confinement et fermeture des écoles au printemps 2020 : le vécu des familles d'enfants scolarisés en CP et en CE1.** *Note d'Information*, (22.03). Consulté à l'adresse <https://www.education.gouv.fr/confinement-et-fermeture-des-ecoles-au-printemps-2020-le-vecu-des-familles-d-enfants-scolarises-en-327017>

Entre la mi-mars et la mi-mai 2020, les élèves ont suivi leur scolarité à distance en raison de la crise sanitaire.

Boumazguida, K., Temperman, G., & Lièvre, B. D. (2022). **Quels outils d'aide à la réussite pour quels profils d'apprenants dans un MOOC hybride ?** *Recherches en éducation*, (46). Consulté à l'adresse <http://journals.openedition.org/ree/10130>

Dans cette contribution, nous nous intéressons à la performance des inscrits dans un MOOC hybride élaboré en Belgique francophone. Pour ce faire, nous analysons les traces d'apprentissage des apprenants recueillies dans le MOOC. Nous évaluons leur progression entre un pré-test et un post-test et analysons les différentes variables (visionnage de vidéos, échanges sur les outils communicationnels, participation aux quiz, etc.) liées au processus d'apprentissage susceptibles d'influencer celui-ci. Si globalement les apprenants ont progressé, nos résultats ne nous ont pas permis d'identifier de facteurs spécifiques expliquant leur niveau de maîtrise. Nos analyses de catégorisation nous ont toutefois permis de dégager trois profils distincts d'apprenants selon leur utilisation autonome des ressources proposées dans le MOOC hybride et leurs performances : les « non-engagés », les « engagés modérés » et les « peu engagés communicants ».

Fouche, I., & Andrews, G. (2022). **“Working from home is one major disaster” : An analysis of student feedback at a South African university during the Covid-19 lockdown.**

Education and Information Technologies, 27(1), 133-155. <https://doi.org/10.1007/s10639-021-10652-7>

The Covid-19 global pandemic has resulted in many countries moving teaching and learning online. South Africa is a country with major inequalities in terms of access to electricity, internet and information technologies, which have created considerable problems for online learning at institutions of higher learning in the country. In this paper, we analyse student feedback from two large undergraduate English courses at a school of Education of a major South African university. We specifically focus on two qualitative questions which asked students about the challenges they faced and the skills they developed in online learning. Results are considered through the lens of critical digital pedagogies and decolonisation. Our findings indicate that a lack of access and resources, disruptive home environments and unfamiliarity with online learning methods were significant obstacles for students. In addition, many students indicated developing computer skills and learning how to use online resources during the courses. The study suggests that online teaching and learning in South Africa and similar contexts exacerbates inequalities, and must be accompanied by rigorous support structures for students who are vulnerable in these contexts.

Grönqvist, E., Öckert, B., & Rosenqvist, O. (2021). **Does the 'Boost for Mathematics' Boost Mathematics? A Large-Scale Evaluation of the 'Lesson Study' Methodology on Student Performance** (Working Paper Series N° 2021:22). Consulté à l'adresse IFAU - Institute for Evaluation of Labour Market and Education Policy website: https://econpapers.repec.org/paper/hhsifauwp/2021_5f022.htm

Students in East-Asian countries consistently score in the top in international assessments. One possible explanation for this success is their use of 'Lesson study' to enhance teaching practices, but evidence on its effectiveness is still scant. We evaluate a national teacher development pro-gram in Sweden – the 'Boost for Mathematics' – containing core elements of Lesson study, including weekly peer group meetings with an external tutor for an entire academic year. Exploiting the gradual roll-out of the program across compulsory schools, we find that it improves teaching practices and boosts students' mathematics performance. The positive effect on student performance persists also long after the intervention has ended. In addition, we show that the program passes a cost-benefit test. The educational strategies of Asian countries can, thus, be successfully modified and adapted to Western contexts by national policy.

Hornung, E., Schwerdt, G., & Strazzeri, M. (2021). **Religious practice and student performance: Evidence from Ramadan fasting** [CAGE Online Working Paper Series]. Consulté à l'adresse Competitive Advantage in the Global Economy (CAGE) website: <https://econpapers.repec.org/paper/cgewacage/590.htm>

We investigate how the intensity of Ramadan affects educational outcomes by exploiting spatio-temporal variation in annual fasting hours. Longer fasting hours are related to increases in student performance in a panel of TIMSS test scores (1995–2019) across Muslim countries but not other countries. Results are confirmed in a panel of PISA test scores (2003–2018) allowing within country-wave comparisons of Muslim to non-Muslim students across Europe. We provide evidence consistent with the hypothesis that a demanding Ramadan during adolescence affects educational performance by facilitating formation of social capital and social identity via increased religious participation and shared experiences among students.

Liu, V., & Xu, D. (2022). **Happy Together? The Peer Effects of Dual Enrollment Students on Community College Student Outcomes.** *American Educational Research Journal*, 59(1), 3-37. <https://doi.org/10.3102/00028312211008490>

Nationally, 15% of first-time community college students were high school dual enrollment (DE) students, which raises concerns about how high school peers might influence college enrollees. Using administrative data from a large state community college system, we examine whether being exposed to a higher percentage of DE peers in entry-level (gateway) math and English courses influences non-DE enrollees' performance. Using a two-way fixed effects model, our results indicate that college enrollees exposed to a higher proportion of DE peers had lower pass rates and grades in gateway courses, and higher course repetition rates. Supplemental student-level analysis suggests that greater exposure to DE peers during a student's initial semester in college reduces next-term college persistence.

Safsouf, Y. (2021). **Contribution à l'élaboration de modèles décisionnels pour l'amélioration de la réussite des apprenants dans un système d'apprentissage en ligne** (Phdthesis, Université de Bretagne Sud). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03531760>

En raison de la croissance rapide des technologies de l'information et d'Internet, l'apprentissage en ligne a connu une expansion considérable ces dix dernières années. L'Internet et l'éducation se combinent pour permettre aux apprenants d'accéder à des plateformes d'apprentissage en ligne, leur donnant ainsi la possibilité d'acquérir de nouvelles compétences sous une autre forme qu'en présentiel. Bien avant la pandémie du COVID-19, les établissements d'enseignement ont investi dans les systèmes d'apprentissage en ligne pour soutenir l'enseignement traditionnel et améliorer l'expérience et les performances d'apprentissage. Ces systèmes offrent un mode d'apprentissage au rythme de l'apprenant, flexible et, en théorie, disponible partout et à tout moment. Cependant, l'absence de contact direct, le manque d'engagement et de motivation peuvent entraîner une insatisfaction et une mauvaise expérience d'apprentissage. Ceci peut conduire à un désengagement, un abandon et à un taux de réussite nettement inférieur à celui de l'enseignement en présentiel. Cette thèse s'inscrit dans ce contexte. Elle vise à élaborer des modèles conceptuels d'amélioration de la réussite des apprenants dans un système d'apprentissage en ligne. Les résultats des études ont permis de déterminer la réussite, de mesurer l'évolution de l'expérience d'apprentissage, de contribuer à réduire l'abandon scolaire et d'améliorer la performance et la réussite des apprenants en ligne. Des recommandations ont été fournies, ainsi qu'un scénario d'application des contributions réalisées dans le contexte de l'enseignement supérieur en général et dans le système d'enseignement marocain privé et public en particulier.

Schmid, E., & Garrels, V. (2021). **Parental involvement and educational success among vulnerable students in vocational education and training.** *Educational Research*, 63(4), 456-473. <https://doi.org/10.1080/00131881.2021.1988672>

Background Parental involvement is positively associated with students' educational success. However, research shows that levels of involvement and participation vary considerably, depending on parents' social and economic resources. Understanding more about the kinds of involvement that matter to students themselves is important, as it may help to determine how best to support those from less advantageous backgrounds. Purpose The aim of this study was to investigate which forms of parental

involvement students in upper secondary education (age 16–18) who were defined as vulnerable highlight as important for their achievement at school. Method The study was based on the analysis of semi-structured interviews with 25 students in the second year of upper secondary vocational education and training (VET) in Norway. Based on their grades, the students were identified as being at risk of not completing upper secondary education. The majority of the students had an immigrant background and came from families with low socioeconomic resources. The interviews were transcribed and analysed using a reflexive thematic analysis approach. Findings The students acknowledged different forms of parental involvement as a major explanation for their success in school. Five themes were identified by the analysis: social psychological support, supervision of schoolwork, practical support, high expectations and aspirations, and obligation and gratitude towards parents. The students' narratives reveal different kinds of parental involvement practices that are not restricted to parents who hold higher levels of education or who are familiar with the educational system. In addition, their narratives also reflected their need for encouragement and motivation, their need for practical support in everyday school life, and their appreciation of clearly expressed expectations regarding education. Conclusions The findings from this study contribute to the field by describing the specific forms of parental involvement that matter in the eyes of students identified as vulnerable. Furthermore, the findings emphasise the importance of identifying the particular needs of each student and supporting all parents as empowered participants in their children's education.

Tibken, C., Richter, T., von der Linden, N., Schmiedeler, S., & Schneider, W. (2022). **The role of metacognitive competences in the development of school achievement among gifted adolescents.** *Child Development*, 93(1), 117-133. <https://doi.org/10.1111/cdev.13640>

Gifted underachievers perform worse in school than would be expected based on their high intelligence. Possible causes for underachievement are low motivational dispositions (need for cognition) and metacognitive competences. This study tested the interplay of these variables longitudinally with gifted and non-gifted students from Germany (N = 341, 137 females) in Grades 6 (M = 12.02 years at t1) and 8 (M = 14.07 years). Declarative and procedural metacognitive competences were assessed in the domain of reading comprehension. Path analyses showed incremental effects of procedural metacognition over and above intelligence on the development of school achievement in gifted students ($\beta = .139$). Moreover, declarative metacognition and need for cognition interactively predicted procedural metacognition ($\beta = .169$), which mediated their effect on school achievement.

Ulum, H. (2022). **The effects of online education on academic success: A meta-analysis study.** *Education and Information Technologies*, 27(1), 429-450. <https://doi.org/10.1007/s10639-021-10740-8>

The purpose of this study is to analyze the effect of online education, which has been extensively used on student achievement since the beginning of the pandemic. In line with this purpose, a meta-analysis of the related studies focusing on the effect of online education on students' academic achievement in several countries between the years 2010 and 2021 was carried out. Furthermore, this study will provide a source to assist future studies with comparing the effect of online education on academic achievement before and after the pandemic. This meta-analysis study consists of 27 studies in total. The meta-analysis involves the studies conducted in the USA, Taiwan, Turkey, China,

Philippines, Ireland, and Georgia. The studies included in the meta-analysis are experimental studies, and the total sample size is 1772. In the study, the funnel plot, Duval and Tweedie's Trip and Fill Analysis, Orwin's Safe N Analysis, and Egger's Regression Test were utilized to determine the publication bias, which has been found to be quite low. Besides, Hedge's g statistic was employed to measure the effect size for the difference between the means performed in accordance with the random effects model. The results of the study show that the effect size of online education on academic achievement is on a medium level. The heterogeneity test results of the meta-analysis study display that the effect size does not differ in terms of class level, country, online education approaches, and lecture moderators.

Valeurs

Baba, S., Laflamme, J., & Rousseau, M. (2021). **Intégrer le développement durable dans les écoles de gestion : réflexion sur les enjeux et approches pédagogiques.** *Phronesis*, 10(4), 9-37. <https://doi.org/10.7202/1083976ar>

L'intégration des enjeux liés au développement durable dans les curriculums en gestion constitue un sujet d'intérêt croissant, d'autant plus que les organisations – les entreprises comme les universités – sont appelées à prendre leur part de responsabilité face aux crises et la nécessité de transformer profondément les modes de vie et les projets de société. Cet article a précisément pour objectif d'explorer les défis et opportunités de la formation en développement durable dans les écoles de gestion. La réflexion développée dans l'article nous permet de suggérer que l'intégration du développement durable dans les écoles de gestion pourrait être conceptualisée comme une trajectoire d'amélioration continue dans le temps.

Batsleer, J., & Rowley, H. (2021). **Éduquer à la citoyenneté : le cas du travail de jeunesse au Royaume-Uni** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 105-114. <https://doi.org/10.4000/ries.11631>

La recherche Partispaces sur les espaces et les styles de participation des jeunes conduite dans huit villes européennes a montré qu'envisager la participation en termes de normes revient à limiter plutôt qu'à élargir le spectre des différentes formes de participation des jeunes. Cette méconnaissance conduit à la pédagogisation et au paternalisme dans les écoles, en réduisant la participation à un acte individuel au lieu de la comprendre comme un processus relationnel et social appris avec les autres et en tension nécessaire avec eux. Cet article explore ces résultats en relation avec le cas du travail de jeunesse britannique. Il en présente le contexte, les tensions clés et montre, à travers quatre exemples, les potentialités qu'offre la reconnaissance des apprentissages effectués dans ce cadre. Pour être ouvert aux processus d'apprentissage social dans le contexte du travail de jeunesse, il faut des professionnels de la jeunesse qui valorisent avant tout la relation, y compris quand elle est conflictuelle, afin que cette expérience devienne source de participation et d'apprentissage.

Becquet, V. (2021). **(S)'Éduquer par l'engagement : des visées politiques aux expériences formatrices.** *Revue internationale d'éducation de Sèvres*, (88), 43-52. <https://doi.org/10.4000/ries.11340>

L'éducation à la citoyenneté est une mission traditionnellement confiée à l'école au travers de curriculums destinés à l'acquisition de connaissances et de compétences civiques. Elle s'opère également au travers d'une pluralité d'expériences dans et hors de

l'école. Ces dernières se déploient au sein de trois espaces qui en orientent la teneur et permettent d'interroger les manières dont les jeunes apprennent à s'engager et apprennent de l'engagement. Si des visées éducatives sont souvent mises en avant dans les discours politiques et institutionnels, à l'échelle mondiale comme nationale, s'intéresser au quotidien des dispositifs proposés aux jeunes, des collectifs qu'ils investissent et des protestations qu'ils orchestrent éclaire la diversité des apprentissages qui en résultent et leur inscription dans les biographies juvéniles.

Beuf, A. (2021). **Un récit mobilisateur pour la jeunesse : les initiatives des institutions européennes.** *Revue internationale d'éducation de Sèvres*, (88), 22-25. <https://doi.org/10.4000/ries.11240>

En 2017, l'Union européenne (UE) comptait 88 millions de jeunes âgés de 15 à 29 ans, soit 17 % de sa population. À l'appui du renforcement de la gouvernance pour promouvoir la participation de jeunes européens aux processus décisionnels, qui est souhaitée au sein du Conseil des ministres de l'UE, des spécialistes de l'éducation ainsi que des institutions européennes (Commission européenne, Parlement européen) ou consultatives (Comité économique et social européen : CESE) recommandent l'élaborer...

Birgín, A., & Charovsky, M. M. (2021). **Une politique argentine pour recréer le lien scolaire durant la pandémie** (M.-N. Véran, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 16-19. <https://doi.org/10.4000/ries.11197>

L'année 2020 restera gravée dans la mémoire collective comme la période durant laquelle la vie quotidienne s'est trouvée altérée à l'échelle mondiale par la pandémie de Covid-19. En Argentine, les écoles ont dû s'adapter et commencer à enseigner à distance, du matin au soir. Les cours en présentiel ont été suspendus dès deux semaines après la rentrée. La gestion de la pandémie a entraîné une série de mesures économiques et sociales qui ont fortement impacté la vie quotidienne et les systèmes ...

Bois, E., Hugon, M., Feinard-Duranceau, M., & Glomeron, F. (2021). **Être éco-délégué : la construction d'une identité éco-citoyenne, d'un pouvoir d'agir par l'expérience?** *Biennale Internationale de l'Éducation, de la Formation et des Pratiques professionnelles - Édition 2021*. Présenté à Paris, France. <https://doi.org/10.4000/rechercheformation.2725>

Bronner, G. (2021). **Les lumières à l'ère numérique** (p. 124). Consulté à l'adresse Présidence de la République website: <https://www.vie-publique.fr/sites/default/files/rapport/pdf/283201.pdf>

Le rapport établit de manière synthétique l'état des connaissances sur les désordres informationnels à l'ère numérique et sur les perturbations de la vie démocratique qu'ils engendrent et formule des recommandations pour y faire face. Chercher à agir contre la désinformation comporte le risque de porter atteinte à des valeurs essentielles de la démocratie, telles que les libertés d'expression, d'opinion ou d'information. Les recommandations ne visent pas à éradiquer les désordres informationnels mais à limiter la propagation des contenus qui nuisent à la vie démocratique, dissuader les comportements malveillants, sanctionner les pratiques illicites, améliorer la prévention des risques et renforcer la vigilance des utilisateurs.

Caille, J.-P., & Didier, M. (2021). **L'engagement dans le cadre du collège: une affaire de bons élèves?** *INJEP analyses & synthèses*, (53). Consulté à l'adresse <https://injep.fr/publication/lengagement-dans-le-cadre-du-college-une-affaire-de-bons-eleves/>

À 13 ou 14 ans, plus d'un tiers des élèves se sont engagés dans le cadre du collège, soit comme délégués de classe ou au conseil de vie collégienne, soit en exerçant d'autres fonctions au bureau du foyer socio-éducatif, dans le journal du collège ou comme tuteurs d'autres élèves. Que la fonction soit élective ou non, les meilleurs élèves s'engagent toujours plus que les collégiens aux résultats plus fragiles. Par ailleurs, le fait que l'un des parents soit bénévole d'une association favorise l'implication de l'enfant dans la vie du collège et les filles s'engagent davantage que les garçons. Enfin, les descendants d'immigrés originaires d'Afrique subsaharienne et du Maghreb sont plus fréquemment élus délégués de classe que les collégiens sans parent immigré.

Cappellini, M., Impedovo, M. A., & Sanchez, E. (2022). **Pour une professionnalisation des enseignants utilisant le numérique pour un soutien à l'autonomie et à la citoyenneté : Etat de l'art sur les formations à la citoyenneté numérique.** (Report, Aix Marseille Université (AMU)). Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03546656>

Le présent document est une production intellectuelle du projet Erasmus+, actions clé 2, partenariat stratégique dans l'enseignement supérieur Pour une professionnalisation des enseignants utilisant le numérique pour un soutien à l'autonomie et à la citoyenneté (dorénavant PENSA). Le but de ce projet est de mener des actions de formations auprès des enseignants et apprenants de l'enseignement supérieur afin de développer leurs compétences numériques pour qu'ils exercent leur autonomie et leur citoyenneté dans des environnements numériques. En première approximation, on définira l'autonomie comme la capacité à se donner soi-même les règles de son fonctionnement dans un cadre donné. Dans la sphère de l'apprentissage, l'autonomie décrit la capacité à prendre en charge son parcours, de la fixation des objectifs d'apprentissage jusqu'à l'évaluation des acquis et compétences, en passant par la sélection de ressource et l'élaboration de stratégies d'apprentissage. De sa part, la citoyenneté sera définie comme le fait de prendre part au fonctionnement social et démocratique dans toutes ses sphères. La citoyenneté numérique sera ainsi définie comme le fait de prendre part au fonctionnement social dans des environnements intégrant des outils numériques. Le but du présent document est de dresser un état de l'art permettant de cadrer les actions pédagogiques mises en place au sein du projet PENSA. Ce cadrage se développe par une synthèse de la littérature existante sur les pratiques de formation à la citoyenneté numérique. La littérature existante a été regroupée autour de quatre thématiques principales : les écrits portant sur les enjeux actuels de la citoyenneté par rapport aux évolutions liées au numérique ; les études techno-critiques sur le numérique dans la société ; les effets des innovations numériques dans la gouvernance des institutions éducatives ; les approches pédagogiques pour le développement de la citoyenneté numérique. Dans la suite de ce document, nous reprendrons cette répartition en quatre thématiques. Avant de les aborder, la section suivante présentera les principes méthodologiques ayant guidé la constitution du corpus d'articles et ouvrages à la base de notre synthèse.

Carrier, A. (2021). « **Performance** » et pratique professionnelle dans les services de soutien à domicile offerts aux aînés : effets et actions possibles pour assurer un développement durable. *Phronesis*, 10(4), 156-178. <https://doi.org/10.7202/1083982ar>

La reddition de compte et l'optimisation de la performance visent à améliorer la performance des services de soutien à domicile (SSAD) mais ne semblent pas avoir les effets escomptés. Le manque de latitude décisionnelle des professionnels et, conséquemment, leur réactivité insuffisante seraient en cause. Cette réactivité relève

pourtant du rôle d'agent de changement, encore peu investi. Cet article poursuit trois objectifs : 1) Synthétiser les connaissances sur le rôle de la reddition de compte et de l'optimisation de la performance dans la pratique des professionnels des SSAD ; 2) Décrire le rôle d'agent de changement ; et 3) Explorer son enseignement.

Corriveau, A.-M., & Roch, J. (2021). **Analyse comparée de deux stratégies de développement du leadership authentique dans une perspective de développement durable.** *Phronesis*, 10(4), 38-59. <https://doi.org/10.7202/1083977ar>

La mise en oeuvre des objectifs de développement durable force les dirigeants des organisations à développer des capacités cognitives et comportementales pour gérer la complexité qui en découle. Ces capacités peuvent être associées au leadership authentique. Les approches réflexives sont reconnues comme étant prometteuses pour développer ce type de leadership. Elles sont toutefois peu utilisées en contexte de formation universitaire. Cet article compare deux approches d'apprentissage qui visent le développement du leadership chez des étudiants de niveau maîtrise. Il en ressort que l'apprentissage expérientiel par jeux d'actions collaboratifs contribuerait à développer davantage certaines composantes du leadership authentique que le coaching.

Desbiens, J.-F., Mukamurera, J., & Perez-Roux, T. (2021). **Penser la formation, l'insertion professionnelle et l'exercice d'une profession dans le cadre d'un développement durable des ressources humaines : enjeux et perspectives dans un monde sous tension.** *Phronesis*, 10(4), 1-8. <https://doi.org/10.7202/1083975ar>

Le développement durable est un thème d'actualité dont on peut questionner la récupération lorsqu'appliqué au travail destiné à autrui. Les sept contributions de ce numéro thématique s'ancrent dans les domaines de la gestion, de la santé et de l'éducation. Elles examinent, d'une part, comment la formation améliore la préparation à l'exercice d'une profession, cultive le sens de la gestion socialement responsable, module les dynamiques identitaires de même que les reconversions professionnelles. D'autre part, elles questionnent les répercussions d'une certaine culture managériale et professionnelle sur le sens donné par les travailleurs à leur mission, la reconnaissance de leur expertise, leur satisfaction au travail et leur attachement à l'emploi.

Fondeville, B., Beaumatin, A., Constans, S., & Rouyer, V. (2021). **Socialisation et expériences de la citoyenneté des enfants en France.** *Revue internationale d'éducation de Sèvres*, (88), 83-92. <https://doi.org/10.4000/ries.11521>

Cet article se propose d'explorer les expériences de la citoyenneté auprès d'enfants engagés dans des dispositifs relevant, en France, des politiques d'éducation à la citoyenneté dans deux contextes distincts : le conseil municipal d'enfants et le conseil d'élèves à l'école élémentaire. En se basant sur l'observation de leur fonctionnement et sur les discours des enfants, il met en évidence l'irréductibilité de ces expériences aux objectifs éducatifs formels qui leur sont assignés. À l'appui du modèle théorique de la « socialisation active, plurielle, conflictuelle et prospective » de Malrieu, cet article examine la complexité des dimensions en jeu dans ces expériences.

Gaudet, S. (2021). **Les initiatives jeunesse au Canada : des tiers-lieux de l'éducation démocratique.** *Revue internationale d'éducation de Sèvres*, (88), 93-104. <https://doi.org/10.4000/ries.11586>

Cet article présente les résultats d'une ethnographie multisite d'initiatives d'éducation démocratique portées par des organisations de la société civile canadienne. Les

expériences observées contribuent au projet de démocratie participative et révèlent une hybridité de discours sur l'éducation démocratique libérale, participative, délibérative, multiculturelle, critique et agonistique. Elles représentent des tiers-lieux de l'éducation citoyenne, où les jeunes peuvent s'exprimer et apprendre à coconstruire des projets collectifs qui, à différents degrés, amènent une vision singulière de la transformation sociale. Le rôle des adultes qui facilitent ces initiatives y est primordial car ils permettent aux jeunes de les côtoyer sans s'inscrire dans les rapports de pouvoir propres au milieu scolaire.

Hadi, S. H., Permanasari, A. E., Hartanto, R., Sakkinah, I. S., Sholihin, M., Sari, R. C., & Haniffa, R. (2022). **Developing augmented reality-based learning media and users' intention to use it for teaching accounting ethics.** *Education and Information Technologies*, 27(1), 643-670. <https://doi.org/10.1007/s10639-021-10531-1>

Ethics education is increasingly needed in business schools due to the escalation of fraud in business practices. However, faculties face challenges in gaining the millennials and Z generation's interest and attention, who are generally digital savvy, when teaching accounting ethics. One of the learning media that is suitable for millennial and Z generation students is that based on augmented reality technology, a technology that combines the real world and the virtual world in either 2-dimensional or 3-dimensional forms to reflect the real environment. This work aims to develop an augmented reality mobile application for teaching accounting ethics for university students using revenue recognition case. In this project, the development of the application uses the SCRUM method. Additionally, the System Usability Scale (SUS) is used to measure perceived usability. We conduct pre- and post-tests on the SUS. The pre-test is performed when the application is first released, and the post-test is conducted after the application has been improved based on the feedback from our respondents. The score of the pre-test is 80.00 (good to use) and the post-test score is 90.27 (excellent to use). Further, this study tests users' intention to use the application. Using Technology Acceptance Model, the results show that potential users intent to use the application and the intention is affected by the perceived ease of use via the perceived usefulness of the application and the attitude towards the application.

Hbila, C. (2021). **S'éduquer aux droits de l'homme et s'engager au Maroc.** *Revue internationale d'éducation de Sèvres*, (88), 63-72. <https://doi.org/10.4000/ries.11465>

L'article interroge la place des associations, des réseaux sociaux et de l'école dans l'éducation des jeunes à la citoyenneté et aux droits de l'homme au Maroc. L'analyse s'appuie sur les matériaux d'une étude réalisée dans le cadre du programme d'appui à la société civile Moucharaka Mouwatina, piloté par le United Nations Office for Project Services (UNOPS) et financé par l'Union européenne. D'une durée de quatre ans (2018-2021) et déployé dans quatre régions (Casablanca-Settat, Tanger-Tétouan-Al Hoceima, Souss-Massa et l'Oriental), ce programme visait à renforcer la contribution effective des organisations de la société civile à la consolidation de l'État de droit, à la démocratisation et au développement socio-économique du Maroc. Il apportait un appui technique et financier aux associations dans les domaines de la jeunesse, de l'égalité femme-homme et de l'environnement.

Jaoul-Grammare, M., & Stenger, A. (2022). **Quel rôle joue l'éducation dans les préoccupations environnementales ?** *Céreq Bref*, (417). Consulté à l'adresse https://www.cereq.fr/sites/default/files/2022-01/BREF_417.pdf

Plusieurs études et rapports internationaux ont mis en valeur le rôle central de l'éducation dans la sensibilisation des populations à la préservation de l'environnement. L'enquête Génération 2013, intégrant un questionnaire ciblé sur le développement durable, permet d'apporter un nouvel éclairage. Ce Céreq Bref s'intéresse aux facteurs éducatifs, mais aussi socio-économiques et géographiques qui influent sur les préoccupations environnementales des jeunes. Au-delà du degré de sensibilisation, ce sont surtout les types de problématiques écologiques qui semblent différer selon le niveau de diplôme.

Kovacheva, S. (2021). **Participation informelle et biographies juvéniles en Bulgarie** (H. Bréant, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 135-144. <https://doi.org/10.4000/ries.11711>

En Bulgarie, les jeunes participent à toute une série d'activités scolaires et extrascolaires qui leur permettent de faire l'expérience de la citoyenneté active. Malgré une faible qualité de l'éducation à la citoyenneté et une faible popularité des conseils d'étudiants et des associations de jeunes auprès des jeunes, il existe une grande diversité de réseaux informels et d'actions innovantes par le biais desquels les jeunes s'engagent dans les questions publiques. Les expériences d'apprentissage informel sont le principal moyen par lequel les jeunes bulgares acquièrent des compétences et des aptitudes pour revendiquer leur autonomie dans la société. Le concept d'apprentissage biographique est appliqué à l'analyse de deux parcours biographiques de participation, en se centrant sur la manière dont ces expériences participatives font sens pour les jeunes.

Lauzon, N. (2021). **La rétention des directions d'établissement scolaire du Québec envisagée dans une perspective de développement professionnel durable**. *Phronesis*, 10(4), 128-155. <https://doi.org/10.7202/1083981ar>

Cet article propose un cadre de référence permettant à des décideurs de centres de services scolaires de se doter d'un ensemble intégré de politiques et de pratiques de gestion pouvant influencer la rétention des directions d'établissement. Ce cadre les invite ainsi à envisager la rétention des directions suivant une perspective de développement professionnel durable. Il s'appuie sur une recension des écrits pour identifier un ensemble de leviers tels que la planification stratégique, l'insertion professionnelle, la formation, et l'encadrement par le supérieur hiérarchique, un réseau d'échange et d'entraide, de même que des outils numériques pouvant contribuer à la prise de décision, le monitoring et le suivi.

Lee, W. O., & Choo, S. S. (2021). **Citoyenneté cosmopolite : apprendre par la participation sociale et civique à Singapour** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 53-62. <https://doi.org/10.4000/ries.11407>

Les villes cosmopolites sont généralement des centres d'innovation scientifique et économique qui abritent des réseaux financiers mondiaux. Elles se caractérisent par leur diversité ethnique et s'efforcent de promouvoir la tolérance raciale. Du fait de leur diversité et de leur ouverture au monde, les villes cosmopolites offrent également des possibilités d'expériences uniques et inédites. La créativité et l'hybridité caractérisent la vie dans ces villes, parfois appelées villes globales, car elles sont habitées par des personnes aux compétences, aux origines et aux cultures plurielles. Cet article examine la participation citoyenne des jeunes à Singapour, à l'école et en dehors de l'école. Il évoque leur participation croissante aux questions sociales et internationales, à l'école à travers l'éducation civique, mais également en dehors de l'école grâce aux potentialités offertes par les réseaux sociaux. Ces évolutions, qui favorisent une ouverture

d'esprit, une inclusion et une conscience des droits humains plus grandes, constituent l'essence d'une ville cosmopolite.

Lindberg, Y. (2021). **Des structures éducatives au service de l'engagement démocratique en Suède.** *Revue internationale d'éducation de Sèvres*, (88), 73-82. <https://doi.org/10.4000/ries.11481>

Des initiatives pédagogiques destinées à développer chez les jeunes la capacité de s'engager pour une cause ont progressivement été mises en place en Suède. Cette visée de l'enseignement est ancrée dans un cadre théorique, formulé dans l'ouvrage *Skolan och den radikala estetiken* [L'école et l'esthétique radicale] (Persson et Thavenius, 2003), qui fait la liaison entre l'engagement et des processus d'apprentissage esthétiques. L'application pratique de ces idées est opérationnalisée à travers des structures poreuses de l'éducation en Suède, qui permettent une écoute de la parole des jeunes et un dialogue critique entre l'école et d'autres domaines de la société. Enfin, la présentation du projet Normstorm [« tempête des normes »], qui implique des collégiens et des lycéens, illustre la manière dont l'engagement et l'esthétique sont combinés.

Lüküslü, D., & Osmanoğlu, B. (2021). **Apprendre par l'engagement: étude de trois dispositifs de travail de jeunesse en Turquie** (S. Herold, Trad.). *Revue internationale d'éducation de Sèvres*, (88), 125-134. <https://doi.org/10.4000/ries.11681>

Cet article s'appuie sur une étude ethnographique de six cadres de participation des jeunes dans la ville étudiante d'Eskişehir, en Turquie. Cette étude poussée permet d'observer les nuances de la participation des jeunes et d'identifier les différences entre elles, ainsi que les relations de pouvoir entre les différents acteurs et institutions concernés. L'article souligne la diversité des contextes de l'engagement des jeunes ainsi que l'importance de les mettre en relation pour les étudier. Le besoin de reconnaissance est un élément clé de l'engagement, lequel comprend une dimension conflictuelle.

Milton, S. (2022). **Higher education, post-conflict democratization and the legacies of authoritarian rule: The Tripoli University Programme for Rebuilding Libya.** *Education, Citizenship and Social Justice*, 17(1), 18-34. <https://doi.org/10.1177/1746197920981365>

In this paper, the role of higher education in post-uprising Libya is analysed in terms of its relationship with transitional processes of democratization and civic development. It begins by contextualising the Libyan uprising within the optimism of the 'Arab Spring' transitions in the Middle East. Following this, the relationship between higher education and politics under the Qadhafi regime and in the immediate aftermath of its overthrow is discussed. A case-study of a programme designed to support Tripoli University in contributing towards democratisation will then be presented. The findings of the case-study will be reflected upon to offer a set of recommendations for international actors engaging in political and civic education in conflict-affected settings, in particular in the Middle East.

Montoni, A. (2021). **Des lycéens engagés au Chili : transformation et transfert de savoirs militants.** *Revue internationale d'éducation de Sèvres*, (88), 115-124. <https://doi.org/10.4000/ries.11672>

À partir d'une lecture des vingt dernières années de mobilisations sociales lycéennes au Chili, cet article s'intéresse à la transformation de l'espace des collectifs d'engagement en espace de mouvements sociaux. Est d'abord étudiée l'évolution des formes de

représentation lycéenne, passées d'une organisation institutionnelle de représentants de lycéens vers des assemblées territoriales. Est ensuite examinée la mise en place de pratiques contestataires inédites, qui se trouvent au centre des mouvements sociaux chiliens actuels et qui ont une incidence importante sur les biographies collectives des manifestants.

Mtawa, N. N., & Fongwa, S. N. (2022). **Experiencing service learning partnership: A human development perspective of community members.** *Education, Citizenship and Social Justice*, 17(1), 69-84. <https://doi.org/10.1177/1746197920971808>

Service-learning has, arguably, gained significant currency as a pedagogical and engagement mechanism within the broader discourse of universities and their role in community development. However, less emphasis has been placed on the human development dimensions of service-learning for community members, with the focus largely being on students' experiential learning and other academic outcomes for the university. Though usually conceived as an integral part in university-community partnerships, community members' role in the conception and implementation of service-learning initiatives is from a peripheral position. In this paper, we interrogate this lacuna by applying core tenets of the human development approach to document the experiences and perceptions of community members within a university-community service learning partnerships. From the analysis of qualitative data n=22, we demonstrate that while service-learning enhances agency, it continues to operate within a historical context and contemporary political economy of South Africa, which obscure community members' active participation and empowerment towards inclusive and sustainable valued outcomes.

Polk, D. M., & Pollino, M. A. (2022). **Communities as asset: Using positive communication to enhance the holistic well-being of South Africans.** *Education, Citizenship and Social Justice*, 17(1), 85-100. <https://doi.org/10.1177/1746197920971792>

Young South Africans who live in contexts of poverty face many challenges and obstacles in their attempts to rise out of their circumstances. However, adding support in the form of well-being teams who take ownership of promoting well-being may facilitate resilience and serve an important supportive function. Four different well-being teams participated in a focus group interview. They consisted of teachers, learners, parents, and a mixed group. The theory of positive communication provided a framework to understand the themes that emerged. Therefore, in an effort to level the playing field for these young South Africans, the educational system should create more spaces that enable and facilitate learning and that promote positive communication.

Rodríguez-Gómez, D., & Russell, S. G. (2022). **Human Rights Violations Through Structural Violence: A Case Study of Human Rights Education in New York City.** *American Educational Research Journal*, 59(1), 38-72. <https://doi.org/10.3102/00028312211057307>

A major area of critical scholarship within human rights education (HRE) aims to discover HRE's revolutionary potential by questioning its relationship to the global human rights regime. However, the very concept of "human rights violations" remains underexamined. This article analyzes the use and function of human rights violations as pedagogical devices. Drawing from qualitative data collected in two public high schools in New York City (2014–2015), this study explores the limitations of teaching human rights through the legal definition of human rights violations. In doing so, HRE positions human rights violations primarily as manifestations of direct violence. We argue that to teach human

rights violations also as expressions of structural violence can help students cultivate powerful and transformative forms of knowledge.

Salmon-Letelier, M., & Russell, S. G. (2022). **Building tolerance through human rights education: The missing link.** *Education, Citizenship and Social Justice*, 17(1), 35-53. <https://doi.org/10.1177/1746197920977291>

Human rights education (HRE) is an emerging practice across formal and informal educational sectors worldwide. However, most literature and theory on HRE emphasize the importance of imparting knowledge about human rights. In this paper, we argue that increasing tolerance among students is a vital but understudied aspect of HRE. This paper is based on the results of a mixed methods longitudinal study conducted in three classrooms across two New York City public high schools. Our methods include a pre-/post- survey, classroom observations, and semi-structured individual and group interviews. The findings indicate that merely teaching about human rights issues is necessary but not sufficient to shift deeply embedded attitudes that contribute to the transformative nature of the human rights framework. We present tolerance as a necessary precursor to positive social change and sustainable human rights implementation.

Wright, P., Down, B., & Davies, C. (2022). **Learning, making and flourishing in non-formal spaces: Participatory arts and social justice.** *Education, Citizenship and Social Justice*, 17(1), 54-68. <https://doi.org/10.1177/1746197920971809>

This article considers Participatory Arts and sociocultural understandings of justice and praxis through the example of Big hART, an Australian multi-award winning provider where both artists and participants – often disenfranchised and marginalised young people – co-create the work (Matarasso, 2018). Enacting social justice principles, Big hART works alongside young people to improve their life outcomes through arts practice strengthening young people's critical capabilities by inducting them as both makers and responders to their own lives and the world around them. Drawing on three years of ethnographic research across three sites in rural and regional Australia we highlight how multidimensional and multi-modal arts-based projects contribute to young people's lives through theorising the attributes and dimensions of twenty productive conditions and practices identified as essential for social change. These possibilities are important as when these conditions are purposefully enacted, the power of the arts for sense-making and identity development is revealed in non-formal learning spaces. Theoretically unpacking these conditions and practices and linking them with research outcomes helps build understanding of the generative power of Participatory Arts through the ways Big hART builds bridges between young people and their communities and the developmental trajectories they may take through being 'at-promise' rather than 'at-risk'.

Zembylas, M. (2022). **Evil, thinking, and emotions in Hannah Arendt's political philosophy: Implications for the teaching of democratic citizenship.** *Education, Citizenship and Social Justice*, 17(1), 3-17. <https://doi.org/10.1177/1746197921995143>

This paper brings together Arendt's insights on evil and thinking along with her concerns about the role of emotions in political life. The central questions driving this exploration are two: How does Arendt understand 'thinking' in her theory of evil and what can educators learn from this? What are her concerns about the role of emotions in public life and which pedagogical insights may be drawn? In attempting to respond to these

questions, the analysis draws connections between Arendt's concept of thinking and its influence on evil-doing, clarifies the distinction between rationality and critical thinking in Arendt's thought, and discusses the ethical and political consequences of eliminating the dichotomy between reason and emotion. It is argued that, despite some limitations, the use of Arendt's insights as a pedagogical and educational source working against evil-doing in a democratic society is of crucial importance, especially in these uncertain times.