

Veille de l'IREDU



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Acquisition de compétences

Behra, S., Choubsaz, Y., Ciekanski, M., Macaire, D., & Nassau, G. (2020). **An emotional path to pre-professional skills? Mobility competence of EduHK students attending summer courses in France.** *Journal of International Mobility*, 8(1), 73-97. Consulté à l'adresse <https://www.cairn.info/revue-journal-of-international-mobility-2020-1-page-73.htm>

Notre contribution décrit le rôle joué par les émotions dans le développement préprofessionnel en mobilité internationale d'étudiants de l'Université d'Éducation de Hong Kong. Le projet de recherche MIFPE (Mobilité Internationale et Formation Préprofessionnelle en Éducation) porte sur un dispositif innovant de médiation pour ces étudiants. Une analyse langagière des présentations finales des étudiants met au jour leurs attitudes à l'égard de la mobilité et le développement de compétences dans ce contexte particulier. L'étude montre l'articulation entre le développement personnel et professionnel des étudiants. Elle révèle le rôle du collectif sur les expériences émotionnelles partagées. Dans un contexte de transculturalité, la mobilité préprofessionnelle permet d'« apprendre à devenir » tout autant que d'« apprendre à faire ».

BIANCHI, G., PISIOTIS, U., GIRALDEZ, M. C., PUNIE, Y., & BACIGALUPO, M. (2022). **GreenComp: The European sustainability competence framework.** Consulté à l'adresse https://publications.jrc.ec.europa.eu/repository/bitstream/JRC128040/JRC128040_01.pdf

Bitu, F., Galinon-Méléneq, B., & Molina, M. (2021). **Digital touchscreens as a media for creativity during adolescence.** *L'Annee Psychologique*, 121(4), 489-518. Consulté à l'adresse <https://www.cairn.info/revue-l-annee-psychologique-2021-4-page-489.htm>

Basée sur les théories de la représentation incarnée (Pezzulo, 2011) considérant le processus créatif comme un contrôle moteur prédictif (Dietrich & Haider, 2015), cette recherche a évalué le potentiel de la tablette tactile comme un outil facilitant l'originalité des dessins. Vingt et un adolescents âgés de 13/14 ans ont été invités à produire la maison la plus originale possible sur tablette au doigt et au stylet ainsi que sur papier, et une maison non-originale avec un crayon sur papier. L'originalité des dessins a été notée avec une échelle de cotation comparant les dessins originaux à une maison prototypique, puis en comparant les dessins originaux aux dessins non originaux. Les résultats montrent que les scores d'originalité sont supérieurs pour les dessins réalisés sur tablette (sans différence entre doigt et stylet) plutôt que sur papier. Ces résultats mettent en évidence le rôle joué par le processus de simulation off-line de l'action dans le processus créatif.

De Moortel, K., Crispeels, T., Xie, J., & Jing, Q. (2022). **Do Interpersonal Networks Mediate the Relationship Between International Academic Mobility and Entrepreneurial Knowledge?** *Minerva*, 60(1), 29-55. <https://doi.org/10.1007/s11024-021-09448-3>

Temporary international mobility is an increasingly relevant practice amongst academics. However, current literature lacks understanding on whether such mobility influences the individual academics' entrepreneurial knowledge. This paper hypothesizes that temporary international academic mobility is conducive to the academic's entrepreneurial knowledge and that interpersonal social networks play a crucial role in the transfer of this knowledge through their strength and size properties. We perform a Partial Least Squares - Structural Equation Model and build upon an original

survey data set collected amongst 281 Chinese academics. We find that the size of one's interpersonal social network fully mediates the relationship between international academic mobility and entrepreneurial knowledge. This result points to the importance of a structurally broad - rather than a relationally strong - international social network in the academic's accumulation of entrepreneurial knowledge abroad.

Fonds de recherche du Québec - FRQ. (2022). **Qualité de l'environnement oral et écrit et qualité des interactions dans des classes de maternelle quatre ans à temps plein en milieu défavorisé : les effets sur le développement du langage oral et écrit des enfants de quatre ans.** Consulté à l'adresse Fonds de recherche du Québec website: <https://frq.gouv.qc.ca/histoire-et-rapport/qualite-de-lenvironnement-oral-et-ecrit-et-qualite-des-interactions-dans-des-classes-de-maternelle-quatre-ans-a-temps-plein-en-milieu-defavorise-les-effets-sur-le-developpement-du-langage-o/>

En 2013, le ministère de l'Éducation du Québec a mis sur pied le projet de maternelle 4 ans à temps plein en milieu défavorisé (TPMD) impliquant un programme éducatif pilote, en plus de de modifier la Loi 23. Devant cette nouveauté d'accueillir les enfants de 4 ans à la maternelle TPMD, il y a eu [...]

Jouzel, J., & Abbadie, L. (2022). **Former aux enjeux de la transition écologique dans le supérieur.** Consulté à l'adresse Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation website: <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2022-02/rapport-former-aux-enjeux-de-la-transition-ecologique-dans-l-es-pdf-16808.pdf>

Le groupe de travail présidé par Jean Jouzel a remis à Frédérique Vidal le 16 février 2022 la suite de ses travaux consacrés à la sensibilisation et à la formation aux enjeux de la transition écologique et du développement durable dans l'enseignement supérieur.

Kim, M., & Guo, Y. (2021). **Resisting the soft skills discourse: Perspectives and experiences of internationally educated nurses in Canada.** *International Review of Education*, 67(6), 751-770. <https://doi.org/10.1007/s11159-021-09934-6>

The number of internationally educated nurses (IENs) who have joined the Canadian healthcare workforce has steadily increased since the mid-twentieth century. In the literature, IENs are often perceived as lacking "soft skills". This study explored IENs' interpretations of soft skills, and how they resist the soft skills discourse in their nursing practice. Data were collected from interviews with IENs from India, Pakistan and the Philippines who work as registered nurses (RNs) in Canada and analysed through the lens of governmentality and technologies of the self. Findings show that IENs perceive nursing procedures ("hard skills") as inseparable from soft skills. Confronting the soft skills discourse, IENs provide holistic patient-centred care. Contrary to the deficit perspective, they demonstrate sophisticated communication and interaction skills. IENs use their transcultural knowledge and multilingual abilities to challenge the English-only policy in healthcare settings and meet the needs of patients from diverse backgrounds. This study suggests that there is a need to recognise, value and utilise IENs' skills, knowledge and experience in Canadian healthcare.

Liang, Y., & Schartner, A. (2022). **Culturally Mixed Group Work and the Development of Students' Intercultural Competence.** *Journal of Studies in International Education*, 26(1), 44-60. <https://doi.org/10.1177/1028315320963507>

Culturally mixed group work has become a common mode of assessment in higher education to encourage students from different cultural and linguistic backgrounds to learn from and work with each other. This article aims to address whether culturally mixed group work can contribute to students' intercultural competence (IC) development. The Multicultural Personality Questionnaire was used to measure students' IC development over time, while three waves of interviews investigated students' attitudes on culturally mixed group work. Findings suggest that both staff and students think culturally mixed group work can be beneficial and is an effective way to develop IC and increase intercultural awareness. However, students perceived it as both rewarding and challenging. Findings showed that without staff guidance, mixed group activities can cause a long-term negative effect on students' open-mindedness. This result points to a need to reconsider how mixed-culture group work can be utilized effectively in class.

Mahmoudi, K. (2022). **Former l'esprit critique des élèves**. *Education & Formation*, (e-317), 21-34. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-02913449>

Notre étude se situe dans la sphère discursive de la communication institutionnelle. L'analyse de productions discursives et scripturales amène à comprendre les enjeux et les finalités de la formation de l'esprit critique face au développement des usages et mésusages du numérique. L'étude de procédés discursifs invite le lecteur à saisir le contexte d'émergence du discours qui institue cette formation en présupposé d'urgence suite aux attentats. Observée sous l'angle du dispositif de médiation, la formation de l'esprit critique diffuse les prescriptions d'usages du numérique ainsi que leur légitimation. Une forme synoptique décrit les composants de la formation de l'esprit critique. Elle révèle que l'acquisition de compétences et savoirs translittéraciques devient le gage d'une posture critique face à l'information et aux médias numériques.

Mauro, A. (Éd.). (2022). **Social Knowledge Creation in the Humanities: Volume 2**. Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/S/bo99702245.html>

In the humanities, the field of "social knowledge creation" has helped define how social media platforms and other collaborative spaces have shaped humanistic critique in the twenty-first century. The ability to access and organize information and people has been profoundly liberating in some online contexts, but social media also presents many issues which come to light in the often-overlapping domains of politics, media studies, and disinformation. While these countervailing influences are all around us, the essays collected in this volume represent a humanistic ethics of generosity, compassion, and care. Social knowledge creation refreshingly returns to humanist values, emphasizing that people matter more than networks, facts matter more than opinion, and ideas matter more than influence. As a result, the speed and scale of digital culture has challenged humanists from many disciplines to more clearly define the values of education, collaboration, and new knowledge in pursuit of human justice and equality. In short, online culture has presented a new opportunity to define how and why the humanities matter in the age of social media.

McBrien, J. (2022). **Social and emotional learning (SEL) of newcomer and refugee students: Beliefs, practices and implications for policies across OECD countries**. <https://doi.org/10.1787/a4a0f635-en>

Social and emotional learning (SEL) strengthens students' abilities to regulate their emotions, thoughts, and behaviours and to interact successfully with others. There are an array of important social and emotional skills (SES): goal-setting, working to one's

potential, resilience, creativity, perseverance, problem solving, and caring about the welfare of others, among them. All students need SEL, but newcomer and refugee students may have particular challenges requiring SEL. The beginning of this paper examines the current situation of refugee and newcomer students in OECD countries, SEL, its frameworks and skills and how they apply to newcomer and refugee students. The paper concludes with an examination of SEL policies and practices for newcomer and refugee students in OECD countries.

Mégret, J.-M. (2021). **D'une formation à l'entrepreneuriat aux prémices d'une andragogie entrepreneuriale: le cas des très petites entreprises bretonnes** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03591546>

La thèse interroge les pratiques de formation et d'accompagnement des entrepreneurs, et plus particulièrement des créateurs de très petites entreprises. Elle vise à identifier quels pourraient être les apports de l'andragogie, comme perspective spécifique de recherche sur l'éducation et la formation des adultes, pour aider ces entrepreneurs dans cette démarche de formation. D'un point de vue théorique, elle propose d'articuler les travaux en éducation et en gestion, dans une approche mobilisant notamment les concepts d'autoformation et d'autodidaxie, de dispositif et d'accompagnement. D'un point de vue plus empirique, la démarche de praticien (entrepreneur)/chercheur s'appuie sur une méthodologie mixte, favorisant la diversité des sources pour le recueil de données (84 questionnaires et 27 entretiens), la complémentarité des processus d'enquête (quantitative et qualitative) et des outils d'analyse (SPSS, Iramuteq, N'Vivo, tableur). Ce travail de recherche permet de faire émerger une réflexion sur l'élaboration d'une nouvelle voie éducative en entrepreneuriat, inspirée des théories de l'apprentissage à l'âge adulte, dans une perspective socio-constructiviste et humaniste à la fois. Il pose ainsi les prémices d'une « andragogie entrepreneuriale », montrant l'importance de la qualité des formations et de l'accompagnement pour les entrepreneurs, dans le vécu des situations qu'ils rencontrent, tout au long du processus entrepreneurial. Il présente enfin la structure possible d'un dispositif de formation construit autour des principes d'une telle « andragogie entrepreneuriale ».

Raffin, O. (2022, février 3). **Quand les entreprises regardent au-delà des diplômes pour recruter.** Le Monde.fr. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/02/03/recrutement-evenementiel-tests-de-personnalite-soft-skills-quand-les-entreprises-regardent-au-dela-des-diplomes-pour-recruter_6112089_4401467.html

Face à la multitude de titres de niveau bac + 5, les employeurs et les recruteurs développent de nouvelles stratégies de sélection des jeunes diplômés.

Ruet, M. (2020). **Et après ? Répercussions d'une mobilité académique sur un parcours de vie.** *Journal of international Mobility*, 8(1), 99-124. Consulté à l'adresse <https://www.cairn.info/revue-journal-of-international-mobility-2020-1-page-99.htm>

Le principe de libre circulation au sein de l'Union européenne et celui de l'interdiction des discriminations fondées sur la nationalité impliquent le droit pour tout citoyen européen d'être traité sur le territoire d'un autre État membre comme s'il n'y était pas étranger (Chopin, 2008). Ces principes, conjugués à des situations socio-économiques différenciées entre les pays membres, favorisent une émigration importante des pays de l'Europe centrale et orientale vers l'Europe occidentale. Dans ce contexte, une expérience de mobilité académique représente un enjeu important pour les étudiants

qui peuvent « tester » et se former à une vie à l'étranger. À travers une ethnographie d'expériences de mobilité en France d'étudiants croates, nous mettons en évidence qu'une telle expérience, si elle est généralement bien vécue, n'est pas facilement réinvestie par la suite dans un parcours de vie et mène à des formes d'immobilité (Gohard-Radenkovic et Veillette, 2015). Si les étudiants choisissent de rester dans leur pays d'origine, ils peinent à faire reconnaître les compétences acquises à l'international. S'ils font le choix de repartir, leur mobilité académique ne les a pas préparés à une expatriation et ses contraintes. Cette ethnographie nous mène au constat que les étudiants en mobilité ont besoin, certes, de suivre des études en français, mais également de conscientiser les compétences acquises lors de leur séjour, de développer un pouvoir d'agir et un savoir-devenir (Lebrun, 2007) ainsi que la capacité de savoir se dire afin d'être à même d'écrire leur « biographie élective » (Beck et Beck-Gernsheim, 1999). C'est pourquoi, nous pensons qu'il serait utile de développer des formations formant aux outils de l'anthropologie et adoptant une approche biographique afin de développer des compétences réflexives permettant aux étudiants de conscientiser leurs acquis, les conditions sociales de leur existence et de savoir se positionner et développer une identité narrative.

Tavant, D. (2021). **Les compétences psychosociales des élèves dans le premier degré : analyse de leurs relations avec les pratiques enseignantes et la réussite des élèves** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03555125>

L'explicitation des différences de réussite entre élèves à l'école élémentaire a déjà mobilisé de nombreuses recherches dans le champ de l'éducation. Dans le cadre de cette thèse, nous explorons le développement chez l'élève de six compétences psychosociales (OMS, 1994) : la coopération, l'empathie, la maîtrise de soi, l'anxiété, l'estime de soi et l'internalité. Eu égard à la prégnance de l'effet des pratiques enseignantes sur le parcours scolaire de l'élève (Bressoux, 1994, 2001 ; Hanushek, 2002, 2014), nous avons fait l'hypothèse que (1) le profil interactionnel des enseignants du premier degré avait un lien avec le niveau de développement des compétences psychosociales et que (2) le niveau de développement des compétences psychosociales en lien avec le profil des enseignants avait un effet sur la réussite scolaire des élèves de l'école élémentaire. Les compétences psychosociales étaient donc envisagées comme de potentielles variables médiatrices entre les pratiques de l'enseignant et les performances des élèves. Fondé sur un échantillon constitué de 623 élèves de CE2, CM1 et CM2 et de 26 enseignants, notre protocole de recherche a permis de recueillir (1) des données sur le profil interactionnel des enseignants à partir de la perception des élèves et des enseignants eux-mêmes, (2) des données en début et en fin d'année sur les compétences psychosociales des élèves et (3) des données sur les performances des élèves en français et en mathématiques. Si nous constatons un effet moindre du profil interactionnel de l'enseignant sur le niveau scolaire des élèves, nous notons un effet direct de ce même profil sur les compétences psychosociales des élèves et un effet de ces compétences sur la réussite des élèves. L'utilisation d'analyses de structure de covariance avec LISREL a mis en évidence un effet indirect d'une forme de bienveillance de l'enseignant sur les performances des élèves qui transiteraient par le bien-être psychosocial scolaire des élèves.

Vaskova Kjulavkovska, M., Serafini, G. O., & Szamosi, L. T. (2022). **Integrating training and performance management of civil aviation inspectors: A pilot study of the mediating role**

of competency-based training. *International Journal of Training and Development*, 26(1), 29-54. <https://doi.org/10.1111/ijttd.12234>

Competency-based training (CBT) is gaining popularity as an approach towards creating a highly skilled workforce while reducing the skill gaps faced by industry. Integrated within an organisation's management systems, it can lead to benefits such as increased productivity and strengthened employee engagement. While CBT of aviation industry personnel is well-researched, CBT of civil aviation inspectors is surprisingly under-researched. To better understand the role that CBT plays as a link between organisational training and performance management, a pilot study was carried out involving eleven European Civil Aviation Authorities (CAAs) to establish the feasibility of conducting a larger-scale study. This research examines CBT elements which were then benchmarked against the Framework for integrating training and performance management systems of CAAs through CBT. The results indicate that the elements of CBT applied by CAAs in Europe are generally consistent; however, not all the recommended elements are included and applied harmoniously, leading to inconsistencies in implementing the approach. Implications of the study for training and performance management, as well as for future research, are identified.

Whatley, M., & Canché, M. S. G. (2022). **A Robust Estimation of the Relationship Between Study Abroad and Academic Outcomes among Community College Students.** *Research in Higher Education*, 63(2), 271-308. <https://doi.org/10.1007/s11162-021-09647-7>

This study contributes to a line of research that examines the relationship between study abroad participation and academic success among students attending two-year institutions. We offer a multimodal narrative that comprehensively accounts for both student-level characteristics and indicators associated with students' geographic origins in exploring study abroad participation and resulting academic outcomes, namely completion of any credential, completion of an Associate's degree, enrollment in a four-year institution, percentage of credits passed, and cumulative GPA, at a two-year technical college in the U.S. Midwest. Our results suggest that study abroad is consistently and positively associated with students' academic outcomes. This study has important implications for how we think about both who is able to access study abroad in the two-year sector and study abroad's role in promoting student success at these institutions

Aspects économiques de l'éducation

Ahmad, U., McIntosh, S., & Popli, G. (2022). **Selection and performance in post-compulsory education.** *Review of Development Economics*, 26(1), 3-31. <https://doi.org/10.1111/rode.12818>

This paper investigates the determinants of participation and performance in post-compulsory education, controlling for selection into post-compulsory education and prior attainment, using a unique primary data set on pupils studying in the post-compulsory grade in 2011–2012 from one district of Punjab province in Pakistan. The main findings of this paper show that participation and performance in post-compulsory education are two different processes, with participation being driven by the availability of post-compulsory institutions within travel distance and performance, once in post-compulsory education, determined by ability. The results further highlight that distance reduces participation most for those living in rural areas.

Ahsan, N., Emran, M. S., & Shilpi, F. (2021). **Complementarities and Intergenerational Educational Mobility: Theory and Evidence from Indonesia** [MPRA Paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://econpapers.repec.org/paper/pramprapa/111125.htm>

We provide a theory based empirical analysis of the role of two types of complementarities in intergenerational educational mobility. We develop a model where parental financial investment in children's schooling can be complementary to or a substitute of school quality and parent's education level. Such complementarities can make the mobility equation convex with starkly different mobility patterns compared to the workhorse linear model. Mobility and investment equations derived from the model are estimated for Indonesia, using exceptional data that allow us to tackle two major sources of bias: coresidency and cognitive ability heterogeneity. We find that the mobility equation is convex in rural but linear in urban areas. The children of low educated fathers enjoy higher relative mobility in rural areas, while the urban children fare better in highly educated households. The standard linear model in rural areas incorrectly suggests no rural-urban gap in relative mobility. Theoretical insights help interpret the evidence, suggesting complementarity between financial investment and parental education in both rural and urban areas even though the mobility curve is linear in urban areas. We develop an approach to recover the parameters determining the interaction between school quality and parental investment. School quality is complementary to financial investment in rural areas, with stronger effect in more educated households. In urban areas, school quality is a substitute in low educated households, but complementary in the highly educated households. These results imply that public investment in school quality would lower relative mobility in Indonesia

Amer-Mestre, J., Ayarza-Astigarraga, A., & Lopes, M. (2021). **E-Learning Engagement Gap during School Closures: Differences by Academic Performance** (IZA Discussion Paper N° 14904). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14904.htm>

We study the impact of COVID-19 school closures on differences in online learning usage by regional academic performance. Using data from Google Trends in Italy, we find that during the first lockdown, regions with a previously lower academic performance increased their searches for e-learning tools more than higher-performing regions. Analysing school administrative and survey data before the pandemic, we find that both teachers and students in lower performing regions were using no less e-learning tools than higher performing ones. These two findings suggest that the COVID-19 shock widened the e-learning usage gap between academically lower and higher-performing regions. Exploiting the regional variation in school closure mandates during the 2020/2021 academic year, we report that the patterns detected after the first lockdown were no longer present. Regions with different previous academic performance had the same response in terms of online learning usage when faced with stricter school closures.

Amez, S., Baert, S., Heydencamp, E., & Wuyts, J. (2021). **Does Multitasking Affect Students' Academic Performance? Evidence from a Longitudinal Study** (IZA Discussion Paper N° 14896). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14896.htm>

Multitasking – alternating between two different tasks at the same time – has become a daily habit for many university students. However, this may come at a cost since the existing literature emphasises the negative association between multitasking and

academic performance. Nonetheless, this literature is based on cross-sectional observational data so that that estimates cannot be given a causal interpretation. To complement these studies, we opted for a longitudinal design in this study. Specifically, for three consecutive years, students at two Belgian universities, in more than ten different study programmes, were surveyed on their multitasking preferences and academic performance. Then, these results were merged with the students' exam scores. We exploited the longitudinal character of the data by running random and fixed effect models. Our results indicate that the positive and negative aspects of multitasking with respect to academic performance cancel each other out.

Anand, P., Behrman, J. R., Dang, H.-A. H., & Jones, S. (2022). **Decomposing Learning Inequalities in East Africa: How Much Does Sorting Matter?** *The World Bank Economic Review*, 36(1), 219-243. <https://doi.org/10.1093/wber/lhab014>

Inequalities in learning opportunities arise from both household- and school-related factors. Although these factors are unlikely to be independent, few studies have considered the extent to which sorting between schools and households might aggravate educational inequalities. To fill this gap, this article presents a novel variance decomposition, which is then applied to data from over one million children from East Africa. Results indicate that sorting accounts for around 8 percent of the test-score variance, similar in magnitude to the contribution of differences in school quality. Empirical simulations of steady-state educational inequalities reveal that policies to mitigate sorting could substantially reduce educational inequalities over the long run.

Asongu, S., & Odhiambo, N. (2021). **The role of inclusive education in governance for inclusive economic participation: gender evidence from sub-Saharan Africa** (Working Papers of The Association for Promoting Women in Research and Development in Africa (ASPWORDA). N° 21/009). Consulté à l'adresse The Association for Promoting Women in Research and Development in Africa (ASPWORDA) website: https://econpapers.repec.org/paper/aakwpaper/21_2f009.htm

This study investigates the relevance of inclusive education in moderating the effect of good governance on female economic inclusion in sub-Saharan Africa. First, inclusive tertiary education modulates: (i) government effectiveness to induce a positive net effect on female labour force participation; (ii) political stability and corruption-control to induce negative net effects on female unemployment; (iii) government effectiveness for a positive net effect on female unemployment and (iv) regulation quality and the rule of law for positive net impacts on female employment. Second, inclusive secondary education moderates: (i) corruption-control for a positive net effect on female labour force participation; (ii) "voice and accountability", government effectiveness and corruption-control for negative net impacts on female unemployment; (iii) the rule of law for a positive net effect on female unemployment; (iv) "voice and accountability", government effectiveness and corruption-control for positive net effects on female employment. Policy implications are discussed. Inclusive education thresholds for complementary policy policies are also computed and discussed. At these thresholds, inclusive education becomes a necessary but not a sufficient condition to complement governance in order to promote female economic inclusion.

Baron, E. J. (2022). **School Spending and Student Outcomes: Evidence from Revenue Limit Elections in Wisconsin.** *American Economic Journal: Economic Policy*, 14(1), 1-39. <https://doi.org/10.1257/pol.20200226>

This study examines the impacts of two distinct types of school spending on student outcomes. State-imposed revenue limits cap the total amount of revenue that a school district in Wisconsin can raise unless the district holds a referendum asking voters to exceed the cap. Importantly, Wisconsin law requires districts to hold separate referenda for operational and capital expenditures, which allows for estimating their independent effects. Leveraging close elections in a dynamic regression discontinuity framework, I find that increases in operational spending have substantial positive effects on test scores, dropout rates, and postsecondary enrollment, but additional capital expenditures have little impact.

Bobba, M., Flabbi, L., & Levy, S. (2022). **Labor Market Search, Informality, and Schooling Investments.** *International Economic Review*, 63(1), 211-259. <https://doi.org/10.1111/iere.12536>

We develop a search and matching model where jobs can be formal or informal. Workers choose schooling and search for jobs. Firms post vacancies in each schooling market and decide the job's formality status. Upon meeting, workers and firms bargain over wages. The equilibrium size of the informal sector is an endogenous function of labor market fundamentals and institutions. We estimate the model using labor force survey data from Mexico and exploiting the exogenous variation induced by a noncontributory social program. Counterfactual experiments show that eliminating informal jobs increases schooling investments but decreases welfare for both workers and firms.

Bostwick, V., Fischer, S., & Lang, M. (2022). **Semesters or Quarters? The Effect of the Academic Calendar on Postsecondary Student Outcomes.** *American Economic Journal: Economic Policy*, 14(1), 40-80. <https://doi.org/10.1257/pol.20190589>

There exists a long-standing debate in higher education on which academic calendar is optimal. Using panel data on the near universe of four-year nonprofit institutions and leveraging quasi-experimental variation in calendars across institutions and years, we show that switching from quarters to semesters negatively impacts on-time graduation rates. Event study analyses show that the negative effects persist beyond the transition. Using transcript data, we replicate this analysis at the student level and investigate possible mechanisms. Shifting to a semester: (i) lowers first-year grades, (ii) decreases the probability of enrolling in a full course load, and (iii) delays the timing of major choice.

Bouchard St-Amant, P.-A., Vallée, L., Raymond-Brousseau, L., & Allali, M. (2022). **Démystifier la formule de financement des universités : compréhension des effets et des intérêts pour les institutions en enseignement supérieur.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/demystifier-formule-financement-des-universites-4019.html>

« Les assises économiques justifiant les subventions publiques dans l'enseignement supérieur sont connues. L'apport des systèmes universitaires, par leurs diplômés et leur production scientifique, aura mené le progrès social et économique des dernières décennies. Dès lors, une question centrale associée à leur financement public consiste à déterminer comment transmettre les subventions aux établissements universitaires. C'est ce qu'on appelle communément une « formule de financement ». Le présent ouvrage vise à démystifier cette formule de financement. Au Québec, plus de 70% du financement public s'appuie sur les inscriptions étudiantes. Ce livre explore donc les effets des modifications possibles à la structure de la formule de financement pour évaluer les effets redistributifs induits, mais aussi comment les établissements pourraient

changer leurs comportements d'inscriptions. Le livre s'interroge aussi sur les réformes qui seraient susceptibles d'être endossées par différents établissements en fonction de leurs intérêts, de l'évolution historique des autres composantes du financement universitaire, et il développe des perspectives prévisionnelles de financement. » --

Brookings Institution (États-Unis). (2022). **Student loan forgiveness is regressive whether measured by income, education or wealth**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3505> [Report]. Consulté à l'adresse https://www.brookings.edu/wp-content/uploads/2022/01/WP75-Looney_updated_1.pdf

Some advocates have called to forgive student loans because student loans contribute to racial and socioeconomic wealth gaps. The usual measures of financial wealth, however, is a misleading indicator of the economic status of student loan borrowers. Medical school graduates typically owe six-figure student loans but that doesn't mean they are poorer than high-school graduates who did not go to college. Wealth, properly measured, should include the value of educational investments students borrowed to make. Measured appropriately, student debt is concentrated among high-wealth households and loan forgiveness is regressive whether measured by income, educational attainment, or wealth. Across-the-board forgiveness is therefore a costly and ineffective way to reduce economic gaps by race or socioeconomic status. Only targeted policies can address the inequities caused by federal student lending programs.

- o The persistence of the Black-white wealth gap is disturbing and deserves addressing. Across-the-board forgiveness of student loan debt is not a good way to address that problem. There are better, more effective, and more progressive ways to reduce racial wealth gaps.
- o Whether measured by income or wealth, student loan borrowers are better off than other Americans, and widespread loan forgiveness is regressive. Some argue that loan forgiveness isn't regressive when measured by financial wealth. But that's because such measures exclude the very asset the person borrowed to buy—an education that increases lifetime earnings. That's like assessing a homeowner's wealth by counting their mortgage balance but not the value of their home.
- o For many borrowers, the amount they are required to repay on their student loans is far below the amount they borrowed because of income-based repayment plans and existing forgiveness programs. We can and should make these programs work better.
- o Accounting correctly for both human capital and effect of subsidies in student lending plans, almost a third of all student debt is owed by the wealthiest 20 percent of households and only 8 percent by the bottom 20 percent. Across-the-board student loan forgiveness is regressive measured by income, family affluence, educational attainment—and also wealth.
- o Racial gaps in lifetime wealth are even larger when measured including the market value of educational attainment. But the key causes of that gap, as it relates to postsecondary education, are that Black Americans are much less like to have the opportunity to go to college in the first place, to attend a high-quality, low-cost college, to complete a degree, and to pursue a graduate or professional degree than their white peers. And Black graduates are rewarded less in the labor market for the degrees they complete. In part because of all this, Black borrowers struggle more repaying their student loans. But the contribution of student loans to the gaps in wealth and income is small, and the effects of loan forgiveness policies on economic gaps is surprisingly unclear.
- o The best way to use federal postsecondary educational systems to close racial and socioeconomic gaps in income and wealth is through means-tested grant and loan aid that promote access and completion at high-quality educational institutions; rigorous oversight of institutions

that participate in federal programs; progressive, well-designed and well-administered income-based repayment plans that insulate borrowers whose education doesn't pay off, and targeted relief to borrowers who can clearly demonstrate that their loans impose significant economic hardship. o Legislators should first decide how much taxpayers should pay of the tuition and living expenses of future students—a process that, in the name of fairness and efficacy, would no doubt choose to treat undergraduate, graduate, and professional degree students differently, base aid on need, and cap subsidies for high-cost programs—and use that as a template to provide retroactive relief to existing borrowers who missed out on those benefits while asking others to repay their loans.

Bucher, S. F., & Caplin, A. (2021). **Inattention and Inequity in School Matching** (NBER Working Paper N° 29586). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29586.htm>

The attractive properties of the Deferred Acceptance (DA) algorithm rest on the assumption of perfect information. Yet field studies of school matching show that information is imperfect, particularly for disadvantaged students. We model costly strategic learning when schools are ex ante symmetric, agree on their ranking of students, and learning is rationally inattentive. Our analytic solution quantifies how each student's rank, learning costs and prior beliefs interact to determine their gross and net welfare as well as the extent and form of mistakes they make. In line with the evidence, we find that lower-ranked students are affected disproportionately more by information costs, generally suffering a larger welfare loss than higher-ranked students. Interactions between mechanism design, inattention and inequity are thus of first order importance.

Bütikofer, A., Ginja, R., Landaud, F., & Løken, K. (2021). **School selectivity, peers, and mental health** (IFS Working Paper N° W21/34). Consulté à l'adresse Institute for Fiscal Studies website: https://econpapers.repec.org/paper/ifsifsewp/21_2f34.htm

Although many students suffer from anxiety and depression, and often identify school pressure and concerns about their futures as the main reasons for their worries, little is known about the consequences of a selective school environment on students' mental health. Using a regression discontinuity analysis in the largest Norwegian cities, we show that eligibility to enroll in a more selective high school increases the probability of enrollment in higher education and decreases the probability of diagnosis or treatment of psychological problems. We provide suggestive evidence that changes in both teacher and peers' characteristics are likely drivers of these effects.

Chang, S., Cobb-Clark, D., & Salamanca, N. (2020). **Parents' Responses to Teacher Qualifications** [Melbourne Institute Working Paper Series]. Consulté à l'adresse Melbourne Institute of Applied Economic and Social Research, The University of Melbourne website: <https://econpapers.repec.org/paper/iaeiaewps/wp2020n01.htm>

We identify the causal effect of teacher qualifications on parents' investments in their children. Exploiting a unique, high-stakes educational setting in which teachers are randomly assigned to classes, we show that parents react to more qualified teachers by increasing their financial investments in their children. The key mechanism is an increase in parents' belief that academic achievement is driven by student effort for which financial investment is instrumental. However, higher teacher qualifications do not improve student test scores. This is likely due to a negative effect of teacher qualifications on students' belief in the importance of effort for academic achievement. Our

findings uncover various family-wide behavioral reactions to teacher qualifications and highlight the intricacies in educational production within households.

Cheslock, J. J., & Jaquette, O. (2022). **Concentrated or Fragmented? The U.S. Market for Online Higher Education**. *Research in Higher Education*, 63(1), 33-59. <https://doi.org/10.1007/s11162-021-09639-7>

As the financial challenges facing the U.S higher education industry mount, colleges and universities seek new activities that can improve their financial situation. Online education programs are often viewed as a promising option due to growing student interest and the substantial net revenue generated by early entrants that leveraged economies of scale and scope. The number of schools that can experience similar outcomes will depend upon whether the online market is primarily concentrated, with a small number of higher education institutions enrolling most students, rather than fragmented, with large numbers of institutions enrolling meaningful amounts of online students. We examine this topic by providing the first detailed study of market concentration in online education. We first introduce a theory from economics, Sutton's model of endogenous fixed costs, to the higher education literature to highlight key dynamics that shape concentration levels. Using institution-level enrollment data for the population of Title IV postsecondary institutions, we then empirically examine concentration levels in online education. We find that relative to in-person education, national online enrollment patterns are heavily concentrated. The online market has a distinctive structure, consisting of a small number of large national providers and a large number of small local providers. Online enrollment patterns became less concentrated between Fall 2012 and Fall 2018 due to major enrollment declines of large for-profit providers. Concentration levels, however, plateaued by the end of the period due to rapid enrollment growth at large national nonprofit providers.

Clark, A., Nong, H., Zhu, H., & Zhu, R. (2021). **Compensating for academic loss: Online learning and student performance during the COVID-19 pandemic** [PSE-Ecole d'économie de Paris (Postprint)]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/halpsptp/halshs-03467128.htm>

The COVID-19 pandemic has led to widespread school shutdowns, with many continuing distance education via online-learning platforms. We here estimate the causal effects of online education on student exam performance using administrative data from Chinese Middle Schools. Taking a difference-in-differences approach, we find that receiving online education during the COVID-19 lockdown improved student academic results by 0.22 of a standard deviation, relative to pupils without learning support from their school. Not all online education was equal: students who were given recorded online lessons from external higher-quality teachers had higher exam scores than those whose lessons were recorded by teachers from their own school. The educational benefits of distance learning were the same for rural and urban students, but the exam performance of students who used a computer for online education was better than those who used a smartphone. Last, while everyone except the very-best students performed better with online learning, it was low achievers who benefited from teacher quality.

Cobb-Clark, D., Ho, T., & Salamanca, N. (2021). **Parental Responses to Children's Achievement Test Results** [Melbourne Institute Working Paper Series]. Consulté à l'adresse Melbourne Institute of Applied Economic and Social Research, The University of Melbourne website: <https://econpapers.repec.org/paper/iaeiaewps/wp2021n17.htm>

We use quasi-experimental variation in the timing of national standardized test-score reports to estimate the causal impact of giving parents objective information about children's academic achievement. Releasing test scores leads to more modest perceptions of academic achievement and reduced school satisfaction. The use of private tutoring is increased, while extracurricular activities are reduced. Examining the underlying mechanisms, we show that it is public-school parents and parents of children receiving unexpectedly "bad" test scores who alter their perceptions. Learning that a child scores above the national average raises perceived academic achievement and time devoted to education, while reducing leisure time.

Contini, D., Di Tommaso, M. L., Muratori, C., Piazzalunga, D., & Schiavon, L. (2021). **The Covid-19 Pandemic and School Closure: Learning Loss in Mathematics in Primary Education** [Department of Economics and Statistics Cognetti de Martiis. Working Paper]. Consulté à l'adresse University of Turin website: <https://econpapers.repec.org/paper/utodipeco/202117.htm>

Italy was the first Western country hit by Covid-19 in February 2020, responding with a tight lockdown and full school closure until the end of the school year. This paper estimates the effect of the pandemic and school closure on the math skills of primary school pupils in Italy. We compare the learning achievements of two cohorts of pupils, the pre-Covid and the Covid cohort. For both cohorts, we match scores on the national standardised assessment in grade 2 with scores on a standardised test delivered by the researchers at the end of grade 3. The pandemic had a large negative impact on the pupils' performance in mathematics (-0.19 standard deviations). Among children of low-educated parents, the learning loss was larger for the best-performing ones (up to -0.51 s.d.) and for girls (-0.29 s.d.).

Coulangeon, P., & Fougere, D. (2021). **Bringing Underprivileged Middle-School Students to the Opera: Cultural Mobility or Cultural Compliance?** (IZA Discussion Paper N° 14910). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14910.htm>

This article assesses the impact of a two-year long project-based learning program conducted by the National Opera of Paris in a large number of junior high-schools located in underprivileged areas, aiming at preventing school dropout and tackling educational inequalities by providing disadvantaged students with the opportunity to discover the world of opera. Taking a counterfactual approach (propensity score matching), we measure the impact of participation in the program on final exam and continuous assessment grades. The analysis displays mixed results: a significant and positive impact for the students who participate in the program for its whole duration (two years), at least for continuous assessment scores, but a negative impact for those who leave the program after only one year. The contrast between the effects of full and partial participation in the program suggests that these may be primarily due to a selection effect in favor of the most culturally and socially compliant students, in line with Bourdieu's and Passeron's reproduction theory (1997 [1970]) rather than a mobility effect (DiMaggio, 1982) resulting from the transfer of cultural capital to disadvantaged students.

Dang, H.-A., Glewwe, P., Lee, J., & Vu, K. (2022). **The Impact Evaluation of Vietnam's Escuela Nueva (New School) Program on Students' Cognitive and Non-cognitive Skills** (GLO Discussion Paper Series N° 1017). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1017.htm>

This paper evaluates how Vietnam's Escuela Nueva (VNEN) program, an educational reform for primary schools supported by the World Bank, affected the cognitive (mathematics and Vietnamese) and non-cognitive (socioemotional) skills of students in that country. We use propensity score matching to estimate both short-term (1-3 years) and long-term (5-7 years) average treatment effects on the treated (ATT). We find that the impacts of VNEN on students' cognitive skills are relatively small in the short-term, and that they are larger for boys, ethnic minorities, and students in Northern Vietnam. The VNEN program modestly increased primary school students' non-cognitive skills in the short-term; these impacts on non-cognitive skills are sizable and significant for ethnic minority students, although there seems to be little gender difference. The long-term impacts are less precisely estimated, but they appear to fade away, showing little or no impact of the VNEN program on cognitive skills. There is little variation of long-term impacts by gender or geographical region, although the imprecision of the estimates for ethnic minority students does not allow us to rule out large long-term impacts on cognitive skills for those students. The program's impacts on non-cognitive skills also seem to have dissipated in the long-term.

Daoud, A. (2021). ***The International Monetary Funds intervention in education systems and its impact on childrens chances of completing school*** [Paper]. Consulté à l'adresse arXiv.org website: <https://econpapers.repec.org/paper/arxpapers/2201.00013.htm>

Enabling children to acquire an education is one of the most effective means to reduce inequality, poverty, and ill-health globally. While in normal times a government controls its educational policies, during times of macroeconomic instability, that control may shift to supporting international organizations, such as the International Monetary Fund (IMF). While much research has focused on which sectors has been affected by IMF policies, scholars have devoted little attention to the policy content of IMF interventions affecting the education sector and childrens education outcomes: denoted IMF education policies. This article evaluates the extent which IMF education policies exist in all programs and how these policies and IMF programs affect childrens likelihood of completing schools. While IMF education policies have a small adverse effect yet statistically insignificant on childrens probability of completing school, these policies moderate effect heterogeneity for IMF programs. The effect of IMF programs (joint set of policies) adversely effect childrens chances of completing school by six percentage points. By analyzing how IMF-education policies but also how IMF programs affect the education sector in low and middle-income countries, scholars will gain a deeper understanding of how such policies will likely affect downstream outcomes.

De Paola, M., Gioia, F., & Scoppa, V. (2022). ***ONLINE TEACHING, PROCRASTINATION AND STUDENTS' ACHIEVEMENT: EVIDENCE FROM COVID-19 INDUCED REMOTE LEARNING*** (Working Paper N° 202202). Consulté à l'adresse Università della Calabria, Dipartimento di Economia, Statistica e Finanza «Giovanni Anania» - DESF website: <https://econpapers.repec.org/paper/clbwpaper/202202.htm>

The COVID-19 pandemic forced schools and universities to transit from traditional class-based teaching to online learning. This paper investigates the impact produced by this shift on students' performance. We use administrative data of four cohorts of students enrolled in an Italian University and adopt a difference-in-differences strategy exploiting the fact that the transition to online teaching has taken place at the beginning of the second semester, while classes were face-to-face in the first semester. We compare students' performance in the second semester of 2020 with their performance in the first

semester and contrast this difference with the difference between second and first semester in the previous academic years. Controlling for a number of variables proxying for COVID-19 incidence and internet connections' quality, we find that online teaching has reduced students' performance of about 1.4 credits per semester (0.11 Standard Deviations). Freshmen are those who suffer more, while almost no negative effect is found for Master's Degree students. Since the need for self-discipline in an online environment could cause students' low achievements, we study the role of procrastination and show that online teaching has been particularly detrimental for students affected by present-bias problems.

Dhar, D., Jain, T., & Jayachandran, S. (2022). **Reshaping Adolescents' Gender Attitudes: Evidence from a School-Based Experiment in India.** *American Economic Review*, 112(3), 899-927. <https://doi.org/10.1257/aer.20201112>

Reshaping Adolescents' Gender Attitudes: Evidence from a School-Based Experiment in India by Diva Dhar, Tarun Jain and Seema Jayachandran. Published in volume 112, issue 3, pages 899-927 of *American Economic Review*, March 2022, Abstract: This paper evaluates an intervention in India that engaged ado...

Evans, D. K., & Yuan, F. (2022). **What We Learn about Girls' Education from Interventions That Do Not Focus on Girls.** *The World Bank Economic Review*, 36(1), 244-267. <https://doi.org/10.1093/wber/lhab007>

What is the best way to improve access and learning outcomes for girls? This review brings together evidence from 267 educational interventions in 54 low- and middle-income countries – regardless of whether the interventions specifically target girls – and identifies their impacts on girls. To improve access and learning, general interventions deliver average gains for girls that are comparable to girl-targeted interventions. General interventions have similar impacts for girls as for boys. Taken together, these findings suggest that many educational gains for girls may be achieved through nontargeted programs. Many of the most effective interventions to improve access for girls relax household-level constraints (such as cash transfer programs), and many of the most effective interventions to improve learning for girls involve improving the pedagogy of teachers. Girl-targeted interventions may make the most sense when addressing constraints that are unique to, or most pronounced for, girls.

Ferreira, F. H. G., Firpo, S. P., & Messina, J. (2022). **Labor Market Experience and Falling Earnings Inequality in Brazil: 1995–2012.** *The World Bank Economic Review*, 36(1), 37-67. <https://doi.org/10.1093/wber/lhab005>

The Gini coefficient of labor earnings in Brazil fell by nearly a fifth between 1995 and 2012, from 0.50 to 0.41. The decline in other measures of earnings inequality was even larger, with the 90-10 percentile ratio falling by almost 40 percent. Applying micro-econometric decomposition techniques, this study parses out the proximate determinants of this substantial reduction in earnings inequality. Although a falling education premium did play a role, in line with received wisdom, this study finds that a reduction in the returns to labor market experience was a much more important factor driving lower wage disparities. It accounted for 53 percent of the observed decline in the Gini index during the period. Reductions in horizontal inequalities – the gender, race, regional and urban-rural wage gaps, conditional on human capital and institutional variables – also contributed. Two main factors operated against the decline: a greater disparity in wage premia to different sectors of economic activity, and the “paradox of progress”: the

mechanical inequality-increasing effect of a more educated labor force when returns to education are convex.

Fumarco, L., Vandromme, A., Halewyck, L., Moens, E., & Baert, S. (2022). **Does relative age affect speed and quality of transition from school to work?** [Working Papers of Faculty of Economics and Business Administration, Ghent University, Belgium]. Consulté à l'adresse Ghent University, Faculty of Economics and Business Administration website: https://econpapers.repec.org/paper/rugrugwps/22_2f1037.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.

Goller, D., Diem, A., & Wolter, S. (2022). **Sitting next to a dropout: Study success of students with peers that came to the lecture hall by a different route** (Economics of Education Working Paper Series N° 0190). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://econpapers.repec.org/paper/isoeducat/0190.htm>

Higher education brings together students from diverse educational backgrounds, including students, who after dropping out of a first course of study, transferred to an academically less demanding institution. While peers are important contributors to student success, the influence of those dropouts with a knowledge advantage on first-time students is largely unexplored. Using an administrative data set covering every individual in the Swiss higher education system, we study the impact of the presence of academically better prepared students on the study success of first-time students. Our identification strategy relies on conditional idiosyncratic variations in the proportion of returning dropouts in university of applied sciences cohorts. We find negative effects of university dropouts who re-enroll in the same subject on the success of first-time students. In contrast, dropouts who change subjects are positively associated to the success of their new peers. Using causal machine learning methods, we find that the effects (a) are non-linear and (b) vary for different proportions of dropouts in university of applied sciences cohorts.

Granja, C. D., & Visentin, F. (2021). **International student mobility and academic performance: Does timing matter?** (MERIT Working Paper N° 2021-049). Consulté à l'adresse United Nations University - Maastricht Economic and Social Research Institute on Innovation and Technology (MERIT) website: <https://econpapers.repec.org/paper/unmunumer/2021049.htm>

In this study, we examine the impact of exchange programs' timing on students' academic performance, focusing on the moment in which students travel and the length of the period spent abroad. To provide causal evidence, we exploit unique data of more

than 10,000 students from a well-known and internationalized Brazilian university from 2010 to 2020. By combining Propensity Score Matching with Difference in Differences techniques, we find that international mobility impacts groups of students differently. Students who travel closer to the end of their undergraduate courses benefit the most from the mobility experience (an increase of 0.06 points on final standardized grades), while negative effects (-0.05 points) are found for those who travel at the beginning of their university program. Our results also show that, while student mobility impacts positively and significantly students who participate in programs lasting from one semester to one year (0.08 points), negative effects are associated with shorter periods abroad (-0.1 points).

Horrace, W., Jung, H., Presler, J., & Schwartz, A. (2022). **What Makes a Classmate a Peer? Examining which peers matter in NYC elementary schools** (Working Paper N° 21-4). Consulté à l'adresse Sinquefeld Center for Applied Economic Research, Saint Louis University website: https://econpapers.repec.org/paper/rissluecr/2021_5f004.htm

We identify and estimate the effects of student-level social spillovers on standardized test performance in New York City (NYC) elementary schools. We leverage student demographic data to construct within-classroom social networks based on shared student characteristics, such as a gender or ethnicity. Rather than aggregate shared characteristics into a single network matrix, we specify additively separate network matrices for each shared characteristic and estimate city-wide peer effects for each one. Conditional on sharing a classroom, we find that the most important student peer effects are shared ethnicity, gender, and primary language spoken at home. Identification of the model is discussed.

Horta, H., Meoli, M., & Vismara, S. (2022). **Crowdfunding in higher education: evidence from UK Universities**. *Higher Education*, 83(3), 547-575. <https://doi.org/10.1007/s10734-021-00678-8>

In contemporary higher education systems, funding is increasingly associated with performativity, assessment, and competition, and universities are seeking different forms of financing their activities. One of these new forms is crowdfunding, a tool enabled by the digitalization of finance. Based on data from the UK higher education system and two crowdfunding platforms, our study adds to previous crowdfunding research in academic settings that have, thus far, focused on research projects, and assesses who is participating, their level of engagement and the resources they have gathered from crowdfunding. Our findings show that crowdfunding is used more by universities that have fewer resources. These universities are more teaching-oriented, less prestigious, and have a student body largely derived from lower socio-economic sectors of society. The popularity of crowdfunding in this type of university suggests that crowdfunding may enhance the democratization of higher education funding. However, as optimal crowdfunding participation and engagement requires high academic-to-student ratios and total-staff-to-academic-staff ratios, universities facing a greater financial precarity may be disadvantaged in their access to and engagement with crowdfunding. Differentials between part-time and full-time student ratios may exacerbate this disadvantage. Our study suggests that crowdfunding is a viable means of obtaining additional financing for learning activities complementing the fundings from other sources, but raises concerns about the use of crowdfunding as a burden to academics and students to find resources to meet learning experiences that ought to be provided by universities in the first place.

Kamb, R., & Tamm, M. (2021). **The Fertility Effects of School Entry Decisions** (IZA Discussion Paper N° 14902). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14902.htm>

School entry regulations lead to differences in the age when children start school. While previous literature estimated the effects of age at school entry for compliers with school entry regulations, we look at non-compliers, namely those who enter school one year before the official entry date. Based on an instrumental variable approach, the results show that early enrollment increases the number of children by 0.1, whereas we find no significant impact on rates of childlessness.

Kudashvili, N., & Todua, G. (2022). **Information, Perceived Returns and College Major Choices** [CERGE-EI Working Paper]. Consulté à l'adresse The Center for Economic Research and Graduate Education - Economics Institute, Prague website: <https://econpapers.repec.org/paper/cerpapers/wp717.htm>

Students may hold inaccurate beliefs about earnings and employment opportunities when making their education decisions. This paper analyzes the effects of information provision on student's intended and actual college major choices in Georgia. Secondary school students in our experiment systematically overestimated the earnings and unemployment rates of college graduates. We find that 10 percent more students who received information on actual earnings and unemployment changed their actual college major choices than others. The changes in their majors are partly driven by differences in the perceived and actual unemployment rates, whereas the earning differences do not appear to play a role. We also estimate spillover effects on students who do not receive information directly, and show that they matter, but only for older students who are closer to high school graduation. Importantly, we find that the immediate changes in the intended choices are not linked to the final major choices, suggesting that measuring the effects of information on immediately expressed intentions may not be sufficient to understand how information affects actual real-life decisions. We find that both direct and indirect information provision have sizable effects on student college major choices.

Lagemann, M., & Winker, P. (2022). **Inconsistent response behavior: A potential pitfall in modeling the link between educational attainment and social network characteristics** [MAGKS Papers on Economics]. Consulté à l'adresse Philipps-Universität Marburg, Faculty of Business Administration and Economics, Department of Economics (Volkswirtschaftliche Abteilung) website: <https://econpapers.repec.org/paper/marmagkse/202202.htm>

An important role is ascribed to students' social networks in explaining both social and ethnic differentials in educational achievement and attainment. For example, students' social networks are assumed to influence their probability of success by providing educationally-relevant resources and by promoting effort and educational investments. The direction and strength of the network's effect on students' educational success is assumed to depend on the network's precise characteristics, such as educational and migration background. As track selection by school performance (as is the case in Germany) goes hand in hand with a segregation of students by characteristics like social and migration background, it can be assumed that educational success itself has an influence on the social resources students have access to at later stages of their educational careers. Given the complexity of instruments

commonly applied in self-administered questionnaires to assess students' social resources, the quality of data on measures of network characteristics is likely to depend on the respondents' abilities. As regards the estimation of the association between network characteristics and educational success, biased measurement of social network characteristics apparently constitutes a challenge as spurious correlation may be observed between measures of educational achievement and network characteristics if the bias systematically correlates with education. We report empirical findings on a complex instrument used in a self-administered questionnaire applied in the National Educational Panel Study (NEPS) to 9th-graders in the classroom, which was designed to measure the social resources young people have at their disposal at the point of transition from general into vocational education. The data allows identifying population subgroups who face particularly strong difficulties in completing the relevant set of questions in a consistent way. Specifically, this selection can be shown to be significantly correlated with different measures of educational achievement as well as with the respondents' migration background. As the network characteristics we investigate, i.e., the network members' educational and migration background, have been found to correlate with students' educational success, ignoring this selection can be shown to heavily bias estimates of the association between educational achievement and social network characteristics.

LaSota, R. R., Polanin, J. R., Perna, L. W., Austin, M. J., Steingut, R. R., & Rodgers, M. A. (2022). **The Effects of Losing Postsecondary Student Grant Aid: Results From a Systematic Review.** *Educational Researcher*, 51(2), 160-168.
<https://doi.org/10.3102/0013189X211056868>

With the goal of informing federal and state policy makers in a time of budget constraints, we used a systematic review methodology to identify and summarize findings from studies that examined the effects of losing grant aid due to policy changes and students' failure to meet renewal requirements. Studies reviewed in this policy brief show negative effects on student outcomes when grant aid is reduced or eliminated. While results vary, this general conclusion applies when grant aid is reduced or eliminated from programs that differ in scope (federal and state), eligibility requirements (merit and need), and award amounts. This brief illuminates the importance of maintaining grant aid funding for college student enrollment, persistence, achievement, and completion. Especially in context of other pandemic-related stressors, reducing need-based grant aid will likely exacerbate declines in college enrollment, progression through college, and degree completion for vulnerable students.

Monarrez, T., Kisida, B., & Chingos, M. (2022). **The Effect of Charter Schools on School Segregation.** *American Economic Journal: Economic Policy*, 14(1), 301-340.
<https://doi.org/10.1257/pol.20190682>

We examine the impact of the expansion of charter schools on racial segregation in public schools, defined using multiple measures of racial sorting and isolation. Our research design utilizes between-grade differences in charter expansion within school systems and an instrumental variables approach leveraging charter school openings. Charter schools modestly increase school segregation for Black, Hispanic, Asian, and White students. On average, charters have caused a 6 percent decrease in the relative likelihood of Black and Hispanic students being exposed to schoolmates of other racial or ethnic groups. For metropolitan areas, our analysis reveals countervailing forces, as charters reduce segregation between districts.

Mtawa, N. N., & Wangenge-Ouma, G. (2022). **Questioning private good driven university-community engagement: a Tanzanian case study.** *Higher Education*, 83(3), 597-611. <https://doi.org/10.1007/s10734-021-00685-9>

This study examined the motives underpinning involvement in community engagement by academics. The broader context of the study is the idea of universities as actors for and contributors to the public good, especially through community engagement. Engaging with communities is associated with the historical social mandate of universities, and is generally framed as a way through which universities participate in addressing pressing social, economic, and moral challenges that confront communities and society at large. However, as illustrated in this study, university-community engagement is also being framed in ways which, though not necessarily antithetical to the pursuit of the public good, treat it as an occasional, peripheral, 'add on' activity, geared towards advancing the private interests and benefits of academics. The study illustrates this framing and practice using a case study of community engagement in an African university. The study highlights transactional forms of community engagement, which are at odds with its transformative potential with respect to the public good. We argue that for university-community engagement to become an effective mechanism for advancing the public good, there is a need for universities, and individual academics, to rethink the undergirding principles and values of community engagement and put in place the requisite institutional support to drive community engagement as an institutionalised practice, towards genuine engagement with communities.

Mughan, S., Sherrod Hale, J., & Woronkowicz, J. (2022). **Build It and will They Come?: The Effect of Investing in Cultural Consumption Amenities in Higher Education on Student-Level Outcomes.** *Research in Higher Education*, 63(1), 60-91. <https://doi.org/10.1007/s11162-021-09640-0>

Despite a climate of fiscal scarcity, higher education institutions are making big investments in campus consumption amenities while reducing instructional expenditures and growing increasingly reliant on tuition revenue. Few empirical studies exist exploring why universities increasingly invest in these amenities; however, one compelling explanation is that in an increasingly competitive market universities use amenities as a means of attracting students. Using resource dependency theory, this article examines these investments through the lens of marketization of public services. A unique dataset of HEI investments in cultural consumption amenities from 2000 to 2016 is used to estimate the effect of investing in cultural consumption amenities on various student-level outcomes. The evidence suggests that consumption amenities investments are associated with an increase in the yield rate (the proportion of admitted students who choose to enroll in the institution) and a decrease in the percentage of students paying in-state tuition. Also, higher-value investments are associated with a modest increase in out-of-state tuition, a decrease in in-state and out-of-state fees, and an increase in SAT scores. Taken together, the findings suggest that cultural consumption amenities investments may help attract more lucrative students and students who are strongly considering enrolling (as indicated by their application).

OCDE. (2022). **Comment l'avantage salarial associé à l'obtention d'un diplôme de l'enseignement tertiaire varie-t-il selon le domaine d'études?** <https://doi.org/10.1787/dedf89e2-fr>

Un diplôme de l'enseignement tertiaire donne accès à de meilleurs revenus, en particulier dans les pays où le pourcentage d'adultes diplômés de ce niveau d'enseignement est faible. Cet avantage salarial varie toutefois considérablement selon le domaine d'études. Dans certains pays, les actifs occupés diplômés de l'enseignement tertiaire en lettres et arts gagnent même moins que ceux seulement diplômés du deuxième cycle du secondaire. Les professions qui ont constitué les piliers de notre société durant la crise du COVID-19, comme l'éducation et les soins infirmiers, présentent des rémunérations relatives parmi les plus faibles de tous les domaines d'études. Aucune corrélation nette ne s'observe entre le pourcentage de diplômés de l'enseignement tertiaire par domaine d'études et l'avantage salarial relatif de ces derniers. Ce constat peut s'expliquer par la sélectivité de certains domaines, les centres d'intérêt personnels des étudiants, ou encore leur manque d'informations sur le marché du travail. Les responsables politiques devront envisager d'autres mesures que les mécanismes du marché pour renforcer l'attrait de domaines d'études qui sont autant de viviers de compétences essentielles à notre société.

O'Higgins, S., & Pinedo Caro, L. (2021). **Crowdwork for Young People: Risks and Opportunities** (IZA Discussion Paper N° 14933). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp14933.htm>

In recent years, crowdworking has emerged as a small but rapidly growing source of employment and income principally for young(er) people. Here, we build on previous work in identifying the determinants of crowdworkers' earnings. We focus on the reasons why young crowdworkers earn significantly higher hourly wages than their older counterparts. We show that this is due to the higher returns to experience accruing to younger crowd-workers. Educational attainment does not explain this age-based differential, as education is a negligible factor in determining crowdworkers' earnings. We also analyse why young women earn around 20% less than their male counterparts despite blind hiring. We confirm that this is partly explained by constraints on working time faced by women with children. The analysis also shows that « freely chosen » crowdwork - as opposed to, young people crowd-working because of a lack of alternative employment opportunities - is conducive to higher levels of job satisfaction. Moreover, young crowdworkers in middle income countries earn less than their counterparts in high income countries but report higher levels of job satisfaction. This is entirely attributable to the lower quality of their options outside of crowdwork.

Paterson, M., Parasnis, J., & Rendall, M. (2022). **Gender, Income, and Numeracy Test Scores** (Monash Economics Working Paper N° 2022-02). Consulté à l'adresse Monash University, Department of Economics website: <https://econpapers.repec.org/paper/mosmoswps/2022-02.htm>

The performance of students in numeracy tests reveals gaps based on students' gender and household income. In this paper, using longitudinal data on Australian children, we show the interrelationship between (i) socioeconomic gaps based on early-life household income, and (ii) the gender gap in numeracy. We find that between Grades 3 to 9, boys have a distinct advantage in numeracy scores over girls, which widens over time. We also find that, by Grade 9, poorer female students are doubly disadvantaged. This disadvantage does not arise because of differences in socioeconomic status between boys and girls but because the effect of a lower socioeconomic background on test scores is significant only for girls. We find that mother's education and labor force status play an important role in the emergence of gender gaps, at both ends (top and

bottom) of the income distribution. We confirm that early life circumstances continue to impact student's achievement well into adolescence and these exacerbate gender gaps, thus demonstrating the importance of targeted early interventions to address gaps in key skills acquisition for the modern economy.

Sallin, A., & Balestra, S. (2022). **The Earth is Not Flat: A New World of High-Dimensional Peer Effects** (Economics of Education Working Paper Series N° 0189). Consulté à l'adresse University of Zurich, Department of Business Administration (IBW) website: <https://econpapers.repec.org/paper/isoeducat/0189.htm>

The majority of recent peer-effect studies in education have focused on the effect of one particular type of peers on classmates. This view fails to take into account the reality that peer effects are heterogeneous for students with different characteristics, and that there are at least as many peer effect functions as there are types of peers. In this paper, we develop a general empirical framework that accounts for systematic interactions between peer types and nonlinearities of peer effects. We use machine-learning methods to (i) understand which dimensions of peer characteristics are the most predictive of academic success, (ii) estimate high-dimensional peer effects functions, and (iii) investigate performance-improving classroom allocation through policy-relevant simulations. First, we find that students' own characteristics are the most predictive of academic success, and that the most predictive peer effects are generated by students with special needs, low-achieving students, and male students. Second, we show that peer effects traditionally reported by the literature likely miss important nonlinearities in the distribution of peer proportions. Third, we determine that classroom compositions that are the most balanced in students' characteristics are the best ways to reach maximal aggregated school performance.

Schudde, L., & Shea, M. (2022). **Heterogeneity in the Returns to Credits for Public Two-Year College Entrants**. *Research in Higher Education*, 63(2), 337-367. <https://doi.org/10.1007/s11162-021-09654-8>

Public two-year colleges offer an entry point to postsecondary education for many Americans who might otherwise forgo college. Most students leave college without a credential. A growing body of research examines the returns to higher education among two-year college entrants but primarily focuses on returns to credentials. This study examines the returns to different types of credits, including academic, technical, and developmental credits. In a series of individual fixed effects models, we use state administrative data following a population of public two-year college entrants to understand which college credits yield the greatest returns and how returns to credits vary across degree attainment. Our findings illustrate that average estimates of the returns to credits obscure varied patterns of returns among two-year college students, where sub-baccalaureate credential recipients appear to experience different returns to academic and technical credits compared with their peers.

Terrier, C., Pathak, P. A., & Ren, K. (2021). **From Immediate Acceptance to Deferred Acceptance: Effects on School Admissions and Achievement in England** (NBER Working Paper N° 29600). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29600.htm>

Countries and cities around the world increasingly rely on centralized systems to assign students to schools. Two algorithms, deferred acceptance (DA) and immediate acceptance (IA), are widespread. The latter is often criticized for harming

disadvantaged families who fail to get access to popular schools. This paper investigates the effect of the national ban of the IA mechanism in England in 2008. Before the ban, 49 English local authorities used DA and 16 used IA. All IA local authorities switched to DA afterwards, giving rise to a cross-market difference-in-differences research design. Our results show that the elimination of IA reduces measures of school quality for low-SES students more than high-SES students. After the ban, low-SES students attend schools with lower value-added and more disadvantaged and low-achieving peers. This effect is primarily driven by a decrease in low-SES admissions at selective schools. Our findings point to an unintended consequence of the IA to DA transition: by encouraging high-SES parents to report their preferences truthfully, DA increases competition for top schools, which crowds out low-SES students.

Urgelles, L., & Bernd, F. (2022). **The Effects of Leisure Activities on Academic Performance** (Working Papers Dissertations N° 88). Consulté à l'adresse Paderborn University, Faculty of Business Administration and Economics website: <https://econpapers.repec.org/paper/pdndispap/88.htm>

This paper analyzes the effect of the participation in different leisure activities on university and college students' average grade. In a first step, we calculate an OLS regression and find that for male students being a member in a fraternity is negatively related with the average grade. Contrarily, being an active member of a political or religious group is positively correlated with the average grade. In a second step we analyze the influence of the two leisure activities most popular among students (music & arts and sports) in more detail. Using an instrumental variables approach, this study finds that the participation in music and arts positively affects female students' grades. The participation in sports is negatively related with the average grade, although these results are not significant for the female and male subsamples. This paper contributes to the existing knowledge on the subject by providing empirical evidence for the involvement of students in higher education in a range of leisure activities (e.g. music & arts, sports, fraternities, involvement in the university administration, and activity in political and religious groups). Based on these findings, causal inferences about music and arts can be made as well as inferences about participation in sports. As a result, students may rethink their decisions on leisure time allocations. Higher education institutions might also be able to use this information to adapt their funding decisions in order to support academically beneficial activities such as orchestras, theater groups, or musical bands.

Urgelles, L., & Frick, B. (2022). **Academic Performance and Salary Expectations of Competitive and Recreational Athletes vs. Inactive Students** (Working Papers Dissertations N° 89). Consulté à l'adresse Paderborn University, Faculty of Business Administration and Economics website: <https://econpapers.repec.org/paper/pdndispap/89.htm>

The aim of the present study was to find out whether salary expectations vary with the different types of athletic involvements. Previous studies based on high school pupil data show that the involvement in sports is beneficial for the grade but only to a certain degree. That is, during the high season of sport, athletes' grades deteriorate (Schultz, 2017). At the college and university level, most studies find a positive relation between athletic participation and grades (Fricke et al., 2018). Labor economists have identified numerous positive effects of athletic participation, including a higher salary for athletes (Kuhn & Weinberger, 2005; Lechner & Downward, 2017) and former athletes (Ewing, 2007). We conducted an own survey among German university and college students during the summer semester 2016 and obtained a data set with information on sports

participation for 4,592 students. Based on this information we group our participants in three athlete types: inactive students (IS), recreational athletes (RA) and competitive athletes (CA). We analyze three equations in a system of seemingly unrelated regression (SUR) with a three-stage least square estimator. Our (alternative) dependent variables are the current average grade, the number of semesters needed to acquire the degree, and the salary expectations. We find that CA expect a significantly higher salary than their inactive peers. CA tend to study longer until they achieve their degrees. We also find that the higher the weekly hours spent on sports, the lower is the student's grade. The higher the amount of hours spent studying however, the better the grade and the faster the student achieves the degree.

Aspects psychologiques de l'éducation

Allen, K.-A., Jamshidi, N., Berger, E., Reupert, A., Wurf, G., & May, F. (2022). **Impact of School-Based Interventions for Building School Belonging in Adolescence: a Systematic Review**. *Educational Psychology Review*, 34(1), 229-257. <https://doi.org/10.1007/s10648-021-09621-w>

A student's sense of school belonging is critical to school success, yet internationally, a large proportion of secondary students do not feel that they belong to their school. However, little is understood about how schools can address this issue, nor what evidence-based interventions are available to increase belonging among secondary school students. The aim of this study is to identify and critically review the evidence on school-based interventions that increase a sense of school belonging in adolescents. Seven electronic databases and the Cochrane Central Register of Controlled Trials were searched from 1999 to February 2021 using 'school belonging' and 'intervention' amongst the key search terms. A total of 22 controlled trials were identified with 14 studies reporting effective school-based interventions for enhancing a sense of adolescent school belonging. Successful interventions targeted students' strengths and promoted positive interactions between students and between school staff and students. Overall, this review found a paucity of interventions that intentionally aimed to develop adolescent school belonging. Inconsistencies in terminology use and definitions describing school belonging were identified even when similar measurement tools were utilised. Findings of this review have important practice implications and provide information to support schools to select evidence-based interventions to improve students' sense of school belonging.

Allix, P. (2021). **Les sciences cognitives au service de la réussite scolaire des collégiens : bénéfiques d'un programme pédagogique métacognitif axé sur le fonctionnement cérébral et cognitif dans les apprentissages** (Phdthesis, Normandie Université). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03545413>

Depuis plus d'une décennie, les rapports nationaux et internationaux concernant le système éducatif français se succèdent et mettent en lumière que les élèves français ont un faible niveau scolaire. Pour répondre à cette problématique, l'un des objectifs de la réforme du Collège (2015) est de permettre à tous les élèves d'apprendre à apprendre. Toutefois, les enseignants manquent d'outils auxquels se référer pour atteindre cet objectif. Les apports des sciences cognitives sur les processus cognitifs à l'œuvre dans les apprentissages nous amènent alors à investiguer les processus de gestion de la cognition. La métacognition apparaît comme un des processus à cibler pour favoriser la réussite

scolaire des élèves. Au regard de l'importance et de l'intérêt de la métacognition, de nombreux programmes d'intervention ont vu le jour. Malgré des résultats probants, il n'existe pas, à notre connaissance, de programme validé en langue française qui soit applicable par les enseignants. Sur la base des recommandations proposées dans la littérature, nous avons conçu, en partenariat avec une équipe pédagogique, un programme pédagogique métacognitif (PPM) axé sur le fonctionnement cérébral et cognitif dans les apprentissages. Ainsi, l'objectif de ce travail de thèse est de déterminer, par un suivi longitudinal, les bénéfices de ce programme sur la réussite scolaire d'élèves de collège. Nous avons suivi des élèves de 6ème pendant trois ans, qui ont bénéficié ou non, pendant les deux premières années de collège, d'une séance hebdomadaire du PPM «Connaissance de soi». Les élèves ont été évalués avec accord parental avant toute intervention (à l'entrée en 6ème) puis à 2 reprises (en fin de 6ème et en fin de 5ème). Un post-test différé était prévu un an après (en fin de 4ème) mais celui-ci n'a pu se tenir en raison de la crise sanitaire COVID-19. Les évaluations ont porté sur les connaissances des élèves sur le fonctionnement cérébral et cognitif, leurs capacités métacognitives, leur sentiment d'auto-efficacité, leurs capacités mnésiques, attentionnelles, intellectuelles, cognitives, et leurs performances scolaires. Les résultats de cette expérimentation n'ont pas montré d'effet significatif du PPM sur les performances scolaires des élèves mais ont mis en évidence qu'il favorisait les connaissances de tous les élèves sur le fonctionnement cérébral et cognitif. Il semble également qu'il ait amélioré la perception que certains élèves en difficulté avaient d'eux-mêmes en tant qu'apprenant. Le programme pédagogique présenté, visant le développement de la métacognition, pourrait constituer un des leviers possibles pour favoriser la réussite des collégiens tout en promouvant une démarche d'évaluation des pratiques éducatives.

Bardach, L., Klassen, R. M., & Perry, N. E. (2022). **Teachers' Psychological Characteristics: Do They Matter for Teacher Effectiveness, Teachers' Well-being, Retention, and Interpersonal Relations? An Integrative Review.** *Educational Psychology Review*, 34(1), 259-300. <https://doi.org/10.1007/s10648-021-09614-9>

This integrative review aims to render a systematic account of the role that teachers' psychological characteristics, such as their motivation and personality, play for critical outcomes in terms of teacher effectiveness, teachers' well-being, retention, and positive interpersonal relations with multiple stakeholders (e.g., students, parents, principals, colleagues). We first summarize and evaluate the available evidence on relations between psychological characteristics and these outcomes derived in existing research syntheses (meta-analyses, systematic reviews). We then discuss implications of the findings regarding the eight identified psychological characteristics—self-efficacy, causal attributions, expectations, personality, enthusiasm, emotional intelligence, emotional labor, and mindfulness—for research and educational practice. In terms of practical recommendations, we focus on teacher selection and the design of future professional development activities as areas that particularly profit from a profound understanding of the relative importance of different psychological teacher characteristics in facilitating adaptive outcomes.

Brice Mansencal, L., Müller, J., Berhuet, S., Millot, C., & Timoteo, J. (2022). **Le moral des jeunes fortement affecté par la crise sanitaire.** *INJEP Analyses & Synthèses*, (54). Consulté à l'adresse https://injep.fr/wp-content/uploads/2022/01/IAS54_moral-jeunes.pdf

La crise sanitaire pèse fortement sur le moral des jeunes : interrogés en mars et avril 2021, ils sont 59 % à avoir le sentiment que leur vie actuelle correspond à leurs attentes, soit le

plus bas niveau observé depuis la création du Baromètre DJEPVA sur la jeunesse en 2016. Un jeune sur deux considère ainsi la pandémie comme une période très pénible à vivre. Les jeunes interrogés mettent particulièrement en avant les difficultés d'ordre psychologique et le sentiment d'isolement, devant les difficultés socio-économiques. Dans ce contexte incertain, les attentes des jeunes sont fortes vis-à-vis des pouvoirs publics : 29 % d'entre eux aimeraient que les pouvoirs publics les aident à trouver un emploi, en hausse de huit points par rapport à 2020. La pandémie n'a en outre pas freiné l'engagement associatif ou bénévole des jeunes, le bénévolat régulier s'étant même accru par rapport à début 2020.

Brun, L., Dompnier, B., & Pansu, P. (2022). **A latent profile analysis of teachers' causal attribution for academic success or failure.** *European Journal of Psychology of Education*, 37(1), 185-206. <https://doi.org/10.1007/s10212-021-00551-3>

In educational contexts, interpersonal attributional theory (Weiner, 2019) posits that teachers' beliefs about the causes underlying their students' academic performance vary along the causal dimensions of locus of causality, stability, personal controllability, and others' controllability. Based on this framework, this study aimed at identifying teachers' attribution profiles based on their perceptions about the causes of their students' achievements. Two hundred eighty-nine experienced and novice French primary school teachers reported their causal beliefs about a student's success or failure at a reading test, as well as their emotional and behavioral reactions to their student's outcome. The data were analyzed using latent profile analyses, which identified five teachers' attribution profiles that varied on the four causal dimensions. The results showed that profile memberships were greatly determined by the student's outcome valence: three teachers' attribution profiles were especially related to failure and two additional profiles to success. Profile memberships were associated with various cognitive, emotional, and behavioral reactions in line with the interpersonal attributional theory of motivation. The powerless profile — high external and uncontrollable attributions — indicated the lowest level of helping behavior. The conscientious profile — high internal and controllable attributions — indicated the highest levels of pride and student's responsibility. Overall, these results partially support Weiner's interpersonal attributional theory of motivation using a person-centered approach.

Caviola, S., Toffalini, E., Giofrè, D., Ruiz, J. M., Szűcs, D., & Mammarella, I. C. (2022). **Math Performance and Academic Anxiety Forms, from Sociodemographic to Cognitive Aspects: a Meta-analysis on 906,311 Participants.** *Educational Psychology Review*, 34(1), 363-399. <https://doi.org/10.1007/s10648-021-09618-5>

The relationship between anxiety and mathematics has often been investigated in the literature. Different forms of anxiety have been evaluated, with math anxiety (MA) and test anxiety (TA) consistently being associated with various aspects of mathematics. In this meta-analysis, we have evaluated the impact of these forms of anxiety, distinguishing between different types of mathematical tasks. In investigating this relationship, we have also included potential moderators, such as age, gender, working memory, type of task, and type of material. One hundred seventy-seven studies met the inclusion criteria, providing an overall sample of 906,311 participants. Results showed that both MA and TA had a significant impact on mathematics. Sociodemographic factors had modest moderating effects. Working memory (WM) also mediated the relationship between MA and TA with mathematics; however, this indirect effect was weak. Theoretical and

educational implications, as well as future directions for research in this field, are discussed.

Cents-Boonstra, M., Lichtwarck-Aschoff, A., Lara, M. M., & Denessen, E. (2022). **Patterns of motivating teaching behaviour and student engagement: a microanalytic approach.** *European Journal of Psychology of Education*, 37(1), 227-255. <https://doi.org/10.1007/s10212-021-00543-3>

Positive student engagement is a prerequisite for students' educational success. In this study, a microanalytic approach was used to explore patterns in teachers' use of specific motivating teaching behaviours from the perspective of self-determination theory in relation to indicators of students' positive engagement. The lessons of 52 teachers were observed and event-based coded. Results showed that specifically asking motivating questions and providing positive feedback and support during exercises were associated with subsequent positive student engagement. Unexpectedly, some demotivating teaching behaviours were also found to relate to positive student engagement, although to a lesser extent. Implications and directions for future research are discussed.

Chen, H.-Y., Chiou, H., & Cheng, C.-L. (2022). **Purpose Trajectories During Middle Adolescence: The Roles of Family, Teacher, and Peer Support.** *Journal of Youth and Adolescence*, 51(2), 291-304. <https://doi.org/10.1007/s10964-021-01548-3>

While studies on youth's purpose have flourished in the last two decades, the work was mostly cross-sectional and derived from Western settings. This research examined the developmental trajectories of purpose exploration and commitment of Taiwanese youth during middle adolescence, with a focus on how they associate with youth's psychological functioning in terms of life satisfaction and depressive symptoms and whether social support moderates such development. A total of 369 vocational high school students in Taiwan (45% females; Mage = 15.82 years) participated in a four-wave study spanning two years with a one-semester interval. The results of piecewise growth curve modeling in the context of structural equation modeling suggested that purpose commitment increased over 10th grade, decreased initially in 11th grade, and then continued to increase. Purpose exploration similarly increased over 10th grade, but after the initial 11th grade dip remained stable. In addition to the higher initial levels, the steeper the rate of purpose exploration and commitment ascent and the slighter the rate of reduction predicted enhanced youth life satisfaction. The trajectory of purpose commitment also predicted reduced depressive symptoms, but such effects did not occur for purpose exploration. Moreover, multi-group analyses revealed that the more family, teacher, and peer support youth perceived, the more likely youth explored and committed to purpose over time.

Cojean, S., & Martin, N. (2021). **Reducing the split-attention effect of subtitles during video learning: might the use of occasional keywords be an effective solution?** *L'Année Psychologique*, 121(4), 417-442. Consulté à l'adresse <https://www.cairn.info/revue-l-annee-psychologique-2021-4-page-417.htm>

Darnon, C., & Fayol, M. (2022). **Can an early mathematical intervention boost the progress of children in kindergarten? A field experiment.** *European Journal of Psychology of Education*, 37(1), 1-18. <https://doi.org/10.1007/s10212-021-00550-4>

Socioeconomic status (SES) has been shown to be associated with children's arithmetic knowledge as early as kindergarten, which is an important issue, given that early numeracy knowledge and skills usually correlate to later academic achievement in arithmetic. In line with recent research, it is argued that the regular practice of exercises involving cardinality, ordinality and arithmetic transformations during class time could accelerate the progress of children, particularly among low-SES children. Participants were 118 kindergarteners (Mage = 3.87). Teachers were randomly assigned to the intervention group (immediate implementation of the intervention; N = 64) or the control group (intervention delayed, N = 54). This intervention consisted of playful exercises involving quantities and numerical transformations. The results indicated that the intervention tended to accelerate progress on the verbal numerical sequence, particularly among lower-SES children. In addition, the intervention tended to accelerate progress on cardinality and arithmetic. These results provide preliminary evidence of the effectiveness of the intervention to help children acquire basic mathematical skills.

Demirbag, M., & Bahcivan, E. (2022). **Psychological modeling of preservice science teachers' argumentativeness, achievement goals, and epistemological beliefs: a mixed design.** *European Journal of Psychology of Education*, 37(1), 257-278. <https://doi.org/10.1007/s10212-021-00558-w>

This study was conducted to investigate the relationships among Turkish preservice science teachers' argumentativeness, epistemological beliefs, and achievement goals, as well as the reasons for coherencies and incoherencies among these variables. A sequential explanatory research design was applied within the 2 following studies. In Study I, the data from 930 preservice science teachers were investigated with structural equation modeling analysis. This analysis presented evidence regarding the relationships among the variables of the study. For example, preservice science teachers' scientific epistemological beliefs significantly predicted their argumentativeness and goal orientations. In Study II, 2 students were selected for each argument approach and argument avoidance cases. Data were collected through semistructured interviews and analyzed via a content analysis. The results of this study showed that participants' self-construal impacted the relationships among their argumentativeness, goal orientations and scientific epistemological beliefs. An investigation of a more comprehensive belief system model including preservice science teachers' self-construal is suggested considering the overall results.

Désiron, J. C., Bétrancourt, M., & Vries, E. de. (2021). **Learning from text and animations: a study into the need for cross-representational signaling.** *L'Année Psychologique*, 121(4), 393-416. Consulté à l'adresse <https://www.cairn.info/revue-l-annee-psychologique-2021-4-page-393.htm>

Current theories on multimedia learning posit that the presence of static or animated visualizations improve text comprehension but only if learners accurately integrate the multiple sources of information. This study investigated the effect of labels and colour coding to link the co-referring verbal and pictorial information in a document, i.e. cross-representational signaling (CRS). Sixteen-year-old students of secondary pre-vocational school (n = 148) with low prior knowledge and reading abilities studied a document about the black kite migration on tablets, in one of three formats: multimedia (text and animations) with CRS, multimedia without CRS and text only. Learning outcome was measured with a questionnaire and a drawing task. The results show that format had a significant effect on learning, with the multimedia format outperforming the text format

only when CRS was included. Animated visualizations effectively support text comprehension and learning when the necessary guidance for text-picture integration is provided.

Donnellan, E., Aslan, S., Fastrich, G. M., & Murayama, K. (2022). **How Are Curiosity and Interest Different? Naïve Bayes Classification of People's Beliefs.** *Educational Psychology Review*, 34(1), 73-105. <https://doi.org/10.1007/s10648-021-09622-9>

Researchers studying curiosity and interest note a lack of consensus in whether and how these important motivations for learning are distinct. Empirical attempts to distinguish them are impeded by this lack of conceptual clarity. Following a recent proposal that curiosity and interest are folk concepts, we sought to determine a non-expert consensus view on their distinction using machine learning methods. In Study 1, we demonstrate that there is a consensus in how they are distinguished, by training a Naïve Bayes classification algorithm to distinguish between free-text definitions of curiosity and interest (n = 396 definitions) and using cross-validation to test the classifier on two sets of data (main n = 196; additional n = 218). In Study 2, we demonstrate that the non-expert consensus is shared by experts and can plausibly underscore future empirical work, as the classifier accurately distinguished definitions provided by experts who study curiosity and interest (n = 92). Our results suggest a shared consensus on the distinction between curiosity and interest, providing a basis for much-needed conceptual clarity facilitating future empirical work. This consensus distinguishes curiosity as more active information seeking directed towards specific and previously unknown information. In contrast, interest is more pleasurable, in-depth, less momentary information seeking towards information in domains where people already have knowledge. However, we note that there are similarities between the concepts, as they are both motivating, involve feelings of wanting, and relate to knowledge acquisition.

Dotzel, S., Bonefeld, M., & Karst, K. (2022). **Students' attitudes towards performance heterogeneity and their relation to contextual factors.** *European Journal of Psychology of Education*, 37(1), 101-121. <https://doi.org/10.1007/s10212-021-00544-2>

Previous studies examining attitudes towards performance heterogeneity have focused on attitudes among teachers. However, positive attitudes towards the school environment are also assumed to be conducive for students. The aim of this paper is to examine students' attitudes towards performance heterogeneity with a sample of 784 5th-grade students. Based on the three-component theory of attitudes (Eagly & Chaiken, 1993), we investigated whether students' attitudes towards performance heterogeneity are positive or negative. Furthermore, we analyzed contextual relations, focusing on whether students' attitudes are linked to performance heterogeneity in the classroom and to a teachers' behavior to manage performance heterogeneity. Descriptive statistics show that students' attitudes towards performance heterogeneity are rather positive. Multi-level structural equation models reveal that contextual rather than individual characteristics relate to students' attitudes towards performance heterogeneity. Accordingly, students in heterogeneous classes show a more positive attitude towards performance heterogeneity than students in less heterogeneous classes. In addition, a teachers' capability of professionally managing heterogeneity is positively associated with students' attitudes towards performance heterogeneity. Accordingly, students' show more positive attitudes if teachers implement rules, effectively manage disruptions, orient themselves towards temporal reference norms, cultivate a positive error culture, and differentiate instruction in the classroom. We will

discuss our results and consider implications for psychological aspects of education and learning.

Ekman, R., Fletcher, A., Giota, J., Eriksson, A., Thomas, B., & Bååthe, F. (2022). **A Flourishing Brain in the 21st Century: A Scoping Review of the Impact of Developing Good Habits for Mind, Brain, Well-Being, and Learning.** *Mind, Brain, and Education*, 16(1), 13-23. <https://doi.org/10.1111/mbe.12305>

Emerging scientific knowledge such as the role of epigenetics and neuroplasticity—the brain's capability to constantly rewire with every action, experience, and thought—is fundamentally changing our understanding of the potential impact we can have on our brain. Our brain is formed by our habits in interaction with our body, the environment, influenced by our lifestyle, successes, failures, and traumas. Neuroplasticity proves that every student's brain is a work in progress, and it is never too late to take better care of one's cognitive fitness. This review presents a repertoire of good habits (GHs). Combined, we suggest that these GHs provide conditions for optimal brain health, by acting as a "Mental Vaccine" which enhances the brain's resilience to brain health-degrading challenges. We argue that schools have a crucial role to play in empowering students to increase their own stress resilience, well-being, and learning by developing their own GHs profile.

Freund, A., Zriker, A., & Sapir, Z. (2022). **Optimal educational climate among students at risk: the role of teachers' work attitudes.** *European Journal of Psychology of Education*, 37(1), 207-226. <https://doi.org/10.1007/s10212-021-00545-1>

One of the most significant phenomena among students at risk is low resilience. However, very little is known about teacher-related factors that affect students' resilience. Therefore, the main aim of this study was to shed light on the relationships between teacher-level (affective and continuance organizational commitment, professional commitment, burnout, and job characteristics) and student-level variables (optimal educational climate, OEC: the needs of belonging, respect from others, autonomy, self-efficacy, and self-fulfillment), as OEC is viewed as a main source of students' psychological resilience. A sample of 243 teachers and 1777 10th-grade students from 44 nationwide secondary schools in Israel participated in this study. The study included the entire population of this selected cohort. Using hierarchical linear model (HLM) coefficient models, we found two major factors that significantly predicted students' OEC: teachers' affective organizational commitment and teachers' job characteristics. These findings indicate that schools may serve as a protective factor for students at risk, since schools can strengthen teachers' affective abilities in order to ensure their students' psychological resilience. These findings are especially important when working with students at risk, who tend to be exposed to a wider range of stress factors, both individually and academically. The importance of these relationships becomes even greater considering the effects of the COVID-19 epidemic, which has had a significant global impact on many aspects, including students' relationships with schools and teachers.

Gaujour, K. (2020). **L'ennui en classe des élèves de lycée professionnel: du mode d'appréhension des enseignants à l'influence sur l'engagement scolaire des lycéens** (Phdthesis, Université de Haute Alsace - Mulhouse). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03574656>

L'ennui en classe des élèves en lycée professionnel (LP) semble être un chantier particulièrement déserté par la recherche du champ des sciences de l'éducation alors que plusieurs études ont montré un effet de l'ennui sur le désengagement scolaire (Blaya, 2010; Raveaud, 2011; Todman, 2013). On sait aussi que ce dernier est intégré au processus de décrochage scolaire (Fortin et al., 2004; Thibert, 2013) et que les lycéens de LP sont plus absents en classe et « décrochent » davantage que les élèves de lycée général et technologique (LEGT) (DEPP, 2013; Kornig et al.; 2019). L'enjeu de cette thèse est donc de comprendre l'influence de l'ennui en classe éprouvé par les élèves de LP sur leur engagement scolaire. L'objectif principal de recherche est d'identifier l'incidence de l'appréhension de cette émotion par les professeurs de lycée professionnel (PLP) sur l'engagement scolaire des lycéens. En effet, les connaissances actuelles ne nous permettent ni d'apprécier si le vécu subjectif de l'ennui en classe des lycéens de LP diffère de celui des lycéens de LEGT, ni d'identifier si des stratégies sont mises en œuvre par les PLP afin de répondre à l'ennui en classe de leurs élèves et ainsi favoriser leur engagement scolaire. Pour répondre à notre question de recherche, nous avons appliqué une méthode quantitative fondée sur un questionnaire administré auprès de 1069 élèves en classe de seconde en LEGT et en LP ainsi qu'une méthode qualitative reposant sur des entretiens semi-directifs auprès de 10 PLP. Nos résultats ont permis de constater que les élèves de lycée professionnel ressentent un vécu de l'ennui en classe différent de celui des élèves de lycée général et technologique. L'ennui influe davantage sur le désengagement scolaire des premiers. L'un des résultats remarquables concerne l'ennui apathique (Goetz et al., 2003), ressenti par une large majorité d'élèves en LP. Or, il s'agit d'une forme d'ennui particulièrement aversive qui se rapproche d'un sentiment d'impuissance apprise ou de dépression. Par ailleurs, notre étude a montré que la perception de la relation « enseignant/enseigné » par les élèves de LP influence leur ressenti de l'ennui et que la majorité des PLP ont des difficultés à appréhender cette émotion. Les résultats de notre recherche confirment la nécessité pour les enseignants à s'attacher à l'ennui éprouvé en classe par leurs élèves. En effet, il semble que cet ennui renseigne sur le vécu subjectif de leur scolarité et permet d'expliquer, pour certains, une part de leur désengagement.

Gueta, B., & Berkovich, I. (2022). **The effect of autonomy-supportive climate in a second chance programme for at-risk youth on dropout risk: the mediating role of adolescents' sense of authenticity.** *European Journal of Psychology of Education*, 37(1), 85-100. <https://doi.org/10.1007/s10212-021-00542-4>

This study aimed to extend the limited knowledge on the motivational and identity aspects of youth at risk in second chance programmes. The study examined the relationships between autonomy-supportive climate, adolescents' sense of authenticity, and their dropout risk, as well as the mediating role that authenticity plays in the relationships, within the context of a second chance programme for at-risk youth. Participants were 181 students at risk from Israel. Results from a multilevel path model analysis support the hypotheses. The findings indicate a positive correlation between autonomy-supportive climate and authenticity of students at risk. The analyses also revealed a negative individual-level relationship between authenticity of students at risk and their dropout risk, and a negative cross-level relationship between autonomy-supportive climate and students' dropout risk. The effect of autonomy-supportive climate on students' dropout risk was partly mediated by students' authenticity. The present study extends the knowledge on the influence of autonomy-supportive climate on schooling by pointing out cross-level relations between this climate and youths' authenticity, and

by shedding light on the connection of these constructs with dropout risk. As this model of relationships is often reflected in the pedagogical rationale behind the design of second chance programmes for youths at risk, the study has important practical implications for policymakers, administrators, and teachers leading these programmes.

Haber, A. S., Kumar, S. C., Puttre, H., Dashoush, N., & Corriveau, K. H. (2022). **“Why Can't I See My Friends and Family?”: Children's Questions and Parental Explanations About Coronavirus.** *Mind, Brain, and Education*, 16(1), 54-61. <https://doi.org/10.1111/mbe.12309>
Question-explanation exchanges in parent-child interactions foster children's early learning, especially when children are inquiring about unobservable scientific phenomena such as the novel coronavirus (COVID-19). As with other unobservable entities, children must rely on adults to acquire knowledge about COVID-19. Yet, we know very little about what children understand about COVID-19 or its consequences. In our study, we explored developmental changes in children's questions about COVID-19 and parents' explanations. Parents (n = 182) of children (aged 3–8) completed an online survey, which included demographic information, parents' explanations, and children's questions. Parents' explanations referenced germs, used illness analogies, and mentioned mitigation strategies. Most of children's COVID-related questions focused on the consequences of COVID-19. Whereas older children asked more about death, younger children asked about loss of activities. The findings advance our understanding of the impact of COVID-19 on parents and children.

Huang, R.-T., Jabor, M. K., Tang, T.-W., & Chang, S.-C. (2022). **Examine the moderating role of mobile technology anxiety in mobile learning: a modified model of goal-directed behavior.** *Asia Pacific Education Review*, 23(1), 101-113. <https://doi.org/10.1007/s12564-021-09703-y>

Although there are numerous mobile learning studies, limited efforts have been devoted to investigating the moderating role of mobile technology anxiety on mobile learning outcome. Accordingly, the primary purpose of this study is not only to examine the key elements that could influence desire to take mobile learning and mobile learning continuance intention, but also to explore the moderating impact of mobile technology anxiety on mobile learning outcome. 676 college students participated in this study, and the partial least squares structural equation modeling (PLS-SEM) analysis was performed to analyze the data. The study findings have demonstrated that desire to take mobile learning, attitude toward mobile learning, and perceived usefulness are positively linked to mobile learning continuance intention. Second, it has been found that attitude, positive anticipated emotion, negative anticipated emotion, and subjective norm play a key role in determining better desire to take mobile learning, whereas perceived behavioral control has no impact on desire to take mobile learning. Additionally, it has been shown that perceived usefulness, and personal learning initiative are two critical antecedents of attitude toward mobile learning. Finally, the study findings have shown that mobile technology anxiety would moderate the relationship between attitude toward mobile learning and mobile learning continuance intention.

Hurault, J.-C., Tedesco, A., & Brunel, L. (2021). **« I know what you mean »: Investigating the sense of agency in learning an abstract mathematical knowledge using a constructivist method in virtual reality.** *L'Année Psychologique*, 121(4), 443-487. Consulté à l'adresse <https://www.cairn.info/revue-l-annee-psychologique-2021-4-page-443.htm>

From a constructivist approach on education, we used the “Hooks and Shifts” method to help students learn an abstract mathematical knowledge. Focusing on arithmetic mean, central to university curricula, the method was integrated through highly immersive technology, the virtual reality. We investigated associations between “Shifts”, reflecting situations of abstraction in the method, and a learner characteristic, the sense of agency (SoA). Our first experiment, with 24 students, measured learning gain with the method while measuring SoA on a global, decontextualized level. Results, on pretest-posttest ANOVA and linear regression, showed significant learning gain but inconclusive associations with global SoA. As strong local SoA, through this active learning, could have interfered, we replicate the experiment on 277 students, but using observational learning and controlling for “Shifts” situations. Results confirmed an effect of global SoA on learning, though “Shifts” situations. Discussing practical and theoretical perspectives, we also considered educational uses of virtual reality.

İlhan, A., Poçan, S., & Gemcioğlu, M. (2022). **The Effect of Mathematics Class Commitment and Anxiety on Mathematics Success: A Path Analysis Study**. *Education and Urban Society*, 54(2), 186-204. <https://doi.org/10.1177/00131245211028621>

The concepts of commitment and anxiety are essential components of the teaching process, and these concepts come across as the commitment to and concern of mathematics in the field of mathematics learning. This study aims to explore the effect of secondary school students' mathematics class commitment and anxiety on mathematics success. Another subject studied is the direct and indirect effects of the mathematics class commitment and anxiety on mathematics success. The study is of the quantitative method and follows the survey method. The research was carried out with 488 pupils (257 female and 231 male), selected with simple random sampling, studying in a secondary school in a province in the Turkey's Eastern Anatolia Region. “Personal Information Form”, “Student Engagement in Mathematics Scale” and “Mathematics Anxiety-Apprehension Scale” was applied to the secondary school students as data collection tools. Significant relationships and effects have been identified between the secondary school students' mathematics class commitment and anxiety and their mathematics success. In addition, the direct and indirect effects of mathematics class commitment on success and anxiety in mathematics have also been calculated.

Iribarnegaray, L. (2022, février 16). **Génération Covid : comment deux ans de pandémie ont durement affecté les étudiants**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/02/16/une-generation-d-etudiants-blesee-par-deux-annees-de-crise-sanitaire_6113852_4401467.html

Le distanciel, l'isolement et le manque de suivi laissent des traces chez ceux qui ont commencé des études supérieures depuis le début de la crise sanitaire.

Kreijns, K., Xu, K., & Weidlich, J. (2022). **Social Presence: Conceptualization and Measurement**. *Educational Psychology Review*, 34(1), 139-170. <https://doi.org/10.1007/s10648-021-09623-8>

Social presence is an important construct in online group learning. It influences the way how social interaction unfolds online and affects learning and social outcomes. However, what precisely social presence is has been under debate, as presently a plethora of different definitions and measures exist preventing the development of a coherent research field regarding social presence and its defining role in online group learning. To solve the issue, we went back to the original social presence theory as devised by the

communication researchers Short et al. (1976) to show that although they had a clear idea of social presence—namely “realness” of other persons in the interaction—their definition is ambiguous, not operationalizable, and the measurement of it questionable. We, therefore, disentangled their social presence theory and (1) reformulated the social presence definition to enable an operationalization in line with the previous conceptualization of social presence; (2) departed from the technological determinism of social presence; and (3) identified two other constructs closely linked to social presence, namely, sociability (as a medium attribute) and social space (as a group attribute). By reformulating the definition of social presence and by linking it to social space and sociability, we hope to contribute to a more coherent line of social presence research and to better understand interpersonal communication, group learning, and group dynamics when learning and working together in an online setting.

Littman-Ovadia, H., & Freidlin, P. (2022). **Paired learning duration and character strengths use as predictors of learning satisfaction: a dyadic longitudinal study among Chevruta students in Yeshivas.** *Higher Education*, 83(3), 655-672. <https://doi.org/10.1007/s10734-021-00690-y>

The benefits of paired learning, rather than individual learning, have been pointed by several studies. Although Chevruta, which has been essential in Jewish education for centuries, is arguably the original form of long-term paired learning, little empirical research has focused on exploring its components and consequences. In the current study, Chevruta learning is conceptualized as a combination of (a) structure: the proportion of time/space spent learning together, out of the total learning time on a given day, and (b) practices: the extent of using specific personal character strengths (CS), which resemble Chevruta practices in a positive manner. Their effects are examined on learning satisfaction. Methodologically, this is a dyadic (30 dyads) and longitudinal study with 20 daily measurement points for each participant. An average daily effect of structure on learning satisfaction was found—but no specific effect. This means that merely being together contributes to learning satisfaction over time, but not on the level of daily fluctuations. CS use, however, contributes both on average and on specific time points, and both in terms of the actor's and the partner's effects. One's own CS use contributes to one's own satisfaction both over time and daily. One's partner's Chevruta CS use fluctuation on specific days affects one's own learning satisfaction that same evening, but this effect does not hold on average. These results indicate that actively engaging, as conceptualized by duration of learning together and strengths use, in this cooperative Jewish learning strategy, provides a substantial mutual benefit to its members.

Lorijn, S. J., Engels, M. C., Huisman, M., & Veenstra, R. (2022). **Long-Term Effects of Acceptance and Rejection by Parents and Peers on Educational Attainment: A Study from Pre-Adolescence to Early Adulthood.** *Journal of Youth and Adolescence*, 51(3), 540-555. <https://doi.org/10.1007/s10964-021-01506-z>

Acceptance and rejection by parents and peers play an important role in pre-adolescents' educational outcomes. Prior research focused on either parents or peers, did not encompass effects into adulthood, or considered either acceptance or rejection. This study investigated the relation between parental and peer acceptance and rejection, and their interplay, in pre-adolescence and educational attainment in early adulthood. A sample of 2229 pre-adolescents (Mage T1 = 11.11, SD = 0.56; 50.7% girls) was followed to early adulthood (Mage T5 = 22.29, SD = 0.65). Ordinal logistic regression

showed that pre-adolescents' perceived parental acceptance was positively related to educational attainment in early adulthood, whereas peer rejection was negatively related, even when WISC score and socioeconomic status were considered. No interaction effects were found, revealing no "dual-hit effect" of being rejected by parents and peers, no "dual-miss effect" of being accepted by parents and peers, and no effects of acceptance in one context (i.e., parents or peers) buffering the negative effect of rejection in the other context. The findings underscore unique and long-term links of parental acceptance and peer rejection with early adults' educational attainment, underlining the importance of not only peers but also parents in adolescence. These insights can be used in promoting long-term educational outcomes through relationships with parents and peers.

Lyons, E., Mesghina, A., & Richland, L. E. (2022). **Complicated Gender Gaps in Mathematics Achievement: Elevated Stakes during Performance as One Explanation.** *Mind, Brain, and Education*, 16(1), 36-47. <https://doi.org/10.1111/mbe.12312>

Gender gaps in mathematics achievement persist in many contexts and when visible, these gaps are paradoxical. Low-stakes measures of mathematics achievement such as grades and study behaviors favor girls, while gaps tend to reverse on assessments/competitions. We explore whether different impacts of raising performance stakes could be one explanation. Study 1 experimentally manipulated the stakes by imposing a performance-contingent, social-evaluative pressure either: before instruction (n = 66), before testing (n = 61), or none (n = 54). Pressure, particularly when experienced during instruction, reduced learning among girls. In contrast, boys trended toward enhanced learning under pressure. In the absence of pressure, girls exhibited strikingly larger gains in learning. Study 2 drew from a larger dataset (n = 386) to interrogate whether girls' superior learning in the no-pressure context might simply be an artifact of differences in prior knowledge, cognitive resources, or demographic variables, but the effect replicated and was not explained by these factors.

Mac Iver, M. A., Wills, K., Cruz, A., & Mac Iver, D. J. (2022). **The Impact of Nudge Letters on Improving Attendance in an Urban District.** *Education and Urban Society*, 54(2), 164-185. <https://doi.org/10.1177/00131245211004561>

This study evaluates a "nudge letter" to parents intervention designed to reduce chronic absenteeism among students in one urban district. Using a regression discontinuity design (RDD), it estimates the impact of the intervention on improving student attendance. The forcing variable for the RDD was 2016–2017 attendance rate, with a "threshold" of a 0.90 attendance rate (missing 10% of days). Analyses established demographic equivalence of students in the 0.88 to 0.92 baseline attendance bandwidth. Although the overall impact of the intervention on attendance change between Fall 2016 and Fall 2017 (first-quarter attendance) was small and non-significant (ES 0.09, p = .20), the effect size for middle school students (0.34, p = .044) was "substantively important" by What Works Clearinghouse standards. The effect of the intervention on the full year's attendance rate was not significant.

Marshall, J. M., & Marsh, T. E. J. (2022). **Developing a theory of critical forgiveness in educational leadership.** *International Journal of Qualitative Studies in Education*, 35(3), 247-264. <https://doi.org/10.1080/09518398.2021.2003893>

The purpose of this paper is to introduce a theory of critical forgiveness, which we define as a cognitive choice or emotional change towards healing relationships after injustice

has occurred, while considering the power and privilege of those involved. We suggest that critical forgiveness is especially applicable to research and practice in schools, where relationships are central, and for transformational leadership that seeks to right inequities. Critical forgiveness builds on both critical theory and cross-disciplinary research on forgiveness to offer an alternative framework for restoring justice. That restoration is essential for positive relationships in schools as well as for providing a more equitable learning environment for all students.

Marusak, H. A., Borg, B., Morales, A., Carrington Smith, J., Blankenship, K., Allen, J. L., ... Bluth, M. H. (2022). **Martial Arts-Based Curriculum Reduces Stress, Emotional, and Behavioral Problems in Elementary Schoolchildren During the COVID-19 Pandemic: A Pilot Study.** *Mind, Brain, and Education*, 16(1), 5-12. <https://doi.org/10.1111/mbe.12307>

This exploratory study examined the impact of Heroes Circle, a martial arts-based curriculum on stress, emotional, and behavioral problems in elementary school children. While students completed classroom surveys at baseline, post-curriculum surveys were collected from teachers, students, and parents/guardians 2 and 5 months after COVID-19-related school shutdowns. Satisfaction with the curriculum was high among those who received the intervention. Children reported increased mindfulness and decreased stress over the school year. Most children (77%) were still using the program's techniques and reporting benefits 5 months later, including lower internalizing symptoms and COVID-19-related fears. These patterns were not observed at the control school.

McSpadden. (2022). **I'm Not Crazy or Anything: Exploring Culture, Mental Health Stigma, and Mental Health Service Use among Urban Community College Students.** *Community College Journal of Research and Practice*, 46(3), 202-214. <https://doi.org/10.1080/10668926.2021.1922321>

Despite best efforts among mental health service providers on community college campuses, students of color often feel hesitant to utilize such services, despite even the most urgent needs. The purpose of this research is to better understand the experiences and attitudes of urban community college students specific to mental health and mental health services available on campus. Focus groups comprised enrolled students resulted in data from which were drawn emergent themes relevant to student attitudes. Major findings include a mistrust of both the campus environment and psychotherapy, culturally based negative attitudes toward seeking therapy, lack of awareness of available campus services, and basic misunderstandings of mental health services. Future interventions based on the findings of this research include the design and implementation of initiatives designed to better inform students on the topics of mental health and available campus-based services while remaining sensitive to barriers created by cultural stigma.

Meyer, S., & Schlesier, J. (2022). **The development of students' achievement emotions after transition to secondary school: a multilevel growth curve modelling approach.** *European Journal of Psychology of Education*, 37(1), 141-161. <https://doi.org/10.1007/s10212-021-00533-5>

This empirical study focuses on students' development of positive and negative achievement emotions during the first year and the beginning of the second year of secondary school. Using multilevel growth curve modelling, the development of the achievement emotions enjoyment, pride, anxiety, hopelessness and boredom during class in general was investigated. Data from 584 students (taken at three different time

points during the first year and the beginning of the second year of secondary school in Germany) was analysed by controlling for gender and the type of school. The results confirm the main assumption: positive achievement emotions decline, whereas negative achievement emotions increase after transition to secondary school. The assumption regarding the effects of type of school was also confirmed: students entering a higher track school (German Gymnasium) experience more positive achievement emotions than students in middle track schools (German Realschule) do. However, the decline in these achievement emotions in higher track schools is comparatively worse than for students in middle track schools. The results are discussed with regard to students' further studies, as well as the wider educational implications.

Mierwald, M., Lehmann, T., & Brauch, N. (2022). **Writing about the past: the impact of different authentic instructional material on students' argument writing in history.** *European Journal of Psychology of Education*, 37(1), 163-184. <https://doi.org/10.1007/s10212-021-00541-5>

Recent research has repeatedly raised the question of how the authenticity of learning material affects learning outcomes. This question is particularly important for history education: researchers continue to debate whether teachers should use historians' authentic working material (e.g., multiple primary sources and historical accounts) or less and inauthentic material which has been revised for different and potentially didactical reasons (e.g., material from historical culture and history textbooks). We conducted a quasi-experimental study to examine whether authentic material promotes the quality of students' written historical arguments. Eleventh- and 12th-grade students (N = 161) were given instructional materials representing different degrees of domain-specific authenticity in three experimental conditions: the authentic condition (print documents: primary sources and historical accounts), the less authentic condition (audio documents: written original documents spoken by actors), and the inauthentic condition (a history textbook: chapters based on original documents) to work with. They were further instructed to answer a historical question in an argument-writing task using the material at hand. We assessed the quality of the students' written historical arguments based on a coding scheme and by rating the texts, and measured students' perception of domain-specific authenticity. The results indicate that the historical arguments of students in the authentic experimental condition were of higher quality than in both other conditions. However, there were also differences in how students experienced and worked with the given materials. We discuss these findings with regard to the authenticity of the instructional material and its presentation format, in multiple documents or a single document, in the context of history education.

Muncer, G., Higham, P. A., Gosling, C. J., Cortese, S., Wood-Downie, H., & Hadwin, J. A. (2022). **A Meta-Analysis Investigating the Association Between Metacognition and Math Performance in Adolescence.** *Educational Psychology Review*, 34(1), 301-334. <https://doi.org/10.1007/s10648-021-09620-x>

Poor math and numeracy skills are associated with a range of adverse outcomes, including reduced employability and poorer physical and mental health. Research has increasingly focused on understanding factors associated with the improvement of math skills in school. This systematic literature review and meta-analysis investigated the association between metacognition and math performance in adolescence (11–16-year-olds). A systematic search of electronic databases and grey literature (to 04.01.2020) highlighted 31 studies. The quantitative synthesis of 74 effect sizes from 29 of

these studies (30 independent populations) indicated a significantly positive correlation between metacognition and math performance in adolescence ($r = .37$, 95% CI = [.29, .44], $p < .001$). There was significant heterogeneity between studies. Consideration of online (versus offline) measures of metacognition and more complex (versus simple) measures of math performance, and their combination, was associated with larger effect sizes; however, heterogeneity remained high for all analyses.

Park, A. T., & Mackey, A. P. (2022). **Do Younger Children Benefit More From Cognitive and Academic Interventions? How Training Studies Can Provide Insights Into Developmental Changes in Plasticity.** *Mind, Brain, and Education*, 16(1), 24-35.
<https://doi.org/10.1111/mbe.12304>

Educational interventions are frequently designed to occur during early childhood, based on the idea that earlier intervention will have greater long-term academic benefits. However, surprisingly little is known about when cognitive and academic skills are most plastic, or malleable, during development. One way to study plasticity is to ask whether learning from targeted practice varies as a function of age. In this review, we summarize behavioral and neuroimaging studies that have tested for age-related differences in cognitive training gains, for executive functions, and for academic skills (reading and math). Findings are mixed, with no clear evidence for an overall younger age benefit. We discuss current challenges and opportunities for leveraging research on cognitive and brain plasticity to inform the timing and content of early academic interventions.

Puntambekar, S. (2022). **Distributed Scaffolding: Scaffolding Students in Classroom Environments.** *Educational Psychology Review*, 34(1), 451-472.
<https://doi.org/10.1007/s10648-021-09636-3>

This paper traces the origins of the scaffolding construct, placing it in its theoretical-historical context. The paper discusses the connection between Vygotsky's Zone of Proximal Development (ZPD), and the notion of scaffolding, and explicates the differences between scaffolding and scaffolds. The paper then presents a discussion of the changes that the notion of scaffolding has undergone, especially when it comes to supporting students in classroom contexts. In classrooms where one teacher supports multiple students, scaffolding is distributed across various tools and social scaffolds. A discussion of the notion of distributed scaffolding is presented, to describe how students in classrooms may be supported by various tools and social scaffolds. The paper then introduces the kinds of distribution and interactions between tools and social scaffolds that need to be considered to support multiple students in classroom contexts. Finally, distributed scaffolding is discussed with reference to the key features of scaffolding, especially fading and transfer of responsibility.

Roberts, G. J., Hall, C., Cho, E., Coté, B., Lee, J., Qi, B., & Van Ooyik, J. (2022). **The State of Current Reading Intervention Research for English Learners in Grades K–2: a Best-Evidence Synthesis.** *Educational Psychology Review*, 34(1), 335-361.
<https://doi.org/10.1007/s10648-021-09629-2>

This best-evidence synthesis reviews the past 20 years of rigorous reading intervention research to identify effective programs of instruction for Grade K–3 English Learners (ELs), as well as to determine the average effect of reading instruction on reading outcomes for this population. We identified 10 studies, all of which only included students in Grades K, 1, and/or 2. These studies evaluated the effects of seven programs, reporting 76 effect

sizes. We did not identify any studies that included Grade 3 ELs. To guide researchers and practitioners, we describe each program and discuss associated effect sizes in foundational skills, fluency, comprehension, and oral language. Proactive Reading, delivered in a small group setting, produced some of the largest effects on foundational skills, fluency, and reading comprehension outcomes. Sound Partners was also shown to be effective even when delivered for a shorter duration, in a one-to-one setting. Finally, for practitioners and researchers aiming to improve oral language outcomes, Early Vocabulary Connection, delivered to small groups of students for 20 weeks, had the largest effects on oral language outcome measures. The primary limitation of this review was the small number of studies meeting the best-evidence synthesis criteria. Future research is needed to better understand the impact of reading interventions on reading outcomes for ELs in Grades 2–3 and the impact of meaning-focused intervention on reading outcomes. In particular, additional research is needed to identify interventions that have the potential to meaningfully improve reading comprehension and oral language outcomes for K–3 ELs.

Saglietti, M., & Zuccheromaglio, C. (2022). **Children's participation and agency in Italian residential care for children: Adult-child interactions at dinnertime.** *European Journal of Psychology of Education*, 37(1), 55-83. <https://doi.org/10.1007/s10212-021-00531-7>

This paper analyzes the impact of adults' interactive moves and strategies on children's participation and agency at dinnertime in two Italian residential care facilities, one of the most widely used alternative care life-context for children and youth coming from vulnerable families. Participants are 14 children and 11 educators living in two residential care facilities in Rome (Italy). Adopting an interactional and multimodal analytic approach, this paper focuses on two dinnertime activities: the routine activity of praying before eating and the very frequent one of talking about rules and transgressions. The comparative analysis of the two facilities shows how, in stable patterns of adult-child interactions recurring across different activities in the same facility, adults' strategies and interactive maneuvers differently impact on children's participation and agency and consequent socialization practices. In the conclusion, we emphasize the relevance and implications of this study for either research in educational sciences and for professionals operating in alternative care and related fields.

Sailer, M., Stadler, M., Botes, E., Fischer, F., & Greiff, S. (2022). **Science knowledge and trust in medicine affect individuals' behavior in pandemic crises.** *European Journal of Psychology of Education*, 37(1), 279-292. <https://doi.org/10.1007/s10212-021-00529-1>

In pandemic crises such as the COVID-19 pandemic, individuals' behavior has a strong impact on epidemiological processes. Compliance with prevention guidelines, such as social distancing, is critical to avoid further spreading an infectious disease or to slow down its spread. However, some individuals also or instead engage in panic behavior, such as hoarding. We investigate how education prepares individuals to respond adequately by modelling the path from seeking information about COVID-19 to eventual behavior. Based on a sample of N = 1182 adult Americans, gathered at the pandemic's onset (March 2020), we conclude that science knowledge helps individuals convert information into coronavirus knowledge. This knowledge then helps individuals avoid panic behavior. Individuals lacking coronavirus knowledge and science knowledge still comply with prevention guidelines when they have a general trust in medicine. Individuals lacking knowledge still follow prevention guidelines when they trust in medicine. Facilitating science knowledge and trust in science through education and

targeted public health messaging are likely to be of fundamental importance for bringing crises such as the COVID-19 pandemic under control.

Sanchez, D. R., Nelson, T., Kraiger, K., Weiner, E., Lu, Y., & Schnall, J. (2022). **Defining motivation in video game-based training: Exploring the differences between measures of motivation.** *International Journal of Training and Development*, 26(1), 1-28. <https://doi.org/10.1111/ijtd.12233>

Game-based training research has produced various definitions and measures for learner motivation. Inconsistent findings on learner motivation may have contributed to the misapplication of one type of motivation to explain another; inhibiting future research and generating false implications. This study compared 172 students in game-based or computer-based training learning French. Results showed unique relationships between three measures of learner motivation (i.e. motivation to learn, intrinsic motivation and engagement). Motivation to learn did not differ between conditions, while intrinsic motivation and engagement did. A significant portion of the variance in content reactions was explained by all three measures of motivation, while variance for technology reactions was explained only by the motivation to learn and engagement. None of the measures for motivation accounted for significant variance in declarative or procedural knowledge. Results indicate key differences in three measures of motivation.

Santapuram, P., Feldman, J. I., Bowman, S. M., Raj, S., Suzman, E., Crowley, S., ... Woynaroski, T. G. (2022). **Mechanisms by Which Early Eye Gaze to the Mouth During Multisensory Speech Influences Expressive Communication Development in Infant Siblings of Children with and Without Autism.** *Mind, Brain, and Education*, 16(1), 62-74. <https://doi.org/10.1111/mbe.12310>

Looking to the mouth of a talker early in life predicts expressive communication. We hypothesized that looking at a talker's mouth may signal that infants are ready for increased supported joint engagement and that it subsequently facilitates prelinguistic vocal development and translates to broader gains in expressive communication. We tested this hypothesis in 50 infants aged 6–18 months with the heightened and general population-level likelihood of autism diagnosis (Sibs-autism and Sibs-NA; respectively). We measured infants' gaze to a speaker's face using an eye-tracking task, supported joint engagement during parent-child free play sessions, vocal complexity during a communication sample, and broader expressive communication. Looking at the mouth was indirectly associated with expressive communication via increased higher-order supported joint engagement and vocal complexity. This indirect effect did not vary according to sibling status. This study provides preliminary insights into the mechanisms by which looking at the mouth may influence expressive communication development.

Schneider, S., Beege, M., Nebel, S., Schnaubert, L., & Rey, G. D. (2022). **The Cognitive-Affective-Social Theory of Learning in digital Environments (CASTLE).** *Educational Psychology Review*, 34(1), 1-38. <https://doi.org/10.1007/s10648-021-09626-5>

For a long time, research on individuals learning in digital environments was primarily based on cognitive-oriented theories. This paper aims at providing evidence that social processes affect individual learning with digital materials. Based on these theories and empirical results, a social-processes-augmented theory is suggested: the Cognitive-Affective-Social Theory of Learning in digital Environments (CASTLE). This CASTLE postulates that social cues in digital materials activate social schemata in learners leading to enhanced (para-)social, motivational, emotional, and metacognitive

processes. To substantiate this theory, socio-cognitive theories are used, which predict social influences on learning with digital materials. Besides, previous empirical findings are presented assuming that with a rising number of social cues in digital materials, the influence of social processes increases. Finally, consequences regarding the design of digital learning media are discussed.

Sekeris, E., Verschaffel, L., & Luwel, K. (2022). **Which skills predict computational estimation? A longitudinal study in 5- to 7-year-olds.** *European Journal of Psychology of Education*, 37(1), 19-38. <https://doi.org/10.1007/s10212-021-00553-1>

Computational estimation is seen as an important mathematical competence. Little is known, however, about the mathematical skills that are predictive of early computational estimation development. The current study longitudinally followed a group of about 350 children at four time points: second (K2, 4-year-olds) and third grades of kindergarten (K3, 5-year-olds) and first (P1, 6-year-olds) and second (P2, 7-year-olds) grades of primary school. The computational estimation task was administered in two variants: a nonverbal variant, in which the problems were presented with manipulatives and children also answered using manipulatives was administered in K3 and P1; and a verbal variant, in which the problems were presented with Arabic numerals and children had to answer verbally was administered in P1 and P2. Furthermore, children's basic numerical skills and exact and approximate arithmetic skills were assessed in K2 and K3, respectively. Path analysis showed a positive autoregressive relationship between the verbal variants of the computational estimation task but not between the nonverbal ones. Basic numerical skills were important predictors for computational estimation at all time points. Approximate arithmetic positively contributed to nonverbal estimation, while exact arithmetic positively predicted verbal estimation. In sum, solid basic numerical and arithmetic skills support children when performing computational estimation. Future intervention research should further unravel the causal contribution of each of these basic numerical and arithmetic skills.

Skulmowski, A., & Xu, K. M. (2022). **Understanding Cognitive Load in Digital and Online Learning: a New Perspective on Extraneous Cognitive Load.** *Educational Psychology Review*, 34(1), 171-196. <https://doi.org/10.1007/s10648-021-09624-7>

Cognitive load theory has been a major influence for the field of educational psychology. One of the main guidelines of the theory is that extraneous cognitive load should be reduced to leave sufficient cognitive resources for the actual learning to take place. In recent years, research regarding various design factors, in particular from the field of digital and online learning, have challenged this assumption. Interactive learning media, immersion, disfluency, realism, and redundant elements constitute five major challenges, since these design factors have been shown to induce task-irrelevant cognitive load, i.e., extraneous load, while still promoting motivation and learning. However, currently there is no unified approach to integrate such effects into cognitive load theory. By including aspects of constructive alignment, an approach aimed at fostering deep forms of learning in order to achieve specific learning outcomes, we devise a strategy to balance cognitive load in digital learning. Most importantly, we suggest considering both the positive and negative effects on cognitive load that certain design factors of digital learning can cause. In addition, a number of research results highlight that some types of positive effects of digital learning can only be detected using a suitable assessment method. This strategy of aligning cognitive load with desired learning outcomes will be useful for formulating theory-guided and empirically testable

hypotheses, but can be particularly helpful for practitioners to embrace emerging technologies while minimizing potential extraneous drawbacks.

Spitzer, M. W. H. (2022). **Just do it! Study time increases mathematical achievement scores for grade 4-10 students in a large longitudinal cross-country study.** *European Journal of Psychology of Education*, 37(1), 39-53. <https://doi.org/10.1007/s10212-021-00546-0>

Decades of research produced inconsistent findings on whether study time can lead to achievement gains in mathematics. Data generated by more than six thousand students from three different countries who solved more than 1.1 million problem sets using a dedicated mathematics software are analyzed regarding the effect of study time on students' achievements in mathematics. Results showed that more study time led to higher performance scores in mathematics. Further analyses revealed that low-performing students in the first school year (2017-2018) who increased their study time in the following year (2018-2019) revealed greatest gains in performance in the same school year (2018-2019) and even in the year after (2019-2020). Finally, results replicated previous observations of robust performance scores within students over the three school years, with performance scores in 2017-2018 predicting those of 2018-2019 which predicted those of 2019-2020. These results support the idea that students, in particular low-performing students, can boost their academic abilities to upper levels when increasing their study time.

Tarchi, C., & Surian, A. (2022). **Promoting intercultural competence in study abroad students.** *European Journal of Psychology of Education*, 37(1), 123-140. <https://doi.org/10.1007/s10212-021-00554-0>

Universities have been promoting study abroad programmes for a long time to improve intercultural competence. However, the mere exposure to cultural differences while studying abroad does not ensure intercultural competence, unless study abroad students' reflective processes are explicitly targeted. The article presents the results of a short intervention grounded in the problem-based approach aimed at improving intercultural competence in study abroad students. Students were assigned to three conditions: a video-log condition (in which they have to narrate a critical incident occurred to them), a reflection-induced video-logs (in which they were prompted to reflect on the video-logs produced), and an active control condition. The reflection-induced video-log intervention improved students' perceived proficiency in Italian and perceived opportunities for cultural reflection, but it did not contribute to improve students' applicable and conceptual knowledge of intercultural competence.

Trémaud, M., Aguiar, Y. P., Pavani, J.-B., Gepner, B., & Tardif, C. (2021). **What do digital tools add to classical tools for sociocommunicative and adaptive skills in children with Autism Spectrum Disorder?** *L'Année Psychologique*, 121(4), 361-392. Consulté à l'adresse <https://www.cairn.info/revue-l-annee-psychologique-2021-4-page-361.htm>

Background. Very little is known about the effects of interventions using digital tools versus classical tools in children with autism spectrum disorder associated with intellectual developmental disorder (ASD IDD). *Method.* Over a period of 12 months, 11 children (mean age: 9 years and 8 months) used applications on a touch tablet (AMIKEO, Auticiel®) to work on their communication, autonomy and socialization skills, while 11 others (mean age: 9 years and 2 months) worked on these skills using classical tools, i.e. those recommended by Evidence-Based Practices (EBP). The children's skills were assessed using the Vineland adaptive behavior scale (VABS) scores for socialization,

autonomy, and communication before and after this 12-month period. *Results*. Children using the apps significantly improved their overall VABS score at the end of the year, whereas children using conventional tools did not significantly improve. *Conclusions*. Digital tools could therefore have an advantage over conventional tools in facilitating the learning of children with ASD IDD.

Tricot, A. (2021a). **Articuler connaissances en psychologie cognitive et ingénierie pédagogique**. *Raisons éducatives*, 25(1), 141. <https://doi.org/10.3917/raised.025.0141>

Tricot, A. (2021b). **Introduction to the special issue. Learning with information technologies: New opportunities**. *L'Année Psychologique*, 121(4), 355-359. Consulté à l'adresse <https://www.cairn.info/revue-l-annee-psychologique-2021-4-page-355.htm>

Twase, I., Miiro, R. F., Matsiko, F., Ndaula, S., & Ssamula, M. (2022). **Mediation of perceived content validity on motivation and training transfer among smallholder farmers in Central Uganda**. *International Journal of Training and Development*, 26(1), 55-68. <https://doi.org/10.1111/ijtd.12236>

Farmer training is a key strategy for building skills that lead to enhanced productivity of small-scale farmers' fields. This result hinges on farmers transferring the training to their fields. However, the factors that determine the subsequent transfer of training including those with mediating effects are not fully known. A study was conducted to assess the mediating role of perceived content validity on the association of farmers' motivation to implement acquired knowledge with actual training transfer outcomes from a random sample of 603 Ugandan farmers who had received four agricultural related trainings. Using Structural Equation Modelling, results indicated intrinsic motivation ($\beta = 0.246$; $t = 2.991$; $p < 0.05$) and perceived content validity ($\beta = 0.325$; $t = 2.693$; $p < 0.05$) to strongly influence training transfer. Intrinsic motivation predicted up to 45% of variance in farmers' perceptions about training design suitability. Perceived content validity mediated the relationship between intrinsic motivations to implement acquired knowledge and training transfer. In order to improve the transfer of learnt knowledge among smallholder farmers, trainers need to pay attention to pre-training efforts, such as adopting a criterion of assessment checklist for identifying highly motivated trainees, as mechanisms for obtaining internally motivated training participants.

Vazsonyi, A. T., Javakhishvili, M., & Blatny, M. (2022). **Does Self-control Outdo IQ in Predicting Academic Performance?** *Journal of Youth and Adolescence*, 51(3), 499-508. <https://doi.org/10.1007/s10964-021-01539-4>

Duckworth and Seligman's seminal work found that self-discipline (self-control) was more salient for academic achievement than intelligence. Very little replication work exists, including in different cultures; the current study addressed these gaps. Data were collected from 6th and 7th grade cohorts of early adolescents ($N = 589$; age: Mean = 12.34 years, and $SD = 0.89$; 58% female) over two years. The study tested whether self-control was a stronger predictor than intelligence in explaining academic performance two years later as well as in explaining developmental changes over the course of two years. Path analyses provided evidence that both self-control and intelligence longitudinally predicted teacher-reported academic competence as well as school-reported grades; however, intelligence was a significantly stronger predictor than self-control. In addition, only intelligence predicted developmental changes in each measure of academic performance over time, self-control did not.

Vu, T., Magis-Weinberg, L., Jansen, B. R. J., van Atteveldt, N., Janssen, T. W. P., Lee, N. C., ... Meeter, M. (2022). **Motivation-Achievement Cycles in Learning: a Literature Review and Research Agenda.** *Educational Psychology Review*, 34(1), 39-71. <https://doi.org/10.1007/s10648-021-09616-7>

The question of how learners' motivation influences their academic achievement and vice versa has been the subject of intensive research due to its theoretical relevance and important implications for the field of education. Here, we present our understanding of how influential theories of academic motivation have conceptualized reciprocal interactions between motivation and achievement and the kinds of evidence that support this reciprocity. While the reciprocal nature of the relationship between motivation and academic achievement has been established in the literature, further insights into several features of this relationship are still lacking. We therefore present a research agenda where we identify theoretical and methodological challenges that could inspire further understanding of the reciprocal relationship between motivation and achievement as well as inform future interventions. Specifically, the research agenda includes the recommendation that future research considers (1) multiple motivation constructs, (2) behavioral mediators, (3) a network approach, (4) alignment of intervals of measurement and the short vs. long time scales of motivation constructs, (5) designs that meet the criteria for making causal, reciprocal inferences, (6) appropriate statistical models, (7) alternatives to self-reports, (8) different ways of measuring achievement, and (9) generalizability of the reciprocal relations to various developmental, ethnic, and sociocultural groups.

Wall, D., Foltz, S., Kupfer, A., & Glenberg, A. M. (2022). **Embodied Action Scaffolds Dialogic Reading.** *Educational Psychology Review*, 34(1), 401-419. <https://doi.org/10.1007/s10648-021-09617-6>

Might dialogic reading require previous or concurrent embodied activities to be effective? Twenty-nine preschool children, ages 3–5 years, were randomly assigned to the control condition (children listened to a story eight times), the dialogic-then-embodied condition (children engaged in dialogic reading for four readings and then embodied action was added), or the embodied-then-dialogic condition. The embodied action required the child to act out components of the story using toys. Adding embodied action increased story recall, vocabulary acquisition, and positive affect (with generally large effect sizes). Thus, embodied action in conjunction with dialogic reading provides an effective model for promoting early literacy skills. We discuss the possibility that all benefits of dialogic reading come about through embodied processes.

Wang, B., Ginns, P., & Mockler, N. (2022). **Sequencing Tracing with Imagination.** *Educational Psychology Review*, 34(1), 421-449. <https://doi.org/10.1007/s10648-021-09625-6>

Cognitive load theory's incorporation of evolutionary perspectives has generated several instructional designs based on movement, including the tracing effect, occurring when learners benefit from explicit instructions to trace out specific elements of lesson materials with the index finger. Historical descriptions of children's tracing behaviours while learning with Montessori's "sandpaper letters" suggest some children would sequence their own learning with sandpaper letters by first tracing the lesson materials with eyes open, then with eyes closed. This description resonates with another cognitive load theory effect — the imagination effect — whereby students with sufficient prior

knowledge benefit from imagining rather than studying lesson materials. Across two experiments, we replicated and extended the tracing effect by comparing a no-tracing control condition and a tracing condition to a condition where students traced elements of worked examples initially with eyes open, then with eyes closed. The majority of hypotheses were confirmed via effects on self-reported intrinsic motivation, cognitive load, and/or problem-solving test performance. We conclude with considerations for instructional designers, educators, and researchers.

Weed, K., Usry, C. H., & Stafford, J. (2022). **College Students Who Are Mindful About Math Achieve Better Grades.** *Mind, Brain, and Education*, 16(1), 48-53. <https://doi.org/10.1111/mbe.12308>

High levels of math anxiety combined with low levels of mindfulness may contribute to disproportionate failure rates in introductory college mathematics classes. Although research has confirmed benefits of mindfulness in reducing anxiety and stress, findings have been less clear regarding links between mindfulness and achievement outcomes. The current study used an adapted version of the Five Factor Mindfulness Questionnaire, with items reworded specifically for activities related to math, to investigate roles of both math anxiety and mindfulness on midterm course grades. Undergraduate math students completed a brief test of math skills, and questionnaires about math anxiety, general mindfulness, and mindfulness about math during the first week of the semester. Course grades were collected at midterm. Results revealed that math skills and the act with awareness facet of mindfulness were significantly associated with course grades. Supporting mindful awareness during introductory college math classes may also enhance achievement outcomes.

Wong, Z. Y., & Liem, G. A. D. (2022). **Student Engagement: Current State of the Construct, Conceptual Refinement, and Future Research Directions.** *Educational Psychology Review*, 34(1), 107-138. <https://doi.org/10.1007/s10648-021-09628-3>

Notwithstanding its crucial role in facilitating desired outcomes of schooling, educational psychology researchers have recognized the conceptual haziness of student engagement as a multidimensional construct. With the main purpose of refining its conceptual definition, this paper aims to attain the following four goals. First, we seek to highlight theoretical, conceptual, and operational concerns about the student engagement construct, and synthesize these concerns into four related areas: overgeneralization, jingle-jangle fallacies, object ambiguity, and under-theorization. Second, we conduct a comprehensive review of prevailing perspectives on student engagement and critically examine their strengths and limitations. Building upon such extant models, third, we offer the Dual Component Framework of Student Engagement, which differentiates learning engagement from school engagement, and articulates the conceptual definition and scope, as well as the objects and dimensions, of the two engagement constructs. Lastly, we underscore the theoretical, research, and applied implications of the proposed framework in advancing the field of student engagement.

Wynberg, E. R., Boland, A., Raijmakers, M. E. J., & van der Veen, C. (2022). **Towards a Comprehensive View of Object-Oriented Play.** *Educational Psychology Review*, 34(1), 197-228. <https://doi.org/10.1007/s10648-021-09608-7>

The exploration and/or manipulation of objects and materials, referred to as object-oriented play (OOP), is one of the most prominent activities children engage in during early childhood. Especially within early childhood education, it is important to be able to

assess and understand OOP, its developmental trajectory, and developmental value. This can support early childhood educators to successfully guide or enrich children's OOP, so it becomes a context in which learning can take place. During the past decades, three dominant theoretical perspectives have explained and assessed certain (developmental) aspects of OOP: (1) genetic epistemology, (2) cultural historical psychology, and (3) evolutionary psychology. After reviewing the literature concerning OOP according to each theoretical perspective, this paper aims to synthesize these existing theories into a unified theoretical framework. This theoretical framework can be a starting point for future research on OOP in early childhood (education). We answer the following research questions: Q1. What are the defining labels and features of the exploration and/or manipulation of objects and materials by children in early childhood?; Q2. What is the developmental trajectory of the exploration and/or manipulation of objects and materials by children in early childhood?; Q3. What is the developmental value of the exploration and/or manipulation of objects and materials by children in early childhood?

Aspects sociaux de l'éducation

Alemdar, M., & Anılan, H. (2022). **Reflection of social capital in educational processes: emotional literacy and emotional labor context.** *Asia Pacific Education Review*, 23(1), 27-43. <https://doi.org/10.1007/s12564-021-09701-0>

Previous attempts to explain teachers' educational effectiveness have mostly focused on personal traits, organizational commitment, pedagogical content knowledge or the passion for education, and so on. We want to highlight that social skills—competencies that enable teachers to interact effectively with others—might contribute to the teachers' well-being with the help of emotional regulation. Using the hypothesis that building positive relationships and relating to others emotionally may lead to positive outcomes in the educational process, the aim of this study was to explore the effect of teachers' emotional literacy skills and emotional labor behaviors on their social capital. A structural equation model was developed to describe the cause–effect relationship between the variables. The population investigated in the study consisted of high school teachers in the central districts of Eskişehir, Turkey, in the 2017–2018 academic year and the sample included 399 teachers taken from seven different school types using the stratified sampling method. Data analysis was performed using correlation and descriptive analysis, the structural validity of the scales was determined by exploratory and confirmatory factor analysis, and the validity of the structural equation model was tested by running a path analysis—the model was acceptable. The results of the analyses indicate that there are positive effects of emotional literacy on emotional labor and emotional labor on social capital. In addition, emotional labor had a full mediating effect in the relationship between emotional literacy and social capital. Possible explanations of the results, limitations, and suggestions for the study are discussed.

Avouac, R., & Harari-Kermadec, H. (2022). **L'université française, lieu de brassage ou de ségrégation sociale ? Mesure de la polarisation du système universitaire français (2007-2015).** *Economie et Statistique / Economics and Statistics*, (528-529), 63. <https://doi.org/10.24187/ecostat.2021.528d.2058>

Les transformations récentes de l'enseignement supérieur (politiques de regroupement, influence des classements universitaires, etc.) ont pu alimenter la crainte d'assister à une polarisation entre, d'un côté, un nombre restreint de « world-class universities » et, de

l'autre, un vaste ensemble d'universités de second rang. Néanmoins, peu de travaux quantitatifs permettent d'éclairer cette question. À partir de la base des inscriptions universitaires en France (bases «Système d'information sur le suivi de l'étudiant»), nous proposons une visualisation exhaustive de l'espace universitaire selon les capitaux détenus par les différents publics étudiants. Nous mobilisons ensuite des mesures de ségrégation et de polarisation pour caractériser la dynamique de cette hétérogénéité, qui s'accroît entre 2007 et 2015. Nous mettons enfin en relation cette polarisation avec les dispositifs nationaux (initiatives d'excellence) et internationaux (classements universitaires) qui structurent une globalisation universitaire réaffirmée depuis le milieu des années 2000.

Baker, D. J., & Bastedo, M. N. (2022). **What If We Leave It Up to Chance? Admissions Lotteries and Equitable Access at Selective Colleges.** *Educational Researcher*, 51(2), 134-145. <https://doi.org/10.3102/0013189X211055494>

Many prominent social scientists have advocated for random-draw lotteries as a solution to the “problem” of elite college admissions. They argue that lotteries will be fair, equitable, eliminate corruption, reduce student anxiety, restore democratic ideals, and end debates over race-conscious admissions. In response, we simulate potential lottery effects on student enrollment by race, gender, and income, using robust simulation methods and multiple minimum thresholds for grades and standardized tests. In the overwhelming majority of lottery simulations, the proportions of low-income students and students of color drop precipitously. With a GPA minimum, we find the proportion of men could drop as low as one third. Admissions lotteries with minimum bars for GPA and/or standardized tests do not appear to produce more equitable outcomes.

Blake, M. K., & Langenkamp, A. G. (2022). **Differences Between Latinx and White Students in College-Going Behaviors.** *Research in Higher Education*, 63(2), 248-270. <https://doi.org/10.1007/s11162-021-09648-6>

Though Latinx students are going to college at an increasing rate, these students are still more likely to attend community college and less prestigious 4-year institutions than other groups. In an effort to understand this pattern, our study investigates how Latinx students prepare for college while in high school. We use nationally representative data to predict how Latinx students differ from White students when engaging in college-going behaviors. We find that, net of controls, Latinx students are less likely to take college entrance exams but submit more applications to college. We also find that increases in parental SES are associated with increases in college-going behaviors for White students, while Latinx students are consistent in engaging in college-going behaviors across parental SES. An increase in the number of friends planning to attend 4-year college is associated with greater engagement in some college-going behaviors for Latinx students, though less so than for White students. These results have implications for how researchers conceptualize the Latinx–White college enrollment gap.

Camp, A. M., & Zamarro, G. (2022). **Determinants of Ethnic Differences in School Modality Choices During the COVID-19 Crisis.** *Educational Researcher*, 51(1), 6-16. <https://doi.org/10.3102/0013189X211057562>

A growing body of research and popular reporting shows racial differences in school modality choices during the COVID-19 crisis, with White students more likely to attend school in person in the fall of 2020 and spring of 2021. This in-person learning gap raises serious equity concerns. We use unique panel survey data to explore possible

explanations. We find that a combination of factors may explain these differences. School districts' offerings, political partisanship, perceived risk from the pandemic, and local COVID-19 outbreaks are all meaningfully associated with and plausibly explain the in-person learning racial gap. Our results illustrate how not only policy decisions but also political leanings and individuals' beliefs could contribute to inequality in access to learning and illustrate the need for a better understanding of the factors behind observed racial inequalities in education.

Castillo de Mesa, J., & Gómez Jacinto, L. (2022). **Digital competences and skills as key factors between connectedness and tolerance to diversity on social networking sites: Case study of social work graduates on Facebook.** *Current Sociology*, 70(2), 210-226. <https://doi.org/10.1177/0011392120983341>

Social networking services are becoming parallel socialization universes. In these digital contexts, people tend to connect with others who share their perspectives and opinions about the world. Emerging voices are warning about the growing homophily resulting from these forms of socialization, which can have a negative impact on tolerance to diversity and the quality of social capital. Relational approach disciplines such as social work can provide digital skills and competences to improve the manner in which these services are used. In this article, the authors analyse how patterns of connectedness among social work graduates affect tolerance to diversity and social capital. A sample of 126 social work graduates was analysed to assess their connectedness patterns on Facebook. Participants were also asked about their digital competences and skills in order to know how these variables can mediate the achievement of tolerance to diversity and social capital. Results show that higher connectedness, when social work graduates have digital skills on Facebook, leads to higher tolerance to diversity and social capital. In order to counteract homophily, social workers must encourage users to acquire digital skills thus increasing tolerance for diversity.

Cobb Jr., J. B. (2021). **Historical Consciousness, Part II: Responding to Racism, Ecological Threats, and the Fragmentation of Modern Universities.** *The American Journal of Economics and Sociology*, 80(5), 1455-1473. <https://doi.org/10.1111/ajes.12433>

In a previous article, I examined the nature of historical consciousness. In this article, I apply it to three social issues: racism, ecological crisis, and higher education. Since the methods of historical consciousness are already in use, the aim here is not to introduce a new approach. My purpose is to make readers conscious of what they might normally do and why they are doing it. If a society fails to highlight and make explicit the methods it uses to solve the challenges it faces, the transfer of relevant skills will decline over several generations. Modern society has already reached the stage at which scientism has displaced a balance between timeless scientific rationality and historical consciousness in our approach to social issues. Without historical perspective to provide a narrative structure to the findings of science, society is likely to act in ways that are counterproductive. Unless citizens have a personal sense of participation in the stream of historical events, the knowledge they gain from science is not likely to be useful in guiding the direction of society.

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

Cuko, K., & Amireault, V. (2020). « **Vivre** » la société d'accueil : le rôle de l'apprentissage informel du français langue seconde dans le processus d'intégration des immigrants au Québec. *Journal of international Mobility*, 8(1), 167-181. Consulté à l'adresse <https://www.cairn.info/revue-journal-of-international-mobility-2020-1-page-167.htm>

Cette étude vise à mieux comprendre le rôle de l'apprentissage informel du français langue seconde dans le processus d'intégration d'immigrants au Québec (Canada). Pour ce faire, nous avons interviewé 40 immigrants ayant suivi, ou suivant des cours « formels » de français, et leur avons demandé de réfléchir à leur apprentissage informel de la langue. Une analyse thématique a permis de faire émerger les principaux thèmes traités. Les résultats présentés mettent en lumière les circonstances et raisons menant à l'apprentissage informel du français, le rôle de l'informel dans la transition identitaire qui s'opère en situation de migration, l'articulation entre la langue-culture première et seconde, la place de la technologie dans l'apprentissage informel ainsi que l'importance de la socialisation linguistique pour s'investir dans le nouveau milieu de vie. Des pistes de réflexion permettant de mettre en interaction les immigrants et les natifs sont aussi proposées.

Dei, G. J. S., Wambui Wa Karanja, & Erger, G. (2022). **Elders' cultural knowledges and the question of Black/African indigeneity in education**. Consulté à l'adresse <https://doi.org/10.1007/978-3-030-84201-7>

This book makes a strong case for the inclusion of Indigenous Elders cultural knowledge in the delivery of inclusive education for learners who are members of minority communities. It is relevant to curriculum developers, teachers, policy makers and institutions that engage in the education of Black, Indigenous, Latinx and other minority students. This book provides opportunities for exploring the decolonization of educational approaches. It promotes the synthesis of multiple types of knowledge and ways of knowing by making a case for the incorporation of Indigenous knowledges and Indigenous Elders as teachers in learning spaces. The book is of interest to educators, students, and researchers of Indigenous knowledge and decolonizing education. Additionally, it is important for educational policy makers, especially those engaged in looking for strategic solutions to bridging educational disparities and gaps for Indigenous, Black, Latinx and other minority learners.

Demoulin, J., & Frouillou, L. (2021). **Malgré les inégalités, la diversité des rapports à l'école** (p. 75). Consulté à l'adresse <https://hal.parisnanterre.fr//hal-03538023>

Les rapports qu'entretiennent les jeunes de quartiers populaires avec l'école, s'ils témoignent de difficultés liées aux inégalités sociales voire aux discriminations, montrent aussi la place que tiennent les écoles, collèges et lycées dans la socialisation et les apprentissages divers, valorisés par les jeunes.

Dhar, D., Jain, T., & Jayachandran, S. (2022). **Reshaping Adolescents' Gender Attitudes: Evidence from a School-Based Experiment in India**. *American Economic Review*, 112(3), 899-927. <https://doi.org/10.1257/aer.20201112>

Reshaping Adolescents' Gender Attitudes: Evidence from a School-Based Experiment in India by Diva Dhar, Tarun Jain and Seema Jayachandran. Published in volume 112, issue 3, pages 899-927 of *American Economic Review*, March 2022, Abstract: This paper evaluates an intervention in India that engaged ado...

Dineen, K. (2021). **Kantian Moral Education and Gendered Socialization**. *Educational Theory*, 71(6), 703-716. <https://doi.org/10.1111/edth.12504>

Movements like #metoo, #timesup, and #ibelieveher have succeeded in shedding light on the ongoing societal issue of misogyny. Against this backdrop, Kate Manne's attempt to analyze the concept of misogyny philosophically in her book *Down Girl: The Logic of Misogyny* has rightfully received much acclaim. In this article, Katy Dineen takes Manne's ameliorative treatment of misogyny as the starting point for interrogating how Manne's theory might relate to the coercion of male identity and agency toward the ideal of hegemonic masculinity. Dineen notes that her motivation in questioning Manne's account on this point is pragmatic: she aims to provide a groundwork for moral education that will address the coercion of boys' and girls' agency and identity formation within patriarchy. Dineen concludes by describing a Kantian framework for moral education based on an idea of the freedom necessary to render oneself efficacious, autonomous, and creative. She also offers Manne's thoughts on empathy as a reason in support of adopting a Kantian framework.

Drake, S., & Cowen, J. (2022). **Deurbanization and the Struggle to Sustain a Black Teaching Corps: Evidence From Michigan**. *Educational Researcher*, 51(1), 27-39. <https://doi.org/10.3102/0013189X211051312>

From 2005 to 2015, the number of Black teachers in Michigan dropped by 48%, substantially exceeding declines in the corresponding K–12 Black student population. These teacher losses are an acute phenomenon within a broader national context of deurbanization of K–12 student populations away from those districts with the largest and most established faculties of color. Districts receiving large numbers of incoming Black students hired few Black teachers over the period, leading to marked declines in Black student exposure to Black educators, and Black employment gains since 2016 have generally been in areas where Black teachers were already employed. We discuss the historical conditions under which Michigan's Black faculties were established and multiple forward-looking challenges to building and sustaining Black faculties in geographically diffuse populations.

Entrich, S. R. (2021). **Education and social justice in Japan**. *International Review of Education*, 67(6), 923-926. <https://doi.org/10.1007/s11159-021-09926-6>

Geers, A. (2022). **Faire des images de soi sur Instagram pour négocier les normes de genre**. *Education et sociétés*, 47(1), 99-114. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2022-1-page-99.htm>

L'enquête porte sur les pratiques des femmes qui produisent des images de leurs propres corps sur Instagram et revendiquent une forme d'émancipation par rapport à ce qu'elles qualifient de normes. Méthodologiquement, l'étude des contenus, discursifs et visuels, est articulée à une enquête menée auprès des usagères, dans une perspective ethnographique, pour définir le sens donné à ces pratiques photographiques. Sur ce réseau, les femmes observées pour cette enquête acquièrent des idées féministes leur permettant d'appréhender les injonctions relatives à leurs corps comme des expériences sociales de la féminité. Ces découvertes les poussent à remettre en cause les représentations médiatiques de la féminité hégémonique en diffusant elles-mêmes des images de leurs propres corps. En présentant un autre point de vue sur leurs corps qu'un regard sexualisé, elles proposent de faire évoluer le régime de représentation sexué qui les contraint. Si les industriels absorbent ces idées et font craindre une aseptisation des

luttres menées, les résistances auxquelles elles doivent faire face indiquent qu'elles transigent bien avec les normes et que le conflit n'a pas seulement lieu dans le champ des représentations visuelles, mais fait bouger des rapports de pouvoir.

Gourdon, J. (2022, février 15). **L'impuissance des politiques d'ouverture sociale dans les grandes écoles.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/02/15/dans-les-grandes-ecoles-l-impuissance-des-politiques-d-ouverture-sociale_6113724_4401467.html

Tutorat, stages d'été, admissions passerelles... Les dispositifs consacrés à la diversité n'ont jamais été aussi nombreux dans les grandes écoles. Pourtant, leur composition sociale est toujours aussi peu représentative de la société.

Granjon, F. (2022). **Classes populaires et usages de l'informatique connectée.** Consulté à l'adresse <https://www.pressesdesmines.com/produit/classes-populaires-et-usages-de-linformatique-connectee/>

Quels usages les classes populaires font-elles de l'informatique connectée ? De quelle manière les inégalités sociales cadrent-elles les pratiques numériques ? Comment ces pratiques influencent-elles, en retour, les existences des plus modestes ? Cet ouvrage entend apporter des réponses à ces questions et à quelques autres que la littérature en...

Guérandel, C., Gozillon, A., & Walter, E. (2022). **La socialisation par les médias au prisme des inégalités sociales, sexuées et sexuelles.** *Education et sociétés*, 47(1), 5-22. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2022-1-page-5.htm>

Ce dossier analyse la manière dont les médias, en tant qu'agents socialisateurs, peuvent participer à (re)produire ou questionner les inégalités sociales, sexuées ou sexuelles. Les pratiques médiatiques étant diverses, omniprésentes et intenses tant dans la vie des adultes que des plus jeunes, il est intéressant d'étudier leur rôle dans la construction sociale des individus. En pensant les médias comme relevant de deux réalités, celle de la production et diffusion de contenus et celle de leur réception et de leurs usages, les contributions éclairent l'articulation entre médias, socialisation et (in)égalités sous trois angles concomitants. Le premier porte sur la fabrication médiatique d'une vision orientée et inégalitaire de la réalité sociale. Le second questionne les inégalités sociales et sexuées d'accès aux médias et des usages qui en sont faits. Le troisième interroge les effets de la socialisation par les médias sur la construction de soi en montrant comment peuvent émerger certaines formes de résistance ou de contestation face aux normes dominantes.

Guo, Y. (2021). **Towards social justice and equity in English as an Additional Language (EAL) policies: The agency of immigrant parents in language policy advocacy in Alberta schools.** *International Review of Education*, 67(6), 811-832. <https://doi.org/10.1007/s11159-022-09935-z>

In the context of Canada's reliance on immigration for social and economic development, an effective language policy for migrant students is essential for educational systems. However, existing language policy research puts little emphasis on parental agency, particularly immigrant parents. The qualitative study presented here therefore explored how immigrant parents advocated for more equitable English as an Additional Language (EAL) policies and practices in Alberta, Canada. Through document analysis, interviews with 35 immigrant parents and community members as

well as two focus group discussions involving parents and policymakers, this study found that many immigrant parents engaged in intentional informal learning (e.g. workshops, role playing) to acquire knowledge of the EAL system and develop advocacy strategies. Exercising parental agency on behalf of their children, they undertook various collaborative as well as individualised strategies to influence EAL policies. This study challenges the deficit perspective and suggests there is a need to recognise immigrant parents as informed policymakers and engage them as collaborators in decision-making to transform schools and educational systems towards educational equity and justice.

Higgins & Misawa. (2022). **A Narrative Study of Refugee Adult Learners' Experiences in a Southeastern U.S. Community College.** *Community College Journal of Research and Practice*, 46(3), 189-201. <https://doi.org/10.1080/10668926.2021.1910596>

Imagine having to abandon your home and all that is familiar in search of safety. How would you perceive yourself in a new country, learning a new language and trying to build a new life? Millions of people around the world have experienced this reality, thousands of whom are currently living throughout the United States. Since more than half of the refugee population are under 18 years of age, the education system in the resettlement country plays a significant role in the refugee resettlement process. The purpose of this narrative inquiry was to gain a better understanding of adult refugee students' experiences in higher education in the Southeastern U.S. The research questions that guided this study were: (1) What are the experiences of adult refugees in higher education in the United States? (2) In what ways do refugee adult learners access higher education? and (3) How do refugee adults navigate higher education in the U.S. context? By understanding the refugee experience, adult education practitioners can better mediate the impact of marginalization of refugee adult learners.

Hoang, C. H., & Dang, T. T. D. (2022). **A Sociocultural Perspective on Scholars Developing Research Skills via Research Communities in Vietnam.** *Minerva*, 60(1), 81-104. <https://doi.org/10.1007/s11024-021-09454-5>

Given the importance of research communities and research mentoring activities in developing research skills, universities around the world have paid special attention to improving these two dimensions. However, developing research communities and research mentoring culture in Vietnamese universities largely remain at a nascent stage because these universities often have a short history of conducting research and limited research capacity. Drawing on a sociocultural perspective, this qualitative case study explores the experience of Vietnamese scholars in developing their research skills via their research communities and their perspectives towards domestic and international research communities. Interview data show that participants were active in establishing their own networks and tended to look outward, searching for support from international communities and mentors, since their institutes lacked collegiality and research collaborations. To develop institutional research communities and positive research culture, universities' managers should consider factors including collective values, researcher individualism, and research traditions.

Ibrahim, A., Kitossa, T., & Smith, M. S. (2022). **Nuances of Blackness in the Canadian Academy.** Consulté à l'adresse <https://staging-torontopress.kinsta.cloud/9781487528706/nuances-of-blackness-in-the-canadian-academy>

The essays in *Nuances of Blackness in the Canadian Academy* make visible the submerged stories of Black life in academia. They offer fresh historical, social,...

Jarraud, F. (2022, février 18). **Camille Peugny : Pour une autre politique de la jeunesse**. Consulté 2 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/18022022Article637807731375854138.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514765

« La reproduction des inégalités instille le poison lent de la défiance, du pessimisme et du ressentiment dans une société qui continue à défendre les valeurs d'une méritocratie à laquelle plus personne ne peut croire ». Dans un petit livre qui est un livre programme (*Pour une politique de la jeunesse*, Seuil), Camille Poigny (université Paris Saclay) livre un vrai réquisitoire sur l'absence de politique en faveur de la jeunesse en France. Electeurs, les jeunes sont toujours traités en enfants sur la plan social, toutes les aides passant jusqu'à 25 ans par leurs parents. Ce système garantit la reproduction des inégalités et oblitère l'espoir républicain. Il appelle à une autre politique, inspirée des pays scandinaves, avec un Etat qui aide directement les jeunes à se construire et de ce fait lutte contre les inégalités. Camille Peugny s'en explique dans cet entretien.

Jia, X., Zhang, X., Jing, J., Zhou, M., Li, H., Friesen, D., & Ma, Y. (2022). **The impact of nonboarding on the development of disadvantaged boarding students in western rural China**. *Asia Pacific Education Review*, 23(1), 131-150. <https://doi.org/10.1007/s12564-022-09742-z>

Rural China has seen an increase in its migrant workers returning home. As a result, many of these workers' children, who had previously boarded at school, needed to return home as well. While the existing research indicates that boarding affects the development of disadvantaged children, the effect of the switch to nonboarding on the growth of vulnerable boarding children remains unknown. Using two-stage data from 20,594 fourth- and fifth-grade students in rural Shaanxi and Gansu provinces as well as the difference-in-differences method, this study estimates the impact of switching to nonboarding on the academic performance and mental health of vulnerable boarding students. The results suggest that the shift toward nonboarding significantly reduces boarding students' academic performance, and further testing shows that these results are robust. Additionally, the switch to nonboarding insignificantly increased the standardized mental health scores of rural primary school students but significantly increased their standardized impulsive tendency scores. Heterogeneity analysis found that boarding students whose mothers had lower educational achievement or whose families belonged to lower economic levels had poorer academic performance after switching, while boarding students whose parents had higher education achievement or myopia possessed better mental health after switching. This study offers novel, policy-relevant insights into potential strategies that would improve the academic performance and mental health of students who transition to nonboarding, especially those with low-educated parents and those belonging to poor families.

Lahaye, W. (2021). **Collaboration École-Famille**. *éducation et formation*, (e-316). Consulté à l'adresse https://liseo.france-education-international.fr/index.php?lvl=bulletin_display&id=11409

Ce numéro portant sur la collaboration École-Famille comprend cinq contributions provenant d'études réalisées au Canada, en Belgique, en France, au Luxembourg et en

Suisse. Le sujet principal concerne la place de la relation aux parents dans la formation des professionnels de l'éducation. Cette thématique fut au centre d'un symposium visant à répondre aux questions suivantes : quelle est la traduction de la relation aux parents dans la formation des professionnels de l'éducation ? Quels sont les effets de ces formations tant sur le public directement concerné (les professionnels) que sur les autres acteurs (parents et enfants/jeunes) ? Sur quelles conceptions des relations parents - professionnels de l'éducation, ces formations se fondent-elles ?

LaSota, R. R., Polanin, J. R., Perna, L. W., Austin, M. J., Steingut, R. R., & Rodgers, M. A. (2022). **The Effects of Losing Postsecondary Student Grant Aid: Results From a Systematic Review.** *Educational Researcher*, 51(2), 160-168. <https://doi.org/10.3102/0013189X211056868>

With the goal of informing federal and state policy makers in a time of budget constraints, we used a systematic review methodology to identify and summarize findings from studies that examined the effects of losing grant aid due to policy changes and students' failure to meet renewal requirements. Studies reviewed in this policy brief show negative effects on student outcomes when grant aid is reduced or eliminated. While results vary, this general conclusion applies when grant aid is reduced or eliminated from programs that differ in scope (federal and state), eligibility requirements (merit and need), and award amounts. This brief illuminates the importance of maintaining grant aid funding for college student enrollment, persistence, achievement, and completion. Especially in context of other pandemic-related stressors, reducing need-based grant aid will likely exacerbate declines in college enrollment, progression through college, and degree completion for vulnerable students.

Mateos-González, J. L., & Wakeling, P. (2022). **Exploring socioeconomic inequalities and access to elite postgraduate education among English graduates.** *Higher Education*, 83(3), 673-694. <https://doi.org/10.1007/s10734-021-00693-9>

A worldwide trend towards high levels of participation in higher education, paired with concerns about the post-university destinations of an increasing pool of graduates, have brought about two parallel phenomena: a process of sharp stratification in higher education and the growing relevance of postgraduate education as undergraduate study becomes nearly ubiquitous, particularly among the most advantaged groups of students. To date, the literature on socioeconomic inequalities and access to higher education has focussed on undergraduate education, with some researchers specifically investigating access to the most prestigious institutions. We contribute to this body of research by investigating the effects of socioeconomic characteristics on access to postgraduate education at those universities believed to deliver elite forms of higher education. We look at access to 'elite' postgraduate education among English graduates, operationalised as belonging to the Russell Group of research-intensive universities. We analyse an exceptionally large dataset (N = 533,885) capturing graduate destinations, including postgraduate education at specific institutions. We find that socioeconomic inequalities in attending an elite postgraduate degree persist, but these are mediated by educational variables. Socioeconomically advantaged students are more likely to attain a good degree and to attend an elite institution at the undergraduate level, which powerfully predicts access to elite postgraduate education.

Meier, Ryan, Askelson, Pieper, Greene, Buckert, & Rasmusson. (2022). **Meeting Household Food Needs: A Qualitative Examination of Food Access among Parenting Community**

College Students. *Community College Journal of Research and Practice*, 46(3), 179-188.
<https://doi.org/10.1080/10668926.2021.1902425>

Community college students are experiencing food insecurity at high rates, and students with children are especially vulnerable with as many as 67% being food insecure. To understand food access in certain populations, previous research has examined the food shopping strategies implemented by families to manage a tight budget. In this study we employ a qualitative method to understand food access among parenting community college students, as no studies to date have explored their experiences. We used general qualitative inquiry to document the strategies students implemented to meet their food needs. We conducted interviews with community college students with at least one dependent child (N = 18). Participants were asked about shopping strategies and food choices when on a tight food budget. Interviews were recorded and transcribed. Three themes emerged related to the strategies used to manage tight household budgets. First, students reported shopping at multiple food stores to find the best prices. Second, they adjusted food budgets based on overall household expenses. Third, they only purchased foods that would be eaten by their children to meet food preferences. Interview results highlighted student adaptability and ingenuity, yet students often had to juggle competing factors and purchased less of certain foods to stay within their budget. Community colleges should provide programming to increase food access to improve student retention and completion rates. In addition to creating campus-based programs, institutions can work with local organizations to connect students to resources (e.g., food pantries) to provide students with additional support.

Monarrez, T., Kisida, B., & Chingos, M. (2022). **The Effect of Charter Schools on School Segregation.** *American Economic Journal: Economic Policy*, 14(1), 301-340.
<https://doi.org/10.1257/pol.20190682>

We examine the impact of the expansion of charter schools on racial segregation in public schools, defined using multiple measures of racial sorting and isolation. Our research design utilizes between-grade differences in charter expansion within school systems and an instrumental variables approach leveraging charter school openings. Charter schools modestly increase school segregation for Black, Hispanic, Asian, and White students. On average, charters have caused a 6 percent decrease in the relative likelihood of Black and Hispanic students being exposed to schoolmates of other racial or ethnic groups. For metropolitan areas, our analysis reveals countervailing forces, as charters reduce segregation between districts.

Neys, O. H., Juskowiak, H., Bohuon, A., & Bréhon, J. (2022). **Ce que la presse écrite jeunesse donne à lire et à voir : le genre du sport.** *Education et sociétés*, 47(1), 63-80. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2022-1-page-63.htm>

En mettant en scène des sportives et des sportifs, en diffusant à grande échelle des modèles de sportivité, les médias doivent être considérés comme des instances de socialisation. L'article opère une analyse quantitative paramétrée d'un corpus d'une publication, référence essentielle de la presse écrite quotidienne enfantine des 6-10 ans, Le Petit Quotidien, de 2009 à 2019. Quelle place accorde-t-il aux sportifs et sportives ? Quelles activités sportives retient-il dans les articles et photographies publiés ? La mise en visibilité des sportives y est-elle la même que celle des sportifs ? Existe-t-il un traitement genré des activités sportives ? Comment ce journal donne-t-il à lire et à voir le genre du sport ? L'article montre que les sportives, sans être complètement invisibilisées,

demeurent reléguées au second plan, confirmant ainsi pour la presse écrite de jeunesse les constats produits par ailleurs.

Observatoire des inégalités. (2022, février 25). **Niveau de vie et niveau de diplôme selon la catégorie sociale**. Consulté 2 mars 2022, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Niveau-de-vie-et-niveau-de-diplome-selon-la-categorie-sociale?id_theme=20

Les cadres supérieurs se distinguent des ouvriers et employés, à la fois par leurs revenus et par leur niveau de diplôme. Un article extrait du Centre d'observation de la société.

Pierre, M. (2021). **Démocratisation et inégalités scolaires dans les pays en voie de développement. Le cas d'Haïti** (Phdthesis, Université Paris-Saclay). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03537776>

Cette thèse étudie la manière dont un pays, Haïti, catégorisé comme « pays en voie de développement » s'efforce de réaliser la démocratisation scolaire de son système éducatif. Selon plusieurs études, Haïti paraît en échec sur pratiquement tous les indicateurs de démocratisation scolaire : taux d'accès, équité, égalité, en lien avec une incapacité institutionnelle dénoncée. Haïti, réalise pourtant des processus de démocratisation. Pour analyser ce paradoxe, la réflexion appuyée sur un travail d'enquête par observations et entretiens, s'interroge notamment sur la place majeure du secteur privé dans l'offre éducative. Elle montre que, premièrement, les différentes politiques mises en place par l'État haïtien et par les instances internationales (Banque Mondiale, Unesco, etc.), relatives à la l'école pour tous, n'ont pas eu l'effet escompté de scolarisation universelle. Deuxièmement, il y a pourtant une action avérée de différents acteurs (politiques, enseignants, parents, syndicalistes, entrepreneurs) fortement engagés en faveur de la démocratisation scolaire. La thèse étudie ce décalage. Parmi les facteurs d'échec, elle met en avant le manque de coordination entre les différents niveaux et acteurs de l'éducation en Haïti ; le manque de financement étatique, les effets de corruption à différentes échelles. Si l'implication des acteurs publics et aussi privés permet un élargissement de l'offre scolaire, malheureusement c'est souvent au détriment de l'égalité et de la qualité de l'enseignement.

Polikoff, M. S., Silver, D., Garland, M., Saavedra, A. R., Rapaport, A., & Fienberg, M. (2022). **The Impact of a Messaging Intervention on Parents' School Hesitancy During COVID-19**. *Educational Researcher*, 51(2), 156-159. <https://doi.org/10.3102/0013189X211070813>

Throughout the 2020–2021 school year, families' access to—and desire to participate in— in-person educational experiences was highly unequal. Concerns about “school hesitancy” in light of COVID-19 have continued into the 2021–2022 school year, driven both by concerns about well-being and concerns about safety. Using a nationally representative sample of families, we tested a messaging intervention aimed at reducing school hesitancy. We found that targeted messaging to address well-being and safety concerns substantially improved parent reports of their likelihood of sending their child back for in-person learning for parents who were previously unsure. The findings suggest the importance of careful COVID-related communication from schools.

Pons, X. (2022). **Les absences de l'absentéisme scolaire dans les médias : masquer les causes en dénonçant les dérives**. *Education et sociétés*, 47(1), 23-41. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2022-1-page-23.htm>

Cet article analyse la médiatisation de l'absentéisme scolaire dans la presse écrite nationale en France entre 1997 et 2020 à partir de corpus de documents et d'entretiens individuels. Adoptant une perspective à la croisée de la sociologie de l'éducation, de l'action publique et des problèmes publics, il montre que cette médiatisation, grandement centrée sur l'actualité gouvernementale et les conséquences négatives de l'absentéisme, s'explique par une configuration de dicibilité d'ensemble dans laquelle prédomine la parole politique au détriment de la parole experte. Dans ce système d'interdépendances qui définit les frontières du dicible et du non-dicible, les médias ne sont pas que contraints, ils jouent un rôle majeur de cadrage du problème public de l'absentéisme et des solutions couplées à ce dernier. Ils contribuent en cela à la production structurelle d'une ignorance collective sur le sujet, en invisibilisant des travaux et des points de vue qui insistent sur la complexité du processus d'absentéisme et des facteurs sociaux qui en sont à l'origine.

Rings, G. (2022). **The superdiverse precariat of British higher education? Limpiadores revisited.** *Current Sociology*, 70(2), 291-307. <https://doi.org/10.1177/0011392120983345>
González Mitjás's documentary *Limpiadores* (2015), which has been screened widely in Europe and won both the Learning on Screen Award (2017) and the 'Student Accolade' of the One World Media Awards (2017), has so far been largely ignored by academic research, although – or perhaps because – it fundamentally questions the neoliberal basis of that research. This study explores the challenges of its superdiverse protagonists – cleaners at London University – who suffer under precarious conditions. The author discusses the protagonists' situation as example of contemporary neo-colonialism, and suggests potential ways forward.

Sudre, D. (2022). **L'héroïne sportive au cinéma, entre représentation régressive et domination patriarcale.** *Education et sociétés*, 47(1), 43-62. Consulté à l'adresse <https://www.cairn.info/revue-education-et-societes-2022-1-page-43.htm>

Le sport étant construit comme une réserve masculine, les films sportifs populaires sont surtout centrés sur les protagonistes masculins jusqu'au milieu du XXe siècle. Après 1990, les femmes obtiennent des rôles plus visibles et deviennent parfois le centre narratif de leur propre histoire. Appuyé sur l'analyse d'un corpus de 28 films de fiction dont une femme est le centre, cet article questionne la représentation des femmes dans ce genre cinématographique, le rôle qu'elle joue dans les apprentissages informels des identités sociales de sexe et sa participation au maintien du patriarcat. Il souligne que ces films sportifs consolident les rapports de domination hommes/femmes en mettant (quasi) systématiquement en scène les sportives sous le joug d'un homme dominant, entité décisionnaire pour elles. Puis montre que ces longs métrages présentent une figure paternelle valorisée au détriment d'une figure maternelle fréquemment dévalorisée et régressive. Il ouvre des perspectives de recherche sur les effets de ces films sur la socialisation de leurs publics, particulièrement jeune et féminin.

Webb, S., Dunwoodie, K., Wilkinson, J., Macaulay, L., Reimer, K. E., & Kaukko, M. (2021). **Recognition and precarious mobilities: The experiences of university students from a refugee background in Australia.** *International Review of Education*, 67(6), 871-894. <https://doi.org/10.1007/s11159-021-09919-5>

This article employs the concepts of recognition and precarious mobilities to understand university education for people from a refugee background. The authors draw on their ongoing qualitative longitudinal narrative enquiry exploring the experiences of 22

students in Australia from asylum-seeking backgrounds during their three-year study for a Bachelor's degree. Theories of recognition informed by the work of Axel Honneth and Nancy Fraser provide a conceptual framework for analysing the students' experiences in navigating government and institutional policies and practices which often fail to recognise the unique needs of this distinct group. Few higher education institutions fully acknowledge the educational capital and transnational understandings that students from refugee backgrounds develop through navigating precarious mobilities. Instead of receiving recognition for these assets, such students often feel they do not belong in higher education in the host society. Thus, belonging, an essential component in supporting their success in higher education and settlement, is undermined. To appreciate how university practices are informing student experiences, the authors explore two competing discourses: "the education of international students is Australia's third-largest export" on the one hand, and "higher education should be made available to all who can benefit from it" on the other.

Wen, H., Yang, J., & Zhao, N. (2022). **Toward educational equity in China: The relationships between language performance and socioeconomic status at the individual, school, and district levels.** *Asian Journal of Social Psychology*, 25(1), 75-87. <https://doi.org/10.1111/ajsp.12503>

This study aimed to examine educational equity status in China through exploring the relationships between students' language performance and family socioeconomic status (SES) at the individual, school, and district levels. Furthermore, the current study mainly investigated how the interaction among SES at three levels influenced students' language performance. The sample included 26,997 pupils from 994 schools situated in 79 districts. The three-level multilevel analysis found that language performance was positively associated with SES at all three levels, and that there were three kinds of significant interactive effects. Specifically, the relationship between individual-level SES and language performance became stronger in schools with higher SES. Moreover, in districts with higher SES, the interactive effect of school-level SES and individual-level SES on language performance grew weaker. In addition, the relationship between school-level SES and average language performance became weaker in districts with higher levels of SES. These findings uncovered the full picture of the intra-school and intra-district educational equity and revealed that high school-level SES worsened the intra-school individual equity while high district-level SES enhanced the intra-school and intra-district equity. Implications for educational equity and quality in China are discussed.

Xu, C. L. (2022). **Portraying the 'Chinese international students': a review of English-language and Chinese-language literature on Chinese international students (2015–2020).** *Asia Pacific Education Review*, 23(1), 151-167. <https://doi.org/10.1007/s12564-021-09731-8>

The Chinese international students are often portrayed in a monolithic manner in popular discourse. To offer a more comprehensive and critical representation of the Chinese international students, this paper conducts a thematic narrative review of 128 English-language and 74 Chinese-language peer-reviewed articles published between 2015 and 2020. Drawing on post-colonial theories, this review identifies four subject positions portrayed of the Chinese international students: the (1) neoliberal, (2) political, (3) pedagogic and (4) racialised subjects. This paper celebrates heartening developments in the literature which affirms Chinese international students' epistemic contributions, legitimate pedagogic needs, notable heterogeneity and wide-ranging political, cultural

and pedagogic agencies. It also highlights how aspects of these subject positions have exercised epistemic injustice on the Chinese international students. Meanwhile, it pinpoints the Chinese international students' acquiescence in exacerbating global education inequalities. Among the first to bring the dominant English-language and 'local' perspectives of Chinese-language literature in dialogue, this article notes divergent focuses and indicates unique contributions to historicising research on Chinese international students made by the latter. This article challenges popular perceptions of Chinese international students, questions production of knowledge, and pinpoints future research directions.

Climat de l'école

Bardach, L., Yanagida, T., Grading, P., & Strohmeier, D. (2022). **Understanding for Which Students and Classes a Socio-Ecological Aggression Prevention Program Works Best: Testing Individual Student and Class Level Moderators.** *Journal of Youth and Adolescence*, 51(2), 225-243. <https://doi.org/10.1007/s10964-021-01553-6>

School-based aggression prevention programs may not be equally effective for all students and classes, depending on student and class characteristics. This study investigated moderators of a cluster randomized controlled socio-ecological aggression prevention program's effectiveness (change from pretest to posttest, sample: 2,042 preadolescents, mean age = 11.7 years, SD = 0.09, 47.6% girls) and sustainability (change from posttest to follow-up test, sample: 659 preadolescents, mean age = 12.7 years, SD = 0.08, 47.9% girls). The program worked better in multicultural classes, as greater ethnic diversity strengthened the program's effectiveness and sustainability. Moderating effects of a positive social class climate and higher baseline levels of aggressive behavior and victimization were also found. These results advance socio-ecological theorizing and can help develop more contextualized interventions.

Bullard. (2022). **Preparing for Return to Play: Understanding the Impact of COVID-19 on the Well-Being of Community College Student-Athletes.** *Community College Journal of Research and Practice*, 46(3), 215-222. <https://doi.org/10.1080/10668926.2021.1982796>

Higher education institutions responded quickly to the Coronavirus (COVID-19) pandemic. The majority of the research conducted primarily focuses on understanding the well-being of collegiate athletes enrolled in 4-year institutions and neglects to address community college student-athletes unique population. This research examined the mental distress and concern among community college student-athletes in response to the pandemic (N = 242). The Generalized Anxiety Disorder 7-Item Scale (GAD-7) and the Coronavirus Anxiety Scale (CAS) assessed anxiety, indicating that gender and year of eligibility were related to perceived challenges, including social distancing, being away from teammates, and having proper academic resources. Significant findings also included differences among gender, race, and ethnicity regarding GAD and the CAS constructs. Concerns among participants regarding athletics and academics for the spring 2021 semester provided detailed responses addressing the desired programming they would like to receive from their campuses. Understanding these concerns is necessary to provide appropriate programming while navigating through this pandemic.

Carales & López. (2022). **Navigating College after a Disaster: Understanding the Impact and Institutional Support for Community College Students after Hurricane Harvey.**

Community College Journal of Research and Practice, 46(3), 145-160.
<https://doi.org/10.1080/10668926.2021.1881656>

Hurricane Harvey devastated the state of Texas in August 2017, with the city of Houston and surrounding areas being heavily impacted. Over 30,000 people were displaced from their homes as flooding ravaged the Gulf Coast during this natural disaster. This qualitative study examined the impact of Hurricane Harvey through the voices of 15 community college students. We highlight the ways they were impacted by the hurricane, how they persisted in college after experiencing a major natural disaster, and the support they received from the institution. Some participants also shared about their challenges navigating access to institutional resources after the hurricane. Findings revealed that participants relied on campus resources as well as institutional agents, such as faculty and advisors, to navigate their academics post-Harvey. We conclude with a discussion of implications for community college stakeholders to consider when supporting students before, during, and after natural disasters or other types of crises.

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

Hughes, L. A., Botchkovar, E. V., Antonaccio, O., & Timmer, A. (2022). **Schools, Subcultural Values, and the Risk of Youth Violence: The Influence of the Code of the Street among Students in Three U.S. Cities.** *Journal of Youth and Adolescence*, 51(2), 244-260.
<https://doi.org/10.1007/s10964-021-01521-0>

Little is known about the role of subcultural values in the development of violence in schools and among school-aged children. Drawing on the “code of the street” thesis, which identifies schools as important staging grounds in the campaign for respect among young people, this study aims to fill this gap in the literature by analyzing student- and school-level associations between projected violence and self-reported subcultural values revolving around toughness and respect. The analytic sample includes N = 1767 students (53.65% female) in grades 7, 8, and 9 (ages 11–17 years, mean = 13.5 years) at 40 middle and high schools in Boston, MA, Denver, CO, and Miami, FL. Consistent with research involving a variety of adolescent and young adult populations, estimates from multilevel negative binomial regression models reveal a robust positive student-level association between personal adherence to subcultural values and projected violence. However, school-level results indicate a compositional, rather than contextual, effect in which higher school-mean levels of projected violence reflect the aggregate values of individual students rather than independent or interactive processes involving the school-level prevalence of code of the street values. Thus, while code of the street values may be important contributors to youth violence, the school setting appears to play a limited role in transmitting their influence among students.

Lo, O.-T., & Ip, T. (2022). **How Does the Psychological Well-being (PWB) in the First Year of College Studies Predict Community College Students' Academic Performance in Hong Kong?** *Community College Journal of Research and Practice*, 46(3), 161-178.
<https://doi.org/10.1080/10668926.2021.1882357>

Research showed that the college environment threatens the mental health development of students. The community college (CC) system is unique and the development of the psychological well-being (PWB) of students studying at CCs has not been extensively studied. It is also worth answering the question that how PWB relates to

CC students' academic performance. In this study, the development of the PWB of CC students in Hong Kong and its relationship with the first-year academic performance have been explored. Results indicated that CC students' PWB decreased significantly after the first year of studies. Among the six constructs in PWB, only the change of Personal Growth, Self-Acceptance, and Purpose in Life significantly predicted students' first-year Cumulative Grade Point Average (CGPA), in which Purpose in Life yielded the greatest relative importance. The Purpose in Life level at the time also mediated the relationship between students' pre-college and first-year college academic performance, however, such mediation effect could only be observed in non-first-generation students. The findings of this study suggested that the mental health conditions of CC students should have gained more attention. CCs should also have put more efforts and resources to help freshmen students foster their purpose in life so that they could have better chances to achieve academic success.

Mamprin, C. (2021). **Étude du soutien social mis en oeuvre lors d'activités collectives conçues et menées pour favoriser le développement du bien-être au travail chez les enseignants.** Consulté à l'adresse

<https://papyrus.bib.umontreal.ca/xmlui/handle/1866/25995>

Cette thèse doctorale en psychopédagogie porte sur l'étude du soutien social mis en oeuvre lors d'une activité collective conçue et menée pour favoriser le développement du bien-être au travail chez les enseignants. Cette étude de cas multiples qualitative a été réalisée auprès de huit enseignants de classes d'accueil du secondaire qui ont participé à une activité collective (des groupes de parole) durant six mois. Trois principaux thèmes ont guidé l'organisation de cette recherche: le bien-être psychologique au travail (BEPT), le soutien social et les retombées des groupes de parole. Afin de collecter les données, des entrevues semi-dirigées ont été menées avec des enseignants sur le thème du BEPT selon la conception de Dagenais-Desmarais (2010). Ces entrevues ont eu lieu avant et après la participation des enseignants aux activités collectives visant le BEPT. Ensuite, l'étude du soutien social a été réalisée en cohérence avec les trois principales dimensions associées à ce concept selon Vaux (1990): les comportements de soutien, les ressources du réseau et l'évaluation subjective du soutien. Les comportements de soutien manifestés durant les groupes de parole ont été analysés. Puis, les ressources du réseau des enseignants, principalement associées à l'activité collective et à ses participants, ont été décrites. La dimension de l'évaluation subjective du soutien a été documentée lors des entrevues semi-dirigées menées après les huit séances du groupe de parole. Dans l'intention de recueillir des données relatives aux perceptions des enseignants sur les retombées de l'activité collective sur leur bien-être au travail, certaines questions de la deuxième entrevue semi-dirigée après les activités collectives ont également été ajoutées sur ce thème. Cette recherche, s'inscrivant dans une perspective systémique, accorde une place particulière à la compréhension des relations bidirectionnelles entre l'individu et son environnement. En s'appuyant sur le modèle processus-personne-contexte-temps de Bronfenbrenner et Morris (1998), le soutien social est étudié sous l'angle des processus, le BEPT est associé à la composante personne, les groupes de parole et l'environnement de travail des enseignants des classes d'accueil représentent le contexte et, finalement, le temps est étudié en filigrane de tous ces éléments. Les résultats de cette thèse sont organisés de façon à mettre en lumière la singularité des cas par leur présentation individuelle en plus de relever les ressemblances et les dissemblances entre les participants par une analyse croisée. Les données de recherche permettent d'esquisser le portrait du BEPT des

participants qui oeuvraient en classe d'accueil. En plus de détailler l'état des participants et le contexte de travail avec les défis et les enjeux inhérents à l'enseignement aux élèves allophones nouvellement arrivés, les résultats mettent en exergue une scission entre les programmes d'accueil et les programmes « réguliers » au sein de l'école. Cette scission entraîne des retombées sur toutes les dimensions du BEPT (l'adéquation interpersonnelle, le sentiment de compétence, l'épanouissement, la volonté de s'engager et la reconnaissance perçue au travail). L'analyse des données illustre également l'importance et la complexité des relations sociales dans le contexte enseignant. En ce qui concerne l'étude du soutien social, en plus de faire état des comportements de soutien donnés et reçus par les participants, les résultats mettent en valeur le soutien social indirect. Les participants ont rapporté avoir bénéficié d'une aide qui ne leur était pas directement adressée. Le soutien social donné par un participant pouvait donc être pertinent pour plus d'un membre du groupe et être disponible dans le groupe, sans être provoqué. De plus, les liens tissés dans le groupe de parole ont pu favoriser l'établissement d'un réseau de soutien représenté autant par l'activité et l'environnement créé par celle-ci que par les participants. L'augmentation de la taille du réseau de soutien a également été évoquée par les enseignants à l'extérieur de l'activité. Autant l'évaluation subjective du soutien que la documentation des retombées des groupes de parole sur le bien-être ont permis de mettre en lumière un second processus : le partage de vécu. Alors que les groupes de parole visent à regrouper les individus autour d'une question commune dans une perspective psychodynamique, le partage de vécu permis par le cadre de l'activité a été fréquemment nommé comme favorisant le développement du bien-être. Le caractère novateur de cette recherche se situe dans l'agencement des concepts et dans la précision de son analyse sur le soutien social mis en oeuvre lors d'activités collectives conçues et menées pour favoriser le développement du bien-être au travail. En plus des avancées théoriques et conceptuelles proposées, les résultats ont des retombées pratiques importantes. Par le détail du contexte de travail des enseignants en classe d'accueil, mais aussi par la mise en oeuvre d'activités collectives à l'école, cette thèse propose des pistes de réflexion pour la formation des enseignants, la gouvernance scolaire, les directions et les enseignants.

MONGARYAS, R. F. Q. D., BIBALOU, E., & QUENTIN DE MONGARYAS, R. F. (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.** *Education et socialisation. Les cahiers du CERFEE*, (62). Consulté à l'adresse <https://journals.openedition.org/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. Les résultats obtenus restent très insuffisants dans la mesure où l'échec et les violences scolaires sont devenus des problèmes récurrents de l'école. Face à cette réalité, depuis environ une douzaine d'années, les étudiants en fin de cycle à l'École normale supérieure produisent des mémoires professionnels sur la problématique des violences en milieu scolaire au Gabon. 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 ?

Pinchak, N. P., & Swisher, R. R. (2022). **Neighborhoods, Schools, and Adolescent Violence: Ecological Relative Deprivation, Disadvantage Saturation, or Cumulative Disadvantage?** *Journal of Youth and Adolescence*, 51(2), 261-277. <https://doi.org/10.1007/s10964-021-01551-8>

Neighborhood and school socioeconomic "disadvantage" are consequential for youth violence perpetration. This study considers alternative ecological cumulative disadvantage, disadvantage saturation, and relative deprivation hypotheses regarding how the association between neighborhood disadvantage and violence varies by levels of socioeconomic disadvantage in schools. These hypotheses are tested with data from Wave I of Add Health (n = 15,581; 51% Female; Age mean = 15.67, SD = 1.74). Cross-classified multilevel Rasch models are used to estimate the interaction between neighborhood and school disadvantage in predicting adolescent violence. Consistent with the ecological relative deprivation hypothesis, results indicate that the association between neighborhood disadvantage and violence is most pronounced among youth attending low-disadvantage schools. Further, youth exposed to high-disadvantage neighborhoods and low-disadvantage schools tend to be at the greatest risk of perpetrating violence. These patterns are evident among both males and females, and particularly among older youth and those from low-parent education families. This study motivates future investigations considering how adolescents' experiences beyond the neighborhood shape how they engage with and experience the effects of their neighborhoods.

Villeneuve, S., & Bisailon, J. (2021). **Cyberharcèlement envers le personnel enseignant du primaire et du secondaire : prévalence, et effets du genre des victimes et de leurs habiletés sur les réseaux sociaux.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085305ar>

Le cyberharcèlement vécu par le personnel enseignant tend à prendre de l'ampleur avec la popularité accrue des réseaux sociaux tant auprès des jeunes que des enseignantes et enseignants en exercice. Les habiletés technologiques du personnel enseignant associées à l'usage de ces plateformes pourraient être l'une des causes de la prévalence du phénomène. Cette recherche évalue ainsi le cyberharcèlement subi par le personnel enseignant selon ses habiletés technologiques sur les réseaux sociaux et le genre des victimes. Les résultats obtenus permettent de situer la prévalence du phénomène à 12,7 %. L'étude révèle que les enseignantes ont davantage de risques de subir du cyberharcèlement que les enseignants. De plus, le développement de certaines habiletés technologiques contribuerait à un usage sécuritaire des réseaux sociaux et, par conséquent, à atténuer les risques de subir du cyberharcèlement.

Weiss, P. O. (2021). **Les universités françaises sont-elles sûres ? Une enquête de victimation dans les campus marseillais.** *SociologieS*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03131647>

Évaluation des dispositifs d'éducation-formation

Bucher, A., Fretel, A., Givord, P., Lima, L., & Morel, M. (2021). **Second rapport du comité scientifique de l'évaluation du Plan d'investissement dans les compétences** (Report, Dares; p. 143 p.). Consulté à l'adresse <https://hal-cnam.archives-ouvertes.fr/hal-03586126>

Le rapport constate un déploiement rapide et important de la formation des personnes en recherche d'emploi : en 2019, on observe 100 000 entrées supplémentaires en stages de la formation professionnelle de plus qu'en 2017 et un peu plus de 100 000 entrées dans des programmes nouveaux, créés par le PIC, et destinés à accompagner les chômeurs les moins diplômés dans une démarche d'accès à la formation. Ainsi, le taux d'accès à la formation des demandeurs d'emploi un an après leur inscription est passé de 8% à 11%. Malheureusement, et sans surprise, cet élan a été brisé par la crise sanitaire. En 2020 si le nombre total d'entrées en stages de formation s'est maintenu, c'est en raison de la montée en charge du CPF autonome, qui a compensé la baisse des formations proposées par les Régions ou par Pôle emploi. Ceci est lié à la fois aux effets directs du confinement, malgré l'effort des organismes de formation pour fournir des solutions de continuité, et au fait qu'une part importante des formations proposées notamment par Pôle emploi préparent directement à des embauches qui n'avaient plus lieu. Mais l'ambition du PIC n'est pas seulement quantitative, elle vise à faire évoluer en profondeur un système complexe, en renforçant les logiques de parcours, en faisant évoluer l'offre de formation plus rapidement, en améliorant sa qualité et en amenant davantage les moins diplômés à la formation. Il faut le dire : c'est un projet ambitieux, qui veut dépasser les limites du Plan « 500 000 formations supplémentaires » de 2016. Des évolutions structurelles dans un système aussi complexe s'inscrivent nécessairement dans la durée et prendront du temps. Or, là encore, ce temps a été perturbé par la crise. [résumé éditeur]

Conseil ontarien de la qualité de l'enseignement supérieur (Canada). (2022). **Program Access de l'Ontario: POAEPi et Passeport pour ma réussite**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3510> [Report]. Consulté à l'adresse <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3510>

L'amélioration de l'accès aux études postsecondaires (EPS) est un effort continu en Ontario. Pour poursuivre ces améliorations, le COQUES a mené des évaluations de deux importants programmes d'accès financés par le gouvernement de l'Ontario : le programme Passeport pour ma réussite et le Programme ontarien pour l'accès aux études postsecondaires et l'inclusion (POAEPi). Ces évaluations ont été demandées par le gouvernement dans la lettre de mandat de 2020 du COQES. Le présent rapport vise à déterminer comment ces programmes améliorent l'accès pour les étudiants sous-représentés en Ontario et où un soutien supplémentaire est nécessaire.

Djelil, F., Brisson, L., Charbey, R., Bothorel, C., Gilliot, J.-M., & Ruffieux, P. (2021, septembre 20). **Analysing Peer Assessment Interactions and Their Temporal Dynamics Using a Graphlet-Based Method**. 82. https://doi.org/10.1007/978-3-030-86436-1_7

Engaging students in peer assessment is an innovative assessment process which has a positive impact on students learning experience. However, the adoption of peer assessment can be slow and uncomfortably experienced by students. Moreover, peer assessment can be prone to several biases. In this paper, we argue that the analysis of peer assessment interactions and phenomena can benefit from the social network analysis domain. We applied a graphlet-based method to a dataset collected during in-class courses integrating a peer assessment platform. This allowed for the interpretation of networking structures shaping the peer assessment interactions, leading for the description of consequent peer assessment roles and their temporal dynamics. Results showed that students develop a positive tendency towards adopting the peer

assessment process, and engage gradually with well-balanced roles, even though, initially they choose mostly to be assessed by teachers and more likely by peers they know. This study contributes to research insights into peer assessment learning analytics, and motivates future work to scaffold peer learning in similar contexts.

Jarraud, F. (2022, février 10). **Devoirs faits et la transmission de l'information**. Consulté 2 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/10022022Article637800719384457393.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514626

Christine Félix et Jean-Claude Mouton, chercheurs à l'université d'Aix-Marseille, interrogent la transmission des devoirs à l'aide de l'agenda de l'élève, dans le cadre du dispositif Devoirs Faits. Ils montrent que cette transmission se fait mal. Ils évoquent « une déperdition d'informations, un écart parfois phénoménal entre ce qui est dit et ce qui est écrit » en lien avec « des difficultés récurrentes de certains élèves ».

Mottier-Lopez, L., Céline, G., Broussal, D., & Demeester, A. (2021). **EOC-une évaluation ouverte et collaborative entre pairs: analyse critique du dispositif de La Revue LEE**. *La revue LEE*, 1. Consulté à l'adresse <https://hal-amu.archives-ouvertes.fr/hal-03563682>

Schneider, B., Krajcik, J., Lavonen, J., Salmela-Aro, K., Klager, C., Bradford, L., ... Bartz, K. (2022). **Improving Science Achievement—Is It Possible? Evaluating the Efficacy of a High School Chemistry and Physics Project-Based Learning Intervention**. *Educational Researcher*, 51(2), 109-121. <https://doi.org/10.3102/0013189X211067742>

Crafting Engaging Science Environments is a high school chemistry and physics project-based learning intervention that meets Next Generation Science Standards performance expectations. It was administered to a diverse group of over 4,000 students in a randomized control trial in California and Michigan. Results show that treatment students, on average, performed 0.20 standard deviations higher than control students on an independently developed summative science assessment. Mediation analyses show an indirect path between teacher- and student-reported participation in modeling practices and science achievement. Exploratory analyses indicate positive treatment effects for enhancing college ambitions. Overall, results show that improving secondary school science learning is achievable with a coherent system comprising teacher and student learning experiences, professional learning, and formative unit assessments that support students in “doing” science.

Scott, L., Kearney, W. S., Druery, D., & Pingue, A. (2022). **Urban Teen Summit: A Community and School Collaboration for Developing Student Leaders of Color**. *Education and Urban Society*, 54(2), 123-145. <https://doi.org/10.1177/00131245211004572>

The purpose of this study was to identify the strengths and challenges that emerged from the first 3 years of a high school student leadership development program located in an urban setting. This study was developed as an instrumental case study of one student leadership development program serving urban public high schools in South Central Texas. Feedback was solicited from 10 current and former participants regarding the successes and challenges they encountered within this program. Three themes emerged from these interviews: personal voice, a sense of responsibility, and building community relationships. Discussion is included regarding considerations for secondary administrators

about the potential utility of this model in helping develop student leaders of color in urban settings.

Tricot, A., Munier, V., Bächtold, M., Cross, D., Chesnais, A., Lepareur, C., ... Gurgand, M. (2021). **Study of the impact of a training program for in-service primary teachers on inquiry-based science teaching: impact on students/impact on teachers.** *RDST - Recherches En Didactique Des Sciences et Des Technologies*, (23), 109. <https://doi.org/10.4000/rdst.3730>

Voisin, V. (2021). **L'empreinte multiforme d'un discours éducatif: "apprendre à apprendre" à l'Ecole Régionale de la 2ème Chance Toulouse** (Theses, Université Toulouse 2 Jean Jaurès). Consulté à l'adresse <https://hal.archives-ouvertes.fr/tel-03540941>

Formation continue

Doublet, M.-H. (2022). **CEP des actifs occupés : un dispositif de professionnalisation fondé sur des démarches de recherche-action collaboratives.** *TransFormations - Recherche en Education et Formation des Adultes*, (23), 77-90. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/424>

The purpose of this text is to present a system for professionalizing the professional development consulting service (CEP) for employed persons (excluding the public sector), which has been entrusted to private operators since January 2020. The approach is structured around three principles. It does not only target the field practices of the advisors but involves each level of the CEP service (advisor and beneficiaries, manager of structures, pilot of the system, France Compétences sponsor), it is based on action research (AR) methodologies dealing with the problems and questions raised by professionals in collaboration with a practitioner-researcher, and finally it is conceived in the long term, as a permanent system of punctual and short actions, triggered on the initiative of the actors of one or other level of intervention of the CEP.

Fischer, S. (2022). **Accompagner le développement de l'autonomie des bénéficiaires du CEP:** *TransFormations - Recherche en Education et Formation des Adultes*, (23), 23-35. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/430>

This article aims to contribute to the methods of supporting professional careers, by highlighting the gaps between the prescriptions and practices of advisers in supporting the autonomy of beneficiaries, provided for in the Professional Development Consulting (abbreviated by CEP) of 2014 and 2019. This mission of « empowering working people » (Guide Repères, 2015, 2017) is complex in that it is conceived as an aim and condition of support (for a working alliance) and very little institutionally framed, although determined by and for the needs of the beneficiaries (Author 2). Based on a survey carried out in [name of region] (Author 1), a corpus of 6 self-confrontation interviews in the Missions Locales and at the Pôle Emploi is analyzed using the theoretical framework of ergology (Durrive, 2012, 2014). The analysis of the interviews makes it possible to grasp the renormalization work in practices, around the values carried by these advisers, some of which may go against the texts of the CEP. This analysis leads to questions about the professional posture and professionalization of CEP advisers, and the effects of practices on beneficiaries.

Guo, S. (2021). **Transnational migration, refugee studies and lifelong learning.** *International Review of Education*, 67(6), 723-731. <https://doi.org/10.1007/s11159-022-09936-y>

Joint Research Centre (Transnational). (2021). **COVID-19 and online adult learning.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3499> [Report]. Consulté à l'adresse <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3499>

While adult learning is a vital component of the European Commission's lifelong strategy, its incidence decreased in 2020 due to the economic impact of Covid-19. A main reason for such decline lies in the disruption of on-the-job training caused by the pandemic. This study, however, shows that increased participation in online learning activities among adults could at least partially compensate for this situation. Using data from the Eurostat's Community survey on ICT usage in households and by individuals, we find that in most EU countries Covid-19 is associated with a higher proportion of adults taking online courses. Our results indicate also that the increase has been especially pronounced among women, individuals aged 55 to 64, and less educated adults. Enhanced availability and adoption of electronic devices, increased offer of free or low-cost online courses and the labour market effects of Covid-19 are all likely to have contributed to the rise of online adult learning. (pdf, 21 pages)

Jorro, A. (2022). **La circulation des savoirs en formation des conseillers en évolution professionnelle.** *TransFormations - Recherche en Education et Formation des Adultes*, (23), 67-76. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/436>

Jurkova, S., & Guo, S. (2021). **Conceptualising a holistic model of transcultural lifelong learning.** *International Review of Education*, 67(6), 791-810. <https://doi.org/10.1007/s11159-021-09930-w>

Ever-increasing transnational mobility across borders and the multidimensional cultural representations and identities involved are leading to transculturalism as a new way of being and learning where individuals interact with each other in a culturally dynamic environment. Embracing transculturalism in education calls for integration of new concepts and approaches in lifelong learning that promote active participation, adaptation and interaction. To this end, this article examines transcultural lifelong learning as a holistic model for human development that involves inquiry, framing and positionality, all of which challenge our taken-for-granted frames of reference and expand our worldviews. The qualitative study presented here also explored how educators and learners develop cognitive, emotional and social qualities helping them to navigate culturally diverse environments. The findings demonstrate how engaging in dialogue and critical reflection that inform our actions might serve as a catalyst for positive social change and transformation. The study also reveals that implementing a holistic model of transcultural lifelong learning can create a more inclusive environment for lifelong learning without opposing cultural, national and ethnic binaries. In effect, a framework of transcultural lifelong learning has the potential of opening new horizons of cultural interaction and active participation in an increasingly diverse learning environment in the age of transnational migration.

Laroye-Carré, F. (2022). **Quels sont les effets perçus par les bénéficiaires de l'expérience du CEP ?** *TransFormations - Recherche en Education et Formation des Adultes*, (23), 53-66. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/432>

This contribution is the result of an ongoing doctoral research, conducted in Cifre with the Inffo Centre, on the Professional Development Council (CEP). The article first proposes to put the CEP back into its ecosystem, i.e. its legal framework in terms of the objectives and requirements expected in its implementation. Then, the main results of our survey of the beneficiaries of the service are presented and discussed, and which are based on 5 themes: 1. The place of the user-citizen in access to his rights, 2. The concerns of individuals, 3. The temporalities of the project or projects, 4. Satisfaction in advice, 5. Co-activity in CEP from the point of view of the beneficiaries. Finally, our conclusion questions the emphasis on the dual function of the CEP, between information and people's transformation.

Lesellier, J., Escalie, G., K/Bidy, J., & Legrain, P. (2022). **Évaluer une formation pour la transformer.** *TransFormations - Recherche en Education et Formation des Adultes*, (23), 91-104. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/341>

Levené, T. (2022). **Le conseil en évolution professionnelle et le développement des capacités d'agir.** *TransFormations - Recherche en Education et Formation des Adultes*, (23), 5-22. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/425>

Liu, J., & Guo, S. (2021). **Navigating transition to work: Recent immigrants' experiences of lifelong learning in Canada.** *International Review of Education*, 67(6), 733-750. <https://doi.org/10.1007/s11159-021-09931-9>

One of the top priorities of immigrants upon their arrival in their host country is access to the labour market. However, many find themselves facing intersecting obstacles as they struggle to secure a job. Based on interviews with 18 immigrant settlement workers (16 female, 2 male) who themselves migrated to Canada from 10 different countries, this article investigates how these immigrants navigated the complex path of transition to work. Adopting intersectionality as its theoretical framework and institutional ethnography as its methodology, the qualitative study presented here focused on how race, gender and class intersect in shaping immigrants' experiences of transition to work as a lifelong learning process. The findings reveal that newly arrived immigrants encounter multifaceted structural barriers in their struggle to secure a foothold in the Canadian labour market. These barriers include delays or even refusal in accepting immigrants' prior qualifications, and they are shaped by the intersections of race, gender and class. The study also reveals how immigrants' experiences of employability-oriented lifelong learning unveil institutional complexes and reflect colonising practices among governmental organisations, qualifications assessment agencies, employment institutions and immigrant service agencies. Instead, a decolonising and inclusive strategy is proposed to provide lifelong learning opportunities for all, acknowledge and affirm cultural difference and diversity as desirable assets, and challenge the current ideological moorings of lifelong learning theories, policies and practices in the age of transnational migration.

Morrice, L. (2021). **The promise of refugee lifelong education: A critical review of the field.** *International Review of Education*, 67(6), 851-869. <https://doi.org/10.1007/s11159-021-09927-5>

The increasing number of refugees, coupled with the protracted nature of refugee situations around the globe, underline the critical importance of refugee education. Since 2010, education has been one of the global strategic priorities of the United Nations Refugee Agency (UNHCR), but much of the focus and resourcing has been on primary education and, to a lesser extent, secondary education. Recognition of the role of lifelong learning for refugees has been much slower, only recently entering into prominence in global documents and policies. For refugees, the hope and desire for education that will enable them to achieve sustainable and dignified livelihoods has always been a core part of their realities. Lifelong learning has the potential to provide the bridge between disrupted schooling and future aspirations of self-reliance and participation in society. This article situates the emerging agenda for refugee lifelong learning in a postcolonial and global context. The author begins with a critical examination of the postcolonial “logics” which continue to construct and frame the study of refugees, before problematising how lifelong learning is incorporated and conceptualised in global policy. She draws the conclusion that despite global commitments, the realisation of lifelong learning for refugee youth and adults is likely remain frustrated for some time by normative assumptions firmly embedded in the conceptualisation of lifelong learning and the education frameworks of nation states. However, she argues that the recent global disruption to education and the inequalities that have been exposed by the COVID-19 pandemic provide an opportunity to rethink how education is conceptualised and the importance of providing lifelong learning opportunities to enable young people and adults to fulfil their aspirations.

OECD. (2022). **Career Guidance for Adults in Canada.** Consulté à l'adresse https://www.oecd-ilibrary.org/fr/employment/career-guidance-for-adults-in-canada_0e596882-en

In the context of considerable labour market change, many adults in Canada are being challenged to consider alternative career paths, and to upskill or retrain. Career guidance has the potential to facilitate employment transitions: not only from the...

Shan, H., Cheng, A., Peikazadi, N., & Kim, Y. (2021). **Fostering diversity work as a process of lifelong learning: A partnership case study with an immigrant services organisation.** *International Review of Education*, 67(6), 771-790. <https://doi.org/10.1007/s11159-021-09929-3>

Diversity work is an area of growing interest for organisations in both the private and public sectors. In a nutshell, the term refers to the work conducted within an organisation that promotes inclusive and equitable engagement with people and communities across social differences such as gender, race, ethnicity, sexuality and religion. Related research has generated relatively more knowledge about the challenges and problems of diversity initiatives than about effective practices that genuinely foster social equity and inclusion. This article contributes to the latter with a partnership case study involving the United Chinese Community Enrichment Services Society (S.U.C.C.E.S.S.), a large non-profit immigrant services organisation headquartered in Vancouver, Canada. Specifically, the study presented here focuses on the organisational practices that are constitutive of frontline workers' engagement with diversity work and learning. It shows that (1) building a diverse and inclusive organisation, (2) supporting continuous learning

opportunities at work, and (3) providing diversity training, both directive and generative, form the organisation's diversity "curriculum". This study also demonstrates that the strength of this workplace curriculum is that it has the potential to challenge the boundary between instrumentalism (harnessing diversity work to business success) and equity activism (prioritising diversity work in its own right), and that it creates space for collective reflection in the presence of others. Conceptually drawing on the practice turn in social sciences, particularly Steven Billet and Jennifer Newton's learning practice, and what David Boud terms "the reflective turn", this article positions diversity work as a reflective and iterative process of lifelong learning for both organisations and individual workers.

Skrentny, J. D., & Lewis, K. (2022). **Beyond the "STEM Pipeline": Expertise, Careers, and Lifelong Learning**. *Minerva*, 60(1), 1-28. <https://doi.org/10.1007/s11024-021-09445-6>

Studies of education and careers in science, technology, engineering, and math (STEM) commonly use a pipeline metaphor to conceptualize forward movement and persistence. However, the "STEM pipeline" carries implicit assumptions regarding length (i.e. that it "starts" and "stops" at specific stages in one's education or career), contents (i.e. that some occupational fields are "in" the pipeline while others are not), and perceived purpose (i.e. that "leakage," or leaving STEM, constitutes failure). Using the National Survey of College Graduates, we empirically measure each of these dimensions. First, we show that a majority of STEM workers report skills training throughout their careers, suggesting no clear demarcation between education and work. Second, we show that using on-the-job expertise requirements (rather than occupational titles) paints a very different portrait of the STEM workforce—and persistence in it (where substantial attrition remains evident, especially among women and African Americans). Third, we show that STEM-educated workers are well-prepared for but dissatisfied with non-STEM jobs, complicating our understanding of leaving. Collectively, these results recommend expanded conceptions of STEM education and careers and contribute to studies of science and engineering workforce transitions and diversity.

Stack, M., & Wilbur, A. (2021). **Media and government framing of asylum seekers and migrant workers in Canada during the COVID-19 pandemic**. *International Review of Education*, 67(6), 895-914. <https://doi.org/10.1007/s11159-021-09932-8>

One understudied area of adult education and lifelong learning is the role of media as educator and policy player. This article describes how the authors used critical discourse analysis to examine how asylum seekers, migrant workers and their advocates have challenged long-standing discursive framings of them as benefactors of Canadian generosity, criminals, burdens or victims – during the first ten months of the COVID-19 pandemic. The analysis points to the difficulties of navigating media engagement to advocate for individuals facing deportation from Canada, while also attempting to challenge the dichotomy of people seen either as worthy of dignity (those who work for low pay and in dangerous conditions to care for Canadians) or as unworthy (those who work on farms or who are not able to work). However, it also reveals the potential for critical lifelong media education to inform the work of adult educators across classroom, labour and social movement contexts to disrupt exclusionary and oppressive media and government narratives.

Vidaller, V., Vidal, E., & Labbé, S. (2022). **La place de l'éthique chez les conseillers en évolution professionnelle (CEP)**. *TransFormations - Recherche en Education et Formation*

des Adultes, (23), 36-52. Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/article/view/422>

Marché du travail

Avgoustaki, A. (2022, février 16). **Comment gérer un travail qui devient de plus en plus intense ?** Consulté 21 février 2022, à l'adresse The Conversation website: <http://theconversation.com/comment-gerer-un-travail-qui-devient-de-plus-en-plus-intense-177176>

Plusieurs catégories de salariés font état de niveaux d'intensité du travail plus élevés. Une tendance qui contraint la gestion des ressources humaines à revoir certaines pratiques.

Bandiera, O., Elsayed, A., Smurra, A., & Zipfel, C. (2022). **Young Adults and Labor Markets in Africa.** *Journal of Economic Perspectives*, 36(1), 81-100. <https://doi.org/10.1257/jep.36.1.81>

Every year, millions of young adults join the labor market in Africa. This paper harmonizes surveys and censuses from 68 low- and middle-income countries to compare their job prospects to those of their counterparts in other low-income regions. We show that employment rates are similar at similar levels of development but that young adults in Africa are less likely to have a salaried job, especially when the size of their cohort is large. Building on existing evidence on the impacts of interventions targeting both the demand and supply sides of the labor market, we discuss policy priorities for boosting the growth of salaried job creation in the region.

Claude, D. (s. d.-a). **Les pénuries de main-d'œuvre font rarement grimper les salaires.** Consulté 21 février 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/penuries-de-main-doeuvre-rarement-grimper-salaires/00102282>

Qui dit pénurie de compétences dit inflation salariale ? Le second volet de cette série est consacré à ces secteurs où les tensions de recrutement n'ont pas d'effet immédiat ni automatique sur la feuille de paie.

Claude, D. (s. d.-b). **Recrutement : ces secteurs prêts à payer cher pour attirer des candidats.** Consulté 21 février 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/recrutement-secteurs-prets-a-payer-cher-attirer-candidats/00102278>

Qui dit pénurie de compétences dit inflation salariale ? Le premier volet de cette série est consacré aux chanceux qui peuvent faire monter les enchères. Mais la règle ne marche pas à tous les coups.

Ferreira, F. H. G., Firpo, S. P., & Messina, J. (2022). **Labor Market Experience and Falling Earnings Inequality in Brazil: 1995–2012.** *The World Bank Economic Review*, 36(1), 37-67. <https://doi.org/10.1093/wber/lhab005>

The Gini coefficient of labor earnings in Brazil fell by nearly a fifth between 1995 and 2012, from 0.50 to 0.41. The decline in other measures of earnings inequality was even larger, with the 90-10 percentile ratio falling by almost 40 percent. Applying micro-econometric decomposition techniques, this study parses out the proximate determinants of this substantial reduction in earnings inequality. Although a falling education premium did

play a role, in line with received wisdom, this study finds that a reduction in the returns to labor market experience was a much more important factor driving lower wage disparities. It accounted for 53 percent of the observed decline in the Gini index during the period. Reductions in horizontal inequalities – the gender, race, regional and urban-rural wage gaps, conditional on human capital and institutional variables – also contributed. Two main factors operated against the decline: a greater disparity in wage premia to different sectors of economic activity, and the “paradox of progress”: the mechanical inequality-increasing effect of a more educated labor force when returns to education are convex.

Hofstetter, E. (2022). **Essor des créations de sociétés et de micro-entrepreneurs en 2021**. *Insee Première*, (1892). Consulté à l'adresse <https://www.insee.fr/fr/statistiques/6041208>

INSEE. (2022). **Effectifs et revenus d'activité des non-salariés en 2019**. Consulté 1 mars 2022, à l'adresse INSEE Résultats website: <https://www.insee.fr/fr/statistiques/6045018>

Jacquier-Roux, V., Boudis, M., & Lamotte, B. (2021). **La répartition géographique de l'emploi scientifique privé en France : métropolisation ou équilibre territorial ?** *Geographie, économie, société*, 23(3), 271-302. Consulté à l'adresse http://www.cairn.info/revue-geographie-economie-societe-2021-3-page-271.htm?u=4c39cfda-56f7-4f5b-91f8-04dce6799c5f&WT.tsrc=email&WT.mc_id=crn-ar-GES_233

La répartition géographique des activités scientifiques en France fait débat, entre les tenants d'une métropolisation croissante, et ceux d'une déconcentration récente. Cet article contribue à ce débat en se focalisant sur la dimension ressources humaines des activités scientifiques, et en apportant des résultats concernant les chercheurs des entreprises. À partir de données statistiques sur le territoire français, il montre que la relative déconcentration de l'emploi scientifique privé qui s'est produite à la fin du XXe siècle au niveau national se limite en fait à quelques régions réduisant légèrement le rôle primordial de l'Île de France. Qui plus est, elle s'est essouffée au début du XXIe siècle. Plus finement, l'étude des trois régions bénéficiaires de cette déconcentration montre que les métropoles en recueillent l'essentiel des effets. Ni la circulation des chercheurs dans les entreprises, ni les politiques régionales de financement de la R&D des entreprises ne semblent à même de contrecarrer cette tendance.

Jourdam, G. (2022). **L'emploi sous perfusion : Les aides de l'Etat français aux entreprises et aux publics cibles**. Consulté à l'adresse [978-2-343-25177-6](https://www.insee.fr/fr/statistiques/978-2-343-25177-6)

Pour tenter de mettre en perspective l'ampleur de l'emploi sous perfusion en France, Georges Jourdam est remonté aux origines de l'État et de l'impôt. Concrètement, l'État intervient sur le marché du travail de façon massive depuis la crise des années 1970. Il pratique principalement des abattements et des exonérations de charges en direction des entreprises. Il est aussi à l'initiative de ce qu'il est désormais convenu d'appeler le monde de l'insertion dans lequel se sont développées des formes atypiques d'emploi, comme le travail virtuel. Pour asseoir son propos dans l'actualité, l'auteur a construit un temps présent initial, intermédiaire et final qui permet de voir sur une courte période comment la situation de l'emploi évolue, en particulier avec le catalyseur que constitue la Covid-19

La bataille de l'emploi est-elle vraiment gagnée ? (2022, février 2). Consulté 9 février 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/bataille-de-lemploi-vraiment-gagnee/00102155>

La photographie générale des bons chiffres de l'emploi a fière allure. Mais à y regarder de plus près, de nombreuses zones d'ombre persistent.

Ndiaye, P. O. (2020). **Les étudiants sénégalais en France et le travail salarié : le « petit boulot » comme clé de lecture d'une migration en crise ?** *Journal of international Mobility*, 8(1), 143-166. Consulté à l'adresse <https://www.cairn.info/revue-journal-of-international-mobility-2020-1-page-143.htm>

La place que le travail salarié a prise au cours de l'histoire de la migration étudiante ouest-africaine en France nous semble encore largement méconnue. Or elle peut fournir des clés de lecture nouvelles et originales de la figure de l'étudiant ouest-africain en France. Au Sénégal par exemple, la crise économique des années 1970, en entraînant une réduction du nombre de bourses octroyées par l'État aux étudiants à l'étranger, s'est traduite avec le temps, chez beaucoup d'étudiants sans aides ni bourses de l'État, par un recours de plus en plus nécessaire à un « petit boulot » pour vivre en France. Se faisant, s'intéresser à la place du « petit boulot » dans les parcours de ces étudiants permet de dégager deux analyses nouvelles sur les réalités de ces étudiants africains en France. Premièrement, montrer comment le « petit boulot étudiant » est devenu progressivement un marqueur de prolétarianisation et dégradation continue de leur condition de séjour en France. Ensuite, comment finalement, il devient l'un des marqueurs principaux de différenciation sociale entre étudiants sénégalais en France. Ce travail se base sur l'analyse des résultats de notre enquête de master et de thèse en sociologie entre 2013 et 2020 qui porte sur les parcours migratoires des étudiants sénégalais en France.

OCDE. (2022). **How has educational attainment influenced the labour market outcomes of native- and foreign-born adults?** <https://doi.org/10.1787/338053c6-en>

The labour market outcomes for native- and foreign-born adults during the first year of the COVID-19 pandemic vary considerably across countries – with inequalities in employment even falling in some cases compared to 2017. In contrast with the 2008 financial crisis, greater educational attainment does not seem to have had a clear protective effect against labour market adversities during the pandemic. This is most likely due to countries' quick action to mitigate the economic impact of the pandemic and the high involvement of workers with low qualifications to maintain essential services during prolonged confinement periods. However, in some countries, inequalities in earnings were widening before the pandemic and unless appropriate measures are put in place, the economic effects of the current crisis may have a long-lasting negative effect on the integration of immigrants.

Raffin, O. (2022, février 3). **Quand les entreprises regardent au-delà des diplômes pour recruter.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/02/03/recrutement-evenementiel-tests-de-personnalite-soft-skills-quand-les-entreprises-regardent-au-dela-des-diplomes-pour-recruter_6112089_4401467.html

Face à la multitude de titres de niveau bac + 5, les employeurs et les recruteurs développent de nouvelles stratégies de sélection des jeunes diplômés.

Stephanus, C., & Vero, J. (2022). **Se reconvertir, c'est du boulot! Enquête sur les travailleurs non qualifiés**. *Céreq Bref*, (418). Consulté à l'adresse <https://www.cereq.fr/se-reconvertir-cest-du-boulot-enquete-sur-les-travailleurs-non-qualifies>

La question des reconversions professionnelles est au cœur des enjeux actuels. Mais vouloir changer de métier ne garantit pas de réaliser une reconversion, encore moins de retrouver un emploi. Si ouvriers et employés peu qualifiés sont les plus demandeurs de changement, ce sont aussi eux qui tirent le moins de bénéfices d'un parcours de reconversion. Aussi, la volonté de se reconvertir obéit à des logiques différentes selon la catégorie socioprofessionnelle des salariés : une réaction forcée par les aléas de la vie professionnelle, un refus du déclassement et des conditions d'emploi dégradées ou une quête de sens.

Métiers de l'éducation

Agora de l'éducation : « La clef c'est d'avoir un vrai débat sur le métier d'enseignant ». (2022, janvier 27). Consulté 21 février 2022, à l'adresse Public Senat website: <https://www.publicsenat.fr/article/parlementaire/education-la-clef-c-est-d-avoir-un-vrai-debat-sur-le-metier-d-enseignant>

Lors de l'Agora sur l'éducation organisée au Sénat, mercredi 26 janvier, l'accent a été mis sur les inégalités persistantes dans le système scolaire. Une caractéristique soulignée par les derniers classements internationaux.

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** (Thesis). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03538814/document>

Baillot, A., Pecqueux, A., Poivret, C., Barthonnat, C., & Giovacchini, J. (2022, février 3). **Débat : Comment l'évaluation ouverte renouvelle-t-elle la conversation scientifique ?** Consulté 9 février 2022, à l'adresse The Conversation website: <http://theconversation.com/debat-comment-levaluation-ouverte-renouvelle-t-elle-la-conversation-scientifique-175771>

Comment fonctionne en général la soumission d'un article à une revue de recherche ? Pourquoi les modes d'évaluation évoluent-ils ? Quelques repères sur l'« open peer review ».

Cisel, M., & Barbier, C. (2022). **Des chercheurs pour former les enseignants aux démarches d'investigation: une analyse des difficultés rencontrées par le programme Savanturiers**. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03540660>

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 re-mettre 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). <https://doi.org/10.4000/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.

Devineau, S. (2022, février 16). **Déclassement, manque de reconnaissance... ces enseignants qui veulent changer de métier.** Consulté 21 février 2022, à l'adresse The Conversation website: <http://theconversation.com/declassement-manque-de-reconnaissance-ces-enseignants-qui-veulent-changer-de-metier-176293>

Si les candidats aux concours de l'Éducation nationale sont encore nombreux, la désillusion gagne nombre de professionnels sur le terrain. Bilan d'une enquête auprès d'enseignantes en reconversion.

Gicheva, D. (2022). **Teachers' Working Hours During the COVID-19 Pandemic.** *Educational Researcher*, 51(1), 85-87. <https://doi.org/10.3102/0013189X211056897>

This study uses nationally representative data for the United States from the Basic Monthly Current Population Survey to document how teachers' hours of work have changed in 2020 and 2021 relative to typical labor supply levels and to the hours worked by other college-educated professional workers. Controlling for demographics, teachers' hours decreased early in the pandemic, but throughout the 2020–2021 school year teachers have been working more than usual. The increase is slightly more pronounced for veteran teachers and for females. The findings emphasize the increased demands of the teaching profession during the global pandemic.

Gist, C. D. (2022). **Shifting Dominant Narratives of Teacher Development: New Directions for Expanding Access to the Educator Workforce Through Grow Your Own Programs.** *Educational Researcher*, 51(1), 51-57. <https://doi.org/10.3102/0013189X211049762>

Grow Your Own (GYO) programs are designed to recruit high school students, paraeducators, community organizers and parents, and/or career changers from the local community to join the educator workforce. When considering the nontraditional teacher pools that may enter the profession through GYO programs, commonly held assumptions about who teachers are, how they are developed, and what is most important for supporting their growth are challenged. This article reframes conventional narratives in teacher education by exploring the ways in which GYO programs offer counternarratives that reimagine teacher development by valuing (a) intersectional views of ethnoracial diversity, (b) resilience as an important teacher characteristic, (c) multiple modes of assessment as evidence of teacher learning, (d) ethnoracially diverse and community-based teacher educators, (e) culturally responsive pedagogy and place-based learning, and (f) local community school commitment.

Giust-Desprairies, F., & Lenglet-Ajchenbaum, J. (2022). **Histoires d'enseignants: paroles croisées de deux générations.** Consulté à l'adresse https://www.puf.com/content/Histoires_enseignants

Gläser, J., Ash, M., Buenstorf, G., Hopf, D., Hubenschmid, L., Janßen, M., ... Lieb, K. (2022). **The Independence of Research—A Review of Disciplinary Perspectives and Outline of Interdisciplinary Prospects**. *Minerva*, 60(1), 105-138. <https://doi.org/10.1007/s11024-021-09451-8>

The independence of research is a key strategic issue of modern societies. Dealing with it appropriately poses legal, economic, political, social and cultural problems for society, which have been studied by the corresponding disciplines and are increasingly the subject of reflexive discourses of scientific communities. Unfortunately, problems of independence are usually framed in disciplinary contexts without due consideration of other perspectives' relevance or possible contributions. To overcome these limitations, we review disciplinary perspectives and findings on the independence of research and identify interdisciplinary prospects that could inform a research programme.

Han, D., & Hur, H. (2022). **Managing Turnover of STEM Teacher Workforce**. *Education and Urban Society*, 54(2), 205-222. <https://doi.org/10.1177/00131245211053562>

We are facing a lack of skilled and certified STEM (science, technology, engineering, and math) teachers confined to schools with specific characteristics, such as working conditions and neighborhoods. It is essential to understand teachers' decision-making processes that affect teacher turnover rates to enable schools to retain and motivate STEM. This study hypothesizes that lower job satisfaction concerning location and opportunities for advancement and independence is positively associated with voluntary leave from a school to another school or job switched from the K-12 teaching profession to other industries. We utilized a logit analysis for internal mobility if teachers remained in K-12 teaching but switch schools and external mobility if employed in non-education sectors using the National Survey of College Graduates data. The results varied by teacher experiences and mobility type. For novice STEM teachers, more opportunities for career advancements are needed to prevent external attrition. Internal mobility can be addressed via the overall improvement of the urban education environment and teacher compensation. Administrative support for experienced teachers' career advancement should be considered. Government policies on STEM education need differentiated support considering teachers' work experiences and working conditions.

Hartata, K. A. (2021). **Professionnalisation et identité professionnelle des formateurs en sécurité privée : enjeux et transactions** (Phdthesis, Université Paul Valéry - Montpellier III). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03591755>

De nos jours, la professionnalisation des métiers de la sécurité privée reste une question centrale dans le processus de développement du dit secteur. Pour les instances étatiques et les acteurs de la sécurité privée professionnaliser suppose donc offrir aux acteurs une formation reconnue, construire un cadre légale régissant les interventions de ces acteurs et l'élaboration d'un code de déontologie strict. Ces mesures ont donc vocation à assainir les métiers de la sécurité privée et y instaurer des attitudes professionnelles. Aussi dans ce travail nous proposons nous de nous intéresser à la question de la professionnalisation des formateur d'agent de sécurité privée. Notre question de recherche se présentera alors comme suite : quels sont les enjeux de la professionnalisation du métier de formateur d'agent de sécurité privée ? Pour répondre à cette question nous tenterons de savoir quels peuvent être les obstacles à cette professionnalisation ? Quelles contradictions peut-il y avoir entre l'obligation de la professionnalisation et les conditions réelles d'exercice du métier de formateur d'agents

de sécurité privée ? Quels choix politiques, pédagogiques sont nécessaires à rendre cette professionnalisation effective ? Quelle lecture est ce que les différents acteurs de la formation professionnelle des agents de sécurité privée ont-ils de la notion de professionnalisation des formateurs ? méthodologie: l'enquête se fera au sein de centre de formations professionnel en sécurité privé et dans le centre de formation de Bézier. les outils utilisé seront des entretiens semi directifs, des observations, des focus groupe et des analyses du cours d'action.

Hertz, B., Grainger Clemson, H., Tasic Hansen, D., Laurillard, D., Murray, M., Fernandes, L., ... Rutkauskiene, D. (2022). **A pedagogical model for effective online teacher professional development—findings from the Teacher Academy initiative of the European Commission.** *European Journal of Education*, 57(1), 142-159.
<https://doi.org/10.1111/ejed.12486>

During their careers, teachers experience change in education policy, societal trends, and cultural shifts in pedagogical thought, requiring continual adaptation and innovation of their practices. Coupled with this is an assumed intrinsic desire to progress, whether as part of their own subject expertise, or with a view to taking on a role as leader in school management or a specialist area. Effective support and opportunities for teachers to develop and apply their competences is crucial for maintaining both motivation and high standards in the profession. However, many teachers across Europe claim to struggle to have access to effective forms of continued professional development coupled with the numerous demands already made on their work. On-site courses with opportunities for peer learning remain popular but demand time and are not financially cost-effective in reaching a large number of teachers, nor are they viable during pandemic restrictions. By exploring the pedagogical model of the online courses of the European Commission's Teacher Academy in the context of these challenges, this article discusses how an effective, collaborative approach to online continued professional development can be developed as a way of addressing both teacher and education system needs.

Ingvarson, L., & De Araugo, J. (2022). **Developing and recognising accomplished school leadership in Australia.** *European Journal of Education*, 57(1), 109-127.
<https://doi.org/10.1111/ejed.12484>

There are many accomplished school leaders in Australia, but the profession has yet to develop credible systems for recognising their impact. This article provides a progress report on research initiated by professional associations of school principals, to provide school leaders with authentic and feasible methods for documenting their practice for purposes such as professional learning and certification. Recent research indicates that successful school principals draw on the same repertoire of leadership practices. Standards for school leadership synthesise this research to form a bridge between research and practice that serves a variety of purposes, including self-assessment, leadership preparation and development, selection, professional certification and career progression. To be useful, however, the standards need to be operationalised. The article outlines this research program, and the results of a pilot program that field tested methods school principals might use to show how they meet leadership standards in their school context. Procedures for training assessors and setting standards for certification were also developed and tested for their reliability. The article summarises lessons learned during the research about the challenges involved in administering an assessment

program and supporting school principals as they describe their leadership, prepare evidence of its efficacy and reflect on its impact.

Jarraud, F. (2021, février 3). **Ce que le nouveau management public fait aux professeurs des écoles**. Consulté 9 février 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/03022022Article637794669432877252.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514512

Comment la Nouvelle Gestion Publique de l'organisation scolaire a intensifié les difficultés des professeurs des écoles et infléchi leurs pratiques de tri des élèves. Basée sur plusieurs enquêtes touchant près de 5000 professeurs des écoles, dont une sur des démissionnaires, cette étude de Sylvain Broccolichi et Sandrine Garcia, publiée dans Sociétés contemporaines n°123, fait le lien entre le développement de la nouvelle gestion publique (NGP) et les pratiques professionnelles des nouveaux enseignants. Alors que la NGP affirme vouloir améliorer l'efficacité de l'enseignement, il opère une redéfinition des pratiques et objectifs des professeurs des écoles, accentuant le tri des élèves.

Jarraud, F. (2022a, février 9). **Le déclassement des enseignants vu par un économiste libéral**. Consulté 1 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/09022022Article637799857745339031.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514608

« Si le déclassement des enseignants est indéniable, il faut néanmoins le mesurer correctement si l'on souhaite formuler un diagnostic pertinent sur ses causes, et éventuellement tenter d'y remédier. Si le ratio entre le salaire des enseignants et le SMIC n'a cessé de diminuer, c'est en partie pour des raisons économiques structurelles de long terme, en partie à cause de facteurs qui sont communs à l'ensemble de la fonction publique, et enfin pour certaines raisons qui sont spécifiques aux enseignants », explique l'économiste Charles Dennery (EPFL) sur le site Telos-Eu, un site qui se présente comme « réformiste » mais dont le comité éditorial penche à droite. Pour C Dennery le déclassement enseignant est le simple résultat des lois du marché, particulièrement l'absence de gains de productivité et le système de retraite des enseignants. S'ils acceptaient d'y renoncer on pourrait améliorer les salaires en début de carrière. Enfin c'est la faute aux enseignants: ils ont refusé les primes qu'on leur a proposé. Effectivement ce qui sépare les enseignants des autres fonctionnaires de catégorie A c'est la maigreur de leurs primes. Les autres ministères ont versé des primes compensant le gel du point d'indice. Les enseignants aimeraient probablement voir leurs primes grossir. Mais leur « productivité » augmente sans doute moins vite que celle des fonctionnaires des autres ministères... Plus sérieusement le cout salarial des enseignants français est très nettement en dessous de la moyenne OCDE...

Jarraud, F. (2022b, février 10). **Une thèse sur le temps enseignant**. Consulté 2 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/10022022Article637800719392113643.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514626

Julien Tourneville vient de soutenir une thèse sur « le rapport au temps dans le travail enseignant ». « Si aucun lieu n'est "vide" de travail, puisque celui-ci s'invite également

au domicile, aucun temps ne l'est, et la frontière entre vie privée et vie professionnelle est beaucoup plus difficile à délimiter, renforçant le sentiment d'un travail trop présent, omniprésent », écrit-il. « Ce faisant, nous avons montré que des distinctions existent entre les enseignants du primaire et ceux du collège, puisque la structuration même de leur pratique est différente, et que les enseignants du collège peuvent plus facilement organiser leur travail hors classe au sein de leur établissement. Des distinctions existent également dans les manières de vivre le temps en fonction des caractéristiques non professionnelles des enseignants, des propriétés sociales comme le genre ou la composition familiale. En effet, l'étude montre au chapitre 8 que les femmes sont surreprésentées au sein du profil d'enseignants qui sont débordés par une pratique professionnelle qui prend tous les temps, donc dans une posture plus sacrificielle de leur temps de vie privée, alors que les hommes sont surreprésentés dans une manière de vivre le temps de la pratique enseignante plus distanciée ». Surtout il montre comment ce temps est impacté par la politique ministérielle. « Par l'imposition d'un modèle de praticien en éternelle remise en question, et parce que l'institution est en incapacité à proposer des lectures de l'avenir, des enseignants sont happés dans un présent qui ne s'inscrit plus dans l'expérience ou l'histoire, ni qui ne se projette plus, ce qui génère une perte de sens, décrite dans la thèse comme une véritable dérégulation temporelle. » Un point sur lequel le Café reviendra...

Jorro, A., & Pagoni, M. (2022). **Le Conseil en évolution professionnelle (CEP) : quelles évolutions dans le travail d'accompagnement ? Quels enjeux pour la professionnalisation des conseillers ?** *TransFormations: Recherches en éducation et formation des adultes*, (23). Consulté à l'adresse <https://transformations.univ-lille.fr/index.php/TF/issue/view/86>

Depuis dix ans, les lois sur la formation professionnelle n'ont pas cessé d'évoluer : loi du 24 novembre 2009 sur l'orientation et la formation professionnelle tout au long de la vie ; loi du 5 mars 2014 sur la formation professionnelle, l'emploi et la démocratie sociale ; loi du 8 août 2016 relative au travail, à la modernisation du dialogue social et à la sécurisation des parcours professionnels, dite « loi Travail » ; loi de septembre 2018 sur la liberté de choisir son avenir professionnel. Associé à la création du compte personnel de formation (CPF), le conseil en évolution professionnelle (CEP), constitue une des pierres angulaires de ces évolutions et marque un changement de paradigme dans les services d'accompagnement des parcours professionnels. Les articles qui constituent ce numéro soulèvent des questions plus spécifiques concernant l'accompagnement au conseil en évolution professionnelle compte tenu des changements introduits dans le métier du conseiller selon les dernières lois de la formation professionnelle.

Kavanagh, S. S. (2022). **Toward Nonbinary Theories of Practice in Teacher Education Research.** *Educational Researcher*, 51(1), 66-71.
<https://doi.org/10.3102/0013189X211052058>

This essay argues that contemporary debates about the role of practice in teacher education run the risk of reproducing mind/body, thought/action dualisms. Absent these binaries, practice is understood as always theoretical, principled, and contextualized and knowledge and identity are understood as always embodied and enacted. The author discusses nonbinary theories of practice and their application in teacher education scholarship within both historical and political contexts. The essay argues that the practice turn in teacher education might be leveraged to enhance the field's

intersectional imagination and to eschew the polarities and linearities the field has inherited from Western enlightenment philosophy.

Lassig, C. (2022). **Attributes of Rigorous Grounded Theory Research and Reporting: Illustrations From a Grounded Theory of Adolescent Creativity**. *Educational Researcher*, 51(2), 98-108. <https://doi.org/10.3102/0013189X211069571>

There is concern within education research about the rigor of research conducted and published. Grounded theory is a qualitative research methodology about which there appears to be many misconceptions. To respond to these concerns, this article proposes six methodological attributes that rigorous grounded theory research shares: developing theory, generating concepts from data not existing theory, using the constant comparative method, collecting and analyzing data concurrently, conducting theoretical sampling and saturation, and composing memos. These attributes are presented with illustrative examples from a grounded theory study of adolescent creativity. The attributes are used to analyze "grounded theory" education research. This article emphasizes the importance of explicit discussion of research methodology in presenting rigorous research.

Lee, Y.-J. (2022). **Investigating teachers' work in Singapore from interviews: An analysis based on Discursive Psychology**. *Asia Pacific Education Review*, 23(1), 115-129. <https://doi.org/10.1007/s12564-021-09727-4>

Numerous challenges associated with the work of teaching have been reported around the globe, including from Singapore. Being a multi-dimensional problem, teachers' work has been investigated by diverse research methods especially through interviewing. However, educational studies that adopt constructionist approaches have been scarce in Singapore, and none have used it to investigate teachers' work here. This study based on Discursive Psychology, thus, analyzes interview data from school teachers in Singapore talking about their work. Specifically, interviewing is taken as a "topic," which prioritizes how talk is co-constructed, rhetorically motivated, and likely with contradictions over the disclosure of information (i.e., taking interviewing as "resource"); various discursive strategies perform diverse rhetorical functions for speakers. There are two interrelated contributions from this study: (i) an increased appreciation of a constructionist approach like Discursive Psychology during interviewing, and (ii) the opening of different perspectives and generative research questions about teachers' work in Singapore.

Mamprin, C. (2021). **Étude du soutien social mis en oeuvre lors d'activités collectives conçues et menées pour favoriser le développement du bien-être au travail chez les enseignants**. Consulté à l'adresse

<https://papyrus.bib.umontreal.ca/xmlui/handle/1866/25995>

Cette thèse doctorale en psychopédagogie porte sur l'étude du soutien social mis en oeuvre lors d'une activité collective conçue et menée pour favoriser le développement du bien-être au travail chez les enseignants. Cette étude de cas multiples qualitative a été réalisée auprès de huit enseignants de classes d'accueil du secondaire qui ont participé à une activité collective (des groupes de parole) durant six mois. Trois principaux thèmes ont guidé l'organisation de cette recherche: le bien-être psychologique au travail (BEPT), le soutien social et les retombées des groupes de parole. Afin de collecter les données, des entrevues semi-dirigées ont été menées avec des enseignants sur le thème du BEPT selon la conception de Dagenais-Desmarais (2010). Ces entrevues ont eu lieu avant et après la participation des enseignants aux activités

collectives visant le BEPT. Ensuite, l'étude du soutien social a été réalisée en cohérence avec les trois principales dimensions associées à ce concept selon Vaux (1990) : les comportements de soutien, les ressources du réseau et l'évaluation subjective du soutien. Les comportements de soutien manifestés durant les groupes de parole ont été analysés. Puis, les ressources du réseau des enseignants, principalement associées à l'activité collective et à ses participants, ont été décrites. La dimension de l'évaluation subjective du soutien a été documentée lors des entrevues semi-dirigées menées après les huit séances du groupe de parole. Dans l'intention de recueillir des données relatives aux perceptions des enseignants sur les retombées de l'activité collective sur leur bien-être au travail, certaines questions de la deuxième entrevue semi-dirigée après les activités collectives ont également été ajoutées sur ce thème. Cette recherche, s'inscrivant dans une perspective systémique, accorde une place particulière à la compréhension des relations bidirectionnelles entre l'individu et son environnement. En s'appuyant sur le modèle processus-personne-contexte-temps de Bronfenbrenner et Morris (1998), le soutien social est étudié sous l'angle des processus, le BEPT est associé à la composante personne, les groupes de parole et l'environnement de travail des enseignants des classes d'accueil représentent le contexte et, finalement, le temps est étudié en filigrane de tous ces éléments. Les résultats de cette thèse sont organisés de façon à mettre en lumière la singularité des cas par leur présentation individuelle en plus de relever les ressemblances et les dissemblances entre les participants par une analyse croisée. Les données de recherche permettent d'esquisser le portrait du BEPT des participants qui oeuvraient en classe d'accueil. En plus de détailler l'état des participants et le contexte de travail avec les défis et les enjeux inhérents à l'enseignement aux élèves allophones nouvellement arrivés, les résultats mettent en exergue une scission entre les programmes d'accueil et les programmes « réguliers » au sein de l'école. Cette scission entraîne des retombées sur toutes les dimensions du BEPT (l'adéquation interpersonnelle, le sentiment de compétence, l'épanouissement, la volonté de s'engager et la reconnaissance perçue au travail). L'analyse des données illustre également l'importance et la complexité des relations sociales dans le contexte enseignant. En ce qui concerne l'étude du soutien social, en plus de faire état des comportements de soutien donnés et reçus par les participants, les résultats mettent en valeur le soutien social indirect. Les participants ont rapporté avoir bénéficié d'une aide qui ne leur était pas directement adressée. Le soutien social donné par un participant pouvait donc être pertinent pour plus d'un membre du groupe et être disponible dans le groupe, sans être provoqué. De plus, les liens tissés dans le groupe de parole ont pu favoriser l'établissement d'un réseau de soutien représenté autant par l'activité et l'environnement créé par celle-ci que par les participants. L'augmentation de la taille du réseau de soutien a également été évoquée par les enseignants à l'extérieur de l'activité. Autant l'évaluation subjective du soutien que la documentation des retombées des groupes de parole sur le bien-être ont permis de mettre en lumière un second processus : le partage de vécu. Alors que les groupes de parole visent à regrouper les individus autour d'une question commune dans une perspective psychodynamique, le partage de vécu permis par le cadre de l'activité a été fréquemment nommé comme favorisant le développement du bien-être. Le caractère novateur de cette recherche se situe dans l'agencement des concepts et dans la précision de son analyse sur le soutien social mis en oeuvre lors d'activités collectives conçues et menées pour favoriser le développement du bien-être au travail. En plus des avancées théoriques et conceptuelles proposées, les résultats ont des retombées pratiques importantes. Par le détail du contexte de travail des enseignants en classe

d'accueil, mais aussi par la mise en oeuvre d'activités collectives à l'école, cette thèse propose des pistes de réflexion pour la formation des enseignants, la gouvernance scolaire, les directions et les enseignants.

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_33247&utm_medium=email&utm_content=lienTitre

L'engagement est l'affaire d'une vie. Il se nourrit d'idées et réexions, 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 sous. Pour la vie, cet engagement assigne de combattre l'inhumanité de l'humanité

Michelot, F., Béland, S., & Poellhuber, B. (2022). **A transnational comparative study of preservice teachers' critical thinking skills and metaliteracy self-efficacy**. *Higher Education, Skills and Work-Based Learning, ahead-of-print*(ahead-of-print). <https://doi.org/10.1108/HESWBL-10-2021-0191>

While training students to new literacy and critical thinking has been recognized for several decades, it seems even more crucial today as education is presented as a lever to fight against fake news. Preservice teachers, both so-called digital natives at the cutting edge of the social web and tomorrow's educators, represent a useful object of study. The purpose of this paper is to describe preservice teachers' critical thinking skills scores notably regarding environmental factors (training type, country of study and employment) and personal determinants (metaliteracy self-efficacy and belief in the likelihood to become a teacher) in three French-speaking nations (Wallonia, France and Quebec). Design/methodology/approach Using a quantitative methodology, this article is part of sequential mixed design research aiming to describe the level of preservice teachers' (n = 245) critical thinking in three French-speaking nations: Wallonia, France and Quebec. This study aimed to see to what extent critical thinking skills (measured with a translated version of the Halpern Critical Thinking Assessment; Halpern, 2016) can notably be influenced by metaliteracy self-efficacy (MASE). Metaliteracy is a concept that aims to join information, digital and media literacy providing a comprehensive framework "for engaging with individuals and ideas in digital environments" (Mackey and Jacobson, 2011, p. 70).

Moniotte, J., Thomas, V., Maxime, H., & Mougnot, L. (2022). **Le sentiment d'efficacité des professeurs de l'académie d'Amiens: un indicateur de leur degré de responsabilité relative aux comportements et apprentissages de leurs élèves**. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03542407>

L'EPS est caractérisée par un taux de féminisation du corps professoral plus faible que les autres disciplines générales et par une proximité avec la culture sportive (plutôt

« masculine »). L'effet des pratiques physiques et sportives extra-scolaires est très important sur la réussite en EPS. Cet article vise à comparer le degré de responsabilité que les enseignant·e·s endossent pour expliquer les réussites et échecs de leurs élèves selon la discipline enseignée. Dans la continuité des travaux d'Albert Bandura, ce degré de responsabilité est appréhendé par la mesure du sentiment d'efficacité personnelle (SEP) et du sentiment d'efficacité collective (SEC) des enseignant·e·s. Ces mesures sont mises en lien avec le sexe et nous portons une attention toute particulière aux enseignantes d'EPS, pour montrer l'existence d'un effet de discipline et de sexe sur le SEC : les professeur·e·s d'EPS (en particulier les femmes) obtiennent des scores plus élevés que leurs collègues.

Moukaddam, D. (2022a). **L'émergence de l'identité professionnelle dans la formation enseignante**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343253237&utm_source=phplist&utm_campaign=message_33220&utm_medium=email&utm_content=lienTitre

Cet ouvrage explicite les fondements de la formation enseignante ancrée dans les valeurs de développement de la personne en relation avec elle-même et avec les autres. Il mise sur des remaniements pour faire évoluer incessamment des dispositifs tout en optimisant leur malléabilité et leur cohérence. La visée essentielle cherche à articuler les fondements de la formation autour de la problématique de l'émergence de l'identité professionnelle qui façonne en profondeur le style personnel de l'enseignant et conduit son évolution et son engagement. Les questionnements, paradoxes, contraintes et défis émergent progressivement, soutenus par les éclairages des chercheurs penchés sur la professionnalisation de l'enseignement. Quand le renouveau pédagogique est enraciné dans des assises de fond, il demeure ouvert et en construction continue d'une actualité surprenante, toujours en avance et au-delà du temps.

Moukaddam, D. (2022b). **L'émergence de l'identité professionnelle dans la formation enseignante**. Consulté à l'adresse <https://www.editions-harmattan.fr/livre-l-emergence-de-l-identite-professionnelle-dans-la-formation-enseignante-dunia-moukaddam-9782343253237-72380.html>

Cet ouvrage explicite les fondements de la formation enseignante ancrée dans les valeurs de développement de la personne en relation avec elle-même et avec les autres. Il mise sur des remaniements pour faire évoluer incessamment des dispositifs tout en optimisant leur malléabilité et leur cohérence. La visée essentielle cherche à articuler les fondements de la formation autour de la problématique de l'émergence de l'identité professionnelle qui façonne en profondeur le style personnel de l'enseignant et conduit son évolution et son engagement. Les questionnements, paradoxes, contraintes et défis émergent progressivement, soutenus par les éclairages des chercheurs penchés sur la professionnalisation de l'enseignement. Quand le renouveau pédagogique est enraciné dans des assises de fond, il demeure ouvert et en construction continue d'une actualité surprenante, toujours en avance et au-delà du temps.

Neville, P. (2021). **Transformer pour comprendre les ressorts de la persévérance des enseignants du premier degré, dans des Espaces de Dons Encouragés : hybridation entre programme de recherche en Anthropologie Culturaliste et paradigme du Don** (Phdthesis, Université de la Réunion). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03579271>

Le décrochage des enseignants, et spécifiquement des enseignants novices, fait l'objet d'un constat international dans la littérature scientifique. En France, elle met en évidence une mutation et une complexification du travail pouvant entraîner un «malaise enseignant». Les facteurs liés aux capacités dont les enseignants seraient ou non dotés, telles que la confiance en soi ou le sentiment d'auto-efficacité, impacteraient fortement leur persévérance pour le métier. L'objectif de cette recherche est d'analyser la persévérance des professeurs des écoles à partir d'une conception dynamique, située et normative de l'activité, qui permettrait de concevoir des principes de formation et un système d'aide aux professionnels, en dépassant le simple constat d'existence ou non de la persévérance individuelle de ces derniers au travail. Cette recherche a nécessité une double visée théorique développée au sein (i) d'un programme de recherche menée en anthropologie culturaliste (Bertone & Chaliès, 2015) dont les présupposés théoriques sont empruntés à la philosophie du langage ordinaire (Wittgenstein, 2004), hybridé avec (ii) une conception anti-utilitaire de l'activité (Caillé, 2008, 2009) développée à partir du paradigme du don (Mauss, 2007). Cette étude a été menée à partir d'un dispositif, les Espaces de Dons Encouragés (EDE), qui visent la transformation des actions de persévérance des professionnels dans un but d'amélioration et de compréhension de cette dernière. Les résultats épistémiques montrent une modélisation des actions de persévérance des professeurs des écoles qui émerge à partir de dilemmes de métier. Les actions de persévérance menées auprès des élèves décrocheurs font l'objet également d'une double modélisation dont l'une est plus favorable à la persévérance des enseignants et des élèves. Les principaux résultats transformatifs témoignent d'une modification des Jeux De Langage de la Persévérance des enseignants (JDLP) après l'EDE et d'une amélioration de la persévérance des enseignants et des élèves. Enfin, les principaux résultats technologiques concernant le dispositif de formation montrent que l'activité des enseignants vue sous l'angle de l'élève permet à ces derniers de fonder (1) un jugement sur leur propre activité et celle de leurs élèves, et (2) d'induire une transformation de leur JDLP.

Nivette, A., Obsuth, I., Ribeaud, D., & Eisner, M. (2022). **Fair Teachers, Fair Police? Assessing the Pathways between Perceptions of Teacher and Police Authority in Childhood and Adolescence.** *Journal of Youth and Adolescence*, 51(2), 193-207. <https://doi.org/10.1007/s10964-021-01537-6>

Existing research has shown that the quality of the relationship between teacher and child is associated with more positive perceptions of school authorities. There has been relatively less attention to the processes that connect attitudes towards different sources of authority, such as between teachers and police. The current study uses a counterfactual approach to estimate the direct and indirect effects of teacher-child relationships on children's later perceptions of police legitimacy. Using data from a longitudinal study of youth in Zurich, Switzerland, this study applies non-bipartite propensity score matching to identify matched pairs (n = 232 pairs, 55% male) of children with better versus worse relationships with their teacher at age 11 following a teacher change. Matched pairs were then compared on potential mediators (moral norms about deviant behavior and low self-control) at age 13 and perceptions of police legitimacy at age 15. The results demonstrate the importance of the quality of the relationships between students and teachers in shaping young people's interpersonal characteristics as well as perceptions of the world around them. Namely, if young people feel that they are being treated fairly by their teachers, they are more likely to distinguish behaviors that are right or wrong (moral norms) and control their actions (self-control).

Moreover, as a result they are also more likely to perceive authorities such as police as legitimate agents that facilitate societal order.

OCDE. (2022). **Chefs d'établissement: Quelles attributions et quelle rémunération?** <https://doi.org/10.1787/ec301f05-fr>

Les chefs d'établissement de l'enseignement public sont tenus de travailler en moyenne 7 à 8 heures par jour, à l'instar de la plupart des emplois de bureaux. Leur temps de travail, ainsi que les tâches et responsabilités qu'ils assument, varient considérablement entre les pays. En moyenne, dans les pays de l'OCDE, ils gagnent plus que les enseignants et d'autres actifs occupés diplômés de l'enseignement tertiaire travaillant à temps plein. Néanmoins, ils sont plus de la moitié dans les pays de l'OCDE à n'être pas satisfaits de leur rémunération et à se dire très stressés par la lourdeur de leur charge de travail administratif et les responsabilités qui leur incombent en sus de celles de direction et de gestion.

Park, E. (2022). **The changing intellectual structures of HRD in South Korea: author profiling analysis.** *Asia Pacific Education Review*, 23(1), 169-183. <https://doi.org/10.1007/s12564-021-09720-x>

Text mining techniques have become popular in many disciplines in the era of big data. Author profiling analysis, a method of text mining, is useful for identifying the intellectual structures of research fields and the latest research topics that did not appear from author co-citation analysis. This study analyzed the changing intellectual structure of the Human Resources Development (HRD) field in Korea by investigating researcher groups, research areas, and relationships between researchers based on research topics through author profiling analysis. Using selected authors' articles published during periods 2010–2014 and 2015–2019, an index was extracted from titles, abstracts, and keywords of a total 1961 articles. 2670 indexes were derived through the index cleaning process structured by expert verification and expert cross-validation. The cosine similarity matrix between authors was calculated by applying weights to the index, followed by a clustering and network analysis using PNNC algorithm through WNET program. The results of this study advance discussion surrounding the existing HRD paradigm, definitions of HRD, areas of HRD, theoretical foundations of HRD, and previous studies that analyzed research trends by providing additional layers of granularity and an expanded framework of thought across each topic. The findings also suggested implications for academic and practical aspects and further research.

Pélissier, C., & Lédé, S. (2022). **L'ingénieur pédagogique dans le supérieur: des pratiques en mutation.** Consulté à l'adresse <https://www.pressesdesmines.com/produit/ingenieur-pedagogique-dans-le-superieur/>

Les ingénieurs pédagogiques accompagnent la conception, l'implémentation et la gestion de dispositifs de formation en ligne. Ils sont également engagés dans des projets au sein desquels ils incarnent et stimulent des changements de pratiques pédagogiques, managériales et organisationnelles. Mobilisés autour de technologies numériques mais aussi d'aménagements d'espaces ou d'accompagnements d'acteurs, ces professionnels, dont le métier est en cours de déploiement, constituent une ressource humaine transversale. Ils sollicitent différents agents, partenaires, services, organisations à plusieurs niveaux (macro, méso et méta), selon une stratégie de formation, économique et sociale, qui prend en compte la taille, les spécificités et les orientations politiques de chaque structure. Cet ouvrage s'intéresse à ce métier dont le périmètre

d'intervention reste encore à circonscrire et à stabiliser. À partir d'exemples concrets et de témoignages autour des fondements théoriques, de l'histoire du métier et de ses activités ordinaires (partie 1), le livre montre comment ce métier se transforme, s'adapte aux nouvelles demandes et à l'environnement économique et social (partie 2). Des perspectives d'évolutions individuelles et collectives (partie 3) sont également évoquées pour projeter le futur de ce métier.

Soud, I. (2020). **La formation des enseignants d'EPS dans les ISSEP tunisiens au prisme de la vulnérabilité** (Phdthesis, Université de Lyon). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03552985>

La formation des enseignants d'EPS en Tunisie s'est instaurée dans un contexte difficile à l'issue de l'indépendance. Un contexte difficile explicité par plusieurs réformes (réforme 1958, 1989, 2002) et l'avènement de la réforme LMD dès les années 2000. Dans ce sens, l'EPS s'est développée dans un contexte chaotique. Un problème de pertinence de la formation a été souligné par (Bali, 2005). Cela suggère que la formation initiale des enseignants d'EPS tunisiens contient des sources de vulnérabilités. L'objectif de cette thèse est d'examiner les éventuelles sources de vulnérabilités auprès des acteurs de la formation contextuelles ou inhérentes au dispositif de formation lui-même. Cela est à travers des entretiens semi-directifs de 34 sujets dont les 4 directeurs des 4 ISSEP, 12 formateurs de terrain, 8 formateurs universitaires et 10 enseignants d'EPS en attente de poste et non encore recruté en tant qu'enseignant. Une analyse lexicale des entretiens a été faite par le logiciel Alceste (Alceste:Reinert, 1983; Kalampalikis, 2003). Les résultats font apparaître 6 classes différentes : les classes 1, 2, 5 et 6 ont un rapport avec la formation à l'ISSEP, alors que les classes 3 et 4 concernent l'au-delà de cette formation. Par contre, les classes 2, 5 et 6 renvoient aux enseignements centrés sur les activités physiques et sportives : stage pédagogique pour la classe 2, construction des compétences professionnelles de l'enseignant de l'EPS pour la classe 5 et cours en sciences d'appui (sociologie, psychologie, physiologie) pour la classe 6. Les acteurs de la formation imputent le manque d'efficacité à des effets extérieurs à eux-mêmes, liés en particulier au système.

Suarez, V., & McGrath, J. (2022). **Teacher professional identity: How to develop and support it in times of change**. <https://doi.org/10.1787/b19f5af7-en>

Promoting and supporting the development of strong professional identities in teachers is relevant to teachers, policy makers and the research community. The benefits of examining Teacher Professional Identity (TPI) relate to success for students in their learning, long-term empowerment of teachers in their professional work, and support for effective policy development. This paper provides a scan and examination of the research and the OECD international data sets to propose a TPI Development and Outcome model and consider implications for practice, policy and research. Increased attention to understanding and developing individual and collective TPI provides a positive and feasible approach in a time of change.

Taylor, J. A., Pigott, T., & Williams, R. (2022). **Promoting Knowledge Accumulation About Intervention Effects: Exploring Strategies for Standardizing Statistical Approaches and Effect Size Reporting**. *Educational Researcher*, 51(1), 72-80. <https://doi.org/10.3102/0013189X211051319>

Toward the goal of more rapid knowledge accumulation via better meta-analyses, this article explores statistical approaches intended to increase the precision and

comparability of effect sizes from education research. The featured estimate of the proposed approach is a standardized mean difference effect size whose numerator is a mean difference that has been adjusted for baseline differences in the outcome measure, at a minimum, and whose denominator is the total variance. The article describes the utility and efficiency of covariate adjustment through baseline measures and the need to standardize effects on a total variance that accounts for variation at multiple levels. As computation of the total variance can be complex in multilevel studies, a shiny application is provided to assist with computation of the total variance and subsequent effect size. Examples are provided for how to interpret and input the required calculator inputs.

Tielman, K., Wesselink, R., & den Brok, P. (2022). **Tensions experienced by teachers of Dutch culturally diverse senior secondary vocational education and training: An exploratory study**. *International Journal of Training and Development*, 26(1), 102-119. <https://doi.org/10.1111/ijtd.12238>

Senior secondary vocational education and training (SSVET) is highly culturally diverse, with a majority of students having an immigrant background. Teachers in culturally diverse classes are more often confronted with tensions in their daily practice and they are uncertain of how to manage these tensions. This exploratory study investigated what value-based tensions teachers encountered when teaching in culturally diverse SSVET classes. Furthermore, the reported tensions by teachers were examined in terms of (inadequate) knowledge, skills and (hindering) attitudes as a possible cause to deal effectively with the experienced tensions. We collected interview data from 16 SSVET teachers from five schools, each with more than 60% of students with immigrant backgrounds. The results showed that most of the value-based tensions that the SSVET teachers encountered were related to the intercultural loaded values diversity and respect. Next to tensions related to values also found in prior research, teachers additionally reported tensions with regard to professional ethics & stance of students, which seems unique to SSVET. Most experienced tensions were perceived as being caused by self-reported lack of skills. Less often, teachers experienced a shortage of knowledge or hindering attitudes when faced with these tensions in culturally diverse SSVET classes.

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

Aguilar, S. J., Galperin, H., Baek, C., & Gonzalez, E. (2022). **Live Instruction Predicts Engagement in K-12 Remote Learning.** *Educational Researcher*, 51(1), 81-84. <https://doi.org/10.3102/0013189X211056884>

How does live instruction relate to student engagement in distance learning? Does the relationship differ across grade levels? This study addresses these questions by examining data from a random sample of families from a large urban school district in southern California. We find a strong correlation between live instruction and student engagement in online learning among elementary school students, with every additional hour of live instruction per week increasing the probability of reporting that students have completed all their schoolwork by 26%. The correlation is also significant though smaller in magnitude for middle and high school students.

Aydoğdu, F. (2022). **Augmented reality for preschool children: An experience with educational contents.** *British Journal of Educational Technology*, 53(2), 326-348. <https://doi.org/10.1111/bjet.13168>

Abstract This study was conducted to test the effect of the augmented reality-based program on the motivation, attention and conceptual skills of preschool children. The research was conducted according to the pretest-posttest control group quasi-experimental design: 13 participants (6 girls, 7 boys) in the experimental group and 13 (5 girls, 8 boys) in the control group, a total of 26 children (4-5 age group) were included in the study. While the children in the experimental group participated in the applications prepared with augmented reality, the children in the control group were practised upon with the traditional teaching method. In the research, measurement tools were applied to the working groups (experiment-control) both before and after the application. As a result, it was determined that the motivation, attention and concept skills of the children in the experimental group increased significantly compared to the children in the control group. The results show that augmented reality applications can be used in learning activities in preschool education. **Practitioner notes** What is already known about this topic Augmented reality applications can be adapted for preschool children. Augmented reality applications are new in pre-school education. Augmented reality applications are interesting for preschool children. What this paper adds Augmented reality applications improve the motivational skills of preschool children. Augmented reality applications improve the attention skills of preschool children. Augmented reality applications improve the concept skills of preschool children. **Implications for practice and/or policy** Technology-based classroom environments should be created in pre-school education institutions. Augmented reality applications in pre-school education should be expanded in line with the gains. Teachers should receive training on augmented reality applications.

Biemar, S., Collard, A., Grove, K. D., Fischer, L., & Mele, G. (2022). **Un dispositif d'évaluation formative avec les TICE pour développer les compétences rédactionnelles et assurer la congruence en formation à l'enseignement.** *Spirale - Revue de recherches en éducation*, 69(1), 77-88. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-77.htm>

Cet article présente un dispositif d'évaluation formative qui entend permettre aux étudiants universitaires-futurs enseignants, de comprendre les attentes des formateurs sur le plan des contenus et des exigences rédactionnelles. Le dispositif est décrit et analysé

à partir des représentations des étudiants-futurs enseignants recueillies par questionnaires à trois moments. Les résultats révèlent que ces étudiants et les formateurs ont une perception différente du feedback mais aussi des buts poursuivis et qu'une clarification des attentes est donc nécessaire. L'intention des étudiants-futurs enseignants de transférer cette pratique dans leur classe est également rapportée.

Bitu, F., Galinon-Méléneq, B., & Molina, M. (2021). **Digital touchscreens as a media for creativity during adolescence.** *L'Année Psychologique*, 121(4), 489-518. Consulté à l'adresse <https://www.cairn.info/revue-l-annee-psychologique-2021-4-page-489.htm>

Basée sur les théories de la représentation incarnée (Pezzulo, 2011) considérant le processus créatif comme un contrôle moteur prédictif (Dietrich & Haider, 2015), cette recherche a évalué le potentiel de la tablette tactile comme un outil facilitant l'originalité des dessins. Vingt et un adolescents âgés de 13/14 ans ont été invités à produire la maison la plus originale possible sur tablette au doigt et au stylet ainsi que sur papier, et une maison non-originale avec un crayon sur papier. L'originalité des dessins a été notée avec une échelle de cotation comparant les dessins originaux à une maison prototypique, puis en comparant les dessins originaux aux dessins non originaux. Les résultats montrent que les scores d'originalité sont supérieurs pour les dessins réalisés sur tablette (sans différence entre doigt et stylet) plutôt que sur papier. Ces résultats mettent en évidence le rôle joué par le processus de simulation off-line de l'action dans le processus créatif.

Bluteau, Marie. (2022). **Hybrider ou permettre de relier ?** *Revue Phronesis*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03559424>

Bluteau, Marie. (2022). **Quels liens ? Hybridation des formations par alternance.** *Revue Phronesis*. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03559421>

Cappellini, M. (2021). **Autonomie et citoyenneté numérique : pour une convergence en didactique.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085304ar>

Dans cette contribution, je propose de lier le champ de l'éducation à la citoyenneté numérique au paradigme de l'autonomie. Dans la première partie, l'article propose une caractérisation de la notion de citoyenneté prenant en compte les usages des plateformes numériques qui ont émergé dans les dix dernières années. Dans la deuxième partie, un rapprochement est proposé entre les notions de citoyenneté et d'autonomie, tant sur le plan philosophique de l'autonomie générale que celui didactique, de l'autonomie d'apprentissage. Dans la troisième partie, en partant du constat d'usages de technologies numériques problématiques pour une citoyenneté numérique, l'article propose une réponse éducative articulant des pédagogies existantes dans un cadre d'autonomisation basé sur le socioconstructivisme et l'apprentissage expérientiel. Ainsi, l'article aborde la question de l'économie de l'attention dans ses logiques socioéconomiques et ses répercussions psychosociales. Une séquence pédagogique est présentée à titre d'exemple pour contrer les dynamiques d'usages du numérique qui sont problématiques pour l'autonomie et la citoyenneté. À partir de cet exemple de séquence, l'article propose une schématisation de l'approche proposée.

Chien, S.-Y., & Hwang, G.-J. (2022). **A question, observation, and organisation-based SVVR approach to enhancing students' presentation performance, classroom**

engagement, and technology acceptance in a cultural course. *British Journal of Educational Technology*, 53(2), 229-247. <https://doi.org/10.1111/bjet.13159>

Abstract Intracultural learning emphasises the importance of understanding one's own culture and that of foreign countries; furthermore, it involves sharing relevant opinions with people from around the world and developing an understanding and acceptance of differences. In order to immerse students in foreign countries to experience the cultures and environment, this study used spherical video-based virtual reality (SVVR) to present authentic contexts. By referring to previous research and the constructivism learning theory, this study proposed the question, observation, and organisation (QOO)-based SVVR approach. The aim of the proposed approach was to strengthen students' presentation performance, enrich their discussion, and increase their engagement. To investigate the effects of the QOO-based SVVR approach, a quasi-experiment was conducted in a cultural course, with a total of 60 high school students from two classes. The experimental group students used the QOO-based SVVR approach to learn knowledge of world cultures, while the control group students learned with the conventional SVVR approach by observing in the SVVR environment, and then having team discussions and completing worksheets. The findings showed that the QOO-based SVVR approach significantly enhanced the students' world cultures presentation performance in terms of accuracy, organisation, and relevance. The results showed a significant difference between the different learning approaches regarding acceptance of the use of SVVR. The interview results further indicated that the students learning with the QOO-based SVVR approach had a greater tendency to learn to make more accurate, organised, and relevant presentations due to the benefits of the graphical learning methods, and to express their thoughts freely. On the other hand, there was no significant difference between the two groups' classroom engagement. Accordingly, discussion of the findings, limitations, and suggestions for future research are provided. Practitioner notes What is already known about this topic The potential of spherical video-based virtual reality (SVVR) in educational domains has been highlighted by researchers. In the VR-supported learning process, a proper teaching approach should be considered to guide students to engage in meaningful learning. What this paper adds The Question, Observation and Organization (QOO)-based SVVR approach based on constructivism learning theory was proposed to promote students' intracultural learning. The QOO-based SVVR approach promoted students' world cultures presentation performance in terms of accuracy, organization, and relevance, as well as the acceptance of the use of SVVR. Implications for practice and/or policy The QOO-based SVVR approach is a potential approach for teachers to guide students in VR-supported learning process. The tools utilized in each stage can be replaced by other tools with similar functions for different learning contexts, such as using the repertory grid method in the ?Organization? stage for science learning. Future research can integrate the QOO-based SVVR approach into other teaching modes, such as flipped classrooms or inquiry-based learning.

Christopoulos, A., Pellas, N., Kurczaba, J., & Macredie, R. (2022). **The effects of augmented reality-supported instruction in tertiary-level medical education.** *British Journal of Educational Technology*, 53(2), 307-325. <https://doi.org/10.1111/bjet.13167>

Abstract A significant body of the literature has documented the potential of Augmented Reality (AR) in education, but little is known about the effects of AR-supported instruction in tertiary-level Medical Education (ME). This quasi-experimental study compares a traditional instructional approach with supplementary online lecture

materials using digital handout notes with a control group (n = 30) and an educational AR application with an experimental group (n = 30) to investigate any possible added-value and gauge the impact of each approach on students' academic performance and training satisfaction. This study's findings indicate considerable differences in both academic performance and training satisfaction between the two groups. The participants in the experimental group performed significantly better than their counterparts, an outcome which is also reflected in their level of training satisfaction through interacting and viewing 3D multimedia content. This study contributes by providing guidelines on how an AR-supported intervention can be integrated into ME and provides empirical evidence on the benefits that such an approach can have on students' academic performance and knowledge acquisition. Practitioner notes What is already known about this topic Several studies have applied various Augmented Reality (AR) applications across different learning disciplines. The effects of AR on students' perceptions and achievements in higher education contexts is well-documented. Despite the increasing use of AR-instruction in Medical Education (ME), there has been no explicit focus on AR's effects on students' academic performance and satisfaction. What this paper adds This quasi-experimental study compares the academic performance and training satisfaction of students in an experimental group (AR) and a control group (handout notes). This study provides instructional insights into, and recommendations that may help students achieve better academic performance in AR-supported ME courses. The experimental group reported greater training satisfaction than their counterparts. Implications for practice and policy Students who followed the AR-supported instruction achieved better academic performance than those in the control group. AR-supported interventions encourage active learning and lead to significant performance improvement. The experimental group outperformed the control group in academic performance and training satisfaction measurements, despite the lower experimental group's lower pre-test performance scores.

Cojean, S., & Jamet, E. (2022). **Does an interactive table of contents promote learning from videos? A study of consultation strategies and learning outcomes.** *British Journal of Educational Technology*, 53(2), 269-285. <https://doi.org/10.1111/bjet.13164>

Abstract Learning from videos is becoming an important part of educational activities, but video content may be difficult to process, mainly because its organization is not very salient in this medium. The learner's organization process should be enhanced by (1) displaying the structure (ie, table of contents) in the video-based environment, and (2) proposing interactivity tools (interactive table of contents and cued timeline) to use this structure in a more efficient way. A total of 57 participants (higher education students) were divided into three groups (no table of contents, table of contents, and interactive table of contents) to assess the effects of displaying a structure on learning outcomes and behaviours. Results showed that tables of contents boosted topic recall, and interactivity allowed learners to perform more relevant reviewing behaviours. However, reviewing behaviours appear to be broadly timeline-driven, and learners did not actively use the interactive table of contents. No significant effect was found on other learning outcomes (ie, content memorization and comprehension). One suggestion is that a table of contents, especially when it is interactive, can be an organizational aid during the construction of a mental model, but learners may underestimate its usefulness. Practitioner notes What is already known about this topic Educational videos are increasingly being used for learning According to the cognitive theory of multimedia learning, organizing incoming information is essential for learning In

written documents, a table of contents may serve as an organizational aid. In information-seeking tasks, an interactive table of contents improves localization. What this paper adds: Adding a table of contents to a video may promote topic recall, but not content learning. An interactive table of contents may enhance consultation strategies (eg, reviewing information). Learners tend to use timelines, rather than tables of contents, to navigate videos. Implications for practice: When designing an educational video, adding an interactive table of contents may enhance the quality of learning. Different strategies seem to be employed by learners, with some of them displaying no reviewing behaviours at all. Learners may underestimate the usefulness of the table of contents, so it may be necessary to encourage them to use it.

Collin, S. (2021). **L'éducation à la citoyenneté numérique : pour quelle(s) finalité(s)?** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085303ar>

La citoyenneté numérique est récemment devenue un thème fédérateur de l'éducation au numérique dans le curriculum québécois, ce qui pose la question des contenus curriculaires qu'elle couvre. Ainsi, l'objectif de cet article est de contribuer à la clarification de l'éducation à la citoyenneté numérique dans le curriculum québécois en l'abordant sous l'angle de ses finalités. Dans un premier temps, nous posons le contexte de la montée en importance de l'éducation à la citoyenneté numérique dans le curriculum québécois. Par une lecture critique de ce dernier, nous décelons deux finalités complémentaires qui sous-tendent cette éducation : une finalité adaptative, qui est prédominante, et une finalité émancipatrice, qui est latente, mais qui semble nécessaire pour remédier à certaines limites de la première finalité. Pour chacune, nous déterminons des pistes d'intervention pédagogique, avant de conclure que la prise en compte de la finalité émancipatrice dans le curriculum québécois – au même titre que la finalité adaptative – est nécessaire pour que l'éducation à la citoyenneté numérique forme des élèves capables de faire face aux enjeux numériques auxquels sont confrontées les sociétés contemporaines.

Commission européenne. (2022). **The future of digital and online learning in higher education: reflection paper serie**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/90c23493-7cc9-11ec-8c40-01aa75ed71a1/language-en/format-PDF/source-250093836>

This reflection paper offers a systematic overview of the current debate on how the impact of the pandemic has been valued for digital and online learning practices and adaptations. As the pandemic has forced the established understanding of education and learning towards rapid digitalization, this reflection focuses on the post-COVID-19 pandemic period and asks what kinds of propositions are indispensable, so that the deployed digital transformation of teaching and learning can endure in the future. In other words, will higher education return to known concepts and methods of primarily analogous teaching and learning in the post-pandemic period, or will the digital transformation last beyond the pandemic? Finally, who will benefit from continuing the digital transformation in higher education and who will be disadvantaged?

Dahlström, H. (2022). **Students as digital multimodal text designers: A study of resources, affordances, and experiences**. *British Journal of Educational Technology*, 53(2), 391-407. <https://doi.org/10.1111/bjet.13171>

Abstract This paper addresses how students design multimodal digital text when making digital stories in school. Drawing on the perspective of 'multiliteracies', multimodal

analysis of video recordings was used to understand the data. Findings revealed that (a) multimodal digital text making requires particular digital and modal text-making skills and knowledge, such as knowledge of photography, film, film editing, image searching, and audio recording; (b) students' prior knowledge was crucial for mastering the digital and modal affordances offered when making digital stories; and (c) making multimodal digital texts in school offers increased opportunities for students to perform and succeed in text making. These findings point to the need for schools to offer education that makes it possible for all students to gain knowledge and master skills needed for contemporary text making. Such knowledge goes beyond skills and practices needed when making paper-based text, and borders on other disciplines such as art and technology. Practitioner notes What is already known about this topic Text making in the 21st century entails working in various modes, such as images, writing, and video, and is often performed with digital resources. Today's students must be competent in designing multimodal texts that are commonly associated with digital technology and multimedia. Students' modal choices when creating digital texts are influenced by prior experiences and knowledge of text-making practices obtained outside school. What this paper adds This paper provides examples of the differing prerequisites of students designing a digital multimodal story. This paper offers insights into the particular digital and modal text-making skills and knowledge necessary for students to become competent text makers. Multimodal digital texts activities in school offers increased opportunities for students to perform and succeed in text making. Implications for practice and/or policy The results of this study have implications for literacy practices as well what is included in the literacy curriculum. This study provides implications for education that intends to reduce inequalities in students' prerequisites concerning making digital multimodal texts, and examines the text-making experiences, knowledge, and skills students already possess upon entering the classroom. Classroom-based instruction and opportunities for digital creation can bridge the gap between student's informal text-making activities and formal text-making activities at school and help to close the digital divide among students.

Granjon, F. (2022). **Classes populaires et usages de l'informatique connectée**. Consulté à l'adresse <https://www.pressesdesmines.com/produit/classes-populaires-et-usages-de-linformatique-connectee/>

Quels usages les classes populaires font-elles de l'informatique connectée ? De quelle manière les inégalités sociales cadrent-elles les pratiques numériques ? Comment ces pratiques influencent-elles, en retour, les existences des plus modestes ? Cet ouvrage entend apporter des réponses à ces questions et à quelques autres que la littérature en...

Hekele, F., Spilski, J., Bender, S., & Lachmann, T. (2022). **Remote vocational learning opportunities—A comparative eye-tracking investigation of educational 2D videos versus 360° videos for car mechanics**. *British Journal of Educational Technology*, 53(2), 248-268. <https://doi.org/10.1111/bjet.13162>

Abstract This study utilises a novel approach to investigate the effectiveness of different learning modalities by combining video-based learning with eye-tracking. An excerpt taken from a vocational education instruction for car mechanics was videotaped using two different cameras: a standard 2D video camera and a professional 360° camera. The video recorded with the 2D camera was presented on a tablet, with a fixed angle, whereas the video recorded with the 360° camera was presented as non-interactive

3DoF virtual reality (nVR) environment using a head-mounted display. In both conditions, participants' fixation patterns were recorded and analysed in conjunction with a set of standardised questionnaires. Participants (N = 48) were randomly assigned to either the 2D-video group or the nVR group, with 23 participants in the 2D-video and 25 participants in the nVR group. The task of the participants in both groups was to watch the educational video while wearing an eye-tracker and then complete a standardised test on the presented content. The eye-tracking data indicated that participants in the nVR group showed longer total fixation durations on the instructor, but not other areas of interest, compared to the 2D video group. The standardised test indicated no differences in learning outcome between the groups. Implications from the current study as well as limitations and a outlook for further research will be discussed. Practitioner notes What is already known about this topic Virtual reality (VR) technology is getting more commonplace in educational settings. It is unclear whether VR-based learning holds clear benefits over more traditional approaches such as hands-on-training or video-based learning. What this paper adds This paper adds a comparison of two common video-based teaching techniques and compares them in respect to learning outcome and learner's attention. The novelty of the current paper is the addition of eye-tracking in both tablet-based and HMD-based learning scenarios to investigate learners' visual attention. Describes potential attention benefits of 360° videos compared to 2D videos despite no differences in learning outcome directly. Implications for practice and/or policy Results highlight the potential of placing more focus on social factors in 360° video material. Future 360° videos and VR environments can add additional focus on instructors or other socially relevant aspects to foster student learning and engagement.

Hsu, H.-T., & Lin, C.-C. (2022). **Extending the technology acceptance model of college learners' mobile-assisted language learning by incorporating psychological constructs.** *British Journal of Educational Technology*, 53(2), 286-306. <https://doi.org/10.1111/bjet.13165>

Abstract Few studies have investigated the extension of the technology acceptance model (TAM) of mobile-assisted language learning (MALL) by incorporating psychological influence factors. We aimed to determine the factors affecting the continued adoption of MALL by college-age students of English as a foreign language (EFL). We extended the TAM by adding psychological constructs from action control theory and the concept of intrinsic motivation. Data from a large-scale survey of 557 Taiwanese college EFL students recruited through online convenience sampling were analysed through structural equation modelling. The results revealed that the significant predictors of behavioural intention were its antecedents. Three crucial psychological factors, namely nonpreoccupation, nonhesitation, and nonvolatility, significantly predicted behavioural intention. Perceived ubiquity value, tasks, and mobile self-efficacy were strong predictors of intrinsic motivation. Intrinsic motivation significantly predicted behavioural intention through perceived usefulness and perceived ease of use. Finally, perceived ease of use had a moderate effect on behavioural intention through perceived usefulness. The satisfactory explanatory power of the extended model was indicated by the explained variance (R²) of 80% for behavioural intention. This extended TAM may contribute to the long-term development of MALL. Practitioner notes What is already known about this topic Mobile technology has been widely adopted to enhance language learning. However, few studies have investigated individuals' adoption of mobile-assisted language learning (MALL). Factors affecting users' behavioural intention to accept an information system have been researched

extensively. The technology acceptance model (TAM) has been extensively used to investigate users' acceptance of different technology in various contexts. What this paper adds This study extended the TAM by incorporating psychological factors to predict the behavioural intention of learners to continue using mobile technology in language learning. The three action-oriented psychological antecedents (nonpreoccupation, nonhesitation, and nonvolatility) used in the model significantly predicted EFL college learners' behavioural intention to continue using mobile devices for language learning. One major factor (intrinsic motivation) significantly affected continued behavioural intention to engage in MALL through perceived ease of use and perceived usefulness. Implications for practice and/or policy Teachers should incorporate various warm-ups, collaborative activities, and positive feedback from others to MALL tasks to reduce feelings of negativity for state-oriented learners and increase willingness to accept MALL for action-oriented learners. Teachers and developers of MALL systems can promote its acceptance by prioritising usable interfaces and enjoyable, challenging tasks in the design of MALL systems to increase learners' intrinsic motivation and perceptions of usefulness and ease of use. Technical guidance, clear and brief operation orientation sessions, and immediate support should be offered to assist learners in engaging in MALL tasks.

Jarraud, F. (2022, février 2). **Stylo ou clavier pour prendre des notes ?** Consulté 9 février 2022, à l'adresse [Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/02022022Article637793803515643764.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514495](http://www.cafepedagogique.net/lexpresso/Pages/2022/02/02022022Article637793803515643764.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514495)

« Les effets des outils d'écriture sur la prise de notes sont multiples et difficiles à appréhender : la surface glissante des tablettes, la maniabilité des souris, les diverses options proposées par applications utilisées avec les ordinateurs, ou encore la taille des écrans, sont autant de facteurs qui interviennent dans la performance et autant d'obstacles (ou d'aides, selon les situations) pour les noteurs. Par exemple, une faible maîtrise de la frappe au clavier se traduit par une mémorisation détériorée des informations retranscrites », écrit Thierry Olive (CNRS) dans *The Conversation*. « Si plusieurs études montrent les limites des outils numériques de prise de notes, de nombreuses soulignent aussi leur potentiel pour la réussite académique. Mais leur utilisation doit être accompagnée pour qu'ils apportent des bénéfices aux étudiants ».

Kabore, D. S. P. (2021). **L'intégration pédagogique des TIC dans l'enseignement supérieur au Burkina Faso : accessibilité, usages et appropriation par les étudiants** (Phdthesis, Université de Strasbourg; Université de Koudougou). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03283832>

L'objectif de notre recherche est l'étude des déterminants de l'adoption et des usages des technologies de l'information et de la communication (TIC) par les étudiants de l'Université Thomas SANKARA (UTS). Cela nous a conduits à étudier respectivement l'accessibilité, les compétences technologiques et informationnelles des étudiants utilisant les TIC dans leurs apprentissages, les facteurs limitant l'adoption du numérique par les étudiants dans leurs apprentissages, les pratiques et les usages du numérique par les étudiants. L'étude a été construite autour des concepts théoriques de l'adoption, des usages, de l'appropriation des TIC et des compétences numériques et informationnelles. Ces différents concepts s'inscrivent dans le cadre théorique des modèles d'adoption et des usages des TIC et plus spécifiquement dans le modèle de la théorie unifiée de

l'acceptation et de l'usage des technologies (UTAUT). Pour une meilleure compréhension des questions de recherche et de consolidation de la pertinence et de la validité de l'étude, nous avons adopté une méthodologie quantitative. Nous avons bâti notre stratégie d'analyse des données à partir d'approches statistiques descriptives et multivariées. A l'issue d'une enquête conduite auprès de 373 étudiants de l'UTS, nos résultats montrent que les déterminants essentiels affectant positivement les usages des TIC par les étudiants dans leurs activités d'apprentissages sont respectivement « l'utilité perçue », « la facilité d'utilisation », « les influences sociales : influence des pairs, influence des professeurs, la valorisation académique » et « les conditions facilitatrices : l'implication de l'administration ». Aussi, l'étude a permis de montrer que les variables modératrices sociodémographiques (sexe, filière et niveau d'étude) n'ont aucun effet modérateur sur les différentes relations entre l'utilité perçue, la facilité d'utilisation perçue et l'intention d'usage des TIC. En revanche, la variable modératrice sociodémographique « niveau d'étude » a une influence positive sur la relation des conditions de facilitations et de l'intention d'usage des TIC.

Kafai, Y. B., & Proctor, C. (2022). **A Revaluation of Computational Thinking in K-12 Education: Moving Toward Computational Literacies.** *Educational Researcher*, 51(2), 146-151. <https://doi.org/10.3102/0013189X211057904>

Over the past decade, initiatives around the world have introduced computing into K-12 education under the umbrella of computational thinking. While initial implementations focused on skills and knowledge for college and career readiness, more recent framings include situated computational thinking (identity, participation, creative expression) and critical computational thinking (political and ethical impacts of computing, justice). This expansion reflects a revaluation of what it means for learners to be computationally-literate in the 21st century. We review the current landscape of K-12 computing education, discuss interactions between different framings of computational thinking, and consider how an encompassing framework of computational literacies clarifies the importance of computing for broader K-12 educational priorities as well as key unresolved issues.

Kormos, E. (2022). **Technology as a Facilitator in the Learning Process in Urban High-Needs Schools: Challenges and Opportunities.** *Education and Urban Society*, 54(2), 146-163. <https://doi.org/10.1177/00131245211004555>

Innovations in educational technology have led to heightened expectations for both K-12 teachers and students. Now, more than ever, teachers are expected to develop 21st century skills, which creates a necessity to understand how urban teachers feel about the role of technology in their teaching practice. In addition, teacher perceptions are necessary to identify better ways to prepare students for success. Utilizing a quantitative approach, this study explored these perceptions among urban K-12 teachers. Results suggested urban teachers lag behind their counterparts related to perceived effectiveness of technology. In addition, respondents indicated technology is not utilized frequently. The results revealed personal trial and error as the most common way of new knowledge and skill acquisition. Participants reported lack of student access to Internet at home as the largest barrier to technology implementation, followed by financial cost. These findings suggest urban teachers may need more guidance and professional development on how to effectively integrate technology into the classroom. Through the development of more thorough understanding of urban teacher usage of technology, administrators may design more effective continued learning opportunities. It is

recommended future investigation be conducted across multiple states to investigate technology usage by grade level and content area to best equip urban teachers to effectively implement technology in their teaching practices.

Landry, N., Giasson, T., & Brin, C. (2021). **Bilan d'une première décennie de travaux sur l'intersection de la citoyenneté politique, de la citoyenneté numérique et de la « news literacy ».** Une recension des écrits publiés entre 2005 et 2017. *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085302ar>

Cet article présente les conclusions d'un état des connaissances et une proposition d'articulation des concepts de news literacy et de citoyenneté, laquelle est observée dans ses dimensions politique et numérique. Nos travaux démontrent que les compétences informationnelles nécessaires ou attendues pour participer à la vie démocratique se complexifient à la faveur d'un environnement médiatique et technologique en mutation rapide. Notre recension a permis de constater la richesse des travaux et des réflexions qui reflètent cette complexité des enjeux en cause. Il s'en dégage toutefois un flou conceptuel que l'article contribue à réduire.

LeBlanc, M., Léger, M., & Freiman, V. (2021). **La citoyenneté numérique dans un monde interconnecté : recenser et modéliser pour mieux éduquer.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085299ar>

Le développement rapide des technologies numériques au cours des dernières années a ouvert le monde aux gens qui peuvent saisir de multiples occasions d'y entrer comme citoyens actifs et engagés, capables de contribuer à la résolution de problèmes globaux d'ordres politique, socioéconomique et socioculturel. Parallèlement, ces personnes peuvent devenir chancelantes face à certains défis rencontrés en ligne. Dans un contexte de monde de plus en plus interconnecté par le biais des outils numériques, le concept de citoyenneté fait l'objet d'une transformation radicale. Comprendre les enjeux du numérique et l'ampleur de sa mondialisation devient alors très important. Cette préoccupation est reflétée dans le monde par une tendance à inclure des éléments de citoyenneté numérique dans les visées des systèmes éducatifs. Au moyen d'une recension des écrits, nous cherchons à mieux définir le phénomène de la citoyenneté numérique, ainsi que les compétences nécessaires pour former à une citoyenneté active, engagée et responsable, dans le but de proposer une modélisation de la citoyenneté numérique. Cette contribution cherche aussi à recenser les pratiques pédagogiques prometteuses et les conditions d'une éducation au numérique réussie. Notre réflexion nous mène à insister sur l'importance de développer la citoyenneté numérique dès un jeune âge.

Lee, J., Park, T., & Davis, R. O. (2022). **What affects learner engagement in flipped learning and what predicts its outcomes?** *British Journal of Educational Technology*, 53(2), 211-228. <https://doi.org/10.1111/bjet.12717>

Abstract The current popularity of flipped learning may be attributed to its reported successes in bringing about enhanced learner engagement and positive learning outcomes. This study aims to improve our understanding of flipped learning (FL) outcomes by examining factors of learner engagement, academic capability, and epistemological beliefs. Data were collected and statistically analyzed from 231 undergraduate students enrolled in a general biology or general chemistry course at a Korean university implemented with the FL model. The results indicated that learners' epistemological beliefs influenced neither pre-class nor in-class engagement, but that

academic capability did affect both pre-class and in-class engagement. Only content/learning-related outcomes, not generic competencies or satisfaction, were affected by both academic capability and epistemological beliefs. Both pre-class and in-class engagement levels affected most types of FL outcomes except generic competencies, which were only affected by the extent of in-class engagement. Learners' affective engagement was not influenced by epistemological beliefs, but directly and indirectly affected FL outcomes via behavioral and cognitive engagement. Theoretical and practical implications are discussed along with recommendations.

Lightbourn, R., & Caws, C. (2021). **Une analyse sociocritique de l'usage de Twitter pour le développement de compétences socio-interactionnelles et numériques.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085306ar>

Cet article présente une étude de cas menée dans un cours de langue universitaire de niveau débutant/intermédiaire au sein duquel l'application Twitter a été utilisée pour encourager des interactions en contexte authentique. En nous appuyant sur l'approche sociocritique du numérique en éducation, sur l'approche socio-interactionnelle et sur l'approche ergonomique, nous avons mené une analyse qualitative des facteurs qui ont eu des incidences sur la participation des apprenantes et des apprenants (N = 10) qui utilisaient Twitter dans le cours, et sur leur expérience.

Michelot, F. (2022). **Pour faire face aux défis informationnels, numériques et médiatiques du 21^e siècle. Une note sur la métalittératie, une proposition de cadre conceptuel rénové et opérant des nouvelles littératies.** *Revue hybride de l'éducation*, 5(2), 1-23. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03543142>

Naffi, N., Davidson, A.-L., Barma, S., Bernard, M.-C., Brault, N., Berger, F., & Gagnon-Tremblay, A. (2021). **Pour une éducation aux hypertrucages malveillants et un développement de l'agentivité dans les contextes numériques.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085307ar>

La désinformation en ligne n'est pas en perte de vitesse. Le terme infocalypse a d'ailleurs été inventé par Schick (2020) pour décrire la gravité de la désinformation sous forme d'hypertrucages malveillants (deepfakes) qui obscurcissent ce qui était auparavant considéré comme authentique. Cet article de réflexion circonscrit la complexité du phénomène des deepfakes afin de mettre en relief le besoin urgent de mener des recherches qui interpellent directement les acteurs et les actrices du monde de l'éducation. Sous la lentille de l'éducation à la citoyenneté, nous argumentons que le personnel enseignant, les parents ainsi que les actrices et les acteurs éducatifs doivent accompagner les jeunes dans le développement de l'esprit critique, de l'agentivité dans le contexte numérique et du discernement à l'égard des hypertrucages malveillants afin qu'ils puissent se protéger et contrer ce phénomène. Pour répondre à la question « Pourquoi éduquer les jeunes aux hypertrucages malveillants? », nous avons commencé par circonscrire ce phénomène et ses dangers dans un contexte de désinformation. Dans un premier temps, cet article expose la façon dont les deepfakes ébranlent les bases perceptuelles liées à la connaissance humaine et discute de leur menace pour nos sociétés. Deuxièmement, il présente des pistes envisagées et attire l'attention sur l'urgence de sensibiliser les jeunes à ces dangers et de les impliquer pour contrer cette forme de désinformation. Finalement, l'article propose des pistes de recherche à explorer en citoyenneté numérique.

Nouhou, A. M., Kalmé, B. F., & Goza, N. A. (2020). **L'adoption des réseaux sociaux en formation à distance des étudiants : le cas de la continuité pédagogique universitaire au Niger durant la pandémie de la COVID-19.** In B. COULIBALY (Éd.), *Colloque international "Pédagogie universitaire numérique: quelles perspectives à l'ère des usages multiformes des réseaux sociaux pour apprendre?"* (PUN 2020) (p. 7-20). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03553738>

Novak, E., McDaniel, K., Daday, J., & Soy Turk, I. (2022). **Frustration in technology-rich learning environments: A scale for assessing student frustration with e-textbooks.** *British Journal of Educational Technology*, 53(2), 408-431. <https://doi.org/10.1111/bjet.13172>

Abstract e-Textbooks and e-learning technologies have become ubiquitous in college and university courses as faculty seek out ways to provide more engaging, flexible and customizable learning opportunities for students. However, the same technologies that support learning can serve as a source of frustration. Research on frustration with technology is limited, especially in educational settings. This study examined student frustration with e-textbooks and the factors contributing to the frustration within undergraduate general biology courses through the development of an E-Text Frustration scale (ETFS). Exploratory factor analysis of the ETFS revealed a three-factor structure that provides quantified support for frustration with (1) e-textbook interactions on the screen, (2) problems with technology and (3) e-text curriculum integration. This structure was supported by a confirmatory factor analysis. The construct validity of the scale was established using a correlation analysis that revealed significant relationships among the three e-text frustration measures, cognitive load and motivation variables. Furthermore, the measurement invariance analyses indicated that the scale measures the same construct in the same way in males and females. Overall, the study findings suggest that the ETFS is a useful instrument with high reliability and validity evidence that can be used by researchers and practitioners. Implications for future research on frustration in technology-rich learning environments are discussed. Practitioner notes What is already known about this topic Prolonged student frustration can be harmful to learning. Educational technology may introduce an additional layer of factors that contribute to end-user frustration with technology. Research on frustration with educational technology is scarce. What this paper adds We developed and validated a scale for assessing students' frustration with e-textbooks. The E-Text Frustration scale includes three factors: frustration with technology, e-text screen interactions and e-text curriculum. The three factors correlated with students' e-text cognitive load and motivation to learn. Implications for practice and/or policy The identified factors represent barriers to students' successful learning with e-textbooks. Educators can reduce student frustration by aligning the curriculum with e-text materials. Student sources of frustration with technology should be studied systematically to reduce frustration in technology-rich learning environments.

Pellerin, M., & Jacquet, M. (2021). **La citoyenneté éthique en contexte d'apprentissage en ligne à l'ère de la COVID-19.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085300ar>

La pandémie de COVID-19 provoque des changements sans précédent au sein des institutions éducationnelles. En raison des restrictions sanitaires, les enseignantes et enseignants sont appelés à adopter de nouvelles prestations d'enseignement en ligne, et ce, du jour au lendemain, sans pour autant avoir reçu une formation adéquate. De

même, les élèves de niveaux primaire et secondaire sont immergés dans ces environnements d'apprentissage sans les connaissances, savoir-faire et savoir-agir nécessaires pour naviguer à travers ceux-ci de manière éthique. L'objectif de cet article est d'examiner la dimension de la citoyenneté éthique à l'ère du numérique en contexte d'apprentissage en ligne. Dans un premier temps, nous examinerons 1) le phénomène du transfert rapide à l'apprentissage en ligne en réaction aux restrictions sanitaires mises en place pendant la pandémie, et 2) les nouveaux savoir-faire et savoir-agir que ce transfert requiert quant à l'adoption d'une posture de citoyen éthique dans l'espace numérique. Par la suite, nous présentons des pistes de réflexion et d'action destinées à mieux outiller le personnel enseignant afin qu'il puisse accompagner les élèves dans le développement de leur citoyenneté éthique en contexte d'apprentissage en ligne.

Pellerin, M., Jacquet, M., & Lefebvre, S. (2021). **La complexité de l'éducation à la citoyenneté numérique: des enjeux sociétaux, éducatifs et politiques.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085298ar>

Un article de la revue *Éducation et francophonie*, diffusée par la plateforme Érudit.

Pelletier, P., & Mesny, A. (2021). **Pandémie de Covid-19 et institutionnalisation de l'enseignement à distance dans les universités québécoises.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (36). <https://doi.org/10.4000/dms.6815>

Dans cet article, nous posons la question des impacts de la pandémie de Covid-19 sur l'institutionnalisation de l'enseignement à distance dans les universités québécoises. Nous comparons les logiques institutionnelles qui légitimaient l'enseignement à distance avant la pandémie avec les arguments qui sont avancés depuis le début de la pandémie et le recours « forcé » à ce mode d'enseignement. Nous basons notre analyse, d'une part, sur les publications gouvernementales et parapubliques avant la pandémie et, d'autre part, sur les articles de la presse québécoise publiés de mars 2020 à juin 2021. Cette analyse nous conduit à suggérer qu'une nouvelle logique institutionnelle est possiblement en émergence au sujet de l'enseignement à distance dans les universités traditionnelles, basée notamment sur la flexibilité, le choix et l'hybridité.

Petit, M., & Gourvil, A. (2021). **Enseigner (et apprendre) en téléprésence: de la salle immersive à la classe virtuelle.** *Les cahiers du Louvain Learning Lab*, (12). Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=14064

Hybride ou entièrement en ligne? Synchrone ou asynchrone? Uni-, bi-, co- ou multimodale? Le développement sous tous azimuts de la formation à distance a encouragé la création de dispositifs numériques adaptés, soit par l'usage de systèmes existants ou le déploiement d'environnements innovants. Mais qu'est-ce que la téléprésence? Une préparation particulière de la personne formatrice est-elle nécessaire? Comment être présent à distance? Comment apprendre en téléprésence? Quelle évaluation des apprentissages peut être envisagée? Fruit d'un travail collaboratif et international, ce cahier aborde ces questions du point de vue de la recherche mais également de la pratique et invite à explorer l'enseignement, mais aussi l'apprentissage, en téléprésence.

Puah, S., Bin Mohamad Khalid, M. I. S., Looi, C. K., & Khor, E. T. (2022). **Investigating working adults' intentions to participate in microlearning using the decomposed theory of planned behaviour.** *British Journal of Educational Technology*, 53(2), 367-390. <https://doi.org/10.1111/bjet.13170>

Abstract The current work validated the decomposed theory of planned behaviour (DTPB) with working adults to assess its ability to predict intentions to participate in microlearning and also identify the significant factors that drive microlearning usage decisions. We found that positive attitudes towards microlearning (Attitude), stronger beliefs in others' opinions regarding microlearning use (SN), and stronger perceptions about one's capability to engage in microlearning (PBC), are associated with stronger intentions to participate in microlearning. All decomposed constructs were found to be significant predictors of the respective factors, except superior influence (SI) and resource facilitating conditions. We discuss potential targeted interventions focused on what works best to encourage microlearning adoption. For instance, while reporting superiors have no significant influence over one's microlearning use decisions, the opinions of peers and colleagues positively influence microlearning use. Hence, focusing on embedding community-related aspects into a microlearning design may effectively encourage the use of microlearning. **Practitioner notes** What is already known about this topic The decomposed theory of planned behaviour (DTPB) is reported to be suited for studying e-Learning adoption due to its robustness and high explanatory power. The DTPB allows for a deeper and more detailed explanation of behavioural intentions compared to other models. However, the DTPB has not been explored for learning innovation such as microlearning. What this paper adds The DTPB was found to be theoretically sufficient for predicting intentions to participate in microlearning. Attitudes towards microlearning was found as the strongest determinant of intentions, followed by one's beliefs in others' opinions regarding microlearning use, and lastly, perceptions about one's capability to engage in microlearning. Contrary to expectations, only the influence of peers in one's social circle was significantly predictive of subjective norm, while the influence of those in positions of authority in the workplace (e.g., one's reporting manager or superior) was not. Additionally, while self-efficacy and technology-related facilitating conditions (e.g., technical compatibility, technical support) were significant predictors of perceived behavioural control, the availability of resources required to perform microlearning was not. **Implications for practice and/or policy** Factors identified as strongly influential for behavioural intentions may aid in facilitating and accelerating microlearning adoption in the workforce.

St-Onge, C., Ouellet, K., Lakhali, S., Dubé, T., & Marceau, M. (2022). **COVID-19 as the tipping point for integrating e-assessment in higher education practices.** *British Journal of Educational Technology*, 53(2), 349-366. <https://doi.org/10.1111/bjet.13169>

Abstract The COVID-19 pandemic provoked an urgency for many educators to integrate digital information and communication technologies in their educational practices. We explored how faculty members tackled the task of adapting their assessment practices during the pandemic to identify what is required to sustain and favour future quality development and implementation of e-assessment in higher education. Employing a qualitative descriptive approach, we conducted semi-structured interviews with thirty-one individuals six months into the COVID-19 pandemic. We identified four major themes in participants' discourse about the integration of e-assessment during the COVID-19 pandemic: (a) the considerations they had for the potential consequences on students and how they considered this while deciding how to move forward, (b) the preoccupations for the potential for cheating, (c) the importance of pedagogical alignment, and (d) the affordances available to them. While the COVID-19 pandemic highlighted the fact that higher education institutions were not prepared for a pivot to greater integration of e-assessment, it also provided the tipping-point to do so. In other

words, it offered an unprecedented opportunity to critically appraise and change assessment practices, this opportunity was also a very challenging balancing act of considering the social consequences of assessment, and the alignment within set affordances. Practitioner notes What is already known about this topic The advantages of e-assessment include the opportunity for rapid-, even immediate-, feedback. The integration of digital information and communication technologies to assessment practices is a source of stress and anxiety for some students. The move towards e-assessment increases faculty members' workload. What this paper adds How cheating, anxiety and workload were considered in the context of a forced and rushed change to e-assessment because of the COVID-19 pandemic. The COVID-19 pandemic offered an opportunity to faculty members to take a critical look at their assessment practices and increase their alignment with learning outcomes. Faculty members considered the consequences of their decisions on students when making changes to their assessment. Implications for practice and/or policy Moving to e-assessment is an opportunity to align the assessment practice with students' future professional practice, or in other words it is an opportunity to increase the authenticity of the assessment. A better integration of information and communication technology to assessment practices will require to provide educators with skills, time, evidence-informed recommendations, and institutional support among others.

Tricot, A. (2021). **Le numérique permet-il des apprentissages scolaires moins contraints ? Une revue de la littérature.** *Education et Sociétés : Revue Internationale de Sociologie de l'éducation*, n° 45(1), 37. <https://doi.org/10.3917/es.045.0037>

Villeneuve, S., & Bisailon, J. (2021). **Cyberharcèlement envers le personnel enseignant du primaire et du secondaire : prévalence, et effets du genre des victimes et de leurs habiletés sur les réseaux sociaux.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085305ar>

Le cyberharcèlement vécu par le personnel enseignant tend à prendre de l'ampleur avec la popularité accrue des réseaux sociaux tant auprès des jeunes que des enseignantes et enseignants en exercice. Les habiletés technologiques du personnel enseignant associées à l'usage de ces plateformes pourraient être l'une des causes de la prévalence du phénomène. Cette recherche évalue ainsi le cyberharcèlement subi par le personnel enseignant selon ses habiletés technologiques sur les réseaux sociaux et le genre des victimes. Les résultats obtenus permettent de situer la prévalence du phénomène à 12,7 %. L'étude révèle que les enseignantes ont davantage de risques de subir du cyberharcèlement que les enseignants. De plus, le développement de certaines habiletés technologiques contribuerait à un usage sécuritaire des réseaux sociaux et, par conséquent, à atténuer les risques de subir du cyberharcèlement.

Orientation scolaire et professionnelle

Caillot, M., Sidokpohou, O., Alméras, Y., Bouquet, M.-O., Forest, F., Leguy, I., ... Quéré, M. (2022). **Analyse des vœux et affectations dans l'enseignement supérieur des bacheliers 2021 après la réforme du lycée général et technologique** (N° 2022-004; p. 112). Consulté à l'adresse Ministère de l'éducation nationale, de la jeunesse et des sports : Ministère de l'enseignement supérieur, de la recherche et de l'innovation website: <https://www.vie-publique.fr/sites/default/files/rapport/pdf/283517.pdf>

Le rapport propose une première série de constats sur le devenir des candidatures des bacheliers 2021, sur les enjeux liés à la réforme du lycée, sur les points de vigilance qui apparaissent à l'issue de cette première campagne post-réforme du lycée général et technologique. Il s'appuie sur des extractions de la base de données Parcoursup (campagnes 2020 et 2021) et sur les comptes rendus d'audition de plus de 220 formations.

lehlé, V., & Jacquemin, J. (2022). **SIGEM : Analyse de la Procédure d'Affectation dans les Grandes Ecoles de Management**. *Revue Economique*. Consulté à l'adresse <https://halshs.archives-ouvertes.fr/halshs-03135334>

La procédure centralisée du SIGEM est en charge de l'affectation des candidats reçus aux concours des grandes écoles de management en France. Elle est basée sur l'utilisation d'un algorithme connu qui correspond à la version « écoles » de l'algorithme de Gale et Shapley (1962). Les résultats théoriques des modèles d'appariement, liés à cet algorithme, permettent d'identifier des propriétés fondamentales satisfaites par la procédure. Certains particularismes de l'environnement du SIGEM qui génèrent des biais de comportements de la part des participants sont étudiés. Nous montrons comment le résultat de la procédure est finalement utilisé pour générer un classement des écoles. Les implications de cette hiérarchisation commune des écoles, propre au SIGEM, sont également évaluées.

Merlin, F. (2021). **Une sélection à répétition : l'accès des bacheliers professionnels à un diplôme de l'enseignement supérieur** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03554582>

Cette thèse porte sur l'accès des bacheliers professionnels à un diplôme de l'enseignement supérieur au regard de deux évolutions récentes majeures : l'explosion du nombre de bacheliers professionnels, d'une part, et la hausse continue de leur taux d'inscription dans l'enseignement supérieur, d'autre part. Entre 2000 et 2015, la conjonction de ces deux phénomènes a conduit à multiplier quasiment par quatre le nombre de bacheliers professionnels engagés dans l'enseignement supérieur. Dans cette recherche, nous expliquons les freins et les leviers de ces nouveaux parcours éducatifs à travers les déterminants du franchissement successif de trois étapes de sélection. La sélection informelle, d'abord, correspond à l'influence de l'environnement des élèves sur leurs aspirations scolaires : ce travail montre que le milieu social, les proches, les enseignants des bacheliers professionnels contribuent à orienter leurs projets d'études supérieures autant que leurs goûts personnels ou leur niveau scolaire. La sélection formelle, ensuite, est le moment où l'institution éducative choisit les candidats autorisés à s'inscrire dans la filière demandée : la section de technicien supérieur (STS), filière essentielle de poursuite d'études des bacheliers professionnels, apparaît ici comme une formation hautement concurrentielle, qui mobilise à l'endroit des bacheliers professionnels des critères de sélection invisibles voire illégitimes, désavantageant notamment les jeunes issus de milieu populaire, les étrangers ou les élèves boursiers. Par ailleurs, bien que théoriquement favorisés par une politique publique entamée en 2013, les bacheliers professionnels restent en 2018 pénalisés pour entrer en STS, par rapport aux autres bacheliers. Enfin, la sélection effective se rapporte à la réussite des étudiants, considérant leurs chances de diplomation comme le signe d'un accès « réel » à l'enseignement supérieur. En STS, nos résultats soulignent l'absence d'inégalités sociales de réussite scolaire parmi les bacheliers professionnels. En revanche, parmi l'ensemble des filières, ces derniers sont pénalisés par un déficit de confiance et un moindre

sentiment d'efficacité personnelle, ainsi que par un manque de maîtrise des méthodes de travail personnel. Enfin, la réussite des bacheliers professionnels dans l'enseignement supérieur est entravée par des difficultés socioéconomiques notables, parmi lesquelles la nécessité d'exercer un emploi ou la difficulté à financer un logement.

Nunès, É. (2022, février 15). **Tutorat, cours de soutien... Quand des élèves polytechniciens retournent au lycée.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/02/15/pour-favoriser-la-mixite-sociale-dans-les-grandes-ecoles-des-polytechniciens-retournent-au-lycee_6113723_4401467.html

De nombreuses grandes écoles comme Polytechnique ont mis en place des programmes de tutorat auprès de lycéens défavorisés. Même si la marche pour intégrer ces établissements reste très haute.

Comité éthique et scientifique de Parcoursup (2021). **Parcoursup à la croisée des chemins: 3e rapport annuel au Parlement du Comité éthique et scientifique de Parcoursup.** Consulté à l'adresse <https://www.aefinfo.fr/assets/medias/documents/5/0/503770.pdf>

Politique de l'éducation et système éducatif

Achwan, R., Ganie-Rochman, M., Triana, L., Adnan, R. S., & Putri, S. A. E. (2022). **Formation of social scientific fields in Indonesian universities.** *Asia Pacific Education Review*, 23(1), 185-196. <https://doi.org/10.1007/s12564-021-09736-3>

This study examines the processes of the formation of social scientific fields in Indonesian universities. In contrast to the convergence perspective that is currently dominating the research on university reform, this paper enriches the divergence perspective. In essence, this study argues that individual universities respond differently to university reform and draws on Beckert's three interrelated social forces and Paradeise and Thoenig's concept of divergence. It conducts in-depth interviews with 40 social scientists at four state universities across the country and presents the following conclusions. State-led university reform contributes to the creation of the plurality of academic cultures, which, in turn, influences the processes of facilitation and negotiation over resources within university governance. In addition, this plurality promotes the reactions of coupling and decoupling of circles of scientific production and distribution, which respectively bolster and impede the development of social sciences. Top and wannabe circles promote peer-reviewed scientific publications as a universal standard of academic performance, whereas the missionary circle embraces the idea of public engagement as the sole mission of a university. Re-coupling among circles has to become the new rule of the game. In this manner, the quality of individual academics, university teaching, and public engagement will be considerably improved.

Aguilar, S. J., Galperin, H., Baek, C., & Gonzalez, E. (2022). **Live Instruction Predicts Engagement in K-12 Remote Learning.** *Educational Researcher*, 51(1), 81-84. <https://doi.org/10.3102/0013189X211056884>

How does live instruction relate to student engagement in distance learning? Does the relationship differ across grade levels? This study addresses these questions by examining data from a random sample of families from a large urban school district in southern

California. We find a strong correlation between live instruction and student engagement in online learning among elementary school students, with every additional hour of live instruction per week increasing the probability of reporting that students have completed all their schoolwork by 26%. The correlation is also significant though smaller in magnitude for middle and high school students.

Al-Habsi, T., Al-Busaidi, S., & Al-Issa, A. (2022). **Integrating technology in English language teaching through a community of practice in the Sultanate of Oman: implications for policy implementation.** *Educational Research for Policy and Practice*, 21(1), 43-68. <https://doi.org/10.1007/s10671-021-09291-z>

Much has been written, published, and presented about the important role and uses of technology in English language teaching (ELT) today and the effect it can have on students' learning. The present qualitative study is an intervention, which attempted to explore the integration of technology among 11 public school English language teachers in the Sultanate of Oman through the use of community of practice (CoP). As the first in the region, this qualitative study triangulated data using a focus group interview and reflective journals. Three themes emerged from the data analysis. Despite certain challenges, the findings were generally positive and encouraging, and revealed that if a CoP is effectively utilized to the fullest to integrate technology in ELT, it can facilitate policy implementation and Second Language Teacher Education (SLTE) in the Sultanate of Oman, the neighboring Gulf Cooperation Council countries, some Asian and Far Eastern countries, and beyond.

Amaro de Matos, J., Pina e Cunha, M., & Falcão de Berredo, R. (2022). **Leading university internationalisation: The future of Euro-Chinese academic cooperation.** *European Journal of Education*, 57(1), 65-77. <https://doi.org/10.1111/ejed.12490>

Under the pressure of globalisation, both China and Europe have active strategies to internationalise their higher education systems. This paper explores the cultural and institutional constraints of these strategies in both territories, analysing their impact on the cooperation and competition among higher education institutions. The article focuses on the historical and current practices of internationalisation in Europe and China, the strategic goals underlying these practices, and the implications of internationalisation strategies in constraining the choices and actions of academic leaders in Chinese and European higher education institutions. This article contributes to the literature on Chinese and European cooperation in higher education by analysing the points of conflict and opportunities for growth. Despite differences (e.g., centralised vs. decentralised systems, top-down vs. bottom-up decision-making processes, and the roles of leadership in the governance of higher education institutions), there is a common interest in promoting economic competitiveness, developing a knowledge-based society, advancing research, attracting and retaining talent, and reducing regional inequalities. The paper concludes that cooperation is possible in specific areas in which neither China nor Europe can succeed alone with the same impact that would be possible with cooperation.

Andersson, R. (2022). **Policy and identification: Exploring the influence of identity perceptions on school leader sense-making in the Swedish school-age Educare.** *Management in Education*, 36(2), 57-63. <https://doi.org/10.1177/0892020620953594>

Understanding and implementing educational reform policies is a daily practice in the professional lives of school actors. The discrepancy between how reforms are intended and later realised in the local context constitutes an ongoing discussion spanning multiple

areas of research. This article adds to prior research by exploring the role of organisational identity perceptions and identification in school leader sense-making within the process of implementing policy in the Swedish extended education system. Data were collected through semi-structured interviews with selected school leaders (n = 11). Findings showed that school leaders made sense of the policy in contrasting ways depending on values assigned to perceived core attributes of the managed educational programme. Findings also suggest that school leaders' identification or nonidentification with traditional identity-aspects of their organisation, and prospective identity-outcomes of the policy, influenced actions taken in response to the policy demands.

Andrews, T., Hodge, N., & Redmore, N. (2022). **The potential of the fractions of lifeworld for inclusive qualitative inquiry in the third space.** *International Journal of Inclusive Education*, 26(2), 143-159. <https://doi.org/10.1080/13603116.2019.1642398>

In this paper we introduce Ashworth's lifeworld fractions as a methodological framework for inclusive research with autistic people 'with profound learning disabilities'. We first define the fractions and then evaluate their potential for enabling research within the 'third space' of inclusive research. Fundamental to the third space is the inclusion of the social and support circles of people with profound learning disabilities within research. Using the example of a recent study we illustrate how the fractions are a useful enabler of this. We conclude by suggesting that a key value of the fractions is in how they take the research collective beyond the elements of experience that most obviously confront them to consider its full breadth and effects. We argue too that the fractions support the management of the collation and analysis of the copious amounts of data that are generated through qualitative research. We conclude by offering a new and critical dimension to the fractions through presenting them as a means through which those involved in the third space – autistic people, their social and support circles, and researchers – can come to more emic understandings of lived experience.

Anton, A., Denecheau, B., Deshayes, F., & Pochetti, I. (2021). **Scolarisation et Protection de l'enfance. La question scolaire à la périphérie de l'intervention en milieu ouvert** [Research Report]. Consulté à l'adresse ONPE; Université Paris-Est Créteil website: <https://hal.archives-ouvertes.fr/hal-03555946>

Association of International Education Administrators (Transnational). (2022). **The impact of the COVID-19 pandemic on education: international evidence from the Responses to Educational Disruption Survey (REDS).** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3515> [Report]. Consulté à l'adresse <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3515>

À l'occasion de la Journée Internationale de l'Éducation des Nations Unies, l'UNESCO et l'IEA publient le rapport international et la base de données internationale de l'Enquête sur les réponses aux perturbations éducatives (REDS). ----- The REDS International Report presents unique data, collected from countries, schools, teachers, and students for the first time, in chapters that cover several themes on which data were collected which include student and teacher well-being, and students' academic progress during the school closures. (pdf, 224 pages).

Awang-Hashim, R., Kaur, A., Yusof, N., Shanmugam, S. K. a/p S., Manaf, N. A. A., Zubairi, A. M., ... Malek, M. A. (2022). **Reflective and integrative learning and the role of instructors**

and institutions—evidence from Malaysia. *Higher Education*, 83(3), 635-654. <https://doi.org/10.1007/s10734-021-00689-5>

The shift in contemporary workplaces has caused higher education institutions to place importance on developing non-academic attributes along with academic success to help students accomplish academic and occupational goals. Reflective and integrative learning as a cumulative process of students' experiences inside and outside the classroom during university years can facilitate the development of desired attributes among undergraduates. The current study, grounded in Biggs' (Higher education research and development, 12(1), 73-85, 1993) 3P model approach, investigated the role of student-faculty interaction, assessment and feedback, and campus environment as presage factors, and reflective and integrative learning as the process factor and academic and soft skills gain as the product factors into a full mediation model. A total of 1892 final year Malaysian undergraduate students from 18 universities across Malaysia participated in the cross-sectional survey study. The hypothesized model was tested using structural equation modeling. The results revealed that reflective and integrative learning fully mediates the relationship between student-faculty interaction, assessment and feedback, campus environment, and academic and soft skills gains. The implications for teaching and learning and student development are discussed.

Ayissi, D., Mallée, M., & Munoz-Cazieux, A. (2022, février 2). **Pour une réforme du bac professionnel.** Consulté 4 mars 2022, à l'adresse Fondation Jean-Jaurès website: <https://www.jean-jaures.org/publication/pour-une-reforme-du-bac-professionnel/>
Retour sur l'histoire du lycée professionnel, jalonnée de réformes successives, et sur le rôle social que portent ces filières.

Azumah, S. B., Dagunga, G., Zakaria, A., Boateng, N. A., Mensah, K. B., & Boateng, E. S. (2022). **Determinants of attrition in agricultural training programmes: Insights from the next generation cocoa youth programme in Ghana.** *International Journal of Training and Development*, 26(1), 163-183. <https://doi.org/10.1111/ijtd.12253>

Demographic data from Ghana suggest aging population among cocoa farmers. Based on this evidence, youth participation in the cocoa sector has become a subject of interest to stakeholders including Solidaridad. This study employed both qualitative analysis and parametric regression models that addresses observed and unobserved errors, to estimate the determinants of youth attrition from cocoa training programmes; and the possible impact of attrition on youth engagement in cocoa farming in Ghana. The empirical results reveal that younger and male youth, the unmarried, persons without mobile phone, youth who do not participate in community development initiatives, and youth without leadership roles have a higher propensity of attrition from agricultural training programmes. Attrition was also found to be significantly driven by youth not having savings, non-business ownership, and having higher formal education. There is therefore the need for various stakeholders including COCOBOD in Ghana, to employ various mechanisms aimed at encouraging the youth to save. This could be done especially through the formation of Youth Savings and Loan Associations (YSLAs) which could reduce attrition rates from training programmes. Moreover, married and female youth should be prioritised by future cocoa-training programmes, and encouraged to take up leadership roles in the communities since they have a lower probability of attrition from training programmes.

Bandur, A., Hamsal, M., & Furinto, A. (2022). **21st Century experiences in the development of school-based management policy and practices in Indonesia.** *Educational Research for Policy and Practice*, 21(1), 85-107. <https://doi.org/10.1007/s10671-021-09293-x>

Since 2001, Indonesian schools have implemented a mandatory school-based management (SBM) policy for better quality education in general and more particularly for better school improvement and student achievements. The major purpose of this paper is to explore the conditions of school improvements resulted from SBM policy and programs. In view of the fact that there have limited previous studies to make a valid claim on SBM results for better school environment and student achievements, an empirical survey was conducted in both primary and junior high schools of Denpasar district municipality in Bali, Indonesia. In addition to the survey, qualitative research with focus group discussions and in-depth personal interviews were conducted with the active participation of 43 key school stakeholders, including principals, council members, teachers who experienced in operating school councils, and education department authorities. Results of both quantitative and qualitative data analyses affirm that devolving authority to school level decision-makers has resulted in increased participation and commitment, which led to improved teaching-learning environment. This study suggests the significance of sustainable empowerment on the part of school councils as well as leadership in-service training to school principals for an effective implementation of SBM policy and practices in developing countries.

Becher, A. (2022). **When context meets knowledge in university professional education: organizational factors influencing coherence in teaching and social work.** *Higher Education*, 83(3), 577-595. <https://doi.org/10.1007/s10734-021-00680-0>

This study investigates how organizational features of university and workplace institutions shape coherence between ideas about the knowledge required for professional education across the curriculum, in two “semi-professions”—teaching and social work. While coherence is imperative for program design in professional education frameworks that include theoretical and practicum components, it is often found to be challenging, especially in occupational fields where connections between knowledge and practice are historically weak and a demarcated knowledge base for professional preparation is missing. Based on a triangulation of qualitative research methods conducted in the working contexts of 56 professional educators in Israel, this study reveals more coherent curricula in social work education than in teacher education and exposes how such divergence is determined by the state of alignment between organizations of practice and research activities in workplace and university institutions. Findings show that whereas the organization of research activities determines faculty domains of expertise and involvement in the program and subsequently, the knowledge represented in theoretical courses, the organization of professional practice, as imposed by core working conditions, requires activating particular domains of professional knowledge in practicum settings. By underscoring institutional influences on curricular coherence in professional education, the study contributes to the international discussion about the role of academic knowledge in professional training and highlights how organizational conditions in both professional and higher education settings create affordances and limitations for professional education curricula.

Belda-Medina, J. (2022). **Promoting inclusiveness, creativity and critical thinking through digital storytelling among EFL teacher candidates.** *International Journal of Inclusive Education*, 26(2), 109-123. <https://doi.org/10.1080/13603116.2021.2011440>

Storytelling is an essential component in language learning and acquisition but it has changed over time from early oral tradition to modern digital literacy. Although digital storytelling (DST) has become an important tool in language development inclusive and diverse stories are still underrepresented. The novelty of this article is that it reports the findings of a two-year research about the design and use of DST by 244 teacher candidates and their attitudes toward inclusiveness and diversity in Education. Quantitative and qualitative data were gathered through a pre-test/post-test, class presentations and semi-structured debates. The results revealed statistically significant differences after the treatment as regards inclusiveness and diversity among participants, who demonstrated their creativity and openness to transformative technology pedagogy, and unveiled the early presence of stereotypes among children. The teacher candidates widely supported the integration of inclusive DSTs in the English as a Foreign Language (EFL) classroom but advocated for a better pedagogical and technological preparation in their transition from digital native students to digital native teachers.

Billon, A., Brisson, M., & Monier, M.-P. (2002). **Bilan des mesures éducatives du quinquennat** (N° 543 (2021-2022)). Consulté à l'adresse Sénat website: <http://www.senat.fr/notice-rapport/2021/r21-543-notice.html>

Rapport d'information fait au nom de la commission de la culture, de l'éducation et de la communication

Brooks, J. S., & Brooks, M. C. (2022). **School leadership between the cross and the crescent: spiritual capital and religious capital in the southern Philippines**. *International Journal of Qualitative Studies in Education*, 35(3), 281-300. <https://doi.org/10.1080/09518398.2021.1982061>

This study investigated the ways that principal leadership practice is shaped by religion and spirituality, both in terms of how beliefs inform their work and in relation to how religion and spirituality are manifest in school and community. Data were collected over a 6-month period from public school principals working in mixed Catholic-Muslim communities in the Philippines. The authors developed a conceptual framework that integrated research on principals with multidisciplinary work on spiritual capital and religious capital. Findings suggested that religion and spirituality are very important to principals as individuals and that spirituality and religion form two closely related (but distinct) symbolic systems in which principals must participate to effectively lead in school and community. The study also raised interesting methodological issues related to translation and to cultural relevance for the Australian-based researchers.

Brooks, M. C., & Ezzani, M. D. (2022). **Islamic school leadership: advancing a framework for critical spirituality**. *International Journal of Qualitative Studies in Education*, 35(3), 319-336. <https://doi.org/10.1080/09518398.2021.1930265>

The purpose of this study was to better understand how an Islamic school leader's critical spirituality informed and shaped leadership practice. This qualitative case study explored the role of critical spirituality as it relates to social justice, gender justice, and pluralism in a progressive American Islamic school. Data were collected via semi-structured interviews, documents, and school site observations. Findings identified three components of critical spirituality essential to her work as a school leader; specifically, critical consciousness; critical resistance; and critical love. The paper contributes to the literature on school leadership and critical spirituality through its introduction of an empirically based critical spirituality in leadership framework.

BUNESCU, L., & ESTERMANN, T. (2021). **Greening in European higher education institutions: a governance, funding and efficiency perspective.** Consulté à l'adresse https://eua.eu/downloads/publications/gaf%20greening_final.pdf

Cette contribution politique de l'EUA se concentre sur quatre domaines dans lesquels la durabilité et l'écologisation peuvent être abordées dans les établissements d'enseignement supérieur: le financement, l'efficacité et l'efficacité, les achats, la gouvernance et le leadership. Illustrée par des exemples, elle analyse le rôle que les modèles de financement nationaux et les initiatives européennes telles que «NextGenerationEU» peuvent jouer. Elle examine comment les achats verts peuvent changer la donne, se penche sur les mesures efficaces pouvant profiter à l'agenda vert et analyse comment le développement du leadership peut jouer un rôle déterminant.

Calikoglu, A., Lee, J. J., & Arslan, H. (2022). **Faculty International Engagement: Examining Rationales, Strategies, and Barriers in Institutional Settings.** *Journal of Studies in International Education*, 26(1), 61-79. <https://doi.org/10.1177/1028315320963508>

The dramatic expansion of the international dimension in higher education has incited broadened and diverse interpretations of internationalization. As faculty members are integral in achieving many expected higher education goals, understanding their perspectives on the internationalization process is critical. Administrative leaders also play a vital role in influencing the conditions of internationalization and working alongside the faculty. Addressing the rationales, strategies, and barriers encountered, our study seeks to provide a comprehensive understanding of faculty internationalization. Employing a phenomenological design, we interviewed 22 participants, including central administrators of two public research universities and both faculty and administrative leaders of these universities' colleges of education. Revealing diverse rationales, strategies, and barriers, our findings confirm faculty's initiator and maintainer roles in operationalizing internationalization. Our study also corroborates the need for sustainable mechanisms and a consensus between faculty perspectives and institutional priorities. Recommendations are made to improve faculty engagement in internationalization.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2021). **The green employment and skills transformation: insights from a European Green Deal skills forecast scenario.** Consulté à l'adresse https://www.cedefop.europa.eu/files/4206_en.pdf

Ce rapport fournit un aperçu des conséquences probables du pacte vert pour l'Europe (EGD - European Green Deal) sur l'emploi et les compétences, sur la base d'un scénario de prévision des compétences du CEDEFOP. La mise en œuvre de l'EGD a un impact positif sur l'emploi. Les effets semblent se concentrer dans les secteurs directement visés, tels que les industries extractives, la construction et la gestion des déchets. Une augmentation de l'emploi est prévue dans les secteurs de services tels que l'ingénierie et l'administration. Dans la plupart des autres secteurs, il est prévu une éventuelle réorientation de l'emploi. Les politiques doivent se concentrer sur une importante accélération de la mise à niveau des compétences et du recyclage des compétences.

Chauvigné, C. (2022). **La vie scolaire: une histoire singulière au sein du système éducatif. La Revue de la vie scolaire (1960-2016).** MONT SAINT AIGNAN CEDEX: PURH. <https://www.lcdpu.fr/livre/?GCOI=27000100420310>

Étudier la vie scolaire dans les établissements du second degré, c'est enquêter sur ses schèmes sous-jacents et questionner l'éducation que l'on souhaite aujourd'hui. Cet ouvrage étudie la formation de la vie scolaire, à travers une revue professionnelle, comme un espace singulier, entre socialisation et émancipation, hétérotopie concrète questionnant la forme scolaire et la formation du citoyen

Commission européenne. (2022). **COMMUNICATION DE LA COMMISSION AU PARLEMENT EUROPÉEN, AU CONSEIL, AU COMITÉ ÉCONOMIQUE ET SOCIAL EUROPÉEN ET AU COMITÉ DES RÉGIONS sur une stratégie européenne en faveur des universités**. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/ebf108dd-791c-11ec-9136-01aa75ed71a1/language-fr/format-PDF/source-249149871>

La stratégie européenne en faveur des universités s'inscrit dans le cadre d'un train de mesures en matière d'enseignement supérieur, qui comprend également une proposition de recommandation du Conseil visant à jeter des ponts pour une coopération européenne efficace en matière d'enseignement supérieur. La communication de la Commission propose de poursuivre d'ici 2024 quatre objectifs-clés : renforcer la dimension européenne de l'enseignement supérieur et de la recherche ; faire des universités des phares du mode de vie européen ; soutenir les établissements d'enseignement supérieur en tant qu'acteurs des transitions verte et numériques ; faire des universités des piliers de la projection et du leadership européens dans le monde.

Coombs, A., Rickey, N., DeLuca, C., & Liu, S. (2022). **Chinese teachers' approaches to classroom assessment**. *Educational Research for Policy and Practice*, 21(1), 1-18. <https://doi.org/10.1007/s10671-020-09289-z>

This study employed a quantitative research design to investigate Chinese teachers' conceptions of classroom assessment and perceived skills. A total of 746 teachers were recruited through professional teaching groups. Results showed that a higher percentage of Chinese teachers selected contemporary assessment approaches to classroom assessment (e.g., assessment for learning) than more traditional approaches (e.g., assessment of learning). Chinese teachers also reported high levels of confidence in items that addressed aspects of assessment theory. Significant differences in approaches to classroom assessment were found across (a) age groups, (b) educational qualifications, and (c) between full-time classroom teachers and classroom teachers that held additional positions (e.g., school administrator, leader, head). Implications for educational policy-makers and practitioners in light of enhancing teacher assessment literacy are discussed.

De Pacale, C. (2022). **L'enseignant et le redoublement. Au-delà des idées reçues**. *Les Cahiers de recherche du Girsef*, (128). Consulté à l'adresse <https://ojs.uclouvain.be/index.php/cahiersgirsef/issue/view/5343>

On entend souvent dire qu'il existe une culture du redoublement en Belgique francophone, que le redoublement est une décision prise à la légère, ou que l'enseignant déciderait seul et arbitrairement du sort de ses élèves. L'observation de conseils de classe ainsi que des entretiens avec des professeurs et des responsables de trois établissements très différents permettent de remettre en question ces affirmations encore tenaces. L'enquête, menée en 3^e secondaire durant l'épidémie de Covid, montre plutôt que les enseignants n'adhèrent pas sans restriction au redoublement, que leur choix s'inscrit dans un processus longitudinal d'accompagnement de l'échec scolaire et est le fruit d'une délibération collective dont les enseignants ne sont pas les

seules parties prenantes. Cette analyse montre ainsi que le contexte est un élément crucial pour comprendre le sens de l'agir enseignant par rapport au redoublement. Elle met en évidence que les études sur la question intègrent trop rarement la dimension sociale de la décision des équipes, les contraintes effectives que celles-ci subissent et les fonctions latentes que remplit le redoublement.

Denisova, G., Denisova, A., Litvinenko, E., & Susimenko, E. (2022). **The roles of language and ethnocultural identity in integrating immigrant youth in southern Russia.** *International Journal of Inclusive Education*, 26(2), 192-209. <https://doi.org/10.1080/13603116.2019.1645890>

Social integration of immigrants into host communities is complicated by their cultural and language differences. The success of the process is determined by government policies and educational effectiveness that focus on socialisation and developing tolerance and intercultural interactions/communications. Using student data collected in educational organisations of southern Russia, this study examined the role of cultural characteristics in everyday interactions and analysed students' attitudes towards immigrants as cultural foreigners. About one-fifth of the respondents tended to distance themselves from immigrants/foreigners showing high levels of mistrust of immigrants and people with other religious backgrounds. The questionnaire results prove that the youth of Astrakhan Region tend to be the most tolerant to cultural foreigners, for the region was historically formed as ethnically mixed one. Young people of the Republic of Kalmykia are the least willing to accept representatives of other cultures and migrants, which might be a consequence of repressions against Kalmyks on an ethnocultural basis by the USSR government during the Second World War. The findings suggest that the educational system insufficiently addresses cultural diversity. This study clarifies that schools should have an active role in developing tolerance among students in southern Russia.

Di Pietro, G. (2022). **Does an International Academic Environment Promote Study Abroad?** *Journal of Studies in International Education*, 26(1), 3-20. <https://doi.org/10.1177/1028315320913260>

Although many studies on international student mobility have examined the impact of individual factors (e.g., gender, age, family background) on students' decisions to study abroad, much less attention has been devoted to the role played by the institutional climate and characteristics of their home university. Using data from an Italian survey containing information on a large number of university students, this research investigated the extent to which a more international academic environment incentivizes students to participate in study abroad programs. A logit model was developed to estimate the effect that the degree of internationalization of one's home university has on the probability that its students will study abroad, while controlling for several student-level factors. The empirical estimates indicate that this effect is significant, suggesting that being part of an international academic environment, where domestic students can interact more frequently with international students, helps motivate them to undertake study abroad. This result stresses the importance of engaging domestic students in the internationalization process of their universities.

Dippold, D., Heron, M., & Gravett, K. (2022). **International students' linguistic transitions into disciplinary studies: a rhizomatic perspective.** *Higher Education*, 83(3), 527-545. <https://doi.org/10.1007/s10734-021-00677-9>

This paper offers a reconceptualisation of international students' transitions into and through UK higher education. We present two case studies of students which explore their transitions in terms of their academic speaking skills from pre-sessional courses into their disciplinary studies. Students describe how the development of their confidence and performance in academic speaking was contingent on a number of factors and micro-moments, and how this progress into and within disciplinary studies often involved regression and discomfort. Nevertheless, they also talked of developing strategies to overcome challenges and the resultant learning. We argue that transitions to disciplinary studies in terms of academic speaking can be more helpfully understood as non-linear, fluid and rhizomatic. This study offers valuable insights for individuals and institutions to move away from a fixed student lifecycle perspective to consider instead how reciprocal, embedded and on-going support for international students may better reflect students' experiences.

Doss, C., Zaber, M. A., Master, B. K., Gates, S. M., & Hamilton, L. S. (2022). **The Relationship Between Measures of Preservice Principal Practice and Future Principal Job Performance.** *Educational Evaluation and Policy Analysis*, 44(1), 3-28.
<https://doi.org/10.3102/01623737211025010>

Principals are the second-largest school-based contributor to student achievement. Interventions focused early in the "pipeline" for identifying and developing effective principals might be a promising strategy for promoting principal effectiveness, yet no prior research has examined measures of principal performance during preservice preparation. We analyze 31 measures of principal practices developed by New Leaders and integrate into their year-long, preservice Aspiring Principals program. We link these measures to administrative data in nine districts to understand how they predict student and principal outcomes after candidate placement. We find associations with gains in student achievement on standardized tests, gains in student attendance, and higher rates of principal retention. We compare our results with studies of measures from licensure exams and evaluation systems.

Eaton, C. (2022). **Bankers in the Ivory Tower: The Troubling Rise of Financiers in US Higher Education.** Consulté à l'adresse
<https://press.uchicago.edu/ucp/books/book/chicago/B/bo125285299.html>

Exposes the intimate relationship between big finance and higher education inequality in America. Elite colleges have long played a crucial role in maintaining social and class status in America while public universities have offered a major stepping-stone to new economic opportunities. However, as Charlie Eaton reveals in *Bankers in the Ivory Tower*, finance has played a central role in the widening inequality in recent decades, both in American higher education and in American society at large. With federal and state funding falling short, the US higher education system has become increasingly dependent on financial markets and the financiers that mediate them. Beginning in the 1980s, the government, colleges, students, and their families took on multiple new roles as financial investors, borrowers, and brokers. The turn to finance, however, has yielded wildly unequal results. At the top, ties to Wall Street help the most elite private schools achieve the greatest endowment growth through hedge fund investments and the support of wealthy donors. At the bottom, takeovers by private equity transform for-profit colleges into predatory organizations that leave disadvantaged students with massive loan debt and few educational benefits. And in the middle, public universities are squeezed between incentives to increase tuition and pressures to maintain access and

affordability. Eaton chronicles these transformations, making clear for the first time just how tight the links are between powerful financiers and America's unequal system of higher education.

Éblé, V., & Rambaud, D. (2022). *L'enseignement supérieur du spectacle vivant* (N° 501 (2021-2022)). Consulté à l'adresse Sénat website: <http://www.senat.fr/notice-rapport/2021/r21-501-notice.html>

Rapport d'information fait au nom de la commission des finances

Ehrhardt, D., & Archambault, C. (2022). **“The Gods Must Be Crazy”**: Students' Attitudes and Dispositions as Enablers and Blockers to Internationalization. *Journal of Studies in International Education*, 26(1), 80-96. <https://doi.org/10.1177/1028315320964282>

This article argues that students' attitudes and dispositions can be important enablers or blockers to effective internationalization of the curriculum in higher education. Using a case study of teaching African studies at a Dutch Liberal Arts and Sciences college, this article shows that students have mixed explicit attitudes toward the subject matter, but more consistent implicit dispositions that influence their understanding. Specifically, our students show strong dispositions toward agency, rationality, separation, and similarity, which clarifies some aspects of the course content but obscures others. As such, they function as both enablers and blockers to intercultural learning. Since dispositions are common among university students and relevant to a wide array of intercultural learning contexts, this study offers important insights for designing and implementing effective internationalization—in particular, the need to tailor our efforts to the specific constellation of attitudes and dispositions, the course content, and the skills of both teachers and students.

Els, R. (RC), Meyer, H. (HW), & Ellis, S. (S). (2022). **A measurement scale developed to investigate the effect of leaders' perceptions regarding attitudes towards and commitment to quality management of training**. *International Journal of Training and Development*, 26(1), 120-144. <https://doi.org/10.1111/ijtd.12243>

It is broadly acknowledged that, for quality management to be effective, it needs to be viewed and implemented as a dynamic and active process by people in an organisation, specifically its leaders. This study aimed to determine the level of leaders' commitment with regard to their perceptions and attitudes concerning quality management of training in corps training units within the South African Army. The Leader Perception and Attitude Scale was developed for this purpose. A cross-sectional survey was conducted with a sample of 229 leaders at six of the eight South African Army's corps training units. Correlation coefficients were determined, and structural equation modelling was performed. The results indicated that leaders' attitudes had a statistically significant influence on their commitment ($p < 0.001$), whereas perceptions had no statistically significant influence ($p = 0.488$). The results contrast with previous studies, which have mostly indicated that perceptions influence employee commitment. By targeting leaders' attitudes, therefore, the South African Army may be able to design and implement appropriate strategies to improve leaders' commitment and thereby enhance training effectiveness. The potential usefulness of a scale that measures the level of commitment of leaders and is able to indicate the level of effect that perceptions and attitudes can have, may be of interest to other military settings and organisations that conduct in-house training.

Entigar, K. E. (2021). **To choose not to be included: Critical perspectives on practices of inclusion with adult immigrant students.** *International Review of Education*, 67(6), 833-849. <https://doi.org/10.1007/s11159-021-09933-7>

Liberal education in the United States begins with the premise of inclusion, a response to histories of exclusion of members of marginalised communities. Inclusive practice is developed to validate diverse students by acknowledging and incorporating these students' cultures, languages and histories into regular classroom practice. However, in spite of the best intentions of educators who espouse inclusion as an unequivocal "best practice", inclusive practices in education may inadvertently cause offence and even harm to adult immigrant students. A multi-phase study conducted in New York City with adult immigrant student participants in July 2018 revealed insights and possibilities for alternative thinking in adult education and lifelong learning more broadly. Several findings emerged from the study: (1) participants argued that adult immigrant learners' decisions about how to participate in inclusive activities should be respected; (2) participants experienced offence at being stereotyped in "inclusive" class discussions; and (3) participants found requests to represent their home countries in class invasive or even (re)traumatising. This article explores these findings in depth and generates a new framework for thinking about inclusion in adult education by employing politically engaged concepts of unknowing, politicised trust and collective determination. It explores how education with adult immigrants may take place, in order that these individuals themselves might collaborate in defining how they are included and belong in fulfilment of the highest potential of lifelong learning, not as passive, essentialised "diverse" people, but as agentive contributors in a democratic, liberatory education for all.

European Commission. (2021a). **Embedding eTwinning in national educational policies from practice to policy. Monitoring report 2021.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3497> [Report]. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/b8af9e2a-6144-11ec-9c6c-01aa75ed71a1>

For the last 17 years, eTwinning has grown from a grassroots initiative into an active schools' community which has involved, since its launch, more than 937,000 teachers working in more than 217,000 schools across 43 countries. Funded by the European Commission under the Erasmus+ programme, eTwinning provides a safe digital platform, where teachers are engaged in various activities: from the design and implementation of European collaborative projects to networking, from participation in virtual groups to professional development and peer-learning. eTwinning, through its platform available in 30 languages, provides a range of resources and learning opportunities for teachers. Indicatively, topics of these resources include the benefits of engaging with eTwinning, 21st-century skills, use of ICT in education, project kits for inspiration and guidance. Registered teachers have access to eTwinning Live, a restricted area of the platform with more advanced features and possibilities of the eTwinning community. Alongside this, teachers may participate in professional development activities that are offered at national level and focus on fostering their pedagogical, collaborative and digital competences. At European level, eTwinning is coordinated, on behalf of the European Commission, by the Central Support Services managed by European Schoolnet, a consortium of 32 Ministries of Education. At national level, the National Support Organisations (NSO) promote eTwinning by offering a range of communication and

learning activities and provide guidance and support to end-users. Résumé analytique (pdf, 28 p.) en anglais. (pdf, 88 pages)

European Commission. (2021b). **Enabling open science and societal engagement in research.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3500> [Report]. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/2a327ee6-5192-11ec-91ac-01aa75ed71a1>

This report presents insights and recommendations from a workshop held on 1 July 2021 attended by beneficiaries of the Science with and for Society (SwafS) Responsible Research and Innovation institutional change portfolio of projects funded under Horizon 2020 and the initial group of European University Alliances under the European Universities Initiative that received funding under the SwafS programme. Participants discussed how open science and societal engagement could be enabled to become the norm in research performing organisations across the European Research Area, with a particular focus on universities. (pdf, 23 p.)

European Commission (Transnational). (2022). **Interim report of the Commission expert group on quality investment in education and training.** In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3496> [Report]. Consulté à l'adresse <https://op.europa.eu/fr/publication-detail/-/publication/1e9927db-78da-11ec-9136-01aa75ed71a1>

Education and training are the foundation for personal development and well-being, and their benefits go well beyond the individual, affecting the whole society. Investing in high quality education and training for all is a key priority for the European Union. Educational systems, however, are currently facing a particularly challenging situation. The COVID-19 pandemic has led to school closures and learning disruptions that exacerbates educational inequalities. At the same time, education and training systems have to prepare for the challenges of the 21st century and transform themselves to enable children, youth and adults to actively participate in modern economies and societies. For all these reasons, promoting quality investment in education and training is a key political priority for the EU and the Member States. In a situation where more EU resources than ever are mobilised for education and training through Next Generation EU and the new Multi-annual Financial Framework to support the recovery after the COVID-19 crisis, it becomes fundamental to ensure that every single euro is spent properly. All member States have included education and skills measures in their National Recovery and Resilience Plans. All levels and sectors of education are covered and investments, notably in digital learning and infrastructure, as well as green and modern physical infrastructure but also in teachers' training, skills development, account for around 12% of total planned spending. Investing in high quality education and training necessitates the identification of effective and efficient investments. An expert group on quality investment in education and training has been created at the EU level to help the Commission and the Member States identify those education and training policies that have the potential to boost education outcomes, promote inclusion and equity, ensure pupils' well-being and improve the efficiency of spending. This report is meant to present the work carried out by this group between May and December 2021, and discuss its main findings and policy conclusions with Member States' representatives and key stakeholders. One of the reasons why education and training systems are

characterised as complex systems is that while policy evaluations can show that a particular programme has been successful in improving outcomes in some contexts, the results are often not transferable when applied in a different context. Therefore, it is extremely difficult to distinguish what defines a quality investment in education and training in general. Nevertheless, this interim report tries to draw some preliminary conclusions based on robust evidence on the effectiveness and efficiency of different education and training policies. The analysis has been organised around four focus areas, and notably: i) teachers and trainers; ii) digital learning; iii) management, infrastructure and learning environments; and iv) equity and inclusion. Moreover, part of the work has been dedicated to two important aspects of policy evaluation that may help design innovative and effective education policies: impact evaluation analysis and cost benefit analysis. (pdf, 143 pages)

Ewing, E. L., & Green, T. L. (2022). **Beyond the Headlines: Trends and Future Directions in the School Closure Literature.** *Educational Researcher*, 51(1), 58-65. <https://doi.org/10.3102/0013189X211050944>

With the looming impacts of COVID-19 on district budgets, the growth of school choice options, and population shifts across urban, suburban, and rural contexts, an increasing number of districts have closed schools and more districts are expected to follow this trend. Rich scholarship has examined school closures; however, this field of research is limited in scope and methodological approach, and overwhelmingly focuses on the mass urban school closures of the mid-2010s. This offers a timely opportunity to consider new directions in the field. In this article, we identify trends in the scholarship on school closures by examining the empirical research in this area over nearly two decades. We conclude by offering a research agenda for future scholarship on school closures.

Ezzani, M. D., & Brooks, M. C. (2022). **Introduction: critical spirituality and religion in educational leadership.** *International Journal of Qualitative Studies in Education*, 35(3), 245-246. <https://doi.org/10.1080/09518398.2022.2025499>

This special issue is dedicated to Dr. Michael E. Dantley in recognition of his pioneering scholarship on critical spirituality in the field of educational leadership. Dr. Dantley published *Faith-Based Leadership: Ancient Rhythms or New Management in QSE* in January 2005. One could say that this special issue comes full circle, as each article is rooted in Dr. Dantley's vision of spirituality facilitating a visioning process based on critique, possibility, and hope. Dantley's positioning of critical spirituality at the center of radical school reform remains the mainstay of the field. He challenges us to "grapple with the realities of an esoteric or spiritual existence" and "to take as a priori the existence of the spiritual dimension of humankind and not to flippantly eschew its reality and influence." The papers in this special issue would not be possible without Dantley's groundbreaking scholarship.

Ghasemy, M., Akbarzadeh, M., & Gaskin, J. E. (2022). **Being satisfied and serving communities as outcomes of servant leadership in the academic context: policies based on a multi-level structural equation model.** *Asia Pacific Education Review*, 23(1), 69-86. <https://doi.org/10.1007/s12564-021-09702-z>

There is a great emphasis on the importance of serving communities and the need to study servant leadership in recent higher education literature. Yet, academics' community citizenship behavior has not been examined through applied research. To address these issues, our study aims at investigating the effects of two dimensions of

servant leadership (behaving ethically and helping subordinates grow and succeed) on job satisfaction and community citizenship behavior. The context of our multi-level study is the Malaysian higher education. To estimate our theoretical model, we employed the EQS 6.4 statistical package and analyzed the data collected from 1876 lecturers from 120 departments using a multi-level structural equation modeling (MSEM) methodology. Our results revealed two completely different model structures at both lecturer and department levels. More specifically, while both the predictors were useful for explaining the outcome variables at the lecturer level, we observed that only behaving ethically was a significant predictor of community citizenship behavior at the department level. We discuss the findings in detail and elaborate on the implications of the findings with respect to policy and practice, theory, and methodology. We also address limitations and make recommendations for future research.

Gottfried, M., Kirksey, J. J., & Fletcher, T. L. (2022). **Do High School Students With a Same-Race Teacher Attend Class More Often?** *Educational Evaluation and Policy Analysis*, 44(1), 149-169. <https://doi.org/10.3102/01623737211032241>

Teachers of color increase school success for students of color. Yet, little attention has been paid to whether school attendance behaviors also increase from same race and ethnicity matches. To address this, our study used administrative data provided by a California high school district for the school years 2014 to 2018. We explored student absenteeism at the date and class period levels. Using this rich, longitudinal data set, we employed grade, school, class period, student, and date fixed effects models to examine the association between student–teacher matches and student absenteeism. Student–teacher race and ethnicity matches were associated with fewer unexcused absences for Latinx students. The results also indicate that associations were strongest for Latinx students in 11th and 12th grades—the age group in K–12 that has the most individual agency when it comes to getting to school. Furthermore, we found no evidence of declines in excused absences, which reflect health.

Gourdon, J. (2022, février 15). **L'impuissance des politiques d'ouverture sociale dans les grandes écoles.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/02/15/dans-les-grandes-ecoles-l-impuissance-des-politiques-d-ouverture-sociale_6113724_4401467.html

Tutorat, stages d'été, admissions passerelles... Les dispositifs consacrés à la diversité n'ont jamais été aussi nombreux dans les grandes écoles. Pourtant, leur composition sociale est toujours aussi peu représentative de la société.

Graveleau, S. (2022, février 17). **Les étudiants atteints de troubles « dys » de plus en plus nombreux dans l'enseignement supérieur.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/02/17/les-etudiants-atteints-de-troubles-dys-de-plus-en-plus-nombreux-dans-l-enseignement-superieur_6114031_4401467.html

Dysorthographe, dyslexie, dysgraphie, dyscalculie... Les jeunes souffrant de troubles « dys », davantage diagnostiqués et accompagnés depuis la loi de 2005, sont de plus en plus nombreux à l'université et dans les grandes écoles, et questionnent les pratiques des enseignants.

Grosz, M., Kurlaender, M., & Stevens, A. (2022). **Capacity and Flexibility in Community College CTE Programs: Program Offerings and Student Success.** *Research in Higher Education*, 63(1), 140-188. <https://doi.org/10.1007/s11162-021-09645-9>

This article asks whether small changes to community college courses and programs can help improve student outcomes. We use administrative data from the California Community College system, including millions of student records and detailed course-level information for most career-technical education programs in the state. We construct a summary measure of each program's flexibility, incorporating many components of the availability and scheduling of its courses. We show considerable variation in this flexibility measure across programs and over time. An increase in a program's flexibility is associated with increases in enrollment and completions, but not with changes in its completion rate.

Group, G. of 20 E. W., & Group of 20. Education Working Group. (2021). **Report on blended education and educational poverty.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000380190>

Ce rapport met en lumière les obstacles rencontrés par les pays du G20 pour mettre en œuvre l'apprentissage mixte et lutter contre la pauvreté des apprentissages. S'appuyant sur des enquêtes et l'expertise de l'UNESCO, il présente des pratiques prometteuses pour l'enseignement mixte et l'accélération des progrès vers la réalisation de l'objectif de développement durable 4. Durant la pandémie, un large éventail de technologies a été utilisé pour assurer l'éducation à distance : près de 80 % des pays ont fourni des appareils ainsi qu'un accès à Internet. Cependant, le rapport appelle les gouvernements du G20 à faire davantage en s'attaquant aux causes profondes de la pauvreté des apprentissages et plaide pour une collaboration renforcée entre les différents niveaux des pouvoirs publics.

Grunert, C., & Ludwig, K. (2022). **Academic Reform in Fractured Disciplines – On the Interaction of Bologna, New-Public-Management and the Dynamics of Disciplinary Development.** *Minerva*, 60(1), 57-80. <https://doi.org/10.1007/s11024-021-09452-7>

At the intersection of science studies and higher education research, this contribution looks at the way in which the requirements of universities as organizations release development dynamics in academic disciplines and it analyses the interaction between discipline and organization. We will analyse German educational science, bearing in mind it is an example of disciplines that are fractured and consequently have little consensus in terms of fundamental theories and basic concepts. Firstly, we take on a quantitative approach and analyse the changes in degree courses at the structural level and the symbolic boundaries or conceptual distinctions following the transition to the Bachelor and Master system. Secondly, we take a close look at the negotiating processes and practices, as well as at the disciplinary orientations that determine these boundary shifts, using a qualitative approach that focuses on the actors. In group discussions with representatives of the German educational science at different universities it stood out that actors involved in course design are compelled to find an equilibrium between the demands of the discipline and those of the organization, and do so in very different ways. Finally, we discuss the extent to which close interaction between higher education reforms and academic disciplines can be figured out, particularly for disciplines seen as fractured and which do not have consensual common disciplinary standards.

Gurantz, O., & Odle, T. K. (2022). **The Impact of Merit Aid on College Choice and Degree Attainment: Reexamining Florida's Bright Futures Program.** *Educational Evaluation and Policy Analysis*, 44(1), 79-104. <https://doi.org/10.3102/01623737211030489>

We replicate and extend prior work on Florida's Bright Futures merit aid scholarship to consider its effect on college enrollment and degree completion. We estimate causal impacts using a regression discontinuity design to exploit SAT thresholds that strongly determine eligibility. We find no positive impacts on attendance or attainment, and instrumental variable results generally reject estimates as small as 1 to 2 percentage points. Across subgroups, we find that eligibility slightly reduces 6-year associate degree attainment for lower socioeconomic status students and may induce small enrollment shifts among Hispanic and White students toward 4-year colleges. Our findings of these minimal-at-best impacts contrast those of prior works, attributable in part to methodological improvements and more robust data, and further underscore the importance of study replication.

Han, D., & Hur, H. (2022). **Managing Turnover of STEM Teacher Workforce**. *Education and Urban Society*, 54(2), 205-222. <https://doi.org/10.1177/00131245211053562>

We are facing a lack of skilled and certified STEM (science, technology, engineering, and math) teachers confined to schools with specific characteristics, such as working conditions and neighborhoods. It is essential to understand teachers' decision-making processes that affect teacher turnover rates to enable schools to retain and motivate STEM. This study hypothesizes that lower job satisfaction concerning location and opportunities for advancement and independence is positively associated with voluntary leave from a school to another school or job switched from the K-12 teaching profession to other industries. We utilized a logit analysis for internal mobility if teachers remained in K-12 teaching but switch schools and external mobility if employed in non-education sectors using the National Survey of College Graduates data. The results varied by teacher experiences and mobility type. For novice STEM teachers, more opportunities for career advancements are needed to prevent external attrition. Internal mobility can be addressed via the overall improvement of the urban education environment and teacher compensation. Administrative support for experienced teachers' career advancement should be considered. Government policies on STEM education need differentiated support considering teachers' work experiences and working conditions.

Harrington, L., & Walsh, N. (2022). **District support of alternative permit teachers for increasing efficacy and retention**. *Management in Education*, 36(2), 72-81. <https://doi.org/10.1177/0892020620942508>

With a rise of alternative permit (AltPermit) teachers coming to education, many have little to no preparation or self-efficacy for the demands needed to support all learners. Low teacher efficacy is associated with high rates of attrition. As a result, districts throughout the United States struggle to retain the teachers they recruit and hire for these hard-to-fill positions. Using a mixed-methods approach, teacher efficacy and retention of AltPermit P-12 new hires is examined in one of the largest districts in California. The district provided year-long supports to impact teacher efficacy and retention. Although survey results did not show a statistically significant impact on teacher efficacy, document analysis indicated positive retention trends and recruitment of more ethnically diverse teachers as compared to the district's overall teacher population. Interviews illustrated positive perceptions of district supports as a means to increase teacher efficacy and job retention, particularly for special education teachers.

Heard, M., & Padis, M. O. (2021). **L'école de l'attention**. In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=recherche&id=3512> [Report]. Consulté à l'adresse Terra nova (France) website: <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=recherche&id=3512>

Jamais le débat sur l'école n'a semblé plus difficile, ni plus nécessaire, qu'au sortir d'une crise sanitaire qui a mis à l'épreuve notre système d'enseignement. Celui-ci a fait preuve de réactivité dans l'urgence mais il a aussi révélé le besoin d'accompagnement des élèves. Les attentes vis-à-vis de l'école sont plus fortes encore qu'avant l'épreuve du Covid. Ce n'est pourtant pas faute de soumettre notre système scolaire à la réforme. Le rythme des textes ministériels est en effet particulièrement élevé. Mais arrive-t-on à identifier et traiter les bons sujets ? Nous disposons pourtant d'outils permettant de mieux repérer nos difficultés et les meilleures méthodes pour améliorer les pratiques scolaires à partir d'études et d'évaluations fondées sur des preuves.

Hefnawi, A. (2022). **Teacher leadership in the context of distance learning**. *Management in Education*, 36(2), 94-96. <https://doi.org/10.1177/0892020620959732>

Houston, D. M., Henderson, M., Peterson, P. E., & West, M. R. (2022). **Status, Growth, and Perceptions of School Quality**. *Educational Evaluation and Policy Analysis*, 44(1), 105-126. <https://doi.org/10.3102/01623737211030505>

States and districts are increasingly incorporating measures of achievement growth into their school accountability systems, but there is little research on how these changes affect the public's perceptions of school quality. We conduct a nationally representative online survey experiment to identify the effects of providing participants with information about their local public schools' average achievement status and/or average achievement growth. Prior to receiving any information, participants already possess a modest understanding of how their local schools perform in terms of status, but they are largely unaware of how these schools perform in terms of growth. Participants who live in higher status districts tend to grade their local schools more favorably. The provision of status information does not fundamentally change this relationship. The provision of growth information, however, alters Americans' views about local educational performance. Once informed, participants' evaluations of their local schools better reflect the variation in district growth.

Hu, X., & Hu, S. (2022). **Do Colleges Perform the Same Following Developmental Education Reform? The Case of Florida's Senate Bill 1720**. *Research in Higher Education*, 63(1), 92-118. <https://doi.org/10.1007/s11162-021-09641-z>

Developmental education (DE) reform took place among the 28 Florida College System (FCS) institutions in 2014. In this study, we examine how cohort-based passing rates in college-level English and math courses changed at different colleges for pre- and post-policy period and explore what institutional characteristics were related with various institutional trajectories of cohort-based course passing rates in the post-policy period. Employing longitudinal data analysis, we found that colleges performed similarly regarding cohort-based passing rates in both college-level English and combined math courses before DE reform and had a similar elevation in the cohort-based English course passing rates when DE reform took place in 2014. However, colleges experienced different change patterns in the years following DE reform. Specifically, colleges located in rural areas and with more White students experienced relatively lower college-level English passing rates in the post-policy period than their counterparts. Different colleges

had slight differences in the trajectory of college-level math passing rates by cohort after SB 1720 in 2014, but institutional characteristics in this study did not adequately capture inter-institutional differences.

Huang, Y. (2022). **Family Size and Children's Education: Evidence from the One-Child Policy in China.** *Population Research and Policy Review*, 41(1), 317-342. <https://doi.org/10.1007/s11113-021-09638-7>

Evidence on a causal link between family size and children's education is still inconclusive. Recent empirical studies have focused heavily on China, exploiting for identification the country's One-Child Policy (OCP) as an exogenous source of variation in the number of offspring. This literature, however, suffers from measurement error in the key policy variable (individual OCP coverage) and the use of inadequate measures of child quality outcomes (educational attainment). Using a novel and more accurate taxonomy of provincial OCP regulations and studying exclusively post-compulsory schooling outcomes of children that are subject to parental discretion, we find evidence for a sizeable child quantity–quality trade-off in China. Various robustness checks corroborate this conclusion.

Ignatovich, E. (2021). **Civil society, social change, and a new popular education in Russia.** *International Review of Education*, 67(6), 917-919. <https://doi.org/10.1007/s11159-021-09925-7>

Iribarnegaray, I. (2022, février 22). **Dans le labyrinthe de l'accès aux études de santé.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/02/22/dans-le-labyrinthe-de-l-acces-aux-etudes-de-sante_6114709_4401467.html

Depuis la réforme de 2020, deux voies s'offrent aux bacheliers qui se destinent aux disciplines médicales : PASS et L.AS. Mais, selon les facultés, les modes d'organisation diffèrent. Difficile de faire un choix éclairé.

Ismailos, L., Gallagher, T., Bennett, S., & Li, X. (2022). **Pre-service and in-service teachers' attitudes and self-efficacy beliefs with regards to inclusive education.** *International Journal of Inclusive Education*, 26(2), 175-191. <https://doi.org/10.1080/13603116.2019.1642402>

Pre-service teachers (n = 1572) from five faculties of education in Ontario, Canada were surveyed at the beginning of their programme about their attitudes and self-efficacy beliefs regarding inclusive practices. These responses were compared to responses from Ontario in-service teachers (n = 739) prior to their district-wide shift from a model of segregation to inclusive classrooms. Results demonstrate that elementary and female pre-service teachers held the most clearly defined inclusive growth mindset and indicated a greater level of confidence in communicating with and supporting families of students with disabilities as compared to secondary and male pre-service teachers. Male pre-service teachers had higher self-efficacy than females for managing behaviour in the classroom. Pre-service teachers, as compared to in-service teachers, favoured a student-centered classroom that promotes student choice and differentiated instruction and they indicated greater confidence in their ability to engage students with accommodations. Pre-service teachers held distinct attitudes toward the role of the students in their own learning and their responsibility to teach to all. It is important to note that both sets of participants were at the beginning of their inclusive practice, therefore,

the role of lived professional (or lack thereof) experience may be impacting their attitudes and self-efficacy beliefs about inclusion.

Jarraud, F. (2022a, février 2). **Classes de niveau : Pourquoi ça dure ?** Consulté 9 février 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/02022022Article637793803616579150.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514495

Pratique très répandue dans les lycées et fréquente au collège, la constitution de classes de niveau fait l'objet de débats récurrents. Anna Mazenod, dans un article de la Revue française de pédagogie (n°212), rend compte d'une étude anglaise qui éclaire sur les effets des classes de niveau. « La constitution de classes de niveau, qu'elle soit réalisée par des moyens directs ou indirects, a des effets potentiellement négatifs sur les résultats académiques et la confiance en soi des élèves, en fonction de leur placement dans les différents groupes de niveau ». Il reste alors à se demander pourquoi cette mauvaise pratique se maintient.

Jarraud, F. (2022b, février 3). **Bac professionnel : La Fondation Jean Jaurès demande de nouvelles filières.** Consulté 9 février 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/03022022Article637794669342252252.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514512

« Il est nécessaire d'endiguer les phénomènes de décrochage créés par cette orientation trop souvent subie, décrochage d'abord scolaire, mais qui ne tarde généralement pas à devenir social et civique. Cependant, bon nombre de solutions s'offrent aux responsables publiques pour faire du lycée professionnel une chance », écrivent Dylan Ayissi, MéliSSandre Mallée, Alexandre Munoz-Cazieux, dans une étude publiée par la Fondation Jean Jaurès. Pour eux la revalorisation du bac professionnel passe par l'ouverture de nouvelles filières. « La principale proposition que nous portons au sein du collectif s'appuie sur l'idée que chaque élève, quel que soit son parcours scolaire ou de vie, doit, au lycée, s'épanouir dans sa filière. C'est pourquoi nous proposons la création de nouvelles filières. Nous souhaitons que puissent être créés des bac pro sur les métiers des médias, de la communication, du sport, des solidarités, du jeu vidéo, de la mercatique, de la musicologie, du juridique ou encore du web. En plus de résoudre en partie la problématique de l'orientation par défaut, ces filières nouvelles contribueraient à un autre enjeu du lycée professionnel qu'est la mixité sociale. Il est simple d'imaginer qu'en ouvrant de nouveaux cursus, et donc en faisant entrer d'autres blocs de métiers dans le giron de l'enseignement professionnel, tels que ceux de la presse, de l'audiovisuel ou du jeu vidéo comme nous le proposons, des lycéens de tous les horizons sociaux ne verront plus en cet enseignement une relégation sociale ». Ils demandent aussi une amélioration de l'enseignement général accompagnée d'une hausse des horaires. Sur ce point, l'étude rejoint une des préconisations du Cnesco, qui avait consacré un important colloque à la réforme de l'enseignement professionnel. La première recommandation par contre est déjà appliquée. L'enseignement professionnel est divers. Le bac pro compte des centaines de spécialités. Et certaines sont déjà des niches recherchées, ce qui n'a pas amélioré la mixité sociale de l'ensemble des lycées professionnels.

Jarraud, F. (2022c, février 4). **Préprofessionnalisation : comment concilier la formation avec la classe ?** Consulté 22 février 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/04022022Article637795540229291576.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514530

Le dispositif AED en préprofessionnalisation a été ouvert en 2019, rappelle le Bulletin CFEM n°50. Le ministère voulait donner à des étudiants se destinant au métier d'enseignant une expérience et un soutien financier. Mais, comme le remarque le bulletin de la Commission française pour l'enseignement des mathématiques cela ne marche pas. « Les difficultés que nous redoutions se concrétisent, car il est très difficile de concilier la formation prévue à l'université avec l'exercice de la responsabilité en établissement. Les emplois du temps ne peuvent être aménagés autant qu'il le faudrait sans les priver d'une partie nécessaire de la formation », note Louise Nyssen. "Ils peuvent se retrouver en difficulté s'ils sont placés en pleine responsabilité d'une classe, et certains démissionnent. Pour elle, « les AED ne doivent pas être considérés par les académies comme des moyens d'enseignement supplémentaires mais comme des futurs enseignants encore en formation, qu'il faut protéger pour la bonne réussite de leurs études et accompagner dans leurs parcours d'intégration professionnelle, comme on doit le faire pour tout étudiant en alternance... Cette façon de procéder menace directement le dispositif car il décourage toutes les parties concernées : les étudiants, les établissements où ils exercent comme AED, et ceux où ils suivent leur formation. Il révèle la confusion des objectifs : les AED en préprofessionnalisation ne sont pas des moyens d'enseignement mais des étudiants qui doivent, pour devenir enseignants, réussir leurs études. ». Il faudrait donc un cadrage national limitant le nombre d'heures en responsabilité de classe à deux ou trois par semaine. Mais visiblement les académies ont intégré ces heures dans les DHG.

Jarraud, F. (2022d, février 4). **Terra Nova veut réformer les pratiques de classe.** Consulté 22 février 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/04022022Article637795540191946923.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514530

Les réformes introduites depuis plusieurs années dans l'enseignement ont été principalement des réformes de structure avec aussi des éléments relatifs aux pratiques pédagogiques, comme les évaluations nationales ou l'inclusion scolaire. Un nouveau rapport du thinktank Terra Nova vise à agir sur les pratiques du quotidien de la classe. « La thèse défendue ici est qu'à côté des réformes portant sur le système scolaire, son organisation, ses personnels, ses programmes ou sa régulation, il est aujourd'hui possible de concevoir des leviers empiriques davantage centrés sur les pratiques du quotidien », écrit Terra Nova. Il s'agit d'impulser les « compétences du 21^{ème} siècle » dans les classes. Citations de JM Blanquer à l'appui, il s'agit pour Terra Nova de renforcer le contrôle sur ce qui se passe dans la classe pour que les élèves s'y sentent mieux et aient confiance en eux. « Cela implique d'ouvrir le capot du travail dans la classe, des efforts qui y sont fournis, du soutien qui est proposé, de l'estime de soi qui s'y forge, comme étant des objets que l'on peut connaître, décrire à partir de variables empiriques, et modifier avec des outils pragmatiques et des pratiques évaluées... Dans le prochain quinquennat, il faut dépasser les initiatives éparpillées et mener un projet systématique, pour viser un changement collectif des mentalités et des pratiques ». Le nouveau management public a déjà fait des dégâts chez les enseignants qui se

mesurent pas les démission, la difficulté à recruter et le mal être enseignant. Une étude récente de P Broccolichi et S Garcia, évoquée dans le Café pédagogique, montre que ce nouveau management public a eu des effets négatifs sur les conceptions du métier et, par exemple, sur le tri des élèves. La logique voudrait qu'on remette en question ce genre de management. Terra Nova, si proche du pouvoir, annonce son renforcement dans le prochain quinquennat.

Jarraud, F. (2022e, février 9). **Ces enfants qui ne vont pas à l'école**. Consulté 1 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/09022022Article637799857801744920.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514608

Dans une nouvelle Note du conseil scientifique de la FCPE, Dominique Glasman revient, après son article de 2018 dans la Revue française de pédagogie) sur les enfants non scolarisés. Le choix de la formule des « enfants qui ne vont pas à l'école » ne doit rien au hasard. D Glasman montre que les familles ne font pas forcément le choix de ne pas envoyer leur enfant à l'école et que toutes ne pratiquent pas non plus l'instruction en famille. Alors que l'Etat a mis ces enfants sous surveillance au nom de la lutte contre le séparatisme, D Glasman montre la grande variété des situations et des motivations, ce qui est confirmé par les quelques études dont on dispose. Voilà une note toute en finesse...

Jarraud, F. (2022f, février 10). **Redoublement : Comprendre le sens de la décision**. Consulté 2 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/10022022Article637800719461488719.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514626

Plutôt que condamner d'office, comprendre. C'est ce à quoi invite un nouveau Cahier du Girsef (n°128), signé par Hugues Draelants et Caroline De Pascale. En Belgique presque la moitié des élèves a redoublé au moins une fois en fin de collège. Le redoublement reste massif et est au coeur d'un débat entre partisans et adversaires. L'intérêt de cette étude c'est de regarder de près la construction du redoublement et de prendre en compte les pratiques des enseignants et des directions. Pour les auteurs c'est à cette condition que l'on peut faire évoluer des pratiques

Jarraud, F. (2022g, mars 1). **L'éducation prioritaire des origines à Elimas**. Consulté 2 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/01032022Article637817140444666745.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514957

Jean-Yves Rochex offre une belle synthèse à Profession banlieue sur les 40 années de l'éducation prioritaire en mettant l'accent sur les « questions cruciales » restées en suspens. « On sait en fait peu de choses sur ce qui se passe réellement en classe, sur la façon dont les enseignants et le personnel éducatif font face aux situations qu'ils rencontrent en éducation prioritaire, sur la manière dont cette politique est pilotée et accompagnée sur les « terrains », écrit-il. Il rappelle les fréquents malentendus entre l'Ecole et les élèves et leur famille, notamment du fait de la « pédagogie invisible ». Il évoque la refondation de 2014 qui « aurait pu mieux faire » et s'attache à démonter l'approche de JM Blanquer avec une approche « très individualisante » et l'oubli des

questionnements de la sociologie critique. Avec l'expérimentation Elimas « la référence à la diversité des territoires comme celle à la diversité des élèves conduisent à minorer ou à contourner la question sociale en matière éducative, et ainsi à dissoudre l'objectif de démocratisation du système éducatif dans celui de sa modernisation et de sa diversification, tendances qui épousent les logiques néolibérales à l'oeuvre dans d'autres secteurs de la société. »

Jogezai, N. A., Ismail, S. A. M. M., & Baloch, F. A. (2022). **Head teachers' change facilitation styles and teachers' concerns about ICT integration.** *Management in Education*, 36(2), 82-93. <https://doi.org/10.1177/0892020620932365>

The study aimed to identify the influence of head teachers' change facilitator styles (CFS) on teachers' concerns about ICT integration. The three CFS (responder, manager and initiator) were studied in relation to its influence on teachers' seven stages of concern (unconcerned, informational, personal, management, consequence, collaboration and refocusing) about ICT integration. Both styles and concerns are embodied in the concerns-based adoption model, which guided the theoretical framework of the study. This quantitative study used CFS and stages of concerns questionnaire to collect data from 276 secondary school teachers. Initially, teachers' concerns were explored, followed by head teachers' CFS and their influence on teachers' concerns about ICT integration. The results showed that secondary school teachers' concerns, regarding ICT integration, were at the initial stages as reflected by their high mean scores on personal and informational stages. Findings inform about the responder as a dominant CFS used by secondary school head teachers. The data suggest differences in terms of the influence of head teachers' three CFS on teachers' concerns about ICT integration.

Jouan, S. (2022, février 23). **Primaire : près d'un élève sur deux est scolarisé dans une classe « multi-âge ».** Consulté 1 mars 2022, à l'adresse The Conversation website: <http://theconversation.com/primaire-pres-dun-eleve-sur-deux-est-scolarise-dans-une-classe-multi-age-111659>

Les classes uniques, emblèmes des petites écoles rurales, sont en voie de disparition. Mais leur modèle, celui de la classe « multi-âge » a en fait de beaux jours devant lui. Explications.

Kaptan, O. (2022). **Weapons of mass instruction: a schoolteacher's journey through the dark world of compulsory schooling.** *Educational Research for Policy and Practice*, 21(1), 143-146. <https://doi.org/10.1007/s10671-021-09294-w>

This study is a book review of John Taylor Gatto's work titled « Weapons of Mass Instruction: A Schoolteacher's Journey through the Dark World of Compulsory Schooling ». The purpose of this study is to evaluate strengths and weaknesses of the book, while providing an insight about how the book was organized and what the main theme is. Although the book was published in 2010, its translations to other languages were carried out later; as an illustration, it was published in Turkey in 2018. Hence, this book review may also provide a new perspective which would make a longitudinal comparison possible. The strongest aspect of the book reviewed can be nominated as its success in establishing a concrete view of the current education system in the USA from a chronological perspective, which reproduces a gigantic social stratum of consumerist, self-alienated and harmless voters. The foremost weakness of the book is the author's proposition of a new approach entitled by the author as open-source learning, which relies on an irrational sampling and could pave the way for child labor, where child

abuse is a major problem. All in all, the language used in the book makes it possible for every individual from and out of educational spheres to evaluate education system from a critical perspective.

Kergoat, P., & Maillard, D. (2022). **Garçons et filles en apprentissage**. Consulté à l'adresse <https://www.cereq.fr/garcons-et-filles-en-apprentissage>

Si l'apprenti est sans doute la plus ancienne figure du jeune travailleur et de la jeune travailleuse, l'histoire sociale de ce groupe reste encore en construction. L'importance des enjeux économiques et politiques de l'apprentissage a eu tendance à favoriser des analyses centrées sur les dimensions institutionnelles et leurs évolutions, laissant dans l'ombre les réalités sociales des publics concernés.

Kim, S., & Zhang, C. (2022). **Factors influencing Korean students' choice of study abroad destination short-term and long-term by destination country**. *Asia Pacific Education Review*, 23(1), 197-208. <https://doi.org/10.1007/s12564-021-09705-w>

International student mobility has been growing and reshaping the landscape of tertiary institutions. South Korea has one of the largest number of students going abroad for their studies worldwide, but their mobility trends have diversified recently with increasing regionalization and horizontal mobility. This study explores the factors behind Korean students' desire for study abroad by country and across short- and long-term mobility. We draw on a survey of 488 Korean university students to explore push factors associated with negative perceptions of Korean society, which have rarely been studied up to date, but are important factors shaping Korean students' migration decisions. Our findings suggest that despite differing educational focuses, factors motivating short- and long-term mobility are closely linked. While preferences for English-speaking countries as both short-term and long-term destinations are driven by importance attached to English skills and degrees and dislike of domestic education, short-term mobility has a broader scope of countries including horizontal migration to countries like China. Perceptions of gender inequality were associated with not wanting to go to Japan for short-term and/or long-term study abroad. Overall, this study is the first to articulate the quantitative association between push factors and destination countries, pointing to potential problems with the migration decision of students as they are in pursuit of better lifestyles and academic climate.

Kitzmilller, E. M., & Drake Rodriguez, A. (2022). **Addressing Our Nation's Toxic School Infrastructure in the Wake of COVID-19**. *Educational Researcher*, 51(1), 88-92. <https://doi.org/10.3102/0013189X211062846>

The commentary argues that we need to address the wide variance in school building quality under and after COVID-19. Evidence suggests that historical underinvestment in school facility capital and maintenance has created unhealthy school buildings across the nation. Federal funding and research is necessary to ensure that schools are healthy places for educators, families, and youth even after the pandemic ends.

Kobakhidze, M. N. (2021). **Cambodia for sale: Everyday privatization in education and beyond**. *International Review of Education*, 67(6), 915-916. <https://doi.org/10.1007/s11159-021-09923-9>

Kovačević, M., & Dagen, T. (2022). **A kaleidoscope of internationalisation in European higher education.** *European Journal of Education*, 57(1), 7-20.
<https://doi.org/10.1111/ejed.12492>

Krieg, J. M., Goldhaber, D., & Theobald, R. (2022). **Disconnected Development? The Importance of Specific Human Capital in the Transition From Student Teaching to the Classroom.** *Educational Evaluation and Policy Analysis*, 44(1), 29-49.
<https://doi.org/10.3102/01623737211025306>

We use a novel database of student teaching placements in Washington State to investigate teachers' transitions from student teaching classrooms to first job classrooms and the implications for student achievement. We find first-year teachers are more effective when they teach in the same or an adjacent grade, in the same school type, or in a classroom with student demographics similar to their student teaching classroom. We document that only 27% of first-year teachers are teaching the same grade they student taught, and that first-year teachers tend to begin their careers in higher poverty classrooms than their student teaching placements. This suggests that better aligning student teacher placements with first-year teacher hiring could be a policy lever for improving early-career teacher effectiveness.

Kushnir, I. (2022). **Referentiality mechanisms in EU education policymaking: The case of the European Education Area.** *European Journal of Education*, 57(1), 128-141.
<https://doi.org/10.1111/ejed.12485>

In 2017, the European Union (EU) initiated the development of the European Education Area (EEA). The referentiality approach frames an original and timely inquiry into how EU policymakers explain the reasons for the development of the EEA. This inquiry relies on thematic analysis of relevant key policy materials, produced by the European Commission and the Council of the EU. The findings highlight a range of internal and external referentiality mechanisms that EU policymakers use to justify the development of the EEA. Internal references are related mainly to education traditions in the EU as a strong foundation for the EEA and the source of its ideas; the beliefs that the EEA can help overcome the interlocking crises the EU has faced in its recent past in the area of education as well as more generally; as well as the organisation of the EEA as part of the functioning of the EU, with both mutually shaping each other. External references are used to build on this and boost the competitiveness of EU's education sector and the EU as a region in the world. These findings address important gaps in our knowledge about EU policymakers' reasons for the development of the EEA. They enrich the limited literature about the EEA, make a theoretical contribution by extending the application of the referentiality approach and call policy actors at all levels of the EEA to facilitate a shared understanding of the reasons for the development of the EEA to ensure that their work serves EEA's purpose.

LaSota, R. R., Polanin, J. R., Perna, L. W., Austin, M. J., Steingut, R. R., & Rodgers, M. A. (2022). **The Effects of Losing Postsecondary Student Grant Aid: Results From a Systematic Review.** *Educational Researcher*, 51(2), 160-168.
<https://doi.org/10.3102/0013189X211056868>

With the goal of informing federal and state policy makers in a time of budget constraints, we used a systematic review methodology to identify and summarize findings from studies that examined the effects of losing grant aid due to policy changes and students' failure to meet renewal requirements. Studies reviewed in this policy brief show negative effects on student outcomes when grant aid is reduced or eliminated. While results vary,

this general conclusion applies when grant aid is reduced or eliminated from programs that differ in scope (federal and state), eligibility requirements (merit and need), and award amounts. This brief illuminates the importance of maintaining grant aid funding for college student enrollment, persistence, achievement, and completion. Especially in context of other pandemic-related stressors, reducing need-based grant aid will likely exacerbate declines in college enrollment, progression through college, and degree completion for vulnerable students.

Lekka-Kowalik, A. (2022). **Academia in the Grip of the Wolf and Its Utopia**. *Minerva*, 60(1), 139-158. <https://doi.org/10.1007/s11024-021-09449-2>

In 2015, Willem Halffman and Hans Radder published in *Minerva* a paper, in which they diagnosed that our universities are colonized by "The Wolf of management." Using the example of the reforms afflicting the Polish academic world, I show that this colonization has intensified, and apart from the processes described in the aforementioned paper, it brought consequences that have changed academic culture: research is subjected to publication policy, many academic activities are treated as a hobby, researchers must be in a stand-by mode to react quickly to new regulations, and responsibility for the institutional prestige is collective. I argue that the attempts to reduce research results into numbers and algorithms stem from a quest for objectivity and a mistrust of academics' (and the Wolf's) ability to pass fair judgments. The Wolf tries to realize a utopian dream: the building of a structure that by necessity secures the productivity of research, which in turn brings the prestige of institutions, ultimately measured by rankings. Yet, prestige is not an epistemic but rather a political value, and when academics are forced to aim at prestige, vital academic values are endangered. Any efficient resistance to the Wolf requires grassroots work on the part of academics. By reconsidering the nature of research and education as well as their role in society, academics might be able to develop viable alternatives to the "productivist university." This requires cooperation with broader society. As such, the alternative of either remaining in the ivory tower or submitting to the Wolf is a false dilemma.

Lelièvre, C. (2022, février 8). **Quelle place pour les maths en France ?** Consulté 9 février 2022, à l'adresse The Conversation website: <http://theconversation.com/quelle-place-pour-les-maths-en-france-175718>

Alors que le recul des maths au lycée fait débat, l'histoire de l'enseignement nous rappelle que cette discipline n'a pas toujours été la discipline reine de l'orientation scolaire post-bac.

Liu, J., & Gao, Y. (2022). **The role of education in regional repositioning: experiences of Hainan**. *Asia Pacific Education Review*, 23(1), 87-99. <https://doi.org/10.1007/s12564-021-09717-6>

The intersection between education and regional development has long been a key discourse in educational research. This study used Hainan, the second largest island in China, as a case to explore the role of education in regional repositioning, taking both the economic and cultural domains into account through the lens of history and space. Policymakers from three selected administrative areas of Hainan were interviewed. The findings suggest that regional economic structure and cultural traditions in both the past and the present together shape the provision of education in Hainan, local people's participation in education, and their education aspirations for their offspring. The people on the island view education choice through a lens of accumulated and contemporary,

intergenerational economic, and cultural experiences. This study also confirms the mutual interaction of education and regional economy and culture. Education serves the region via manpower fostering and cultural mobilization. Many policies and initiatives developed to improve regional education are strategic and realistic, but local inhabitants' voices deserve to be heard and respected for better acceptance and effectiveness of policies. For education to fully play its mediating role in regional repositioning, it is necessary to locate any policies and initiatives within an analysis and full understanding of the region's complexities and specificities.

Lombard, F. (2022). **L'espérance de scolarisation à 2 ans en France a augmenté d'un an et demi depuis 1985**. *Note d'information*, (22.05). Consulté à l'adresse <https://www.education.gouv.fr/l-esperance-de-scolarisation-2-ans-en-france-augmente-d-un-et-demi-depuis-1985-327176>

Entre 1985 et 2019, l'espérance de scolarisation à 2 ans a augmenté d'environ un an et demi.

Mamari, C. (2022). **Baisse des effectifs étudiants en classes préparatoires aux grandes écoles en 2021-2022**. *Note Flash du SIES*, (4). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2022-02/nf-sies-2022-04-16502.pdf>

Les classes préparatoires aux grandes écoles (CPGE) accueillent 83 400 étudiants à la rentrée 2021, un effectif en baisse par rapport à 2020 (-1,8 %), plus prononcée en 1^e année (-2,5 %).

Mamari, C. (s. d.). **Inscriptions en baisse en sections de technicien supérieur en 2021-2022**. Consulté 4 mars 2022, à l'adresse [enseignementsup-recherche.gouv.fr website: https://www.enseignementsup-recherche.gouv.fr/fr/inscriptions-en-baisse-en-sections-de-technicien-superieur-en-2021-2022-83573](https://www.enseignementsup-recherche.gouv.fr/fr/inscriptions-en-baisse-en-sections-de-technicien-superieur-en-2021-2022-83573)

Les sections de technicien supérieur (STS) accueillent 252 000 étudiants sous statut scolaire à la rentrée 2021, effectif en baisse de 5,7 % par rapport à la rentrée précédente.

Mantil, A. (2022). **Crossing District Lines: The Impact of Urban–Suburban Desegregation Programs on Educational Attainments**. *Educational Evaluation and Policy Analysis*, 44(1), 127-148. <https://doi.org/10.3102/01623737211030504>

Interdistrict desegregation programs, which provide opportunities for urban children of color to attend suburban schools, are a potential means of addressing persistent racial inequalities in educational opportunities and outcomes. These voluntary programs offer a test of whether nonresident students can leverage the resources and social capital available at high-performing suburban schools to improve their educational outcomes. In the first impact study of Boston's long-running program, I find large differences in the adjusted high-school graduation and college enrollment rates of applicants referred to a suburban district, compared with observably similar applicants who were not referred. The college effect is due to enrollment in 4-year institutions and does not vary by gender. Estimates are robust to adjustments for remaining omitted variables bias.

Mazandarani, O., & Troudi, S. (2022). **Measures and features of teacher effectiveness evaluation: perspectives from Iranian EFL lecturers**. *Educational Research for Policy and Practice*, 21(1), 19-42. <https://doi.org/10.1007/s10671-021-09290-0>

Reporting on the results of a sequential mixed-methods study conducted in the Iranian higher education context, this paper addressed measures and features of teacher effectiveness evaluation from EFL lecturers' perspectives. In so doing, two groups of lecturers were recruited to participate in quantitative (n = 43) and qualitative (n = 14) phases of the research. The findings obtained from a researcher-developed questionnaire and semi-structured interviews were threefold. First, five independent evaluation measures (SETs/students' ratings, student learning outcomes, peer evaluation, self-evaluation, and observation) were introduced. Second, features of a successful teacher evaluation system were discussed. Third, evidence for a differentiated teacher appraisal model was presented. The model discussed called for L2-specific features in L2 teacher effectiveness evaluation. The findings were imbued with several implications for the main stakeholders, e.g. administrators and teachers.

McNaughton, S., & Li, J. (2022). **Well-being in schools: Chinese and New Zealand approaches.** *Educational Research for Policy and Practice*, 21(1), 125-141. <https://doi.org/10.1007/s10671-021-09296-8>

Educational authorities across countries are concerned to promote the well-being of their children. We discuss the approach that two systems, China and New Zealand, have adopted to support the development of well-being. The Chinese system has roots in the Confucian education tradition, Westernization Movement, and Soviet education lessons. It is characterised by a specialist role, the Banzhuren. The contemporary New Zealand system includes the explicit identification of values and competencies for well-being in curricula and system data about development during the school years. Both systems for promoting have weaknesses and strengths and we argue can learn from each other.

Measuring pupils inclusion in school groups. (2022). In <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3511> [Report]. Consulté à l'adresse <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3511>

This new research paper by the Education Policy Institute (EPI), calls for multi-academy trusts and other school groups to be judged on a wider range of measures relating to pupil inclusion to allow for more informative comparisons. School groups – such as academy trusts, federations, dioceses and local authorities – are a central fixture of England's school system today. Previous research has measured the effectiveness of these groups, but this has mainly focused on pupil progress and attainment. The EPI paper, which is sponsored by the National Education Union (NEU), argues that solely focusing on these measures has serious limitations and can lead to exclusionary practices, such as not admitting vulnerable children, excluding them or “off-rolling” them before they sit their GCSEs. As part of a wider project which aims to highlight effective school groups, the research paper proposes that school groups should be judged on positive examples of pupil inclusion, alongside progress and attainment. The inclusion measures proposed – based on school choice, attendance and exclusions and pupil achievement – would serve as a means for school groups to benchmark their progress against others and identify improvements. Introduction School groups in England Measuring pupil inclusion in school groups School choice and admissions What we know from existing research, data and methodological considerations Our proposed metrics Option 1: Odds ratios Option 2: Logistic regression Attendance and exclusions What we know from existing evidence Absence and formal exclusion Unexplained exits In-year admissions Our proposed metrics Persistent absence

Repeated fixed period exclusion Permanent exclusion Unexplained exits In-year admissions Pupil achievement What we know from existing evidence Our proposed metrics Closing attainment gaps Pupil attainment Sustained destinations following 16-18 study Methodological considerations – all metrics Contending with small numbers Within-group variation Contextualisation Accounting for differing pupil intakes between school groups Placing results in context of the national distribution Presenting our results: Radar plots Consultation: How to give feedback Consultation questions References

Ménard, B. (2022). **Parcours et réussite en master à l'université : les résultats de la session 2020**. Note Flash du SIES, (7). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2022-02/nf-sies-2022-07-16667.pdf>

Les classes préparatoires aux grandes écoles (CPGE) accueillent 83 400 étudiants à la rentrée 2021, un effectif en baisse par rapport à 2020 (-1,8 %), plus prononcée en 1^e année (-2,5 %).

Mezzanotte, C. (2022). **The social and economic rationale of inclusive education: An overview of the outcomes in education for diverse groups of students**. <https://doi.org/10.1787/bff7a85d-en>

Since UNESCO's Salamanca Declaration in 1994, inclusive education has progressively attracted attention in international debates around education policy. While some evidence exists on the positive impact that inclusive education reforms can have on the academic and personal outcomes of diverse students – and in particular of students with special education needs – limited information is available on the economic sustainability of such reforms. Starting from the literature on the correlations between education and individuals' life outcomes, this paper reviews the existing evidence on the potential benefits and costs of inclusive education reforms. Specifically, the paper discusses the evidence on the shortcomings of current education settings for diverse groups of students – with specific sections on students with special education needs; immigrant and refugee students; ethnic groups, national minorities and Indigenous peoples; gifted students; female and male students; and LGBTQI+ (which stands for 'lesbian, gay, bisexual, transgender, queer and intersex') students. It highlights the individual and societal costs deriving from the low academic, social and emotional outcomes of these students and the socio-economic costs these yield for societies. Where possible, the paper also presents evidence on the effects of inclusive education reforms on diverse student groups.

MIGNOT-GERARD, S., MUSSELIN, C., & WALTZING, A. (2022). **Face au COVID-19: les établissements d'enseignement supérieur et de recherche face à la crise sanitaire**.

Consulté à l'adresse https://www.sciencespo.fr/cso/sites/sciencespo.fr.cso/files/Rapport%20Face%20au%20Covid-19_0.pdf

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 dans la régulation de la crise. Le second volet consiste en une enquête approfondie dans cinq établissements dont ce rapport rend plus spécifiquement compte. La question du pilotage scientifique et de la continuité pédagogique pendant la période concernée. Les autrices soulignent que la faible

interdépendance des universités constitue simultanément une force et une faiblesse face à la crise liée au COVID-19.

Monarrez, T., Kisida, B., & Chingos, M. (2022). **The Effect of Charter Schools on School Segregation**. *American Economic Journal: Economic Policy*, 14(1), 301-340. <https://doi.org/10.1257/pol.20190682>

We examine the impact of the expansion of charter schools on racial segregation in public schools, defined using multiple measures of racial sorting and isolation. Our research design utilizes between-grade differences in charter expansion within school systems and an instrumental variables approach leveraging charter school openings. Charter schools modestly increase school segregation for Black, Hispanic, Asian, and White students. On average, charters have caused a 6 percent decrease in the relative likelihood of Black and Hispanic students being exposed to schoolmates of other racial or ethnic groups. For metropolitan areas, our analysis reveals countervailing forces, as charters reduce segregation between districts.

Morgan, D. L., LePeau, L. A., & Commodore, F. (2022). **Observable Evidence and Partnership Possibilities for Governing Board Involvement in Diversity, Equity, and Inclusion: A Content Analysis**. *Research in Higher Education*, 63(2), 189-221. <https://doi.org/10.1007/s11162-021-09651-x>

Researchers conducted a qualitative content analysis to investigate the observable involvement of 22 Governing Boards with Diversity, Equity, and Inclusion (DEI) efforts at colleges and universities. Using a merged theoretical framework of Rall et al.'s (Journal of Education Human Resources 38:139–164, 2020) Culturally Sustaining Governance and LePeau's (The Review of Higher Education 39:97–122, 2015) Cycle of Making Continuous Commitments to Diversity and Inclusion, the findings revealed that Boards act in similar ways to an electrical socket between internal and external stakeholders associated with DEI efforts. Boards receive information from stakeholders at points in time and episodically 'plug in' to DEI efforts such as endorsing policies or diversity plans. The study highlights the nature and potential of governance partnerships to advance DEI work. Implications encourage Boards to enhance their capacity to partner and support organizational change.

Nicolaides, A., Eschenbacher, S., Buergelt, P. T., Gilpin-Jackson, Y., Welch, M., & Misawa, M. (2022). **The Palgrave Handbook of Learning for Transformation**. Consulté à l'adresse <https://link.springer.com/book/10.1007/978-3-030-84694-7>

Nouhou, A. M., Kalmé, B. F., & Goza, N. A. (2020). **L'adoption des réseaux sociaux en formation à distance des étudiants : le cas de la continuité pédagogique universitaire au Niger durant la pandémie de la COVID-19**. In B. COULIBALY (Éd.), *Colloque international "Pédagogie universitaire numérique: quelles perspectives à l'ère des usages multiformes des réseaux sociaux pour apprendre?"* (PUN 2020) (p. 7-20). Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03553738>

OCDE: Organisation de coopération et de développement économiques. (2021a). **Micro-credential innovations in higher education: who, what and why?** Consulté à l'adresse https://www.oecd-ilibrary.org/education/micro-credential-innovations-in-higher-education_f14ef041-en;jsessionid=Mk1rleDzONxd9B9vtobUCowg.ip-10-240-5-90

Les micro-certifications suscitent un intérêt croissant de la part des apprenants, des prestataires d'éducation et des gouvernements en tant que moyen d'amélioration des compétences et de reconversion, de progression académique et de développement personnel. Ce document offre de nouvelles preuves sur l'offre actuelle de micro-certifications dans les pays de l'OCDE et rend compte de ce que l'on sait des coûts et des avantages des programmes d'apprentissage courts proposés par les établissements d'enseignement supérieur.

OCDE: Organisation de coopération et de développement économiques. (2021b). **Quality and value of micro-credentials in higher education: preparing for the future.** Consulté à l'adresse https://www.oecd-ilibrary.org/education/quality-and-value-of-micro-credentials-in-higher-education_9c4ad26d-en

Le nombre et la diversité des offres de micro-certifications ont considérablement augmenté ces dernières années, accélérés par la pandémie de COVID-19. Ce document examine comment les établissements d'enseignement supérieur envisagent l'avenir des micro-certifications et présente les développements politiques actuels entrepris pour soutenir leur intégration dans les systèmes d'enseignement supérieur. Il se termine par une réflexion sur les promesses et les défis que présentent les micro-certifications aux décideurs politiques soutenant leur développement.

OCDE: Organisation de coopération et de développement économiques. (2022a). **Expanding and steering capacity in Finnish higher education: thematic policy brief.** Consulté à l'adresse https://www.oecd-ilibrary.org/education/expanding-and-steering-capacity-in-finnish-higher-education_61ad64b9-en

Cette note d'orientation est la deuxième d'une série de notes du projet de l'OCDE sur le financement de l'enseignement supérieur. Pour répondre aux besoins de compétences de son économie, le gouvernement finlandais a fixé des objectifs politiques en matière de niveau d'instruction et d'apprenants internationaux. Les décideurs politiques ont également engagé une évaluation de l'enseignement supérieur, en examinant si la répartition des responsabilités entre ses établissements est efficacement coordonnée et adaptée aux besoins d'innovation. Cette note évalue les progrès des différentes initiatives visant à accroître les capacités du système d'enseignement supérieur et fait le point sur le paysage institutionnel finlandais dans une perspective comparative.

OCDE: Organisation de coopération et de développement économiques. (2022b). **Trends shaping education 2022.** Consulté à l'adresse <https://www.oecd-ilibrary.org/sites/6ae8771a-en/index.html?itemId=/content/publication/6ae8771a-en>

Cette édition 2022 des «Grandes mutations qui transforment l'éducation» examine les grandes tendances qui façonnent l'avenir de l'éducation, depuis la petite enfance jusqu'à l'apprentissage tout au long de la vie. Dans chacun de ses chapitres, elle analyse d'abord les conséquences de la pandémie de COVID-19, puis les différentes tendances (économiques, politiques, sociales, technologiques) et leurs implications pour l'éducation. Le rapport couvre un riche éventail de sujets liés à la croissance économique, à la vie professionnelle et privée, à la connaissance et au pouvoir, à l'identité et à l'appartenance, et aux processus sociétaux et environnementaux sous-tendant le bien-être humain,

Odle, T. K. (2022). **Free to Spend? Institutional Autonomy and Expenditures on Executive Compensation, Faculty Salaries, and Research Activities.** *Research in Higher Education*, 63(1), 1-32. <https://doi.org/10.1007/s11162-021-09642-y>

System governing boards fulfill roles as both regulators and protectors for their multiple constituent campuses. While centralized control provides many benefits to institutional members, such advantages are also be accompanied by limitations upon campuses to pursue expanded missions, fully compete, and spend according to individual rather than collective priorities. In this study, I leverage a natural experiment where one state “freed” six public universities by removing the oversight of a centralized board. Given a novel opportunity to assess how institutions respond to a new intra-state market characterized by deregulation and increased competition for students, faculty, and other scarce resources, I first focus on changes in three institutional expenditure areas closely tied to entrepreneurship, competition, and prestige-seeking: executive compensation, faculty salaries, and spending on research activities. After constructing a novel dataset with administrative records on compensation and public data on expenditures, I employ complementary difference-in-differences and synthetic control approaches which yield robust evidence suggesting that newly independent universities increased the salary of their president/chancellor by approximately 6.2% (or \$19,000), increased the average full professor salary by 2.2% (nearly \$2,000), and increased research expenditures by an average of 12% (or \$2 million). These findings not only advance the nascent literature on how state governance structures influence institutional behaviors but also provide useful evidence for policymakers considering the intended (and potentially unintended) consequences of similar governance reorganizations.

OECD. (2021). **Petite enfance, grands défis VI: Soutenir des interactions constructives dans l'éducation et l'accueil des jeunes enfants.** Consulté à l'adresse https://www.oecd-ilibrary.org/education/petite-enfance-grands-defis-vi_71b52184-fr

L'apprentissage, le développement et le bien-être des enfants sont directement influencés par leurs interactions quotidiennes avec les autres enfants, les adultes, leur famille et l'environnement. Ce processus interactif est connu sous le nom de «...

OLSEN, B. (2022). **Mise a l'échelle des innovations en matiere d'éducation pour un impact dans les pays a revenus faible et moyen pendant la COVID: réflexions sur les thèmes principaux.** Consulté à l'adresse https://www.brookings.edu/wp-content/uploads/2021/12/ROSIE_French-011922.pdf

Le terme « mise à l'échelle » représente une gamme d'approches - de la réplification délibérée à la diffusion organique en passant par l'intégration dans les systèmes nationaux – qui étendent et approfondissent l'impact menant à des améliorations durables dans la vie des gens. Ce dossier présente les idées de différentes équipes dans de nombreux pays à revenu faible ou intermédiaire afin d'apprendre et de partager conjointement les meilleures pratiques liées à la mise à l'échelle dans l'éducation. Pour être efficace, la mise à l'échelle ne consiste pas seulement à concevoir et à mettre en œuvre des innovations prometteuses, mais aussi à les intégrer de manière réfléchie et multiforme afin qu'elles se développent, s'approfondissent et aient un impact durable.

Ong, L.-T. (2022). **Surviving a re-entry: second-career academics in business schools in Malaysia.** *Educational Research for Policy and Practice*, 21(1), 109-124. <https://doi.org/10.1007/s10671-021-09295-9>

Recently, the re-entry of business executives into academia as second-career academics has become increasingly common. However, very few studies have been carried out to investigate how these second-career academics survive in their new working environment. The current study set out to explore the survival of second-career academics upon their re-entry into academia. A total of 31 s-career academics were recruited from business schools in eight universities in Malaysia. Data were collected via semistructured interviews and focus group discussions. The narratives were supplemented by artefacts collected from the participants. Thematic analysis of the narratives was carried out using the hermeneutical approach. One of the main themes that emerged from the study was the sense of self-efficacy experienced by the participants as a result of their previous industry experience. This perceived self-efficacy empowers these second-career academics in carrying out academic tasks such as teaching, academic research, and industry outreach. Such insights are important for university management to create policies and implement practices that facilitate the transition process and ensure the sustainability of these second-career academics. The finding also highlighted the pivoting role of self-efficacy in surviving a career transition.

Opoku, M. P., Nketsia, W., Agyei-Okyerere, E., Oginni, O. S., & Torgbenu, E. L. (2022). **Inclusive education in West Africa: predictors of parental attitudes, knowledge and perceived social norms influencing inclusive practices in Ghana and Nigeria.** *International Journal of Inclusive Education*, 26(2), 124-142. <https://doi.org/10.1080/13603116.2019.1642397>

The call to practise inclusive education in African countries has coincided with efforts to promote deeper cooperation in the education sector. Ghana and Nigeria have adopted a common curriculum to facilitate the development of people in the West African sub-region. In both countries, while much is known about the challenges faced by teachers and schools in the implementation of inclusive education, little is known about parents' attitudes, knowledge and perceived social norms regarding inclusive education. In this study, we adapted Ajzen's theory of planned behaviour to examine parents' attitudes, knowledge and perceived social norms in influencing inclusive practices. One-thousand-and-seventy-five parents were recruited from Ghana (n = 411) and Nigeria (n = 664). They completed the Parents' Attitudes Towards Inclusive Education scale, which consists of three subscales: attitudes, perceived social norms, and knowledge. Although there was a moderate relationship between the subscales, the participants were positive on attitudes and perceived social norms, but they reported a lack of knowledge about inclusive education. The participants seemed to accept the need for implementation of inclusive education, and they acknowledged the efforts of implementers in practising inclusive education. However, they indicated limited knowledge about implementation of inclusive education. The need for policymakers to prioritise public education is also discussed.

Parcoursup, C. éthique et scientifique de. (2021). **Parcoursup à la croisée des chemins : 3e rapport annuel au Parlement du Comité éthique et scientifique de Parcoursup.** Consulté à l'adresse <https://www.aefinfo.fr/assets/medias/documents/5/0/503770.pdf>
Partenariat mondial pour l'éducation, ISU : Institut de statistique de l'UNESCO, & ACER : Australian Council for Educational Research. (2022). **COVID-19 in Sub-Saharan Africa: monitoring impacts on learning outcomes: main report.** Montréal: ISU : Institut de statistique de l'Unesco.

Les objectifs ambitieux de l'Agenda 2030 pour le développement durable en matière d'éducation sont menacés par les fermetures d'écoles à l'échelle nationale et locale dans le monde entier. Le projet MILO (Monitoring impacts on learning outcomes) a été mis en œuvre pour fournir aux pays un moyen de mesurer les progrès d'apprentissage par rapport à l'ODD 4.1.1b avant, pendant et après la pandémie de COVID-19. Le rapport présente les résultats en lecture et en mathématiques dans six pays d'Afrique (Burkina Faso, Burundi, Côte d'Ivoire, Kenya, Sénégal et Zambie) afin de déterminer l'impact de la COVID-19 sur l'apprentissage et d'évaluer l'efficacité des mécanismes d'apprentissage à distance utilisés pendant les fermetures d'écoles. Il s'agit également de développer des outils d'évaluation en tant que bien public.

Pelletier, P., & Mesny, A. (2021). **Pandémie de Covid-19 et institutionnalisation de l'enseignement à distance dans les universités québécoises.** *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (36). <https://doi.org/10.4000/dms.6815>

Dans cet article, nous posons la question des impacts de la pandémie de Covid-19 sur l'institutionnalisation de l'enseignement à distance dans les universités québécoises. Nous comparons les logiques institutionnelles qui légitimaient l'enseignement à distance avant la pandémie avec les arguments qui sont avancés depuis le début de la pandémie et le recours « forcé » à ce mode d'enseignement. Nous basons notre analyse, d'une part, sur les publications gouvernementales et parapubliques avant la pandémie et, d'autre part, sur les articles de la presse québécoise publiés de mars 2020 à juin 2021. Cette analyse nous conduit à suggérer qu'une nouvelle logique institutionnelle est possiblement en émergence au sujet de l'enseignement à distance dans les universités traditionnelles, basée notamment sur la flexibilité, le choix et l'hybridité.

Peugny, C. (2022, février 8). **Professionnalisation des universités : une question mal posée.** Consulté 9 février 2022, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/camille-peugny/professionnalisation-universites-une-question-mal-posee/00102187>

« L'université doit d'abord préparer nos jeunes à exercer leur futur métier. [...] En somme, elle doit devenir plus efficacement professionnalisante ».

Plateau, J.-F. (2021). **La continuité pédagogique durant la pandémie : constats, problématique, préconisations.** *Colloque international francophone du GEFERS - XVIIIème journées itinérantes francophones d'éthique des soins de santé - Les premières leçons d'une pandémie. Quels regards éthiques sur l'attractivité aux formations en santé et sur l'apprentissage en stage ? - Les Sables d'Olonne (France) 11 et 12 octobre 2021.* Présenté à Les Sables d'Olonne, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03550266>

Plateau, J.-F., Jugé-Pini, I., Schairer, P., & Tielemans, B. (2021). **Les territoires de l'enseignement et de la formation professionnelle à l'épreuve de la " continuité pédagogique "**. *Actes du Colloque Inter-Congrès AREF Nancy 2021 " Politiques et territoires en éducation et formation : Enjeux, débats et perspectives "*. Présenté à Nancy, France. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03547865>

Nous basons notre étude exploratoire sur l'analyse de données collectées dans différents territoires auprès de différents apprenants français (du primaire à l'université, et de la formation professionnelle du domaine sanitaire et/ou social) et belges (secondaire inférieur et supérieur), d'enseignants et de formateurs, de début juin à début août 2020,

au sortir du confinement. Ces données se composent de 5022 réponses issues d'un questionnaire réalisé de façon collaborative par quatre chercheurs et administré en ligne. L'objectif majeur de cet article est de mesurer l'impact de cette situation inédite sur le ressenti physique et psychosocial de ces différents publics à l'aide de quelques indicateurs et d'autres variables concernant notamment leur appréciation des dispositifs mis en place et les difficultés rencontrées. Les résultats montrent un ensemble de difficultés liées aux conditions matérielles et organisationnelles perturbant l'accès à ces territoires pédagogiques virtuels, mais aussi à la défaillance de préparation pour faciliter ce passage d'un territoire à l'autre.

Pojani, D., Olvera-Garcia, J., Sipe, N., & Byrne, J. (2022). **Research Productivity of Australian Planning Academics: A Bibliometric Analysis**. *Journal of Planning Education and Research*, 42(1), 90-101. <https://doi.org/10.1177/0739456X18804330>

The development of global metrics for evaluating university research performance has been accompanied by increasing attention to key performance metrics for individual disciplines. This paper examines research performance metrics for Australian planning academics. It addresses questions related to programs, staff, publications, and citations. The main findings are the following: Wide gender gaps exist in Australian planning academia; the mean number of publications is 36 per person, or 3 per person per year; the mean number of citations is 527 per person, or 48 per person per year; and planning journal impact factors are low (less than 3).

Proboeuf, P. (2021). **Aux frontières de l'école: les choix parentaux en matière d'instruction "alternative"** (Phdthesis, Institut d'études politiques de paris - Sciences Po). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03538057>

Ces dernières années, deux modalités relevant de l'éducation scolaire privée, encore peu répandues jusqu'à présent en France, connaissent une certaine popularité : l'instruction à domicile (IEF) et l'école privée hors contrat « alternative » (EPHCA). Le nombre d'enfants scolarisés dans des écoles privées hors contrat (premier degré), dont font partie les écoles alternatives susmentionnées, a été multiplié par 3,22 entre 2010 et 2019 (DEPP, 2020), un chiffre qui reste cependant marginal rapporté à l'ensemble des enfants scolarisés en France (0,23% en 2010 contre 0,75% en 2019). Le nombre d'enfants instruits en famille est en augmentation de 111,11 % en 2018-2019 par rapport à l'année 2014-2015, selon les chiffres récents de l'étude d'impact conduite par le gouvernement dans le cadre du projet de loi visant à renforcer les principes de la République (Légifrance, 2020), même si ces chiffres restent imparfaits et pourraient être sous-estimés (Bongrand et Glasman, 2018). 61% des enfants concernés étaient âgés de 6-10 ans et 39% de 11-16 ans, toujours selon la même étude. Mais qu'est-ce qui conduit les parents à choisir une scolarité non conventionnelle pour leur(s) enfant(s) ? Quelles sont les conditions sociales pour s'engager dans un choix d'instruction « alternative » ? En partant des enfants actuellement scolarisés à domicile et/ou inscrits dans des écoles dites « alternatives », cette thèse s'intéresse aux parcours biographiques de leurs parents. Elle propose une approche qui réunit la sociologie de l'éducation et la sociologie de la famille afin de comprendre comment les normes qui régissent l'espace familial ont un impact sur les choix éducatifs et, en retour, comment ces choix ont un impact sur les parents.

Proença, M. J., Zimsek, M., Goltnik Urnaut, A., Sauli Miklavčič, A. L., & Hippe, R. (2021). **Country report for SELFIE WBL piloting: France**. In <http://veille-et-analyses.ens->

lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3498 [Report]. Consulté à l'adresse Joint Research Centre (Transnational) website: <http://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3498>

Qi, J. (2022). **China's international higher education policies 2010–2019: multiple logics and HEI responses**. *Higher Education*, 83(3), 695-710. <https://doi.org/10.1007/s10734-021-00695-7>

The 2010s witnessed unparalleled policymaking and development in international higher education in China. Whilst research has shed light on the broader historical spectrum of China's international higher education policies, few studies have focused exclusively on those of the 2010s. This study builds upon the theoretical perspectives of wenjian zhengzhi and institutional logics to offer a timely and comprehensive analysis of the dynamics between Chinese policies on international higher education, practices of higher education institutions, and macro-societal orders. It examines two research questions through in-depth analysis of policy documents and scholarly literature: what institutional logics underpin China's international higher education policies of the 2010s? How have Chinese higher education institutions negotiated multiple and sometimes competing institutional logics in response to these policies? Findings show the ways that the state, market, corporation, profession, and community logics are embedded in the international higher education policies of the 2010s. Two specific areas of HEI practices are discussed to illustrate how higher education institutions blend and negotiate the competing logics in a search for compatibility.

Ravez, C. (s. d.). **Le pilotage en éducation : un concept à définir** [Billet]. Consulté 9 février 2022, à l'adresse Éduveille website: <https://eduveille.hypotheses.org/16121>

Dans un récent numéro des Dossiers des sciences de l'éducation, portant sur le thème « politiques d'éducation : l'ère du pilotage ? », Xavier Pons, sociologue de l'action publique, membre du laboratoire Lirtes et professeur des universités (Université Paris-Est Créteil), revient sur une métaphore « massivement utilisée par des élites administratives et les gouvernants » (Pons, 2021, p. 15) : le pilotage.

Ray, A. S., & Sengupta, A. (2022). **Knowledge exchange under asymmetric information in emerging economies: impact of signals from Indian universities**. *Industrial and Corporate Change*, 31(1), 62-88. <https://doi.org/10.1093/icc/dtab036>

Emerging and developing countries are characterized by severe information asymmetries in knowledge markets, which when combined with other institutional weaknesses, lead to very low levels of interactions between universities and industry. Using data from a sample of Indian universities, we identify university-specific publicly available organizational characteristics which, acting as “signals,” may reduce the information asymmetry problem and catalyze knowledge exchange (KE) partnerships. We find that strength of passive signals such as university ownership structure and reputation, and active ones such as volume of patents filed, impacts a university's KE performance positively. The impact of each signal is very KE channel specific, and the magnitude of this impact is large. We also find that signal strength negatively moderates the direct linkage between research and KE, implying that signaling is more relevant for universities where there is greater separation of its research outputs and KE performance.

REISS, F., & PIRON, B. (2022). **Rapport d'information déposé en application de l'article 145-8 du règlement par la commission des affaires culturelles et de l'éducation sur le cadre**

juridique et statutaire de l'enseignement hybride ou à distance, dans l'enseignement scolaire et l'enseignement supérieur. Consulté à l'adresse https://www.assemblee-nationale.fr/dyn/15/rapports/cion-cedu/l15b4918_rapport-information.pdf

Le confinement du printemps 2020 ayant entraîné la fermeture des écoles et des universités, l'enseignement a été bouleversé et de nombreuses mesures ont été prises pour assurer la continuité pédagogique. La communauté enseignante a dû rapidement s'adapter et accélérer la transition numérique, afin de passer à un enseignement à distance, puis hybride. Ce rapport dresse d'abord un état des lieux du numérique éducatif avant la crise sanitaire, mais aussi du dispositif déployé depuis maintenant deux ans ; il étudie ensuite quels sont les droits et les obligations des enseignants dans le cadre de la continuité pédagogique ; il se termine sur des propositions pour une véritable stratégie du numérique éducatif en France.

Robinson, C. D., Chande, R., Burgess, S., & Rogers, T. (2022). **Parent Engagement Interventions Are Not Costless: Opportunity Cost and Crowd Out of Parental Investment.** *Educational Evaluation and Policy Analysis*, 44(1), 170-177. <https://doi.org/10.3102/01623737211030492>

Many educational interventions encourage parents to engage in their child's education as if parental time and attention is limitless. Sadly, though, it is not. Successfully encouraging certain parental investments may crowd out other productive behaviors. A randomized field experiment (N = 2,212) assessed the impact of an intervention in which parents of middle and high school students received multiple text messages per week encouraging them to ask their children specific questions tied to their science curriculum. The intervention increased parent-child at-home conversations about science but did not detectably impact science test scores. However, the intervention decreased parent engagement in other, potentially productive, parent behaviors. These findings illustrate that parent engagement interventions are not costless: There are opportunity costs to shifting parental effort.

Sato, M., & Saito, E. (2022). **How can we stop emerging educational inequality: An expert teacher's perspective on Japanese issues due to COVID-19.** *Management in Education*, 36(2), 97-100. <https://doi.org/10.1177/0892020620981949>

Saurwein, L., & Xu, F. H. (2020). **Erasmus students' experiences under the COVID-19 VUCA situation.** *Journal of International Mobility*, 8(1), 125-140. Consulté à l'adresse <https://www.cairn.info/revue-journal-of-international-mobility-2020-1-page-125.htm>

Scanlan, M. (2022). **Cultures of critical spirituality to advance the inclusion of immigrant students and families in Catholic schools.** *International Journal of Qualitative Studies in Education*, 35(3), 265-280. <https://doi.org/10.1080/09518398.2021.1982060>

Xenophobic, racist, and linguistically hegemonic discourses undermine the common good in our pluralistic communities. This article focuses on how these discourses adversely affect one subset of the population in the United States – those who are culturally and linguistically diverse – and how schools can disrupt this. Specifically, it explores how a culture of critical spirituality can spur systemic reform of schools to embrace cultural and linguistic diversity.

Schueler, B. E., & West, M. R. (2022). **Federalism, Race, and the Politics of Turnaround: U.S. Public Opinion on Improving Low-Performing Schools and Districts.** *Educational Researcher*, 51(2), 122-133. <https://doi.org/10.3102/0013189X211053317>

Public support for school improvement policies can increase the success and durability of those reforms. However, little is known about public views on turnaround. We capitalize on a nationally representative 2017 survey (N = 4,214) to uncover opinions regarding which level of government should lead on turnaround and state takeover of troubled districts. We find controversy surrounding state intervention into low-performing schools is not driven by a generalized allegiance to local control over education. We observe high levels of support for state-level leadership in identifying and fixing failing schools, and even for state takeover of struggling districts. Instead, opposition appears to arise from the loss of local political and economic power, often experienced by majority-Black communities, that typically accompanies state takeover.

Spicksley, K. (2022). **'A less unpalatable alternative': Executive leaders strategically redefining their work in primary MATs.** *Management in Education*, 36(2), 64-71. <https://doi.org/10.1177/0892020620959730>

Since the election of the Coalition government in 2010, an increasing number of primary schools in England have converted to academy status. This article explores how executive leaders working in primary academies construct academy freedoms and their attitudes towards their local authorities. Interviews with four executive leaders working in two contrasting Multi-Academy Trusts were analysed using critical discourse analysis. Findings show that in these primary academies, leaders chose to discursively distance themselves from other academy schools, and instead construct themselves as continuing the best traditions of local authority support. The findings indicate that the professional identities of academy leaders, as key policy actors, have an impact on how national policy is interpreted and enacted. The discourse of these academy leaders suggests that primary academisation has led to school leaders appropriating methods of strategic redefinition, to navigate the new post-2010 education landscape and construct new professional identities.

Theobald, R., Plasman, J., Gottfried, M., Gratz, T., Holden, K., & Goldhaber, D. (2022). **Sometimes Less, Sometimes More: Trends in Career and Technical Education Participation for Students With Disabilities.** *Educational Researcher*, 51(1), 40-50. <https://doi.org/10.3102/0013189X211006361>

We leverage nationally representative data and statewide data from Washington to investigate trends in occupational career and technical education (CTE) participation for students with and without disabilities. Consistent with prior work, we document declines in occupational CTE participation since the early 2000s, but we provide the first evidence that this decline can be explained by movement out of courses that are no longer considered CTE. Under the definitions operating at the time, though, we show that participation by students with disabilities in applied science, technology, engineering, mathematics, and medical/health (STEMM) CTE courses has increased over time, both nationally and in Washington. These trends are encouraging given prior evidence linking applied STEMM-CTE participation to better long-term outcomes for students with disabilities.

Timothy, S., & Agbenyega, J. S. (2022). **Insider perspectives on catalysing the development and use of individualised education plans.** *International Journal of Inclusive Education*, 26(2), 160-174. <https://doi.org/10.1080/13603116.2019.1642401>

Individual Education Plans (IEPs) are ever-present in inclusive education and frequently used in settings where students with disabilities are included. This phenomenological

qualitative study investigated the IEP development and implementation process in two independent schools in the South-Eastern metropolitan region of Victoria, Australia. Primary and secondary school leaders and teachers shared their professional experiences with respect to IEPs by emphasising that collaboration, parental involvement and strong leadership through effective communication supported the development and implementation of IEPs that meet individual student's learning needs. The authors suggest that research in Australia should continue to provide a distinct understanding of the voices of parents and students with special education needs and/or disabilities in the IEP process, as well as their preferences for culturally sensitive support within schools.

Van Schalkwyk, F. B., van Lill, M. H., Cloete, N., & Bailey, T. G. (2022). **Transformation impossible: policy, evidence and change in South African higher education.** *Higher Education*, 83(3), 613-630. <https://doi.org/10.1007/s10734-021-00687-7>

A quarter of a century after South Africa's transition to democracy, the rhetoric of 'transformation' remains firmly ingrained in its higher education policy and discourse. In many of the reviews, reports, proposals, and frameworks on the transformation of the South African university system, one thing stands out: an oversupply of rhetoric and a dearth of empirical data. This article is a direct response to how infrequently data has been used and seeks to reveal the actual quantum of change, albeit with a focus on an admittedly singular element on the transformation spectrum but one which nevertheless preoccupies South Africans: equity (or race). The evidence presented in the paper shows that the absence of a clear articulation of transformation, accompanied by a lack of indicators and targets to track progress over time, hinders the progression of the discourse to equally important dimensions of performance such as efficiency, success and productivity—all of which are critical in determining the university's role in national development. The paper goes on to show that based on the data available, the public university system in South Africa is transforming given the increases over time in the number of black students and staff. However, without a clearly articulated idea of what constitutes change, one cannot claim a transformed system, and the political narrative of no transformation is likely to prevail.

Wagnon, S. (2022). **Normes, Disciplines et Manuels Scolaires.** Consulté à l'adresse <https://www.peterlang.com/document/1170962>

Cet ouvrage analyse les liens entre les manuels scolaires, les savoirs enseignés, les normes disciplinaires et la forme scolaire. Il explore à la fois l'histoire et l'actualité des différentes disciplines scolaires par le prisme du manuel scolaire pour proposer des analyses renouvelées et pluridisciplinaires de cet outil majeur de l'acte éducatif.

Waligóra, A., & Górski, M. (2022). **Reform of higher education governance structures in Poland.** *European Journal of Education*, 57(1), 21-32. <https://doi.org/10.1111/ejed.12491>

The implementation of a new higher education policy started in Poland in 2020. The new policy seeks to internationalise and transform universities to increase their competitiveness. This article describes the historical context, issues and reasoning behind the reform as well as some of the challenges for the future development of higher education governance structures in Poland. Current efforts to implement the new policy at leading universities in Poland are described as examples of the changing higher education governance landscape in Poland. Despite an ideological shift and change of the political system in 1989 in Poland, higher education governance has been slow to change. Polish scientists have called for higher education reforms to address a host of

problems: a mismatch of the structure of the higher education system to social and economic challenges; universities suffer from limited financial autonomy; the quality of higher education is not sufficient; barriers for researchers to pursue excellence that have been identified need to be addressed. In 2016 the Polish government started a process of dialogue with the academic world in Poland, creating the foundations for the new, revolutionary bill of higher education, the Constitution for Science. The new policy of the Polish government bases, in theory, the transformation of universities on their internationalisation to make Polish science an equal partner for leading higher education centres in the world. The example of changes in Polish higher education serves a comparative reference for the development of higher education governance in Europe.

Wayikpo, K. M. M. (2021). **Appuis et obstacles à l'intégration des savoirs locaux et du patrimoine culturel immatériel dans le système éducatif au Togo et au Maroc.** (Theses, Université d'Aix-Marseille (AMU)). Consulté à l'adresse <https://hal.archives-ouvertes.fr/tel-03539655>

Wilkins, S., & He, L. (2022). **Student Mobility in Transnational Higher Education: Study Abroad at International Branch Campuses.** *Journal of Studies in International Education*, 26(1), 97-115. <https://doi.org/10.1177/1028315320964289>

The purpose of this research is to investigate the extent to which universities actively encourage students to participate in study abroad at an international branch campus (IBC) owned by the university. We suggest that the quality of information on study abroad provided by an institution in its website may be a good indicator of the institution's ambition (or not) to have students moving from the home university to a branch campus for study abroad. The selected institution websites were subjected to mixed-method data analysis, which included a content analysis procedure. It was found that some universities appear motivated to achieve IBC-based study abroad and demonstrate the required marketing communication competencies required, while other institutions possibly lack motivation and/or marketing competency. To effectively promote IBC-based study abroad, we advise universities to address the student decision-making process, as suggested by the hierarchy of effects model.

Wright, S. (2022). **Danish university governance reforms: Internationalisation and de-internationalisation.** *European Journal of Education*, 57(1), 96-108. <https://doi.org/10.1111/ejed.12487>

This article analyses the process of reforming the governance of Danish universities, from an anthropological perspective. Observers saw that the assemblage of steering concepts, tools and mechanisms in the 2003 Danish university law could be articulated in two contrary ways: one would make the university into a power force with ideas that exceeded the government's imagining of the future; the other turned the university into a tightly steered service provider, quick to respond to changes in political priorities. Initially, the government took the first approach in promoting the internationalisation of research and education. Its strategy provided a framework of opportunities that university leaders and academics used voluntarily to fulfil their own visions for their institution or discipline. In 2018, the government's priority suddenly shifted to de-internationalisation of Danish higher education. To achieve this, it rearticulated the same steering concepts, tools and mechanisms to impose cuts to English-medium courses through commando-style steering, and academics and students were disenfranchised. The internationalisation strategy first mobilised the capacities of the university as a power

force. When the government decided to de-internationalise, it turned the same steering assemblage into a chain of command that made the university respond quickly to a changed political priority.

Xu, D., & Ran, F. X. (2022). **The Disciplinary Differences in the Characteristics and Effects of Non-Tenure-Track Faculty**. *Educational Evaluation and Policy Analysis*, 44(1), 50-78. <https://doi.org/10.3102/01623737211030467>

Using data with detailed instructor employment information from a state college system, this study examines disciplinary variations in the characteristics and effects of non-tenure-track faculty hired through temporary and long-term employment. We identify substantial differences in demographic and employment characteristics between the two types of non-tenure-line faculty, where the differences are most pronounced in science, technology, engineering, mathematics, and health-related fields (STEM) at 4-year colleges. Using an instrumental variables strategy to address student sorting, our analyses indicate that taking introductory courses with temporary adjuncts reduces subsequent interest, and the effects are particularly large in STEM fields at 4-year colleges. Long-term non-tenure faculty are generally comparable with tenure-track faculty in student subsequent interest, but tenure-track faculty are associated with better subsequent performance in a handful of fields.

Xue, Y., & Zhu, C. (2022). **Review of research on knowledge domains in university governance: Mapping literature in English and Chinese**. *European Journal of Education*, 57(1), 49-64. <https://doi.org/10.1111/ejed.12489>

In the context of globalisation, public organisations are undergoing rapid transformation, and how to govern them scientifically has become an important research topic. University governance is an important research area in the field of higher education; it has been addressed by many scholars across the world. In order to fully understand the current status of research in this field, this article reviews and analyses data on university governance literature in the Web of Science and the China National Knowledge Infrastructure database by journals, time of publication, as well as country and institution of publication. In our analysis, hot topics in research and frontiers of research were identified using the visualisation software CiteSpaceV. This article analyses the state of research in the field of university governance from multiple perspectives; notably, by comparing Chinese and English language literature. This allows us to explore the background and reasons for differences between Chinese and English language literature on university governance. Also, the current research status and development trends as documented in Chinese and English research databases are summarised. Our findings contribute to the field of research on university governance by identifying influential research journals and institutions, as well as research hotspots in different periods and different research directions in this field.

Zhang, M., & You, Z. (2022). **International branch campuses of Chinese universities in Europe: Motivations, governance and challenges**. *European Journal of Education*, 57(1), 78-95. <https://doi.org/10.1111/ejed.12488>

This article presents two Chinese international branch campuses located in Europe as cases. Semi-structured interviews and document analysis were undertaken to clarify the motivations of establishing international branch campuses, their governance models, and operational challenges. We found that authorities' regulatory policies and public norms impact the decision making of Chinese universities. Universities are also eager to

uphold their vision of internationalisation, opening up, through the establishment of international branch campuses. The governance of Chinese international branch campuses mainly depends on bilateral cooperation rather than on adoption of the host or home university's governance *modus operandi*, which indicates a kind of transitional approach. Joint decision-making, limited financial resources and institutional distance between the home and host universities have led to a type of balance seeking programme operation, that seeks to accommodate both Chinese policies, institutional practices as well as European higher education practices and policies. Overall, the self-proclaimed orientation of Chinese international branch campuses in Europe has not yet been fully achieved, and a series of ongoing issues remains to be resolved.

Zhu, C., & Caliskan, A. (2022). **University governance in Europe and China in the context of internationalisation.** *European Journal of Education*, 57(1), 1-6. <https://doi.org/10.1111/ejed.12494>

Zhuang, T., Liu, B., & Hu, Y. (2022). **Legitimising shared governance in China's higher education sector through university statutes.** *European Journal of Education*, 57(1), 33-48. <https://doi.org/10.1111/ejed.12493>

This article reports on a study in which the legitimisation of shared governance in the Chinese higher education sector was investigated. Norman Fairclough's three-level discourse analysis was used for analysing documents and interviews. The research materials consist of thirteen Chinese university statutes and qualitative semi-structured interviews with 22 university administrators, faculty members, students and social representatives. The research focused on how university statute texts articulate shared governance, and how shared governance is practically implemented. Study findings demonstrate that Chinese university statute discourses officially legitimise shared governance in various manifestations, by replacing the term management with the term governance in statute texts, explicitly using democracy-related phrases, especially establishing a joint meeting mechanism at both institutional and departmental levels, and by using the wording multiple-stakeholder participation in university affairs. In practice, shared governance is a recognised ideal of governance structures to embrace among all different stakeholders. Chinese universities have, more than ever before, taken up shared governance practices. Yet, the degree of participation, or sharing, in policy implementation in general, remains to be further improved compared with the ideal state stipulated in discourses. Findings identify tokenism as a feature of policy implementation. Insufficient administrative professionalism is identified as a catalyst for such tokenism—a reason for why shared governance efforts remain incomplete thus far.

Pratiques enseignantes

Bartlett, L. (2022). **Specifying Hybrid Models of Teachers' Work During COVID-19.** *Educational Researcher*, 51(2), 152-155. <https://doi.org/10.3102/0013189X211069399>

The term "hybrid" emerged as a common descriptor of pandemic-modified schooling configurations. Yet this umbrella term insufficiently captures the variations among hybrid models, particularly as it pertains to the structure of teacher workdays and related workload demands. Drawing on qualitative research documenting K–12 U.S. teachers' experience teaching during COVID-19, this brief introduces and explicates three terms specifying structural hybrid models—parallel, alternating, and blended—and their implications for teachers' work. Differentiating among the models facilitates future

analysis of the implications of hybrid schooling for teacher and student experience. Initial analysis indicates teachers experienced one model, blended hybrid, as more challenging than others. This teacher perception highlights the need to discern among the three hybrid models more closely when analyzing schools' responses to the pandemic. Differentiating among hybrid models may prompt future analysis of hybrid schooling for teacher workload and student learning.

Biemar, S., Collard, A., Grove, K. D., Fischer, L., & Mele, G. (2022). **Un dispositif d'évaluation formative avec les TICE pour développer les compétences rédactionnelles et assurer la congruence en formation à l'enseignement.** *Spirale - Revue de recherches en éducation*, 69(1), 77-88. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-77.htm>

Cet article présente un dispositif d'évaluation formative qui entend permettre aux étudiants universitaires-futurs enseignants, de comprendre les attentes des formateurs sur le plan des contenus et des exigences rédactionnelles. Le dispositif est décrit et analysé à partir des représentations des étudiants-futurs enseignants recueillies par questionnaires à trois moments. Les résultats révèlent que ces étudiants et les formateurs ont une perception différente du feedback mais aussi des buts poursuivis et qu'une clarification des attentes est donc nécessaire. L'intention des étudiants-futurs enseignants de transférer cette pratique dans leur classe est également rapportée.

Boivin, É. (2021). **Pratiques déclarées et perception du sentiment de compétence des enseignants du primaire quant à l'enseignement des mathématiques dans une visée d'interdisciplinarité** (Masters, Université du Québec à Rimouski). Consulté à l'adresse <https://semaphore.uqar.ca/id/eprint/1958/>

Le curriculum implanté en 2001 offre diverses orientations qui mettent l'insistance sur l'interdisciplinarité (Gouvernement du Québec, 2001). Puis, tout récemment, le nouveau référentiel des compétences professionnelles vient réaffirmer l'importance de cette pratique par les enseignants dans les milieux scolaires (Gouvernement du Québec, 2020). Il apparaît donc pertinent de connaître les différentes pratiques actuelles des enseignants en matière d'interdisciplinarité, leur sentiment de compétence à le faire ainsi que leurs besoins actuels de formation à cet égard, ce que peu de recherches offrent. La présente recherche, qui s'inscrit dans un devis de type quantitatif descriptif, a comme objet d'étude les pratiques déclarées et le sentiment de compétence des enseignants du primaire quant à l'enseignement des mathématiques dans une visée d'interdisciplinarité. L'étude poursuit les objectifs suivants : (1) dresser le portrait des diverses formations initiale et continue reliées à l'interdisciplinarité qu'ont reçues les enseignants; (2) recenser les pratiques déclarées des enseignants du primaire concernant l'enseignement dans une perspective interdisciplinaire, principalement au niveau du domaine des mathématiques; (3) documenter la perception du sentiment de compétence et l'attitude des pédagogues quant à l'enseignement des mathématiques (et des autres matières) dans une visée interdisciplinaire. Pour réaliser cette étude, un questionnaire en ligne a été retenu comme outil de collecte de données. Ce dernier permettait, entre autres, aux enseignants de réfléchir aux différentes pratiques pédagogiques qu'ils mettent en place dans leur classe. Au total, un échantillon de 274 répondants a été formé. L'échantillon est uniquement constitué d'enseignants, tous légalement qualifiés à enseigner au Québec. Les différents résultats permettent, entre autres, d'obtenir un meilleur portrait des pratiques d'enseignement à visée interdisciplinaire (en mathématiques, majoritairement, mais par le biais d'autres matières

scolaires). Par ailleurs, en plus de proposer quelques pistes de recherches subséquentes pour le futur, cette recherche offre différents apports qui pourront alimenter les acteurs du milieu de l'éducation. Une telle étude a des répercussions scientifiques et sociales notamment quant au fait qu'elle pourrait éventuellement permettre de bonifier les activités de formation continue offertes dans les milieux scolaires (formation au traitement interdisciplinaire des mathématiques et d'autres matières scolaires) ainsi que les activités de formation initiale dans les universités. -- Mot(s) clé(s) en français : interdisciplinarité, pratiques pédagogiques interdisciplinaires, formation interdisciplinaire, domaine des mathématiques, pratiques enseignantes, perception du sentiment de compétence, étude descriptive, primaire. -- ABSTRACT: The curriculum that was implanted in 2001 offers various directions which emphasis on interdisciplinarity (Gouvernement du Québec, 2001). Then, recently, the new toolkit of professionals expertise's reaffirms the importance of this approach by the teachers in the school environment (Gouvernement du Québec, 2020). It seems therefore relevant to know the different actual teaching practices in terms of interdisciplinarity, their self-efficacy to accomplish it and their actual need in interdisciplinary training, which not many studies offer. This descriptive study has as a subject matter reported teacher's practice and self-efficacy of elementary school teachers about teaching mathematics with interdisciplinarity. The objectives of the study are as follows: (1) Map various teaching trainings related to interdisciplinarity received by teachers; (2) Identify reported practice of the elementary school teachers regarding teaching in an interdisciplinary perspective, mainly in mathematics; (3) Describe the conception of the self-efficacy and the attitude of the pedagogue as for teaching mathematics (and other subjects) in an interdisciplinary perspective. To achieve this study, an online questionnaire was used to collect the data. The latter allowed, among other things, the teachers to reflect/think about the various teaching practices they use in their classroom. In total, a sample of 274 respondents was formed. The sample is composed solely with teachers legally qualified to teach in Quebec. Every different result provides a better portrait of the interdisciplinary teaching approaches (mainly in mathematics, but via other subjects). Furthermore, in addition to put forward some new research ideas for the future, this study offers various inputs to broaden the teachers and researchers in education. A such study has scientific and social impacts related to the fact that it could eventually allow to enrich the continuing education activities offered in the school environment (interdisciplinary trainings in mathematics and other subjects) as well as the initial teacher training activities in universities. -- Mot(s) clé(s) en anglais : interdisciplinarity, interdisciplinary approach, interdisciplinary training, mathematics, teaching practices, self-efficacy, descriptive study, elementary school.

Bonniol, V., Redondo, C., & Bissonnette, S. (2022). **État de la diversité méthodologique des recherches en pédagogie universitaire francophone**. *Spirale - Revue de recherches en éducation*, 69(1), 11-24. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-11.htm>

Cet article présente une analyse descriptive et critique de l'état de la recherche dans le domaine de la pédagogie universitaire envisagée du point de vue méthodologique, en francophonie entre 2010 et 2020. Il examine plus spécifiquement la manière dont les recherches de ces dix dernières années intègrent ou pas l'expérimentation en pédagogie universitaire dans le contexte de leur mise en œuvre : une expérimentation pédagogique est-elle mentionnée ou constituée comme objet de recherche à part entière ? De quoi traitent majoritairement les recherches en pédagogie universitaire et

avec quelles méthodologies de recherche sont-elles réalisées ? L'analyse thématique d'une centaine d'articles scientifiques montre que les visées de ces recherches sont essentiellement descriptives et très rarement explicatives ou causales.

Cassignol, F., Dupré, A., Fussel, M.-H. B., Canu, M., Lepers, É., & Poteaux, Y. (2022). **Perceptions d'enseignants chercheurs sur la formation à la pédagogie universitaire.** *Spirale - Revue de recherches en éducation*, 69(1), 117-127. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-117.htm>

La formation pédagogique des enseignants-chercheurs s'est vue récemment institutionnalisée par la mise en place, au niveau national, d'une obligation de formation pour les maîtres de conférences nouvellement recrutés. Au-delà des considérations sur la pertinence d'une telle formation, la question de la reconnaissance et du positionnement de la pédagogie universitaire comme champ de formation et de recherche mérite d'être posée. Cette recherche s'intéresse à la manière dont des enseignants, nouvellement formés à travers les dispositifs mis en place dans deux universités françaises, perçoivent la formation. Les propos des enseignants seront analysés au regard de cadres de références issus de la psychologie et de la sociologie des organisations. Nos résultats tendent à montrer que les dispositifs mis en place agiraient sur différents axes de la socialisation organisationnelle tout en favorisant un développement professionnel en pédagogie.

Clayette, É., & Salam, P. (2022). **(Ré)actualiser les compétences écrites en licence.** *Spirale - Revue de recherches en éducation*, 69(1), 191-202. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-191.htm>

Le champ de la didactique du français, en lien avec la réussite étudiante, continue à questionner la communauté dans l'enseignement supérieur. En se focalisant sur le déploiement d'un projet national au sein de Le Mans Université, écrit+, notre article analyse les perceptions des étudiants et des enseignants sur la maîtrise des compétences écrites et sur les moyens nécessaires pour les réactualiser. Pour ce faire, nous réalisons une triangulation des données (observation participante, questionnaires et entretiens). Les résultats indiquent comment ce type de projet peut permettre de dynamiser des pratiques en littéracie universitaire.

De Pacale, C. (2022). **L'enseignant et le redoublement. Au-delà des idées reçues.** *Les Cahiers de recherche du Girsef*, (128). Consulté à l'adresse <https://ojs.uclouvain.be/index.php/cahiersgirsef/issue/view/5343>

On entend souvent dire qu'il existe une culture du redoublement en Belgique francophone, que le redoublement est une décision prise à la légère, ou que l'enseignant déciderait seul et arbitrairement du sort de ses élèves. L'observation de conseils de classe ainsi que des entretiens avec des professeurs et des responsables de trois établissements très différents permettent de remettre en question ces affirmations encore tenaces. L'enquête, menée en 3^e secondaire durant l'épidémie de Covid, montre plutôt que les enseignants n'adhèrent pas sans restriction au redoublement, que leur choix s'inscrit dans un processus longitudinal d'accompagnement de l'échec scolaire et est le fruit d'une délibération collective dont les enseignants ne sont pas les seules parties prenantes. Cette analyse montre ainsi que le contexte est un élément crucial pour comprendre le sens de l'agir enseignant par rapport au redoublement. Elle met en évidence que les études sur la question intègrent trop rarement la dimension

sociale de la décision des équipes, les contraintes effectives que celles-ci subissent et les fonctions latentes que remplit le redoublement.

Demougeot-Lebel, J., & Lison, C. (2022). **Soutenir le développement professionnel pédagogique des enseignants du supérieur**. *Spirale - Revue de recherches en éducation*, 69(1), 129-145. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-129.htm>

Si aujourd'hui, la question de la qualité de la formation est au cœur des réflexions, il importe de se demander comment la favoriser. Le soutien au développement professionnel pédagogique des enseignants du supérieur constitue un levier à la fois individuel et collectif. Pour mieux documenter ce sujet, nous avons réalisé une revue de littérature sur cette question. Ainsi avons-nous, à la suite d'une démarche rigoureuse, retenu 76 références en français et en anglais. Une fois l'étude du corpus en tant que telle réalisée, nous avons pu en dresser un panorama et rédiger une synthèse narrative empirique autour

Escorcica, D., & Ros, C. (2022). **Facteurs individuels et culturels qui participent aux pratiques déclarées et aux conceptions des enseignants du supérieur**. *Spirale - Revue de recherches en éducation*, 69(1), 215-230. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-215.htm>

La présente recherche s'intéresse à deux ensembles de croyances des enseignants du supérieur. Les conceptions relatives à l'écriture et les pratiques déclarées d'accompagnement et d'évaluation de l'écriture sont décrites et caractérisées par rapport à des variables individuelles (les années d'expérience, l'âge et le sexe de l'enseignant) et contextuelles (les écrits demandés, les filières). Notre démarche, quantitative, est fondamentalement corrélationnelle car nous observons les interactions entre ces différentes variables. Outre le fait d'identifier la valeur accordée par les enseignants à différents composants de l'écriture, notre étude met en évidence l'apport de facteurs socioculturels à la caractérisation des profils d'enseignement et d'évaluation de l'écriture.

Fischer, L., & Philippot, P. (2022). **Théories personnelles d'étudiants universitaires sur l'utilité des émotions et sur la nécessité de les réguler en contexte de préparation d'examens**. *Spirale - Revue de recherches en éducation*, 69(1), 25-36. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-25.htm>

Cet article propose d'explorer les théories personnelles que possèdent des étudiants universitaires sur les émotions qu'ils vivent en contexte d'apprentissage. Les théories personnelles de 23 étudiants sur l'utilité des émotions et sur la nécessité de les réguler dans le contexte de préparation d'une première session d'examens sont investiguées via une méthodologie mixte (entretiens semi-structurés et questionnaires). Les résultats indiquent que l'utilité de l'émotion pour l'étude dépend avant tout de la manière dont l'étudiant perçoit l'émotion et son impact sur l'apprentissage. Les émotions agréables ont été jugées globalement utiles, même si leur excès est parfois identifié comme une menace à l'étude. Elles sont vues comme nécessaires à réguler pour certains étudiants mais pas pour d'autres. Les émotions désagréables ont été jugées moyennement utiles et nécessaires à réguler selon leur nature et leur intensité. Ces résultats suggèrent que, suite à la préparation d'une première session universitaire, les étudiants semblent

conscients de l'impact des émotions sur l'apprentissage et de la nécessité de les réguler pour poursuivre leurs objectifs de formation.

Glorieux, C. (2022). **Des passeurs de lecture à l'université**. *Spirale - Revue de recherches en éducation*, 69(1), 203-214. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-203.htm>

Un dispositif didactique multimodal, qui met en lumière le recours aux passeurs de lecture pour engager l'étudiant débutant dans la lecture experte, est analysé au prisme des interrogations suivantes : qui sont ou pourraient être des passeurs de lecture à l'université ? Quels déclencheurs de la lecture pourraient-ils utiliser ? L'efficacité de ces leviers est-elle liée à la discipline ? Au genre discursif de l'écrit d'expert ? À l'émotion suscitée chez le lecteur ?

Goigoux, R. (2022). **L'engouement pour la fluence**. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03557520>

Document de travail destiné à la formation des enseignants. Ce texte fait suite à un article publié sur le site web des Cahiers pédagogiques.

GUICHON, N., & ROUSSEL, S. (2021). « **Vous tout seuls, nous en classe** ». **L'enseignement comodal au temps de la pandémie**. *Distances et médiations des savoirs*, (36). Consulté à l'adresse <https://journals.openedition.org/dms/6767>

Guillon, S., Boléguin, V., Kennel, S., & Rakitic, F. (2022). **L'expérience étudiante en situation de handicap**. *Spirale - Revue de recherches en éducation*, 69(1), 47-60. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-47.htm>

Hausman, M., Verpoorten, D., & Detroz, P. (2022). **Quelle place pour les émotions des étudiants lorsqu'ils reçoivent des feedbacks à l'université ?** *Spirale - Revue de recherches en éducation*, 69(1), 37-46. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-37.htm>

Depuis une dizaine d'années, la littérature scientifique spécialisée dans le champ des feedbacks semble avoir amorcé un virage important. Le feedback, longtemps considéré uniquement comme un produit, réalisé et transmis par un enseignant à un étudiant, est à présent davantage envisagé comme un processus, dans lequel ce dernier est activement impliqué. Par ailleurs, de plus en plus de recherches attestent de l'importance des émotions en situation d'apprentissage. Ce contexte nous a conduits à tenter de mieux saisir la façon dont les émotions interviennent ainsi que leurs effets, dans les situations de feedbacks vécues par les étudiants à l'université. Dans ce but, nous avons entamé une recherche par théorisation ancrée. À ce stade initial de la recherche, nous sommes en mesure de partager nos premiers résultats et les orientations qu'ils donnent à la suite de notre étude.

Jarraud, F. (2022a, février 10). **Redoublement: Comprendre le sens de la décision**. Consulté 2 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/10022022Article637800719461488719.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514626

Plutôt que condamner d'office, comprendre. C'est ce à quoi invite un nouveau Cahier du Girsef (n°128), signé par Hugues Draelants et Caroline De Pascale. En Belgique

presque la moitié des élèves a redoublé au moins une fois en fin de collège. Le redoublement reste massif et est au coeur d'un débat entre partisans et adversaires. L'intérêt de cette étude c'est de regarder de près la construction du redoublement et de prendre en compte les pratiques des enseignants et des directions. Pour les auteurs c'est à cette condition que l'on peut faire évoluer des pratiques

Jarraud, F. (2022b, février 11). **Sylvain Wagnon : L'école dans et avec la nature**. Consulté 2 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/02/11022022Article637801583142877798.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=514660

L'école dans la nature est-elle une retombée provisoire du covid ? Est-ce simplement une démarche pour bobos plus ou moins privilégiés ? Sylvain Wagnon et Corine Martel montrent dans un nouvel ouvrage (L'école dans et avec la nature, ESF Sciences humaines) que l'idée vient de loin, de Freinet, de Decroly, de l'éducation nouvelle. Surtout, iels font le lien entre cette appétence pour la nature et une « révolution de velours » pédagogique. Rapprocher les enfants de leur environnement c'est aussi repenser la forme scolaire, construire une école émancipatrice. Car l'école dans la nature est aussi un projet politique, celui d'une école écologique. L'ouvrage très argumenté et convaincant, n'est pas que théorique. Il donne des pistes concrètes pour amorcer un changement de l'Ecole. Sylvain Wagnon nous l'explique dans cet entretien.

Kabore, D. S. P. (2021). **L'intégration pédagogique des TIC dans l'enseignement supérieur au Burkina Faso : accessibilité, usages et appropriation par les étudiants** (Phdthesis, Université de Strasbourg; Université de Koudougou). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03283832>

L'objectif de notre recherche est l'étude des déterminants de l'adoption et des usages des technologies de l'information et de la communication (TIC) par les étudiants de l'Université Thomas SANKARA (UTS). Cela nous a conduits à étudier respectivement l'accessibilité, les compétences technologiques et informationnelles des étudiants utilisant les TIC dans leurs apprentissages, les facteurs limitant l'adoption du numérique par les étudiants dans leurs apprentissages, les pratiques et les usages du numérique par les étudiants. L'étude a été construite autour des concepts théoriques de l'adoption, des usages, de l'appropriation des TIC et des compétences numériques et informationnelles. Ces différents concepts s'inscrivent dans le cadre théorique des modèles d'adoption et des usages des TIC et plus spécifiquement dans le modèle de la théorie unifiée de l'acceptation et de l'usage des technologies (UTAUT). Pour une meilleure compréhension des questions de recherche et de consolidation de la pertinence et de la validité de l'étude, nous avons adopté une méthodologie quantitative. Nous avons bâti notre stratégie d'analyse des données à partir d'approches statistiques descriptives et multivariées. A l'issue d'une enquête conduite auprès de 373 étudiants de l'UTS, nos résultats montrent que les déterminants essentiels affectant positivement les usages des TIC par les étudiants dans leurs activités d'apprentissages sont respectivement « l'utilité perçue », « la facilité d'utilisation », « les influences sociales : influence des pairs, influence des professeurs, la valorisation académique » et « les conditions facilitatrices : l'implication de l'administration ». Aussi, l'étude a permis de montrer que les variables modératrices sociodémographiques (sexe, filière et niveau d'étude) n'ont aucun effet modérateur sur les différentes relations entre l'utilité perçue, la facilité d'utilisation perçue et l'intention d'usage des TIC. En revanche, la variable modératrice sociodémographique « niveau

d'étude» a une influence positive sur la relation des conditions de facilitations et de l'intention d'usage des TIC.

Kennel, S., & Kern, D. (2022). **La formation par la recherche**. *Spirale - Revue de recherches en éducation*, 69(1), 89-103. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-89.htm>

Cette étude s'intéresse à la question de la formation « à », « par » ou « pour » la recherche. Nous étudions plus particulièrement deux cadres de référence qui proposent un modèle pour le lien entre la formation et la recherche à l'université : celui du britannique Healey (2005) et celui des allemands Tresp et Hildebrand (2012). Le premier formalise les axes du « à », « par », « vers » la recherche et de la recherche encadrée. Le deuxième cadre de référence développe une approche pragmatique voire didactique de l'intégration de la méthode scientifique à trois niveaux organisationnels : dans les activités d'apprentissages, les programmes d'études et les politiques universitaires. Nous justifions ensuite la proposition de travailler le lien formation-recherche de manière symbiotique, associant une approche par compétences et une approche programme.

Kezadri, D. B. B. E., & Jézégou, A. (2022). **L'entraide d'étudiants dans l'apprentissage en ligne : le rôle joué par le sentiment d'appartenance à un groupe et par l'autodétermination de la motivation**. *Revue Internationale des Technologies en Pédagogie Universitaire*, 19(1), 1. <https://doi.org/10.18162/ritpu-2022-v19n1-01>

La recherche à l'origine de cet article visait à étudier les comportements d'entraide spontanée entre des étudiants inscrits dans un dispositif d'apprentissage en ligne. Il s'agissait en particulier d'examiner si le sentiment d'appartenance à un groupe exerçait une influence sur ces comportements d'entraide. Un autre objectif, lié au précédent, était de vérifier si de tels comportements avaient, à leur tour, une influence sur le degré d'autodétermination de la motivation de ces étudiants à l'égard de la formation. Les résultats de cette recherche révèlent que, pour ces étudiants, le sentiment d'appartenance à un groupe constitue un levier motivationnel pour développer des comportements d'entraide principalement basés sur l'altruisme et le réconfort. Ces comportements constituent, à leur tour, un soutien motivationnel pour poursuivre en formation.

Kumar, V., & Upadhyay, R. (2021). **Reflection and data based adaptive teaching strategy for student centric learning**. *Academia Letters*. <https://doi.org/10.20935/AL4135>

The following article presents a reflection based student centric teaching approach. The stepwise approach is scalable to any course. The presented interventions have an advantage of being applicable while the course is under execution. The collected data and its analysis for teaching course more effectively are presented. Various sample collected from students are also presented for better understanding of the methodology. The authors found the strategy to be very effective and have applied it in other course also.

Lamy, C. (2022, février 15). **Lire Fernand Deligny pour repenser l'inclusion scolaire ?** Consulté 21 février 2022, à l'adresse The Conversation website: <http://theconversation.com/lire-fernand-deligny-pour-repenser-linclusion-scolaire-176204>

Loin de tout objectif de normalisation, l'éducateur Fernand Deligny se mettait à l'écoute de la singularité de chaque enfant pour faire émerger ce qui nous rapproche, au-delà des différences.

Loisy, C., & Lameul, G. (2022). **Le travail pédagogique dans le supérieur**. *Spirale - Revue de recherches en éducation*, 69(1), 105-115. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-105.htm>

Il y a une dizaine d'années, Jean-Marie De Ketele proposait un modèle d'analyse de la pédagogie de l'enseignement supérieur comme système de composantes aux interactions complexes. Ce modèle a d'abord été augmenté pour prendre en compte le déploiement du numérique dans la société. Ainsi, Lameul et Loisy ont mis en évidence que l'usage du numérique suscite souvent, chez les enseignants, le besoin d'instruire leurs pratiques. Les enquêtes menées pendant la pandémie de 2020, notamment celle menée à l'IFÉ, ont mis en évidence une gestion différenciée de l'isolement provoqué par la situation de confinement, qui conduit à interroger la pédagogie de l'enseignement supérieur du point de vue de la dimension collective du travail.

Markulin, K., Bosch, M., Florensa, I., & Montañola, C. (2022). **The evolution of a study and research path in Statistics**. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03256602>

We present the organisation of a first course in Statistics for Business Administration degree students, which includes a study and research path (SRP) as inquiry-based teaching proposal. The paper aims to summarise the course's evolution, design, and reflections on both its different components separately as well as altogether as a complete unit. The analysis considers different perspectives to the course, the student's, the teacher's and the researcher's, thus providing a critical perspective. It also includes the joint evolution of the course and the SRP. Under the Anthropological Theory of the Didactic framework, we show that the design and management of the SRP cannot be detached from the course as a whole. We see how the course components nourish the SRP and how this, in return, makes the course content evolve and adapt to the student's professional needs. The inquiry proposal needs a multidimensional approach, both in its planning and dissemination of its outcomes in the research and professional literature. Therefore, our study can contribute to didactics research about SRPs, serve as a starting point for the newcomers to the inquiry-based teaching branch and a reflection point to foster collaborations between researchers in didactics and lecturers.

Moilanen, A., & Huttunen, R. (2021). **The German Logic of Emancipation and Biesta's Criticism of Emancipatory Pedagogy**. *Educational Theory*, 71(6), 717-741. <https://doi.org/10.1111/edth.12506>

Gert Biesta has criticized Anglo-American and German models of emancipatory education. According to Biesta, emancipation is understood in these models as liberation that results from a process in which a teacher transmits objective knowledge to his or her students and cultivates student capabilities. He claims that this so-called modern logic of emancipation does not lead to freedom because it installs inequality, dependency, and mistrust in the pedagogical relationship. In this article, Antti Moilanen and Rauno Huttunen analyze whether German models of emancipatory education share the modern logic of emancipation and if they can escape Biesta's criticisms. For this purpose, they interpret Biesta's critique of the modern logic of emancipation and explicate central

ideas related to the German models of critical education. They also compare the modern logic of emancipation to the German one, and they then assess German models of emancipatory pedagogy from the viewpoint of Biesta's criticisms. Moilanen and Huttunen conclude that the German models of emancipatory education present at least a partial alternative to the modern logic of emancipation. Despite this, the German models are based on the idea of education as cultivation. Because Biesta criticizes the theory of education as cultivation, it is possible to conclude that he would not accept the German models of emancipatory education. However, the German models of critical pedagogy provide answers to the following question: how can students achieve independence in the pedagogical relationship? When students take part in designing educational processes, they are summoned to assess the validity of the taught knowledge, and they practice independent decision-making at school; the pedagogical relationship, based on authority, can foster student self-determination.

Nordmann, E., Clark, A., Spaeth, E., & MacKay, J. R. D. (2022). **Lights, camera, active! appreciation of active learning predicts positive attitudes towards lecture capture.** *Higher Education*, 83(3), 481-502. <https://doi.org/10.1007/s10734-020-00674-4>

Much has been written about instructor attitudes towards lecture capture, particularly concerning political issues such as opt-out policies and the use of recordings by management. Additionally, the pedagogical concerns of lecturers have been extensively described and focus on the belief that recording lectures will impact on attendance and will reduce interactivity and active learning activities in lectures. However, little work has looked at the relationship between attitudes towards lecture capture and broader conceptions of learning and teaching. In this pre-registered study, we administered the Conceptions of Learning and Teaching scale and a novel lecture capture attitude scale to 159 higher education teachers. We found that appreciation of active learning predicted more positive attitudes towards lecture recordings as an educational support tool, whilst higher teacher-centred scores predicted greater concern about the negative educational impact of recordings. The effects observed were small; however, they are strong evidence against the view that it is instructors who value participatory and active learning that are opposed to lecture capture. Exploratory analyses also suggested that those who did not view recordings as an essential educational resource record fewer of their lectures, highlighting the real-world impact that attitudes can have, and further strengthening the need for staff to be provided with evidence-based guidance upon which to base their teaching practice. Data, analysis code, and the pre-registration are available at <https://osf.io/uzs3t/>.

Oh, K., & Lee, S. H. (2022). **A Korean teacher's reflection on critical science perspective-based home economics instruction.** *Asia Pacific Education Review*, 23(1), 15-25. <https://doi.org/10.1007/s12564-021-09699-5>

The key objective of the 2015 revised national curriculum in South Korea is nurturing transformative and creative convergence talent of students. Home economics teachers in South Korea have tried to shift the empirical-rational science-based home economics instruction into critical science perspective-based home economics instruction so that learners can develop these competencies. To help with this change, this study aimed to reveal the process of a teacher's reflection to implement critical science perspective-based instruction and resolve the difficulties on the reasoning stage, which is a key course of the instruction. Action research as a qualitative research approach was conducted. For the analysis it employed materials such as instruction observation journals, teacher's

reflection journals, student interview records etc. The study revealed that it needed the teacher's constant challenges and reflections on the thinking process for implementing critical science perspective-based instruction. Through the reflection, the teacher realized that she should break away from her teaching tendencies and her fixed ideas of pedagogy, which reflected the empirical-rational science-based perspective. Also, it found that the teacher should experience and get familiar with how to think at each stage of practical reasoning earlier than the students: Identifying concerns, understanding context of concerns, making and evaluating alternatives, setting valued ends, and making a judgment about action. Based on these findings, the proposals of developing teacher's communities, teacher training, and a national home economics curriculum are suggested.

Petit, M., & Gourvil, A. (2021). **Enseigner (et apprendre) en téléprésence : de la salle immersive à la classe virtuelle**. *Les cahiers du Louvain Learning Lab*, (12). Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=14064

Hybride ou entièrement en ligne ? Synchrones ou asynchrones ? Uni-, bi-, co- ou multimodales ? Le développement sous tous azimuts de la formation à distance a encouragé la création de dispositifs numériques adaptés, soit par l'usage de systèmes existants ou le déploiement d'environnements innovants. Mais qu'est-ce que la téléprésence ? Une préparation particulière de la personne formatrice est-elle nécessaire ? Comment être présent à distance ? Comment apprendre en téléprésence ? Quelle évaluation des apprentissages peut être envisagée ? Fruit d'un travail collaboratif et international, ce cahier aborde ces questions du point de vue de la recherche mais également de la pratique et invite à explorer l'enseignement, mais aussi l'apprentissage, en téléprésence.

Roberts, G. J., Dumas, D. G., McNeish, D., & Coté, B. (2022). **Understanding the Dynamics of Dosage Response: A Nonlinear Meta-Analysis of Recent Reading Interventions**. *Review of Educational Research*, 92(2), 209-248. <https://doi.org/10.3102/00346543211051423>

Researchers have noted a nonlinear association between reading instruction dosage (i.e., hours of instruction) and reading outcomes for Grade K–3 students with reading difficulties (K–3 SWRD). In this article, we propose a nonlinear meta-analysis as a method to identify both the maximum effect size and optimal dosage of reading interventions for K–3 SWRD using 26 peer-reviewed studies including 186 effect sizes. Results suggested the effect sizes followed a concave parabolic shape, such that increasing dosage improved intervention effects until 39.92 hours of instruction ($d_{max} = 0.77$), after which the intervention effects declined. Moderator analyses found that maximum intervention effects on fluency outcomes were significantly larger ($d_{max} = 1.34$) than the overall maximum effect size. Also, when students received 1:1 instruction, the dosage response curve displayed a different functional form than the concave parabolic shape, showing the effect increased indefinitely after approximately 16.8 hours of instruction. Implications for research and practice are discussed.

Schofield, L. (2022). **La pertinence de la recherche sur les pratiques informelles des étudiants pour le champ de la pédagogie universitaire**. *Spirale - Revue de recherches en éducation*, 69(1), 61-75. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-61.htm>

À travers la présentation et l'analyse d'un dispositif d'enseignement à distance en 1^{re} année de licence Économie-Gestion, nous illustrons l'importance de la prise en

compte pour la recherche en pédagogie universitaire, de celle en sciences du langage ayant pour objet d'étude les pratiques des étudiants en dehors de l'université. Les façons dont les étudiants apprennent dans la matière hors de l'institution ne doivent pas être perçues comme des distracteurs ou des freins à un enseignement pertinent, mais bien comme des leviers de motivation. Les premiers résultats issus de questionnaires, entretiens et traces écrites sur la plateforme d'apprentissage Moodle, montrent que le recours aux ressources familières aux étudiants donne lieu à des tâches perçues comme pertinentes, possibles à accomplir et contrôlables. Cette familiarité prônée peut placer l'étudiant en position de connaisseur ou apprenant expert face à ses pairs et encourager une réflexion critique sur son futur domaine professionnel.

Tang, A. L. L., & Walker-Gleaves, C. (2022). **Hong Kong university teachers' conceptions and articulation of teacher care: towards building a model of caring pedagogy.** *Higher Education*, 83(3), 503-526. <https://doi.org/10.1007/s10734-020-00675-3>

This paper addresses university teachers' conceptions and articulation of teacher care as informed by their teaching practice within the Hong Kong university context. The research is predicated upon the perspectives of caring university teachers identified through a systematic process of reputational-case selection, and their narrations analyzed by thematic analysis. Three overarching themes, 'humanitarian caring whole-person education', 'student-centred caring teaching' and 'invisible caring acts', were identified. Based on the overarching themes, we propose a model of 'caring pedagogy of student-centredness and invisible care'. This study contributes to enriching the existing literature on teacher care and caring pedagogy from university teachers' perspectives. We advocate the integration of care into pedagogy, whilst university administrators could provide more institutional support for practising caring pedagogy for the benefits of our students.

Tavant, D. (2021). **Les compétences psychosociales des élèves dans le premier degré : analyse de leurs relations avec les pratiques enseignantes et la réussite des élèves** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03555125>

L'explicitation des différences de réussite entre élèves à l'école élémentaire a déjà mobilisé de nombreuses recherches dans le champ de l'éducation. Dans le cadre de cette thèse, nous explorons le développement chez l'élève de six compétences psychosociales (OMS, 1994) : la coopération, l'empathie, la maîtrise de soi, l'anxiété, l'estime de soi et l'internalité. Eu égard à la prégnance de l'effet des pratiques enseignantes sur le parcours scolaire de l'élève (Bressoux, 1994, 2001 ; Hanushek, 2002, 2014), nous avons fait l'hypothèse que (1) le profil interactionnel des enseignants du premier degré avait un lien avec le niveau de développement des compétences psychosociales et que (2) le niveau de développement des compétences psychosociales en lien avec le profil des enseignants avait un effet sur la réussite scolaire des élèves de l'école élémentaire. Les compétences psychosociales étaient donc envisagées comme de potentielles variables médiatrices entre les pratiques de l'enseignant et les performances des élèves. Fondé sur un échantillon constitué de 623 élèves de CE2, CM1 et CM2 et de 26 enseignants, notre protocole de recherche a permis de recueillir (1) des données sur le profil interactionnel des enseignants à partir de la perception des élèves et des enseignants eux-mêmes, (2) des données en début et en fin d'année sur les compétences psychosociales des élèves et (3) des données sur les performances des élèves en français et en mathématiques. Si nous constatons un effet

moindre du profil interactionnel de l'enseignant sur le niveau scolaire des élèves, nous notons un effet direct de ce même profil sur les compétences psychosociales des élèves et un effet de ces compétences sur la réussite des élèves. L'utilisation d'analyses de structure de covariance avec LISREL a mis en évidence un effet indirect d'une forme de bienveillance de l'enseignant sur les performances des élèves qui transiteraient par le bien-être psychosocial scolaire des élèves.

Tribet, H., & Chaliès, S. (2022). **Accompagner la construction des compétences des étudiants à l'université**. *Spirale - Revue de recherches en éducation*, 69(1), 179-190. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-179.htm>

Cette étude rend compte des retombées de la mise en œuvre de pratiques d'enseignement innovantes au sein d'un « dispositif hybride » de formation (Charlier, Deschryver & Peraya, 2006) aménagé pour parvenir à la construction effective de compétences préprofessionnelles par des étudiants. Pour ce faire, une définition de la compétence, ainsi qu'une explicitation des conditions permettant sa construction, ont été conceptualisées à partir d'une théorie singulière de la formation d'adultes menée en anthropologie culturaliste (Chaliès & Bertone, 2021). Les principaux résultats montrent que des usages singuliers des outils numériques au sein d'un dispositif hybride permettent de soutenir la construction progressive de ce type de compétences chez des étudiants.

Tricot, A., Munier, V., Bächtold, M., Cross, D., Chesnais, A., Lepareur, C., ... Gurgand, M. (2021). **Study of the impact of a training program for in-service primary teachers on inquiry-based science teaching: impact on students/impact on teachers**. *RDST - Recherches En Didactique Des Sciences et Des Technologies*, (23), 109. <https://doi.org/10.4000/rdst.3730>

Verpoorten, D., Delfosse, C., Jérôme, F., Leduc, L., Guppy, N., Bartolic, S., ... Detroz, P. (2022). **« Basculement vers le virtuel »**. *Spirale - Revue de recherches en éducation*, 69(1), 163-177. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-163.htm>

La présente contribution examine, à partir de leurs déclarations rétrospectives, la manière dont 50 enseignants issus de 5 facultés/filières (Sciences appliquées, Psychologie, Sciences, Histoire, Sciences politiques) ont assuré, pour un cours défini, la « continuité de l'activité académique » à la suite du confinement COVID-19 de mars 2020. Les résultats suggèrent, d'une part, que le caractère exceptionnel des circonstances affrontées a pris le dessus sur la variété des réponses pédagogiques apportées et, d'autre part, que, dans le tumulte apparent lié à la pandémie, l'université est malgré tout parvenue à amortir les effets de cette perturbation de grande envergure. L'article confronte ces observations à l'avis des étudiants sur les mêmes 50 cours. Il en ressort là aussi une vision des bouleversements moins négative que ce que l'ampleur du « basculement vers l'enseignement virtuel » aurait pu laisser présager.

Wagnon, S., Depoil, M., Groeninger, F., & Patry, D. (2022). **L'éducation intégrale. Pour une émancipation individuelle et collective**. Consulté à l'adresse <https://hal.archives-ouvertes.fr/hal-03590757>

Wolthuis, F., Hubers, M. D., van Veen, K., & de Vries, S. (2022). **The Concept of Organizational Routines and Its Potential for Investigating Educational Initiatives in**

Practice: A Systematic Review of the Literature. *Review of Educational Research*, 92(2), 249-287. <https://doi.org/10.3102/00346543211051424>

This review examines the concept of organizational routines and its potential for investigating educational initiatives in practice. The studies in our review revealed three different approaches to routines: (1) examining organizational routines as entities, (2) (also) examining conversational routines, and (3) examining the internal structure of organizational routines. Current definitions, operationalizations, and examinations can lack clarity and validity. At present, the concept of organizational routines not only holds potential but is also ambiguous. To bolster the potential of the concept, two working definitions of organizational routines are formalized that best allow researchers to investigate initiatives in practice. These working definitions are needed to create clarity regarding the concept and for it to be able to deliver on its promise for providing meaningful and relevant information on how new initiatives actually work and unfold in practice.

Younès, N., Serindat, S., & Sabart, M. (2022). **Travailler avec les tensions dans l'évaluation d'un dispositif de formation pédagogique des enseignants-chercheurs.** *Spirale - Revue de recherches en éducation*, 69(1), 147-162. Consulté à l'adresse <https://www.cairn.info/revue-spirale-revue-de-recherches-en-education-2022-1-page-147.htm>

L'objectif de cet article est de contribuer à la recherche sur la valuation de la formation pédagogique des enseignants universitaires, à partir des premiers résultats d'une recherche collaborative et évaluative conduite depuis deux ans à l'Université Clermont Auvergne. Alors que les études qui tentent de mesurer les effets des formations pédagogiques des enseignants-chercheurs tendent à laisser dans l'ombre les tensions surgissant des confrontations culturelles et professionnelles entre formés et formateurs, induites par ces dispositifs, l'article interroge en quoi et comment, dans une perspective de valuation sociologique, la prise en compte des tensions peut constituer un levier commun dans une dynamique de transformation.

Relation formation-emploi

Deckers, M., Altmann, T., & Roth, M. (2022). **The influence of individual personality traits and team characteristics on training transfer: A longitudinal study.** *International Journal of Training and Development*, 26(1), 69-101. <https://doi.org/10.1111/ijtd.12237>

Previous research has established that the successful transfer of training content into daily work life depends both on the trainees' individual characteristics and the characteristics of their work team. Specifically, multiple meta-analyses and reviews have confirmed that individuals' openness to experience, agreeableness, and neuroticism, as well as cohesion and transfer climate within the team, influence training transfer. The present study is the first to operationalise and measure both individual and team characteristics in the same sample with a longitudinal study design, enabling a comparison. Training transfer was operationalised as changes in psychological strain following an intervention. Using multilevel analysis techniques with a sample of 275 nurses, individual personality characteristics were not found to influence training transfer, but team cohesion and team members' mean-level conscientiousness did. However, these influences were not in the expected direction. This can be partially explained by the pattern of longitudinal

development in the data, in which individuals with higher initial values on psychological strain experienced greater improvement; however, some aspects of the results remained unexplained. Generally, the results suggest that team characteristics are more important than individual characteristics for training transfer. Theoretical and practical implications for future studies are discussed.

Mercure, D., Anchise, L., Dupuis, N., Meyer, S., & Girardet, K. (2020). **Les retombées professionnelles des stages internationaux sur la carrière des jeunes professionnels diplômés à la Haute école de travail social et de santé à Lausanne en Suisse.** *Journal of international Mobility*, 8(1), 21-43. Consulté à l'adresse <https://www.cairn.info/revue-journal-of-international-mobility-2020-1-page-21.htm>

Le stage international fait partie intégrante de la formation initiale de plusieurs programmes universitaires et vise à soutenir le développement des compétences nécessaires à l'exercice professionnel. Cette étude s'attache à décrire et analyser les compétences acquises par le stage international, dont plus précisément celles maintenues et transposées en début de carrière. Vingt-deux entretiens qualitatifs ont été réalisés en Suisse auprès des jeunes diplômés de la Haute école de travail social et de la santé de Lausanne pour mieux décrire ces retombées professionnelles et comprendre les défis impliqués dans ce parcours d'apprentissage particulier. Les résultats démontrent que divers savoirs, savoir-faire et savoir-être spécifiques y sont développés puis transposés dans l'exercice professionnel au retour. L'étude révèle un lien déterminant entre le contexte du stage, inscrit dans un écosystème porteur d'opportunités et de contraintes, et les compétences qui y sont développées. Un processus réflexif s'installe pour analyser la complexité du terrain et les divers savoirs sont mobilisés en interrelation entre eux en vue de s'adapter au contexte et d'installer une démarche d'intervention.

Stephanus, C., & Vero, J. (2022). **Se reconvertir, c'est du boulot! Enquête sur les travailleurs non qualifiés.** *Céreq Bref*, (418). Consulté à l'adresse <https://www.cereq.fr/se-reconvertir-cest-du-boulot-enquete-sur-les-travailleurs-non-qualifies>

La question des reconversions professionnelles est au cœur des enjeux actuels. Mais vouloir changer de métier ne garantit pas de réaliser une reconversion, encore moins de retrouver un emploi. Si ouvriers et employés peu qualifiés sont les plus demandeurs de changement, ce sont aussi eux qui tirent le moins de bénéfices d'un parcours de reconversion. Aussi, la volonté de se reconvertir obéit à des logiques différentes selon la catégorie socioprofessionnelle des salariés : une réaction forcée par les aléas de la vie professionnelle, un refus du déclassement et des conditions d'emploi dégradées ou une quête de sens.

Yamada, S., & Otchia, C. S. (2022). **Differential effects of schooling and cognitive and non-cognitive skills on labour market outcomes: The case of the garment industry in Ethiopia.** *International Journal of Training and Development*, 26(1), 145-162. <https://doi.org/10.1111/ijtd.12252>

The paper contributes to the discussion of the effects of educational attainment and skills on labour market outcomes, especially in a fast-growing economy. The data are derived through the authors' unique skills assessment of 591 workers at 19 foreign-invested garment-production companies in Ethiopia, which allows for the analysis of the impact of cognitive, non-cognitive, and practical skills separately from that of years of schooling. Instead of using the total score of a written test as a proxy for skills, we examine the composition of skills more closely. Our findings indicate that the schooling record is a

significant determinant of wage, although the level of basic cognitive skills does not necessarily correspond to participants' educational backgrounds. We also find that the non-cognitive skills needed to perform tasks accurately and with confidence are important for both written test performance and higher wages. Employers reward people with practical skills and knowledge directly related to work, although our findings suggest that overall cognitive capacities are developed holistically from a combination of different types of skills such as mathematical, reading, and analytical. The study highlights how developing economies face different skills assessment challenges than developed economies.

Réussite scolaire

Andreu, S., Ballereau, M.-A., Ben Ali, L., Bret, A., Dos Santos, R., Durand de Monestrol, H., ... Yourc'h, R. (2022). **Évaluations de début de sixième en 2021 : des performances en légère hausse en français et des progrès plus marqués en éducation prioritaire renforcé (REP+) y compris en mathématiques.** *Note d'information*, (22.04). Consulté à l'adresse <https://www.education.gouv.fr/evaluations-de-debut-de-sixieme-en-2021-des-performances-en-legere-hausse-en-francais-et-des-progres-327197>

En septembre 2021, l'ensemble des élèves de sixième ont été évalués en français et en mathématiques sur support numérique (820 000 élèves dans près de 7 000 établissements) pour la cinquième année consécutive.

Bergier, B. (2021). **Retours gagnants.** Consulté à l'adresse <https://www.peterlang.com/document/1157686>

N'est-il pas étonnant de voir des jeunes qui étaient pour certains dans une relation d'étrangeté sinon d'hostilité à l'École, qui avaient rompu avec ...

Bol, L., Esqueda, M. C., Ryan, D., & Kimmel, S. C. (2022). **A Comparison of Academic Outcomes in Courses Taught With Open Educational Resources and Publisher Content.** *Educational Researcher*, 51(1), 17-26. <https://doi.org/10.3102/0013189X211052563>

What difference do open educational resources (OER) make compared with publisher content (non-OER) when costs and instructors remain constant? A total of 215 community college students enrolled in online, introductory courses were randomly assigned to OER or non-OER sections and compared on retention at the tuition drop date, completion with a C or better, course completion, and mean final exam scores. Students in the OER sections were retained and persisted at a statistically significant higher rate, lending credibility to the findings of former studies regarding retention and persistence rates in courses taught with OER materials. No statistically significant differences were found on completion rates or final exam scores. OER course materials should be considered in broader initiatives for student success in community colleges.

Bostwick, V., Fischer, S., & Lang, M. (2022). **Semesters or Quarters? The Effect of the Academic Calendar on Postsecondary Student Outcomes.** *American Economic Journal: Economic Policy*, 14(1), 40-80. <https://doi.org/10.1257/pol.20190589>

There exists a long-standing debate in higher education on which academic calendar is optimal. Using panel data on the near universe of four-year nonprofit institutions and leveraging quasi-experimental variation in calendars across institutions and years, we show that switching from quarters to semesters negatively impacts on-time graduation rates. Event study analyses show that the negative effects persist beyond the transition.

Using transcript data, we replicate this analysis at the student level and investigate possible mechanisms. Shifting to a semester: (i) lowers first-year grades, (ii) decreases the probability of enrolling in a full course load, and (iii) delays the timing of major choice.

Cao, C., & Meng, Q. (2022). **A systematic review of predictors of international students' cross-cultural adjustment in China: current knowledge and agenda for future research.** *Asia Pacific Education Review*, 23(1), 45-67. <https://doi.org/10.1007/s12564-021-09700-1>
China has emerged as one of the leading destinations for international students, attracting growing research interest in examining their cross-cultural adjustment. Our study moved beyond prior work by offering the first systematic review on predictors of international student adjustment in China, with all its three domains taken into consideration: psychological, sociocultural and academic adjustment. Based on the 33 reviewed articles, a wide range of predictors were identified. Guided by the Job Demands-Resources Model, these predictors were categorized into six broad clusters: demographics, personal resources, contextual resources, personal demands/barriers, contextual demands/resources, and other variables. The reviewed studies placed more emphasis on predictors in resources clusters than on those in demands/barriers clusters. Research strengths, gaps and inconsistencies in the literature were identified and discussed. Accordingly, an agenda was developed to highlight opportunities for theoretical and empirical advancement for future research.

Furno, M. (2022). **Italian students' performance and regional decomposition.** *Educational Research for Policy and Practice*, 21(1), 69-84. <https://doi.org/10.1007/s10671-021-09292-y>

We relate students' math scores in the OECD-PISA test to school characteristics. The average math score for Italian students has been increasing in 2009. The determinants of this growth are analyzed by the Oaxaca-Blinder decomposition, that is particularly useful in comparing groups. The progress in educational attainments shows a different composition between northern and southern schools. In the North-Center regions, improvements are explained by school endowments, while in the South they are also driven by external factors that are not explained by the estimated model and are linked to improvements in students' attitude to education leading to a more favorable disciplinary climate. The regional gap decreases but does not disappear.

Grosz, M., Kurlaender, M., & Stevens, A. (2022). **Capacity and Flexibility in Community College CTE Programs: Program Offerings and Student Success.** *Research in Higher Education*, 63(1), 140-188. <https://doi.org/10.1007/s11162-021-09645-9>

This article asks whether small changes to community college courses and programs can help improve student outcomes. We use administrative data from the California Community College system, including millions of student records and detailed course-level information for most career-technical education programs in the state. We construct a summary measure of each program's flexibility, incorporating many components of the availability and scheduling of its courses. We show considerable variation in this flexibility measure across programs and over time. An increase in a program's flexibility is associated with increases in enrollment and completions, but not with changes in its completion rate.

Hazell, C. M. (2022, février 2). **Faut-il souffrir pour mériter son doctorat ?** Consulté 9 février 2022, à l'adresse The Conversation website: <http://theconversation.com/faut-il-souffrir-pour-meriter-son-doctorat-175250>

Précarité, exigences intellectuelles et ambiance compétitive pèsent sur la santé mentale des doctorants. Un phénomène pointé en France comme Outre-Manche, qui interroge une « culture de la pression ».

Hill, A. P. (s. d.). **Le perfectionnisme ne rend pas toujours service aux bons élèves.** Consulté 21 février 2022, à l'adresse The Conversation website: <http://theconversation.com/le-perfectionnisme-ne-rend-pas-toujours-service-aux-bons-eleves-175852>

Animés du désir de faire leurs preuves et de la peur de ne pas être à la hauteur, les perfectionnistes sont souvent inquiets et critiques. Quelques pistes pour apaiser la situation.

İlhan, A., Poçan, S., & Gemcioğlu, M. (2022). **The Effect of Mathematics Class Commitment and Anxiety on Mathematics Success: A Path Analysis Study.** *Education and Urban Society*, 54(2), 186-204. <https://doi.org/10.1177/00131245211028621>

The concepts of commitment and anxiety are essential components of the teaching process, and these concepts come across as the commitment to and concern of mathematics in the field of mathematics learning. This study aims to explore the effect of secondary school students' mathematics class commitment and anxiety on mathematics success. Another subject studied is the direct and indirect effects of the mathematics class commitment and anxiety on mathematics success. The study is of the quantitative method and follows the survey method. The research was carried out with 488 pupils (257 female and 231 male), selected with simple random sampling, studying in a secondary school in a province in the Turkey's Eastern Anatolia Region. "Personal Information Form", "Student Engagement in Mathematics Scale" and "Mathematics Anxiety-Apprehension Scale" was applied to the secondary school students as data collection tools. Significant relationships and effects have been identified between the secondary school students' mathematics class commitment and anxiety and their mathematics success. In addition, the direct and indirect effects of mathematics class commitment on success and anxiety in mathematics have also been calculated.

Jagesic, S., Ewing, M., Wyatt, J. N., & Feng, J. (2022). **Unintended Consequences: Understanding the Relationship Between Dual Enrollment Participation, College Undermatch, and Bachelor's Degree Attainment.** *Research in Higher Education*, 63(1), 119-139. <https://doi.org/10.1007/s11162-021-09643-x>

Recent research suggests that dual enrollment programs are a useful recruiting tool for colleges and universities as many high school students remain at their dual enrollment institution after high school graduation. Students staying enrolled at their dual enrollment institution for college may be beneficial for institutions, but is it beneficial for participating dual enrollment students? We find that students who participate in dual enrollment in high school are more likely to experience college undermatch than similar students who do not participate in any postsecondary acceleration opportunities. Students who participate in a dual enrollment program at a 2-year institution and stay at the institution after high school graduation are up to 29% points more likely to undermatch than the average dual enrollment student enrolling in a different postsecondary institution after high school graduation. The difference is reduced to 9% points for dual enrollment

students who stay at a four-year institution. Most significantly, our research shows that the decision to stay at a 2-year dual enrollment institution has negative consequences for bachelor's degree attainment. Students who stay at a 2-year dual enrollment institution where they are undermatched have about a 33% point lower probability of completing a bachelor's degree when compared to similar 2-year dual enrollment students who move to a 4-year institution where they are not undermatched after high school graduation.

Lin, X., & Powell, S. R. (2022). **The Roles of Initial Mathematics, Reading, and Cognitive Skills in Subsequent Mathematics Performance: A Meta-Analytic Structural Equation Modeling Approach.** *Review of Educational Research*, 92(2), 288-325.
<https://doi.org/10.3102/00346543211054576>

In the present meta-analysis, we systematically investigated the relative contributions of students' initial mathematics, reading, and cognitive skills on subsequent mathematics performance measured at least 3 months later. With one-stage meta-analytic structural equation modeling, we conducted analyses based on 580,437 students from 265 independent samples and 250 studies. Findings suggested fluency in both mathematics and reading, as well as working memory, yielded greater impacts on subsequent mathematics performance. Age emerged as a significant moderator in the model, such that the effects of comprehensive mathematics and working memory on subsequent mathematics increased with age, whereas attention and self-regulation's impacts declined with age. Time lag between assessments also emerged as a significant moderator, such that the effects of word-problem solving and word recognition accuracy decreased as the time lag increased, whereas vocabulary, attention, and self-regulation's effects increased as the time lag increased.

Lo, O.-T., & Ip, T. (2022). **How Does the Psychological Well-being (PWB) in the First Year of College Studies Predict Community College Students' Academic Performance in Hong Kong?** *Community College Journal of Research and Practice*, 46(3), 161-178.
<https://doi.org/10.1080/10668926.2021.1882357>

Research showed that the college environment threatens the mental health development of students. The community college (CC) system is unique and the development of the psychological well-being (PWB) of students studying at CCs has not been extensively studied. It is also worth answering the question that how PWB relates to CC students' academic performance. In this study, the development of the PWB of CC students in Hong Kong and its relationship with the first-year academic performance have been explored. Results indicated that CC students' PWB decreased significantly after the first year of studies. Among the six constructs in PWB, only the change of Personal Growth, Self-Acceptance, and Purpose in Life significantly predicted students' first-year Cumulative Grade Point Average (CGPA), in which Purpose in Life yielded the greatest relative importance. The Purpose in Life level at the time also mediated the relationship between students' pre-college and first-year college academic performance, however, such mediation effect could only be observed in non-first-generation students. The findings of this study suggested that the mental health conditions of CC students should have gained more attention. CCs should also have put more efforts and resources to help freshmen students foster their purpose in life so that they could have better chances to achieve academic success.

Martínez-Valdivia, E., & Burgos-García, A. (2020). **Academic Causes of School Failure in Secondary Education in Spain: The Voice of the Protagonists**. *Social Sciences*, 9(2), 11. <https://doi.org/10.3390/socsci9020011>

Meyer, J., Leuze, K., & Strauss, S. (2022). **Individual Achievement, Person-Major Fit, or Social Expectations: Why Do Students Switch Majors in German Higher Education?** *Research in Higher Education*, 63(2), 222-247. <https://doi.org/10.1007/s11162-021-09650-y>

While a large body of research addresses both subject choice and student dropout in higher education, much less is known about switching the initially chosen major. Therefore, we ask why students switch their major in higher education and analyse this for the case of Germany, taking the timing and the degree of such switches (within and across subject groups) into account. Based on the extended rational choice framework, we identify three aspects that might explain switching majors: individual achievement in secondary education, a (mis)match between individual occupational interests and the content of studies and parental and peer judgement regarding the initial subject choice. We test the derived hypotheses by applying logistic regression models to representative data from the German National Educational Panel Study (NEPS), Starting Cohort 5. Our results indicate that the analysed aspects of individual achievement, person-major fit and social expectations affect switching majors, but their influence varies according to the degree and timing of the switch. While high-achieving students are more likely to switch majors, especially across disciplines and at a later stage in their studies, a mismatch in occupational interests mainly affects switching majors across broad subject groups. Finally, disapproval of the initial subject choice by parents and peers matters most for switches during the first two semesters and across academic disciplines.

Tavant, D. (2021). **Les compétences psychosociales des élèves dans le premier degré : analyse de leurs relations avec les pratiques enseignantes et la réussite des élèves** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03555125>

L'explicitation des différences de réussite entre élèves à l'école élémentaire a déjà mobilisé de nombreuses recherches dans le champ de l'éducation. Dans le cadre de cette thèse, nous explorons le développement chez l'élève de six compétences psychosociales (OMS, 1994) : la coopération, l'empathie, la maîtrise de soi, l'anxiété, l'estime de soi et l'internalité. Eu égard à la prégnance de l'effet des pratiques enseignantes sur le parcours scolaire de l'élève (Bressoux, 1994, 2001 ; Hanushek, 2002, 2014), nous avons fait l'hypothèse que (1) le profil interactionnel des enseignants du premier degré avait un lien avec le niveau de développement des compétences psychosociales et que (2) le niveau de développement des compétences psychosociales en lien avec le profil des enseignants avait un effet sur la réussite scolaire des élèves de l'école élémentaire. Les compétences psychosociales étaient donc envisagées comme de potentielles variables médiatrices entre les pratiques de l'enseignant et les performances des élèves. Fondé sur un échantillon constitué de 623 élèves de CE2, CM1 et CM2 et de 26 enseignants, notre protocole de recherche a permis de recueillir (1) des données sur le profil interactionnel des enseignants à partir de la perception des élèves et des enseignants eux-mêmes, (2) des données en début et en fin d'année sur les compétences psychosociales des élèves et (3) des données sur les performances des élèves en français et en mathématiques. Si nous constatons un effet moindre du profil interactionnel de l'enseignant sur le niveau scolaire des élèves, nous notons un effet direct de ce même profil sur les compétences psychosociales des élèves et un effet de ces compétences sur la réussite des élèves. L'utilisation d'analyses de

structure de covariance avec LISREL a mis en évidence un effet indirect d'une forme de bienveillance de l'enseignant sur les performances des élèves qui transiteraient par le bien-être psychosocial scolaire des élèves.

Wang, X., Lee, Y., Zhu, X., & Okur Ozdemir, A. (2022). **Exploring the Relationship Between Community College Students' Exposure to Math Contextualization and Educational Outcomes**. *Research in Higher Education*, 63(2), 309-336. <https://doi.org/10.1007/s11162-021-09644-w>

Low completion rates of math courses pose a major challenge for community college students' educational progress and outcomes. Contextualized instruction has been identified as a promising approach to removing some of the longstanding barriers within math teaching and learning. Still, the empirical base on this topic remains small, with particularly little evidence on how exposure to math contextualization relates to students' longer-term educational outcomes, which bear important implications for institutions' performance metrics and policymaking. We contribute new research on this front by examining how exposure to math contextualization relates to a range of interim and longer-term educational outcomes at a large community college in a Midwestern state. We applied the genetic matching approach to construct a study sample that was balanced in background characteristics between the student group receiving contextualized math instruction and their counterparts enrolled in traditional math courses. We adopted a set of regression analyses based on the matched sample, and found a significant positive relationship between exposure to math contextualization and students' outcome measures, including course performance, term GPA, continuous postsecondary enrollment, credential completion, and upward transfer.

Valeurs

André, G. (2021). **Les cultures civiques au sein d'un organisme associatif à l'épreuve de la COVID-19**. *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085301ar>

Plusieurs référentiels nationaux inscrivent dans leur programme pour l'apprentissage du numérique la dimension de citoyenneté numérique, qui est décrite comme les compétences nécessaires afin de naviguer et de s'engager de façon sécurisée sur Internet. Cette déclinaison sous forme de compétences individuelles et universelles à acquérir ne permet toutefois pas de comprendre la complexité et la diversité des pratiques incluant le numérique.

Cappellini, M. (2021). **Autonomie et citoyenneté numérique : pour une convergence en didactique**. *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085304ar>

Dans cette contribution, je propose de lier le champ de l'éducation à la citoyenneté numérique au paradigme de l'autonomie. Dans la première partie, l'article propose une caractérisation de la notion de citoyenneté prenant en compte les usages des plateformes numériques qui ont émergé dans les dix dernières années. Dans la deuxième partie, un rapprochement est proposé entre les notions de citoyenneté et d'autonomie, tant sur le plan philosophique de l'autonomie générale que celui didactique, de l'autonomie d'apprentissage. Dans la troisième partie, en partant du constat d'usages de technologies numériques problématiques pour une citoyenneté numérique, l'article propose une réponse éducative articulant des pédagogies existantes dans un cadre d'autonomisation basé sur le socioconstructivisme et l'apprentissage expérientiel. Ainsi, l'article aborde la question de l'économie de l'attention dans ses logiques

socioéconomiques et ses répercussions psychosociales. Une séquence pédagogique est présentée à titre d'exemple pour contrer les dynamiques d'usages du numérique qui sont problématiques pour l'autonomie et la citoyenneté. À partir de cet exemple de séquence, l'article propose une schématisation de l'approche proposée.

Collin, S. (2021). **L'éducation à la citoyenneté numérique : pour quelle(s) finalité(s)?** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085303ar>

La citoyenneté numérique est récemment devenue un thème fédérateur de l'éducation au numérique dans le curriculum québécois, ce qui pose la question des contenus curriculaires qu'elle couvre. Ainsi, l'objectif de cet article est de contribuer à la clarification de l'éducation à la citoyenneté numérique dans le curriculum québécois en l'abordant sous l'angle de ses finalités. Dans un premier temps, nous posons le contexte de la montée en importance de l'éducation à la citoyenneté numérique dans le curriculum québécois. Par une lecture critique de ce dernier, nous décelons deux finalités complémentaires qui sous-tendent cette éducation : une finalité adaptative, qui est prédominante, et une finalité émancipatrice, qui est latente, mais qui semble nécessaire pour remédier à certaines limites de la première finalité. Pour chacune, nous déterminons des pistes d'intervention pédagogique, avant de conclure que la prise en compte de la finalité émancipatrice dans le curriculum québécois – au même titre que la finalité adaptative – est nécessaire pour que l'éducation à la citoyenneté numérique forme des élèves capables de faire face aux enjeux numériques auxquels sont confrontées les sociétés contemporaines.

Gibbs, P. (2022). **Islam on campus: contested identities and the cultures of higher education in Britain.** *Higher Education*, 83(3), 631-634. <https://doi.org/10.1007/s10734-021-00688-6>

Landry, N., Giasson, T., & Brin, C. (2021). **Bilan d'une première décennie de travaux sur l'intersection de la citoyenneté politique, de la citoyenneté numérique et de la « news literacy ».** Une recension des écrits publiés entre 2005 et 2017. *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085302ar>

Cet article présente les conclusions d'un état des connaissances et une proposition d'articulation des concepts de news literacy et de citoyenneté, laquelle est observée dans ses dimensions politique et numérique. Nos travaux démontrent que les compétences informationnelles nécessaires ou attendues pour participer à la vie démocratique se complexifient à la faveur d'un environnement médiatique et technologique en mutation rapide. Notre recension a permis de constater la richesse des travaux et des réflexions qui reflètent cette complexité des enjeux en cause. Il s'en dégage toutefois un flou conceptuel que l'article contribue à réduire.

LeBlanc, M., Léger, M., & Freiman, V. (2021). **La citoyenneté numérique dans un monde interconnecté : recenser et modéliser pour mieux éduquer.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085299ar>

Le développement rapide des technologies numériques au cours des dernières années a ouvert le monde aux gens qui peuvent saisir de multiples occasions d'y entrer comme citoyens actifs et engagés, capables de contribuer à la résolution de problèmes globaux d'ordres politique, socioéconomique et socioculturel. Parallèlement, ces personnes peuvent devenir chancelantes face à certains défis rencontrés en ligne. Dans un contexte de monde de plus en plus interconnecté par le biais des outils numériques, le concept de citoyenneté fait l'objet d'une transformation radicale. Comprendre les

enjeux du numérique et l'ampleur de sa mondialisation devient alors très important. Cette préoccupation est reflétée dans le monde par une tendance à inclure des éléments de citoyenneté numérique dans les visées des systèmes éducatifs. Au moyen d'une recension des écrits, nous cherchons à mieux définir le phénomène de la citoyenneté numérique, ainsi que les compétences nécessaires pour former à une citoyenneté active, engagée et responsable, dans le but de proposer une modélisation de la citoyenneté numérique. Cette contribution cherche aussi à recenser les pratiques pédagogiques prometteuses et les conditions d'une éducation au numérique réussie. Notre réflexion nous mène à insister sur l'importance de développer la citoyenneté numérique dès un jeune âge.

Lightbourn, R., & Caws, C. (2021). **Une analyse sociocritique de l'usage de Twitter pour le développement de compétences socio-interactionnelles et numériques.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085306ar>

Cet article présente une étude de cas menée dans un cours de langue universitaire de niveau débutant/intermédiaire au sein duquel l'application Twitter a été utilisée pour encourager des interactions en contexte authentique. En nous appuyant sur l'approche sociocritique du numérique en éducation, sur l'approche socio-interactionnelle et sur l'approche ergonomique, nous avons mené une analyse qualitative des facteurs qui ont eu des incidences sur la participation des apprenantes et des apprenants (N = 10) qui utilisaient Twitter dans le cours, et sur leur expérience.

Naffi, N., Davidson, A.-L., Barma, S., Bernard, M.-C., Brault, N., Berger, F., & Gagnon-Tremblay, A. (2021). **Pour une éducation aux hypertrucages malveillants et un développement de l'agentivité dans les contextes numériques.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085307ar>

La désinformation en ligne n'est pas en perte de vitesse. Le terme infocalypse a d'ailleurs été inventé par Schick (2020) pour décrire la gravité de la désinformation sous forme d'hypertrucages malveillants (deepfakes) qui obscurcissent ce qui était auparavant considéré comme authentique. Cet article de réflexion circonscrit la complexité du phénomène des deepfakes afin de mettre en relief le besoin urgent de mener des recherches qui interpellent directement les acteurs et les actrices du monde de l'éducation. Sous la lentille de l'éducation à la citoyenneté, nous argumentons que le personnel enseignant, les parents ainsi que les actrices et les acteurs éducatifs doivent accompagner les jeunes dans le développement de l'esprit critique, de l'agentivité dans le contexte numérique et du discernement à l'égard des hypertrucages malveillants afin qu'ils puissent se protéger et contrer ce phénomène. Pour répondre à la question « Pourquoi éduquer les jeunes aux hypertrucages malveillants? », nous avons commencé par circonscire ce phénomène et ses dangers dans un contexte de désinformation. Dans un premier temps, cet article expose la façon dont les deepfakes ébranlent les bases perceptuelles liées à la connaissance humaine et discute de leur menace pour nos sociétés. Deuxièmement, il présente des pistes envisagées et attire l'attention sur l'urgence de sensibiliser les jeunes à ces dangers et de les impliquer pour contrer cette forme de désinformation. Finalement, l'article propose des pistes de recherche à explorer en citoyenneté numérique.

Pegalajar-Palomino, M. del C., Burgos-Garcia, A., & Martinez-Valdivia, E. (2021). **What Does Education for Sustainable Development Offer in Initial Teacher Training? A**

Systematic Review. *Journal of Teacher Education for Sustainability*, 23(1), 99-114.
<https://doi.org/10.2478/jtes-2021-0008>

Pellerin, M., & Jacquet, M. (2021). **La citoyenneté éthique en contexte d'apprentissage en ligne à l'ère de la COVID-19.** *Éducation et francophonie*, 49(2).
<https://doi.org/10.7202/1085300ar>

La pandémie de COVID-19 provoque des changements sans précédent au sein des institutions éducationnelles. En raison des restrictions sanitaires, les enseignantes et enseignants sont appelés à adopter de nouvelles prestations d'enseignement en ligne, et ce, du jour au lendemain, sans pour autant avoir reçu une formation adéquate. De même, les élèves de niveaux primaire et secondaire sont immergés dans ces environnements d'apprentissage sans les connaissances, savoir-faire et savoir-agir nécessaires pour naviguer à travers ceux-ci de manière éthique. L'objectif de cet article est d'examiner la dimension de la citoyenneté éthique à l'ère du numérique en contexte d'apprentissage en ligne. Dans un premier temps, nous examinerons 1) le phénomène du transfert rapide à l'apprentissage en ligne en réaction aux restrictions sanitaires mises en place pendant la pandémie, et 2) les nouveaux savoir-faire et savoir-agir que ce transfert requiert quant à l'adoption d'une posture de citoyen éthique dans l'espace numérique. Par la suite, nous présentons des pistes de réflexion et d'action destinées à mieux outiller le personnel enseignant afin qu'il puisse accompagner les élèves dans le développement de leur citoyenneté éthique en contexte d'apprentissage en ligne.

Pellerin, M., Jacquet, M., & Lefebvre, S. (2021). **La complexité de l'éducation à la citoyenneté numérique: des enjeux sociétaux, éducatifs et politiques.** *Éducation et francophonie*, 49(2). <https://doi.org/10.7202/1085298ar>

Un article de la revue *Éducation et francophonie*, diffusée par la plateforme Érudit.

Reichert, F. (2022). **How do student and school resources influence civic knowledge? Evidence from three cohorts of Australian tenth graders.** *Asia Pacific Education Review*, 23(1), 1-14. <https://doi.org/10.1007/s12564-021-09698-6>

Students from less fortunate families and in less advantaged schools often perform worse than their more advantaged peers. The Australian Labor Government (2007–2013) initiated the “Building the Education Revolution” to establish a more effective and just education system, reaching a meaningful consensus on the development of active and informed citizens across all Australian states and territories. Using nationally representative data, this study examines how student background, school context, and school composition are associated with civic knowledge, whether students from low-status families are particularly disadvantaged in schools with more advantaged peers (big-fish-little-pond effect), and whether and how these associations have changed between 2007 and 2013. The results of multiple-group multilevel linear regression models suggest that student background and school characteristics are associated with civic knowledge, and that school characteristics moderate the associations between civic knowledge and school composition. Taken together, the data provide little evidence that the disparities in civic knowledge due to socioeconomic inequalities have declined over time. These inequities are problematic as gaps in civic knowledge can affect the quality of democracy, particularly in a country where voting is mandatory. The reproduction of educational inequality remains a challenge for social and educational policy in Australia.

Sum, N. (2022). **School leaders' perceptions of religion and spirituality in Bangladesh: leadership in English Medium Schools.** *International Journal of Qualitative Studies in Education*, 35(3), 301-318. <https://doi.org/10.1080/09518398.2021.1930264>

Concerns with how religion is placed in education has garnered considerable attention in the past fifteen years, due in large part to heightened politics and social agendas to strengthen community cohesion. This paper addresses the need to better understand how school leaders are internalising such discourses on religion and spirituality. A qualitative case study of school leaders situated in English Medium Schools in Bangladesh, involved observations across five schools and semi-structured interviews with 54 participants. Theoretically informed thematic analysis revealed that while some school leaders consider religion and spirituality to be connected and integral to their leadership practice, others were equally firm in their perceptions that religion is an entirely personal practice separate from professional work. These contradictory perceptions are discussed in relation to local and global tensions on religion and secularity. The paper makes an empirical contribution to considerations of religion and spirituality within school leadership.