Veille de l'IREDU

Sommaire :

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

Acquisition de compétences

Arnaud-Bestieu, A. (2021). **Mieux comprendre le développement de la créativité de l'élève : apports d'une analyse micro-didactique du couple milieu-contrat en danse**. *Revue française de pédagogie*, 212(3), 5-18. Consulté à l'adresse http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-5.htm
Dans cet article, nous montrerons comment, dans une approche clinique du didactique de l'ordinaire des classes, le croisement entre l'analyse extrinsèque du jeu didactique et l'analyse intrinsèque de l'activité de l'élève peut éclairer ce qui se joue dans les jeux d'apprentissage créatifs en danse (improvisation). L'article traite la question de la créativité comme impensé et contrainte du couple milieu-contrat dans les enseignements artistiques de danse et contribue à la compréhension des dimensions environnementales dans les modèles de la créativité.

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Bisschop, H. de, & Olry, P. (2020). **L'apprentissage par corps contraint**. *Les Sciences de l'education - Pour l'Ere nouvelle*, 53(4), 55-76. Consulté à l'adresse http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-4-page-55.htm
Le rôle du corps dans les apprentissages a été étudié dans des univers de formations classiques (Faure, 2000), notamment à des fins d'acquisition de savoirs corporels [1]. Il est plus rare qu'il soit placé sous observation auprès de participants exposés à des sur-sollicitations physiques, psychiques et mentales, dans une visée de formation. Pour contribuer à comprendre comment les corps participent aux apprentissages, nous avons étudié un segment de dispositif de formation particulier : le stage d'aguerrissement suivi en Guyane par les élèves-officiers de l'EMIA [2]. L'ensemble de la formation vise l'acquisition de savoirs à la fois conceptuels et relationnels. L'intention pédagogique du stage observé repose sur un principe radical : épuiser les corps individuels pour « faire corps » au sein du groupe. Il s'agit en effet de susciter l'émergence d'un collectif indispensable dans l'exercice du métier en opérations extérieures. Le milieu du stage, épuisant et stressant pour le mental et pour le corps, est didactiquement pensé dans ce but. L'étude a consisté à caractériser le rôle joué par les dimensions sensorielles, émotionnelles et sensori-motrices au sein de ces apprentissages. Les résultats mettent en évidence qu'à côté des jugements de familiarité connus d'autres formes de typicalisation apparaissent lors de ces expériences sur-sollicitantes.

Body, G., Vidal-Gomel, C., & Simonet, P. (2020). **Engagement du corps et prévention des troubles musculosquelettiques dans la co-conception d'une formation initiale au métier de sellier**. *Les Sciences de l'éducation - Pour l'Ere nouvelle*, 53(4), 77-102. Consulté à l'adresse http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-4-page-77.htm
En situation de travail, l'engagement du corps dans l'action peut s'avérer délétère et générer des troubles musculosquelettiques (TMS), portant atteinte aux individus et aux organisations. S'inscrivant dans une prévention primaire qui vise à réduire ce risque, l'Institut français du cheval et de l'équitation nous a commandé des vidéos pour la formation des selliers-harnacheurs, qui permettent d'intégrer cette préoccupation aux pratiques des formateurs. Notre objectif est ici de montrer comment, par la mise en place d'un processus itératif et participatif de co-conception de ces artefacts, nous avons

cherché à réorienter le regard de ces professionnels devenus formateurs, vers la prise en compte de ces risques, malgré l'impossibilité d'avoir accès aux situations réelles de travail en entreprise. L'analyse clinique d'une séance d'allo-confrontation animée par la chercheure [4] met en évidence les déterminants du geste, dont certains sont facteurs de risques et d'autres des savoir-faire de prudence, l'amorce de transformations des représentations de certains d'entre eux mais aussi des obstacles à ces changements. Si ces résultats orientent le contenu des futures vidéos, ils constituent également des facteurs de conversion à prendre en compte car ils peuvent favoriser ou entraver la capacité des formateurs à s'approprier ces ressources et qui devront être pris en compte.

Claude, M.-S., & Rayou, P. (2021). **Fictions d'enfants, fictions d'élèves. Rencontres avec des sculptures contemporaines en 6e**. *Revue française de pédagogie*, *212*(3), 19-30. Consulté à l'adresse http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-19.htm
Si tous les enfants sont capables d'exprimer, à l'écrit comme à l'oral, des ressentis et des jugements qui témoignent de compétences esthétiques, ils se révèlent, comme élèves à profils socialement contrastés, inégalement compétents à leur donner la forme qu'attend l'école dans sa façon de traiter les objets du monde. Cet article le montre en s'appuyant sur une enquête auprès d'enfants de deux classes de sixième découvrant des sculptures modernes et contemporaines au jardin des Tuileries. L'étude de ce qu'ils disent des œuvres, à la lumière de deux appuis théoriques croisés, l'un issu de la didactique et l'autre de la sociologie des apprentissages, permet de mieux comprendre ce qui peut faire difficulté, pour une partie d'entre eux, quand ils sont élèves, plus précisément dans le cadre du cours de français.

Edin, P.-A., Fredriksson, P., Nybom, M., & Öckert, B. (2022). **The Rising Return to Noncognitive Skill**. *American Economic Journal: Applied Economics*, *14*(2), 78-100. https://doi.org/10.1257/app.20190199
The Rising Return to Noncognitive Skill by Per-Anders Edin, Peter Fredriksson, Martin Nybom and Björn Öckert. Published in volume 14, issue 2, pages 78-100 of American Economic Journal: Applied Economics, April 2022, Abstract: This paper uses administrative data from Sweden to document trends in t...

Farrell, C. C., Penuel, W. R., Allen, A., Anderson, E. R., Bohannon, A. X., Coburn, C. E., & Brown, S. L. (2022). **Learning at the Boundaries of Research and Practice: A Framework for Understanding Research–Practice Partnerships**. *Educational Researcher*, *51*(3), 197-208. https://doi.org/10.3102/0013189X211069073
Given the rapid growth of research–practice partnerships (RPPs), we need a framework that helps the field understand how RPPs can facilitate organizational learning in service of local educational improvement and transformation. Drawing on sociocultural and organizational learning theories, we argue that learning can happen for the organizations engaged in RPPs at the boundaries of research and practice. Such learning is evident when there are changes in collective knowledge, policies, and routines of participating organizations, with implications for longer-term outcomes of educational improvement and transformation locally and more broadly. The degree to which organizations can make use of the ideas from the RPP is dependent, in part, on the presence and design of boundary infrastructure and the preexisting organizational

capacities and conditions. We conclude with implications for those engaging in RPPs and future research.

Heiser, L. (2022). **Du métier de l'élève à celui de citoyen créatif ?** *Alliage : Culture - Science - Technique*, (82), 101. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03619029
La réforme de la formation des enseignants, en France, devrait être prochainement mise en place. Elle pourrait engendrer un nouveau statu quo ou, pire encore, une certaine régression, car il n'est ni question d'augmenter la durée de la formation, même si l'idée d'un continuum semble se consolider, ni d'augmenter les moyens humains pour y arriver. Les savoirs et savoir-faire qui permettront aux élèves d'exercer leur esprit critique au sein de notre humanisme numérique1 sont également peu abordés. Or, l'école doit jouer son rôle d'émancipation par rapport aux changements technologiques. Sans quoi les futurs citoyens verront leur pouvoir d'agir diminuer face à la Toute Puissance des géants du numérique2. Une situation qui nécessite de développer chez les élèves leur créativité en les considérant aussi comme des agents créatifs capables de redresser cette situation pendant leur vie d'adulte. L'unique façon de sortir de l'anthropocène par l'éducation, comme le soulignent certains philosophes.

Köse, H., & Sönmez-Kartal, M. (2022). **The effectiveness of video prompts created with animations in teaching car wash skills**. *Education and Information Technologies*, *27*(2), 2083-2097. https://doi.org/10.1007/s10639-021-10698-7
The primary purpose of this study is to examine the effectiveness of presenting animated video prompting (VP) in teaching car wash skills to individuals with mild intellectual disability (ID). In addition, it was aimed to investigate the permanence of the teaching, the generalizability of the acquired skill, and the opinions of the participants and their families in the research about animation VP. A multiple probe design with probe conditions across subjects, one of the single-subject research designs, was used in the study. The participants of the study were three males with mild ID, ages 18–24. The study's findings show that individuals with mild ID can learn the car wash skill using the VP method prepared with animations. The use of animation can facilitate the preparation of video-based content, and video-based instruction can become widespread. Further research can investigate whether there is a difference in effectiveness and efficiency between the animation VP methods and the VP methods prepared using camera records.

OCDE. (2022). *How do girls and boys feel when developing creativity and critical thinking?: Lessons for gender equity*. https://doi.org/10.1787/bfcac2cc-en
Do girls and boys report different feelings during teaching and learning for creativity and critical thinking? This document highlights differences between the emotions reported by male and female secondary students in a project about fostering creativity and critical thinking run by the Centre for Educational Research and Innovation at the OECD. We explore data from 10 271 secondary school students in 184 schools in 9 countries and draw implications for classroom and system level attempts to embed creativity and critical thinking in education. The emotions associated with learning can lead to different experiences and perceptions of creativity and critical thinking and affect students' skills development. The information provided here aims to help educators provide more customised support to boys and girls navigating different emotional experiences, and so support equitable outcomes when developing creativity and critical thinking.

Paggetti, M. (2020). **Interactions corporelles et construction de l'expérience : l'exemple de la psychomotricité auprès d'enfants**. *Les Sciences de l'education - Pour l'Ere nouvelle*, 53(4), 35-54. Consulté à l'adresse http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-4-page-35.htm

Cette contribution se propose de renseigner la place du corps dans la conduite d'interactions de soin et des apprentissages qui en résultent à partir de matériaux empiriques. Le bercement, le « portage » et l'« enveloppement » composent l'activité professionnelle quotidienne des psychomotriciens et fait appel à une technicité peu comprise et conceptualisée. Au moyen d'une analyse des interactions à dominante corporelle qui constituent cette activité de soin, nous proposons de comprendre dans quelle mesure le corps du professionnel constitue une interface perceptive et réactive lui permettant de se renseigner sur les composantes d'une situation structurellement indéterminée et d'y agir en conséquence. En mobilisant pour cela la théorie de l'enquête de J. Dewey, nous envisageons les ajustements corporels comme de potentielles sources d'apprentissage participant à l'évolution de la séquence de soin ainsi qu'au développement professionnel du psychomotricien.

Porte, L. (2021). *L'apprentissage en environnement virtuel : rôle du guidage et du feedback sur la compréhension des écosystèmes forestiers* (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03597992

Dans le cadre du projet E-Fran, nous avons étudié les processus cognitifs liés à l'apprentissage dans le but d'optimiser un simulateur de forêt en réalité virtuelle. Ces travaux de thèse ont donné lieu à quatre expérimentations portant sur un test des principes d'apprentissage multimédia (Mayer, 2009, 2014,2021) en réalité virtuelle, ainsi que sur les mécanismes cognitifs sous-jacents aux acquisitions dans le domaine des écosystèmes forestiers. Notre première étude a porté sur l'apprentissage de la décomposition de la matière organique auprès des plus de 100 élèves de 5ème. Nous avons créé un environnement 3D respectant le principe de cohérence sémantique afin de comparer deux groupes d'élèves qui étudiaient soit la leçon selon une présentation sémantiquement cohérente fixe, soit la leçon selon une présentation libre, complète. Cette étude a permis de confirmer qu'un apprentissage sémantiquement cohérent fixe était préférable dans le cadre d'apprentissages complexes en RV auprès de jeunes élèves. Dans une deuxième étude sur le même thème et auprès d'une population de 230 élèves de 5ème, nous avons testé le principe de contiguïté temporelle et les conditions d'intégration de l'information verbale (commentaire audio) et de l'information visuelle. Le matériel proposé était identique à celui de la première expérience mais était présenté sous forme d'une vidéo non interactive dans laquelle le son était présenté soit 6 secondes, soit 2 secondes avant ou après l'information visuelle. Un groupe étudiait cette vidéo avec une synchronisation (0 secondes) entre l'information verbale et l'information picturale. Cela nous a permis d'évaluer le degré de perturbation des apprentissages multimodaux dans un environnement complexe en 3D lorsque que les informations verbales et imagées ne sont pas présentées simultanément. Les résultats ont indiqué qu'un décalage temporel de 2 secondes seulement entre l'information verbale et l'information picturale perturbait significativement la compréhension et l'apprentissage. Cela nous a permis de mieux appréhender la conception de notre dernière expérimentation portant sur l'importance du guidage visuel, par signalisation, et du feedback dans un environnement forestier en réalité virtuelle immersive dans lequel il est possible d'extraire de l'information à 360° parmi une

multitude d'éléments. La tâche expérimentale proposée à plus de 100 élèves de première et terminale d'un lycée agricole, impliquait un diagnostic de l'écosystème de zones forestières en RV en vue de l'implantation d'un lieu d'accueil du public. Les résultats ont montré un effet positif significatif de la signalisation visuelle et du feedback sur la performance de diagnostic et sur la récupération en mémoire de travail des informations pertinentes pour élaborer le diagnostic.

Renier, S. (2020). **Traduction inédite du texte Le corps et l'esprit de John Dewey**. *Les Sciences de l'education - Pour l'Ere nouvelle*, *53*(4), 103-119. Consulté à l'adresse http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-4-page-103.htm

Thievenaz, J. (2020). **Le corps et l'esprit de l'enquête**. *Les Sciences de l'education - Pour l'Ere nouvelle*, *53*(4), 13-34. Consulté à l'adresse http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-4-page-13.htm
La théorie de l'enquête de John Dewey permet d'étudier les rapports entre processus mentaux et corporels dans l'activité. Pour ce faire, il s'agit de remettre à l'étude le concept d'enquête selon une approche pragmatiste de l'expérience, puis de rendre compte des dimensions corporelles ou organiques de l'enquête ainsi précisée. En prenant appui sur une étude de cas issue de la formation des masseurs-kinésithérapeutes, le but est de montrer en quoi aspects cognitifs et corporels sont étroitement liés dans l'activité et dans l'apprentissage par l'activité.

Thievenaz, J., & Guérin, J. (2020). **Introduction. Apprendre en agissant**. *Les Sciences de l'education - Pour l'Ere nouvelle*, *53*(4), 7-12. Consulté à l'adresse http://www.cairn.info/revue-les-sciences-de-l-education-pour-l-ere-nouvelle-2020-4-page-7.htm

UNESCO UNEVOC: International centre for technical and vocational education and training. (2022). ***Trends mapping study: digital skills development in TVET teacher training***. Consulté   à   l'adresse https://unevoc.unesco.org/pub/trends_mapping_study_digital_skills_development_in_tvet_teacher_training.pdf
Le numérique a entraîné de profonds changements dans les compétences requises pour le travail et la vie. Pour que les établissements d'enseignement et de formation techniques et professionnels (EFTP) restent pertinents et attractifs, ils doivent identifier et introduire des compétences numériques en adéquation avec le monde du travail et mieux exploiter les nouvelles opportunités offertes, notamment l'enseignement à distance. L'étude propose une cartographie des tendances et des défis dans le développement des compétences numériques des enseignants et formateurs de l'EFTP dans le monde. Le rapport identifie également des innovations et des bonnes pratiques.

Aspects économiques de l'éducation

Albert, A., & Wozny, N. (2022). ***The Impact of Academic Probation: Do Intensive Interventions Help?*** (Working Paper N° 2022-02). Consulté à l'adresse Department of Economics and Geosciences, US Air Force Academy website: https://econpapers.repec.org/paper/atswpaper/wp2022-2.htm

Academic probation policies place restrictions on low-performing college students, incentivizing them to improve their performance or leave the program. We examine the effect of an intensive academic probation policy that includes mandatory study time. Using a regression discontinuity analysis and administrative data from the U.S. Air Force Academy, we find that placement on academic probation increases performance without increasing attrition and increases completion of STEM degrees. These impacts are surprising in light of research showing increased attrition and shifts towards easier courseloads at other institutions, suggesting that more intensive interventions may help low-performing college students without discouraging program completion.

Angrist, J., Hull, P., Pathak, P. A., & Walters, C. (2021). *Race and the Mismeasure of School Quality* (NBER Working Paper N° 29608). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/29608.htm
In large urban districts, schools enrolling more white students tend to have higher school performance ratings. We use an instrumental variables strategy leveraging centralized school assignment to identify the drivers of the correlation between racial make-up and ratings. Estimates from Denver and New York City suggest the relationship between widely-reported school performance ratings and white enrollment shares reflects selection bias rather than causal school value-added. In fact, value-added in these two cities is essentially unrelated to white enrollment shares. A simple regression adjustment is shown to yield school ratings that are uncorrelated with race, while predicting causal value-added as well or better than the corresponding unadjusted measures.

Arteaga, F., Kapor, A., Neilson, C., & Zimmerman, S. (2021). *Smart Matching Platforms and Heterogeneous Beliefs in Centralized School Choice* [Working Paper]. Consulté à l'adresse Princeton University. Economics Department. website: https://econpapers.repec.org/paper/prieconom/2021-42.htm
Many school districts with centralized school choice adopt strategyproof assignment mechanisms to relieve applicants of the need to strategize on the basis of beliefs about their own admissions chances. This paper shows that beliefs about admissions chances shape choice outcomes even when the assignment mechanism is strategyproof by influencing the way applicants search for schools, and that « smart matching platforms » that provide live feedback on admissions chances help applicants search more effectively. Motivated by a model in which applicants engage in costly search for schools and over-optimism can lead to under-search, we use data from a largescale survey of choice participants in Chile to show that learning about schools is hard, that beliefs about admissions chances guide the decision to stop searching, and that applicants systematically underestimate non-placement risk. We then use RCT and RD research designs to evaluate live feedback policies in the Chilean and New Haven choice systems. 22% of applicants submitting applications where risks of non-placement are high respond to warnings by adding schools to their lists, reducing non-placement risk by 58%. These results replicate across settings and over time. Reducing the strategic burden of school choice requires not just strategyproofness inside the centralized system, but also choice supports for the strategic decisions that inevitably remain outside of it.

Bleemer, Z., & Mehta, A. (2022). **Will Studying Economics Make You Rich? A Regression Discontinuity Analysis of the Returns to College Major**. *American Economic Journal: Applied Economics, 14*(2), 1-22. https://doi.org/10.1257/app.20200447

Will Studying Economics Make You Rich? A Regression Discontinuity Analysis of the Returns to College Major by Zachary Bleemer and Aashish Mehta. Published in volume 14, issue 2, pages 1-22 of American Economic Journal: Applied Economics, April 2022, Abstract: We investigate the wage return to studyi...

Borgen, N. T., Markussen, S., & Raaum, O. (2021). ***Socioeconomic Differences in the Long-Term Effects of Teacher Absence on Student Outcomes*** (SocArXiv N° 5nhds). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/5nhds.htm
While the scarce evidence on teacher absence identifies effects on student short-term test scores, this article studies potential effects on long-term educational attainment. We use population-wide Norwegian register data to study the effects of certified teacher absence during lower secondary school (grades 8-10) on non-completion of upper secondary education by age 21 as well as academic achievement in 10th grade. In a school fixed effects model, we find that an increase in teacher absence of 5 percentage points reduces students' examination grades by 2.3% of a standard deviation and increases the risk of dropout by 0.6 percentage points. While exposure to teacher absence is unrelated to family background, particularly large effects for low SES students drive the overall impact of teacher absence. Teacher absence does not affect the dropout of high SES students. The long-term effects on dropout are partly mediated by relatively large effects of teacher absence on the short-term academic achievements of low SES students at the bottom of the grade distribution. Overall, our findings indicate that reductions in instructional quality increase social inequality in long-term educational outcomes.

Borraz, F., Caro, A., Caño-Guiral, M., & Roa, M. J. (2021). ***Financial education for youth. A randomized evaluation in Uruguay*** (Documentos de Trabajo N° 2021011). Consulté à l'adresse Banco Central del Uruguay website: https://econpapers.repec.org/paper/bkudoctra/2021011.htm
Using data from a randomized control trial in Uruguay, we evaluate the impact of an economic and financial education program targeted to senior high-school students. The program is based on an innovative playful approach workshop about monetary policy and financial supervision. We find that the workshop has a positive and significant impact on student knowledge. Our results shed light on the importance of economic and financial education for the youth in developing countries.

Brun, J.-F., & Compaore, C. T. (2021). ***Public Expenditures Efficiency On Education Distribution in Developing Countries*** [CERDI Working paper]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/halcdiwps/hal-03116615.htm
The paper assesses the efficiency of public expenditures in decreasing the unequal distribution of education in developing countries over the period 1980–2010. For this purpose, we use partial frontier estimator to compute output and input efficiency scores. Moreover, we analyze the determinants of education output efficiency by using Exponential Fractional Regression Models (EFRM). The results show that on average, developing countries can reduce their education inequality by 30% without changing their public expenditures on education. Developing countries improved their output efficiency over the study period. However, their input efficiency has decreased relatively slightly since 2005. The results also show that logarithm of GDP and its square, urbanization,

government stability and democracy are the main determinants of education output efficiency for both logit and Cloglog specifications.

Chen, Y., Feng, S., & Yang, C. (2022). ***Heterogeneous Peer Effects under Endogenous Selection: An Application to Local and Migrant Children in Elementary Schools in Shanghai*** (IZA Discussion Paper N° 15070). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15070.htm
This paper develops a model that allows for heterogenous contemporaneous peer effects among different types of agents who are endogenously selected into different peer groups. Using our framework, we characterize the reduced-form coefficient in the peer effect literature and show that it is a priori ambiguous in sign. We apply our approach to migrant and local students in Shanghai, where local students all go to public schools, but migrant students are endogenously selected into either public schools or lower-quality private schools. The results suggest large contemporaneous peer effects among all student groups. We conduct policy experiments to examine the effect of transferring migrant students from private schools to public schools. We show that peer effect can be substantially more important than the school effect in accounting for the total treatment effect of moving to better schools.

Contini, D., Tommaso, M. L. D., Muratori, C., Piazzalunga, D., & Schiavon, L. (2021). ***The Covid-19 pandemic and school closure: learning loss in mathematics in primary education*** (DEM Working Paper N° 2021/16). Consulté à l'adresse Department of Economics and Management website: https://econpapers.repec.org/paper/trnutwprg/2021_2f16.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.).

De Benedetto, M. A., De Paola, M., Scoppa, V., & Smirnova, J. (2022). ***The Long-Run Effects of College Remedial Education*** (IZA Discussion Paper N° 15082). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15082.htm
We investigate the long-run impact of college remedial education on students' academic performance and employment status. By implementing a Fuzzy Regression Discontinuity Design we show that attending remedial courses positively affects the probability to get a university degree, whereas no significant effect is found on labour market outcomes.

De Groote, O., & Declercq, K. (2021). ***Tracking and specialization of high schools: heterogeneous effects of school choice*** [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-03537880.htm

We analyze the impact of choosing an elite school on high school graduation in an early tracking system in Flanders (Belgium). Whereas elite schools offer only an academic track, most other schools offer multiple tracks. On average, students experience a 3.3 percentage point increase in the likelihood of obtaining a degree. We find that the effects are heterogeneous. On average, students who self-select into elite schools do not experience an effect. However, students who do not choose an elite school would experience positive effects. Our results can be explained by different tracking decisions in both types of schools.

Edin, P.-A., Fredriksson, P., Nybom, M., & Öckert, B. (2022). **The Rising Return to Noncognitive Skill**. *American Economic Journal: Applied Economics*, *14*(2), 78-100. https://doi.org/10.1257/app.20190199
The Rising Return to Noncognitive Skill by Per-Anders Edin, Peter Fredriksson, Martin Nybom and Björn Öckert. Published in volume 14, issue 2, pages 78-100 of American Economic Journal: Applied Economics, April 2022, Abstract: This paper uses administrative data from Sweden to document trends in t...

Fiala, N., Garcia-Hernandez, A., Narula, K., & Prakash, N. (2022). *Wheels of Change: Transforming Girls' Lives with Bicycles* (IZA Discussion Paper N° 15076). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15076.htm
Reducing the gender gap in education is a primary goal for many countries. Two major challenges for many girls are the distance to school and their safety when commuting to school. In Zambia, we studied the impact of providing a bicycle to a school-going girl who lives more than 3 km from the school. We randomized whether a girl received a bicycle with a small cost to her family to cover replacement parts, a bicycle where these costs are covered by the program, and therefore is zero cost to the family, or a control group. One year after the intervention, we find that the bicycle reduced average commuting time to school by 35%, reduced late arrival by 66%, and decreased absenteeism by 27%. We find continued improvement in girls' attendance and reduction in dropouts two, three, and four years after the intervention. We also find evidence of improved math test scores, girls expressing higher feelings of control over their lives and, for those who received bicycles with a small cost to her family, higher levels of aspirations, self-image, and a desire to delay marriage and pregnancy. Heterogeneity analysis by distance to school shows an inverted U-shape for most of the schooling and empowerment results, suggesting greater impact for girls that live further away from school. These results suggest that empowerment outcomes worked through increased attendance in school.

García, S., & Saavedra, J. (2022). *Conditional Cash Transfers for Education* (NBER Working Paper N° 29758). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/29758.htm
This chapter reviews the extensive literature to date on CCTs for education. Section 2 provides background on the origins and expansion of CCTs globally, and describes basic design features and variation in characteristics across programs. Section 3 presents a theory of change and an economic household decision-making model highlighting key comparative statics and empirical predictions for the introduction of an education CCT program. Section 4 discusses key methodological challenges in evaluating the impacts of education CCTs. Section 5 integrates and updates the extensive evidence to date on

the impacts of education CCTs on various outcome domains over the life cycle, and provides the most comprehensive view to date on learning impacts by meta-analyzing new evidence from more than 30 studies—substantially more than prior reviews of the literature. Section 6 reviews the evidence on indirect and general equilibrium effects. Section 7 presents a simple model of costs commonly used in the literature, which we extend to analyze cost-effectiveness for a subset of programs. Section 8 concludes and highlights open questions for future research.

Giacobino, H., Elise Huillery, E. H., Michel, B., & Sage, M. (2022). *Schoolgirls Not Brides: Secondary Education as a Shield Against Child Marriage* (Working Paper Nᵒ DT/2022/01). Consulté à l'adresse DIAL (Développement, Institutions et Mondialisation) website: https://econpapers.repec.org/paper/diawpaper/dt202201.htm
This paper examines whether eliminating financial and logistical barriers to secondary education can reduce child marriage. Using a randomized controlled trial including 285 localities in Niger, which ranks last in gender development indices, we show that offering a scholarship upon admission to middle school halves both school dropout and child marriage. It also raises girls' aspirations for themselves as well as mothers' aspirations for their daughter, plausibly due to changes in girls' human capital and preferences. As we find no evidence of displacement effects on non-beneficiary adolescent girls, the scholarship creates unambiguously large social benefits.

Graveleau, S. (2022, mars 15). **Pourquoi une partie de la jeunesse passe à côté des aides publiques : « Je ne savais pas que j'y avais droit »**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/03/15/je-ne-savais-pas-que-j-y-avais-droit-pourquoi-une-partie-de-la-jeunesse-passe-a-cote-des-aides-publiques_6117519_4401467.html
En 2021, 25 % des jeunes n'ont pas eu accès à une aide à laquelle ils auraient pu être éligibles, selon une étude récente. Méconnaissance, maquis institutionnel, défiance : les raisons de ce phénomène de « non-recours » sont multiples.

Haapanala, H., Marx, I., & Parolin, Z. (2022). *Robots and Unions: The Moderating Effect of Organised Labour on Technological Unemployment* (IZA Discussion Paper Nᵒ 15080). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15080.htm
We analyse the moderating effect of trade unions on industrial employment and unemployment in countries facing exposure to industrial robots. Applying random effects within-between regression to a pseudo-panel of observations from 28 advanced democracies over 1998-2019, we find that stronger trade unions in a country are associated with a greater decline in the industry sector employment of young and low-educated workers. We also show that the unemployment rates for low-educated workers remain constant in strongly unionised countries with increasing exposure to robots, whereas in weakly unionised countries, low-educated unemployment declines with robot exposure but from a higher starting point. Our results point to unions exacerbating the insider-outsider effects of technological change within the industrial sector, which however is not fully passed on to unemployment.

Heisig, J. P., & Matthewes, S. H. (2021). *No evidence for positive effects of strict tracking and cognitive homogenization on student performance: A critical reanalysis of Esser and*

Seuring (2020) (SocArXiv N° x92mg). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/x92mg.htm

In a recent contribution, Esser and Seuring (2020) draw on data from the National Educational Panel Study to attack the widespread view that tracking in lower secondary education exacerbates inequalities in student outcomes without improving average student performance. Exploiting variation in the strictness of tracking across 13 of the 16 German federal states (e.g., whether teacher recommendations are binding), Esser and Seuring claim to demonstrate that stricter tracking after grade 4 results in better performance in grade 7 and that this can be attributed to the greater homogeneity of classrooms under strict tracking. We show these conclusions to be untenable: Esser and Seuring's measures of classroom composition are highly dubious because the number of observed students is very small for many classrooms. Even when we adopt their classroom composition measures, simple corrections and extensions of their analysis reveal that there is no meaningful evidence for a positive relationship between classroom homogeneity and student achievement—the channel supposed to mediate the alleged positive effect of strict tracking. We go on to show that students from more strictly tracking states perform better already at the start of tracking (grade 5), which casts further doubt on the alleged positive effect of strict tracking on learning progress and leaves selection or anticipation effects as more plausible explanations. On a conceptual level, we emphasize that Esser and Seuring's analysis is limited to states that implement different forms of early tracking and cannot inform us about the relative performance of comprehensive and tracked system that is the focus of most of the previous literature.

Hiriscau, A., & Pintea, M. (2022). **Birth Order, Socioeconomic Background and Educational Attainment** (Working Paper N° 2203). Consulté à l'adresse Florida International University, Department   of   Economics   website: https://econpapers.repec.org/paper/fiuwpaper/2203.htm

This paper examines the effect of birth order on educational attainment in the United States and the underlying mechanism producing these effects. Using a family fixed eï¬€ects model, we find negative birth order eï¬€ects on educational outcomes. However, this eï¬€ect varies depending on the householdâ€™s income, being the strongest for households with the highest income and diminishing as householdsâ€™ income decreases. In addition, we show that the timing of income across childhood is important for completed education, as the largest gap in educational attainment between siblings emerges between those who were born and spent their early childhood in wealthier households.

Jacobs, V., Rycx, F., & Volral, M. (2022). **Does Over-Education Raise Productivity And Wages Equally ? The Moderating Role Of Workers' Origin And Immigrants' Background** (LIDAM Discussion Papers IRES N° 2022003). Consulté à l'adresse Université catholique de Louvain, Institut de Recherches Economiques et Sociales (IRES) website: https://econpapers.repec.org/paper/ctllouvir/2022003.htm

We provide first evidence of the impact of over-education, among natives and immigrants, on firmlevel productivity and wages. We use Belgian linked panel data and rely on the methodology from Hellerstein et al. (1999) to estimate ORU (over-, required, and under-education) equations aggregated at the firm level. Our results show that the over-education wage premium is higher for natives than for immigrants. However, since the differential in productivity gains associated with over-education between natives and immigrants outweighs the corresponding wage premium differential, we conclude

– based on OLS and dynamic GMM-SYS estimates – that over-educated native workers are in fact underpaid to a greater extent than their over-educated immigrant counterparts. This conclusion is refined by sensitivity analyses, when testing the role of immigrants' background (e.g. region of birth, immigrant generation, age at arrival in the host country, tenure).

Ji, S., & Zhu, Z. (2022). ***Does higher education matter for health?*** (Cardiff Economics Working Paper N° E2022/4). Consulté à l'adresse Cardiff University, Cardiff Business School, Economics Section website: https://econpapers.repec.org/paper/cdfwpaper/2022_2f4.htm
Using 6 sweeps from 1958 British NCDS data we adopt a quasi-parametric approach of propensity score matching to estimate causal effects of higher education attainment on a wide range of cohorts' health-related outcomes at ages 33, 42 and 50. The non-pecuniary benefits to HE attainments on health are substantial. Higher educated cohorts are more likely to report better health, maintain a healthy weight, be non-smokers and to have a higher sense of control on drinking alcohol and are less likely to be obese. We also highlight the importance of investigating incremental returns to HE within the lifetime of cohorts. Effects on self-reported health (SRH), BMI, drinking alcohol increase with age but continuously decrease with smoking frequency. When taking into account gender heterogeneity, HE has a larger effect on BMI and likelihood of being obese for males and a greater effect on SRH and drinking alcohol and smoking frequencies for females. Furthermore, we find no significant evidence that HE reduces the likelihood of depression, both for males and females.

Kalra, A. (2021). ***A « Ghetto » of One's Own: Communal Violence, Residential Segregation and Group Education Outcomes in India*** (SocArXiv N° 265r3). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/265r3.htm
How does ethnic violence and subsequent segregation shape children's lives? Using exogenous variation in communal violence due to a Hindu nationalist campaign tour across India, I show that violence displaces Muslims to segregated neighbourhoods. Surprisingly, I find that post-event, Muslim primary education levels are higher in cities that were more susceptible to violence. For cohorts enrolling after the riots, the probability of attaining primary education decreases by 2.3% every 100 kilometres away from the campaign route. I exploit differences in the planned and actual route to show that this is due to residential segregation of communities threatened by violence.

Kofoed, M. S. (2022). ***Pell Grants and Labor Supply: Evidence from a Regression Kink*** (IZA Discussion Paper N° 15061). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15061.htm
A concern in higher education policy is that students are taking longer to graduate. One possible reason for this observation is an increase in off-campus labor market participation among college students. Financial aid may play a role in the labor/study choice of college students-as college becomes more affordable, students may substitute away from work and toward increased study. I use data from the National Postsecondary Student Aid Study (NPSAS) to exploit nonlinearity in the Pell Grant formula to estimate a regression kink and regression discontinuity designs. I find that conditional on receiving the minimum of $550, students reduce their labor supply by 0.4 hours per week, which translates to a 2.4 percent decrease in hours worked. Students who receive the average Pell Grant of $2,250 are 7.6 percentage points (or around 12 percent) less likely to work

and, if working, supply 5.10 less hours per week, or around a 30.67 percent reduction. I find Pell Grants do increase academic achievement, implying that students substitute study time for work.

Larsen, B., Ju, Z., Kapor, A., & Yu, C. (2020). *The Effect of Occupational Licensing Stringency on the Teacher Quality Distribution* [Working Paper]. Consulté à l'adresse Princeton University. Economics Department. website: https://econpapers.repec.org/paper/prieconom/2020-3.htm
Concerned about the low academic ability of public school teachers, in the 1990s and 2000s, some states increased licensing stringency to weed out low-quality candidates, while others decreased restrictions to attract high-quality candidates. We offer a theoretical model justifying both reactions. Using data from 1991â€"2007 on licensing requirements and teacher qualityâ€"as measured by the selectivity of teachersâ€™ undergraduate institutionsâ€"we find that stricter licensing requirements, especially those emphasizing academic coursework, increase the left tail of the quality distribution for secondary school teachers without significantly decreasing quality for high-minority or high-poverty districts.

Lavy, V., & Goldstein, Y. (2022). *Gifted Children Programs' Short and Long-Term Impact: Higher Education, Earnings, and the Knowledge-Economy* (NBER Working Paper Nº 29779). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/29779.htm
We estimate the effects of gifted children programs (GCP) in high schools in Israel. We selected a comparison group of equally gifted students from other cities where GCP was not offered at the time. Based on administrative data, we follow 22 cohorts and measure treatment effects on outcomes, ranging from high school to the labor market in their 30s and 40s. We find tiny impact on academic achievements in high school, in contrast to the abundance of educational resources enjoyed by GCP participants. In the longer run, we find meaningful effects of GCP on higher education attainment. GCP participants study more math, computer, and physical sciences but engage less in engineering programs. The net effect on STEM degrees is, therefore, zero. However, a much higher share of GCP participants graduated with two STEM majors. This evidence suggests that GCP enhances the impact of "multipotentiality," which characterizes many gifted adolescents. The effect on getting a Ph.D. is positive, too. Lastly, we find no effect of GCP on employment and earnings. Nor do we find that GCP participants work more than other equally talented children in the knowledge economy. These results are very similar for females and males gifted children.

Lincove, J. A., Mata, C., & Cortes, K. (2022a). *A Bridge to Graduation: Post-Secondary Effects of an Alternative Pathway for Students Who Fail High School Exit Exams* (NBER Working Paper Nº 29742). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/29742.htm
High school exit exams are meant to standardize the quality of public high schools and to ensure that students graduate with a set of basic skills and knowledge. Evidence suggests that a common perverse effect of exit exams is an increase in dropout for students who have difficulty passing tests, with a larger effect on minority students. To mitigate this, some states offer alternative, non-tested pathways to graduation for students who have failed their exit exams. This study investigates the post-secondary effects of an alternative high school graduation program. Among students who initially

fail an exit exam, those who eventually graduate through an alternative project-based pathway have lower college enrollment, but similar employment outcomes to students who graduate by retaking and passing their exit exams. Compared to similar students who fail to complete high school, those students who take the alternative pathway have better post-secondary outcomes in both education and employment.

Lincove, J. A., Mata, C., & Cortes, K. E. (2022b). *A Bridge to Graduation: Post-secondary Effects of an Alternative Pathway for Students Who Fail High School Exit Exams* (IZA Discussion Paper Nᵒ 15067). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15067.htm
High school exit exams are meant to standardize the quality of public high schools and to ensure that students graduate with a set of basic skills and knowledge. Evidence suggests that a common perverse effect of exit exams is an increase in dropout for students who have difficulty passing tests, with a larger effect on minority students. To mitigate this, some states offer alternative, non-tested pathways to graduation for students who have failed their exit exams. This study investigates the post-secondary effects of an alternative high school graduation program. Among students who initially fail an exit exam, those who eventually graduate through an alternative project-based pathway have lower college enrollment, but similar employment outcomes to students who graduate by retaking and passing their exit exams. Compared to similar students who fail to complete high school, those students who take the alternative pathway have better post-secondary outcomes in both education and employment.

Mugiyama, R., & Toyonaga, K. (2022). **Role of Cohort Size in Trends in Class and Occupational Returns to Education at First Job: The Case of Japan**. *European Sociological Review*, *38*(2), 269-285. https://doi.org/10.1093/esr/jcab037
Downward trends in class and occupational returns to education have mainly been attributed to educational expansion via credential inflation. However, despite this rapid educational expansion, trends in returns to education vary across societies. This study proposes that changes in population size can contribute to offsetting the impact of educational expansion, controlling for demand-side factors. Using nationally representative survey data from Japan, we analysed trends in class and occupational returns to education at the first job of individuals born between 1942 and 1986. We found that a smaller cohort size increased the advantage of the highly educated in reaching higher occupational positions and upper service class positions, while a higher university graduation rate decreased this advantage. A counterfactual simulation demonstrated that the fluctuation in returns to education was driven by the pace of educational expansion relative to reductions in cohort size. These findings suggest that declining cohort sizes have counterbalanced credential inflation and caused stable trends in returns to education. We argue that mixed trends in class and occupational returns to education can be explained by the different paces of population change across societies.

Neilson, C. (2021). *Targeted Vouchers, Competition Among Schools, and the Academic Achievement of Poor Students* [Working Paper]. Consulté à l'adresse Princeton University. Economics   Department.   website: https://econpapers.repec.org/paper/prieconom/2021-48.htm
I develop a model of supply and demand with imperfect competition to study the primary education market in Chile. I use this framework to empirically analyze how

voucher policy affects competitive incentives for schools to supply quality. First, I show descriptive and causal evidence that the introduction of a voucher targeted at poorer students led private schools to improve quality, especially in the poorest neighborhoods. Then, I use my estimated demand model to quantify the mechanisms that incentivized for-profit schools to improve. My estimates indicate that schools mark down quality below the competitive benchmark, and this markdown is larger in poorer areas. The targeted voucher policy induced nuanced changes in the two mechanisms that drive the observed improvements in quality in my model market power and marginal revenue. The results indicate that the policy improved equity by providing more resources and increasing competition in neighborhoods where incentives to invest in quality are weakest.

Roy-Chowdhury, V. (2022). *Self-Confidence and Motivated Memory Loss: Evidence from Schools* [Cambridge Working Papers in Economics]. Consulté à l'adresse Faculty of Economics, University of Cambridge website: https://econpapers.repec.org/paper/camcamdae/2213.htm
Motivated beliefs theory suggests the absorption of information may be biased, especially when it bears consequences for the ego. This paper finds empirical support for that hypothesis in the field, using longitudinal data on teenagersâ€™ memories of mathematics report card grades and administrative data on actual grades. Students: i) make more errors in recalling lower grades; ii) update their academic self-confidence in association with recalled grades rather than actual grades; and iii) have more flattering memories of grades when the survey was administered with a longer delay. The first two results bolster recent research in demonstrating that patterns of motivated recall are robust to within-individual estimation. The last result extends the field literature in showing that a large part of the mechanism for motivated information absorption is memory loss over time. A structural model is used to represent memories as the outcome of a subconscious choice problem, disentangling competing motives to enhance self-confidence and respect reality. The estimated model indicates that the costs of memory distortions decrease as time passes after information transmission, and students with low self-confidence had a greatly diminished preference for inflating self-confidence via memory distortions.

Trespeuch, M., Tenret, É., & Verley, É. (2022). **L'emploi étudiant à l'heure des plateformes numériques**. *OVE Infos*, 12. Consulté à l'adresse http://www.ove-national.education.fr/wp-content/uploads/2022/03/OVE-INFOS-46-Une-uberisation-du-travail-etudiant.pdf

Wright, E., Feng, S., & Zheng, Y. (2022). **Unemployed graduate to the next Jack Ma? A counter-narrative to the entrepreneurship movement in higher education**. *Higher Education*, *83*(4), 863-880. https://doi.org/10.1007/s10734-021-00709-4
An entrepreneurship movement has advanced into higher education. There is a growing expectation that universities demonstrate an economic contribution to the public good by instilling students with entrepreneurialism and providing guidance for starting businesses. In China, the state has launched a 'Mass Entrepreneurship and Innovation' initiative as part of a national development strategy, which required universities to increase resources for entrepreneurial activities and for all students to complete an entrepreneurship education course. This article applies new institutionalism theory to illuminate how the mass entrepreneurship initiative filtered down to universities and

students. Data were analysed from policy documents and interviews (n = 100) with final-year undergraduates in the social sciences and humanities at two public universities in Guangdong Province. The universities were found to conform ceremonially to the institutionally legitimated initiative, but entrepreneurship provisions for undergraduates remained limited. At the same time, mass entrepreneurship was found to be disconnected from student experiences. One group (the 'avoiders') perceived entrepreneurship as unfeasible or a remote possibility in their lives. A second group (the 'venturers') were unprepared for starting a business and described hardships resulting from their failures. The findings provide a counter-narrative to the entrepreneurship movement and raise ethical questions about the mass promotion of entrepreneurship to students without due consideration to the risks.

Yin, T., & Zhang, J. (2022). **More Schooling, More Generous? Estimating the Effect of Education on Intergenerational Transfers†**. *Asian Economic Journal*, *36*(1), 22-46. https://doi.org/10.1111/asej.12260
This paper studies the causal effect of education on intergenerational transfers from/to adult children. Using micro-data from the China Health and Retirement Longitudinal Study, we use exogenous variations in parents' schooling induced by China's Great Famine to take account of the endogeneity of education and then estimate the effect of schooling on the probability of receiving/giving transfers from/to adult children. The instrumental variable estimates show that an additional year of schooling has a negative effect on the probability of receiving transfers but a positive effect on the probability of giving transfers at old age. Our results have some implications regarding social security and education policies in aging societies.

Aspects psychologiques de l'éducation

Ait M'Bark, M. (2021). *Construction du sentiment d'efficacité personnelle dans les pratiques d'éducation à l'entrepreneuriat : une étude des dispositifs de mini entreprises dans l'enseignement secondaire français* (Theses, Université de Lille). Consulté à l'adresse https://hal.archives-ouvertes.fr/tel-03611190

Bargmann, C., Thiele, L., & Kauffeld, S. (2022). **Motivation matters: predicting students' career decidedness and intention to drop out after the first year in higher education**. *Higher Education*, *83*(4), 845-861. https://doi.org/10.1007/s10734-021-00707-6
Higher education institutions are striving to lower student dropout rates to increase the number of academically qualified persons in the labour market and decrease misguided investment. Researchers generally acknowledge that students who are firmly decided on their studies tend to drop out of their studies less frequently. Building on the extended expectancy-value model via the cost component, this longitudinal study investigates changes in and the impact of students' motivation on career decidedness and intention to drop out. We analysed data from 351 first-year university students aiming to become teachers across three measurement points, finding that the task effort of students and, to a lesser degree, their interest value was related to career decidedness and, indirectly, to the intention to drop out after the first year in higher education. Moreover, the results revealed that these students' ability beliefs increased and interest value decreased from the beginning to the end of the first year at higher education. Accordingly, we discuss the theoretical and practical implications taken from these findings.

Bebbouchi, D., & 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), 1-17. https://doi.org/10.18162/ritpu-2022-v19n1-01

Bechtiger, L., Steinhoff, A., Dollar, J. M., Halliday, S. E., Keane, S. P., Calkins, S. D., & Shanahan, L. (2022). **Pathways from maternal depressive symptoms to children's academic performance in adolescence: A 13-year prospective-longitudinal study**. *Child Development, 93*(2), 388-404. https://doi.org/10.1111/cdev.13685

The pathways through which exposure to maternal depressive symptoms in early childhood are linked to academic performance during adolescence are poorly understood. This study tested pathways from maternal depressive symptoms (age 2–5) to adolescent academic performance (age 15) through cumulative parenting risk (age 7) and subsequent child functioning (age 10), using multi-informant data from a prospective longitudinal community study spanning 13 years (N = 389, 47% male, 68% White). Structural equation models testing indirect effects revealed small associations between maternal depressive symptoms and increased cumulative parenting risk and poorer child functioning, and, via these pathways, with poorer academic performance. Thus, childhood exposure to maternal depressive symptoms may be associated with pathways of risk that could limit children's educational opportunities.

Chen, M., Nah, Y.-H., Waschl, N., Poon, K., & Chen, P. (2022). **Developing and Piloting a Computerized Adaptive Test for a Culturally Appropriate Measure of Adaptive Behavior**. *Journal of Psychoeducational Assessment, 40*(2), 238-254. https://doi.org/10.1177/07342829211047005

Culturally bounded in nature, adaptive behavior is the degree to which a person meets the requirements of personal independence and social responsibilities. This study aimed to develop a computerized adaptive test (CAT) of a culturally appropriate adaptive behavior measure (i.e., the Activities and Participation Rating Scale [APRS]) in the Singapore context for children aged 7 to 12 years, that is, the CAT-APRS-Primary. In Study 1, an item bank consisting of 310 adaptive skills was developed and piloted among 56 caregivers. In Study 2, the refined 310 items were calibrated using Rasch analysis among 352 caregivers. After the removal of five poor items based on the Rasch analysis, the finalized 305 items were used for the CAT development, with these items showing good Rasch person and item fit statistics. Preliminary utility of the CAT-APRS-Primary was established, with participants completing 24 items on average. Limitations and implications for future research were discussed.

Chen, Y.-J. I., Chen, Y.-H., Anthony, J. L., & Erazo, N. A. (2022). **Evaluation of the Computer-Based Orthographic Processing Assessment: An Application of Cognitive Diagnostic Modeling**. *Journal of Psychoeducational Assessment, 40*(2), 271-292. https://doi.org/10.1177/07342829211056396

The Computer-based Orthographic Processing Assessment (COPA) is a newly developed assessment to measure orthographic processing skills, including rapid perception, access, differentiation, correction, and arrangement. In this study, cognitive diagnostic models were used to test if the dimensionality of the COPA conforms to theoretical expectation, evaluate individual items' quality, and examine the validity and the learning sequence of each skill. Results showed that the COPA captures five distinctive

operating attributes, but some items could be revised to increase their item quality. Correlations with external variables confirmed that performances on the COPA are more strongly related to literacy outcomes than to oral language outcomes but that the COPA also demonstrates discriminant validity relative to even proximal measures of word reading and spelling. The mastery probabilities and best-fitting hierarchical model indicate that four of the five attributes follow a learning progression that is consistent with information processing theory and that was assumed by developers of the COPA.

Chouinard, R., Roy, N., Carpentier, G., & Bowen, F. (2022). **Motivation, engagement et satisfaction des besoins psychologiques en formation initiale à l'enseignement lors des premières vagues de COVID-19**. *Revue internationale des technologies en pédagogie universitaire*, 19(1), 76-90. https://doi.org/10.18162/ritpu-2022-v19n1-06

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Couto, M.-P., & Valarcher, M. (2022). **La motivation au pied de la lettre. Construction et expression des aspirations scolaires sur Parcoursup**. *L'orientation scolaire et professionnelle*, 51(1), 41. https://doi.org/10.4000/osp.15675
Cet article analyse les modalités de l'encadrement et de l'expression des aspirations des lycéens français. Il apporte un éclairage nouveau sur les inégalités de parcours entre filière générale versus filière technologique et professionnelle. À travers l'analyse d'une enquête nationale et d'un corpus de lettres de motivation rédigées par des candidats à une licence de sociologie, il montre que, faute de moyens, les enseignants disposent principalement de deux types de stratégies d'accompagnement à l'orientation. Les enseignants ont pour habitude de cibler et de concentrer leur soutien sur les « bons élèves » dans les filières technologiques et professionnelles, tandis que, dans les filières générales, ils délèguent certaines étapes des procédures de suivi aux familles. Ces différentes stratégies ont des effets sur la manière dont les lycéens intériorisent les prescriptions scolaires et les restituent dans des lettres de motivation. Par le soutien resserré dont ils bénéficient auprès des enseignants, les « bons élèves » des filières technologiques et professionnelles intériorisent fortement les consignes et leur place dans la hiérarchie scolaire. Dans les filières générales, l'expression des aspirations des étudiants est beaucoup plus dépendante de leur capital familial.

Davies, P. T., Thompson, M. J., Hentges, R. F., Parry, L. Q., & Sturge-Apple, M. L. (2022). **Interparental conflict as a quadratic predictor of children's reactivity to interparental conflict and school adjustment: Steeling effects or risk saturation?** *Child Development*, 93(2), 594-611. https://doi.org/10.1111/cdev.13720
This study examined interparental conflict as a curvilinear predictor of children's reactivity to interparental conflict and, in turn, their school problems across three annual measurements. Participants included 243 preschool children (Mage = 4.60 years; 56% girls) and their parents from racially (e.g., 48% Black; 16% Latinx) diverse backgrounds. Interparental conflict was a significant quadratic predictor of children's emotional reactivity (β = .23) and behavioral dysregulation (β = .27) to conflict over a 1-year period. The robust association between interparental conflict and behavioral dysregulation weakened at high levels of interparental conflict. In contrast, interparental conflict more strongly predicted children's emotional reactivity as conflict exposure increased. Children's emotional reactivity, in turn, predicted their greater school problems 1 year later (β = .25).

Demetriou, H., & Nicholl, B. (2022). **Empathy is the mother of invention: Emotion and cognition for creativity in the classroom**. *Improving Schools*, *25*(1), 4-21. https://doi.org/10.1177/1365480221989500

According to the age-old proverb from Plato's Republic: necessity is the mother of invention, the main motivation for creating new discoveries is the need for them. However, as well as the necessity factor, we argue that a very important aspect that influences invention and creativity is the empathy factor. This mixed methods research investigated the impact of empathy instruction on the social and emotional skills of creativity in the UK Design and Technology (D&T) classroom. Pupils in year 9 (aged 13 to 14 years) from two schools were assessed for their creativity levels using the Torrance Test of Creative Thinking (TTCT) both at the start and at the end of the academic school year. In the intervening period, whereas the control school continued as normal with its usual D&T lessons, the intervention school's D&T lessons were replaced by a creativity tuition kit called Designing Our Tomorrow (DOT), which involves instruction in empathising. Pupils from year 7 (aged 11 to 12 years) in a third school were given the DOT task alone and interviewed about their experiences of it. Results showed that unlike the control school, whose emotional and cognitive creative scores in fact decreased over time, the intervention school increased in its levels of emotional and cognitive creativity, as measured by the TTCT. These quantitative as well as the subsequent qualitative interview findings and pupils' portfolios suggest that creativity can be taught and particularly via instruction that advocates the importance of empathising with the subject matter. The findings are discussed in relation to the need for a holistic approach to teaching, where social, emotional and cognitive dimensions of teaching and learning are needed to complete and enhance the learning experience for the D&T classroom and beyond.

Denet, L., Napala, A., & Kurmen, G. (2022). *Analysis of Intrinsic Motivation during a Problem-Solving activity* (Report, UCA - INSPE Académie de Nice; p. 102). Consulté à l'adresse https://hal.inria.fr/hal-03618803

This literature review is part of the work carried out within the AIDE (Artificial Intelligence Devoted to Education) exploratory action. The team at the origin of this work allows researchers from digital sciences (computer science and applied mathematics), cognitive neurosciences and education sciences to join forces within this exploratory action to try to understand, within a specific framework, how learners learn. How do we learn? This is one of the questions that the AIDE exploratory action tries to answer, in a specific paradigm. But what is learning? How can studying the functioning of the brain have an impact on education? What about digital technologies? To what extent does it intervene in the field of neuroscience and is it at the heart of educational sciences? At this stage, contextual and conceptual clarification is necessary. This report proposes some answers from the existing literature.

Fang, Q., Liu, C., Tang, Y., Shi, Z., Wang, Q., & Helwig, C. C. (2022). **Types of parental psychological control and rural and urban Chinese adolescents' psychological well-being and academic functioning**. *Child Development*, *93*(2), 484-501. https://doi.org/10.1111/cdev.13699

The present study took a differentiated perspective on parental psychological control to examine its impact on adolescent adjustment among urban (n = 349, females: 53%) and rural (n = 293, females: 54%) Chinese adolescents (Mage = 12.14 years). Four times over the first 2 years of Junior High school (from October, 2016 to April, 2018), adolescents

reported on parental psychological control, their psychological well-being (life satisfaction and depressive symptoms), and academic relative autonomy. Adolescents' grades also were obtained. The findings show generally negative effects of social comparison shame, love withdrawal and harsh psychological control (but not shared shame or parental relationship-oriented guilt induction) on adolescents' psychological well-being, and negative effects of social comparison shame on adolescents' academic functioning.

Fischer, L., Romainville, M., & Philippot, P. (2022). **Accompagner les étudiant·es universitaires dans la régulation des émotions vécues dans l'apprentissage : pistes d'intervention**. *L'orientation scolaire et professionnelle*, *51*(1), CLXXXI. https://doi.org/10.4000/osp.15520
Les dispositifs de promotion de la réussite mis en place en première année d'université visent à faciliter la transition de l'étudiant·e entre l'enseignement secondaire et supérieur. Focalisés sur l'enseignement des méthodologies d'apprentissage, sur des remises à niveau disciplinaires ou sur un travail concernant le projet personnel et professionnel de l'étudiant·e, ces dispositifs prennent peu en compte la dimension émotionnelle de l'apprentissage. Or, les émotions vécues en première année universitaire, notamment dans la période de préparation des examens, constituent un facteur clé dans l'adaptation et la réussite de l'étudiant·e. En effet, la capacité de celui-ci ou de celle-ci à réguler les émotions vécues dans ses études s'avère cruciale pour la poursuite de ses buts de formation. Cet article propose des pistes de réflexion et d'intervention aux accompagnateur·rices d'étudiant·es afin d'intégrer les émotions académiques et leur régulation au sein des dispositifs de promotion de la réussite à l'Université. Il est basé sur des résultats empiriques obtenus au sein d'un travail de thèse.

Guo, J.-P., Yang, L.-Y., Zhang, J., & Gan, Y.-J. (2022). **Academic self-concept, perceptions of the learning environment, engagement, and learning outcomes of university students: relationships and causal ordering**. *Higher Education*, *83*(4), 809-828. https://doi.org/10.1007/s10734-021-00705-8
Two studies were conducted to examine the relationships among university students' academic self-concept, perceptions of the learning environment, engagement, and learning outcomes (academic achievement, generic skills development, and learning satisfaction). Study 1 (N = 1,502) adopted a cross-sectional design and supported a model showing that engagement mediated the effects of academic self-concept and perceptions of the learning environment on generic skills development and learning satisfaction. It was also found that academic self-concept directly predicted academic achievement and generic skills and that perceptions of the learning environment directly predicted learning satisfaction. Study 2 (N = 2,069) adopted a longitudinal design involving three waves of data collection with a 1-year interval (freshman, sophomore, junior). The results of study 2 replicated the findings of study 1 and supported a reciprocal effects model showing that prior academic achievement predicted subsequent self-concept which in turn determined future achievement even with prior achievement partialed out. These findings contribute to developing a finer-grained model of higher education student learning.

Han, T. (2022). **Global perspectives on language assessment. Research, theory and perspectives**. *Journal of Psychoeducational Assessment*, *40*(2), 305-306. https://doi.org/10.1177/07342829211050537

İlhan, M., Taşdelen Teker, G., Güler, N., & Ergenekon, Ö. (2022). **Effects of Category Labeling With Emojis on Likert-Type Scales on the Psychometric Properties of Measurements**. *Journal of Psychoeducational Assessment*, *40*(2), 221-237. https://doi.org/10.1177/07342829211047677
Today, emoji have become a popular option for anchoring the categories of Likert-type scales applied to not only adults but also children. The aim of this study was to investigate the effects of category labeling with emoji by comparing the psychometric properties of the emoji- and verbal-anchored versions of the mathematics motivation scale applied to students aged 8–11 years (grades 3, 4, and 5). The participants of the study comprised 658 students. According to the research results, students used the upper categories of the scale more intensively in the emoji-anchored version than in the verbal-anchored one. Parallel to this, the means calculated for the emoji-anchored version were found to be significantly higher. Moreover, the results of the research revealed that the verbal-anchored scale form yielded more reliable and valid measures than the emoji-anchored version.

Jarraud, F. (2022, avril 1). **Daniel Gaonac'h : Les élèves et la mémoire**. Consulté 1 avril 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/04/01042022Article637843922 866861878.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515622
Que sait-on du fonctionnement de la mémoire, une compétence tellement importante en éducation ? Daniel Gaonac'h (université de Poitiers) publie un ouvrage (Les élèves et la mémoire, Retz) dans la célèbre collection Mythes et réalités. En 9 chapitres il étudie autant de mythes bien connus des acteurs de l'Ecole. Est-on auditif ou visuel ? Doit-on apprendre par coeur ou comprendre ? La mémoire de travail sert-elle partout ? Certains élèves ont-ils une meilleure mémoire que d'autres ? Peut-on entrainer la mémoire de ses élèves ? Daniel Gaonac'h répond à quelques unes de ces questions.

Jelsma, E., Chen, S., & Varner, F. (2022). **Working Harder than Others to Prove Yourself: High-Effort Coping as a Buffer between Teacher-Perpetrated Racial Discrimination and Mental Health among Black American Adolescents**. *Journal of Youth and Adolescence*, *51*(4), 694-707. https://doi.org/10.1007/s10964-021-01563-4
High-effort coping (feeling like one must work harder than others to succeed due to anticipated discrimination) is an understudied concept in adolescence. The current study examined among Black American adolescents surveyed in eighth and 11th grade (N = 630, 49% female) how high-effort coping moderated the relations between teacher-perpetrated racial discrimination and psychological distress across time, and whether the buffering role of high-effort coping varied by adolescent gender and socioeconomic status. Experiencing racial discrimination from teachers in eighth grade was positively related with depressive symptoms, anger, and suicidal ideation in 11th grade. High-effort coping buffered against teacher discrimination for suicidal ideation among low socioeconomic status youth, as well as for anger among high socioeconomic status youth. Findings underscore the harmful influence of racial discrimination on Black American adolescents' mental health, as well as suggest that among certain subpopulations, high-effort coping may be one psychologically protective resource through which Black American youth retain positive feelings that are undermined by racial discrimination, and thus promote mental well-being.

Kickert, R., Meeuwisse, M., Stegers-Jager, K. M., Prinzie, P., & Arends, L. R. (2022). **Curricular fit perspective on motivation in higher education**. *Higher Education*, *83*(4), 729-745. https://doi.org/10.1007/s10734-021-00699-3

In this article, we present a curricular perspective that can be used to understand students' focus on assessment in higher education. We propose that the degree of alignment between the objectives and assessment of the curriculum plays a crucial role in students' motivation. In case of perfect alignment, all objectives have an equitable probability of being assessed. Thus, all learning contributes to performance equitably. Consequently, the motivation to perform and the motivation to learn should result in the same learning behaviour and performance. However, in reality, a certain degree of cognitive and operant misalignment of the assessment with the objectives is present. Hence, some objectives will not need to be mastered in order to pass certain assessments. Consequently, a distinction arises between assessed and unassessed learning, and only the assessed learning contributes to performance. Thus, the probability of performing well on assessments is higher when students focus their effort on the assessed learning only, instead of dividing their effort between the assessed and unassessed learning. Therefore, students who are motivated to perform have a motivation that fits in a misaligned curriculum. The article concludes with implications of this curricular fit perspective for assessment practices, as well as for motivational research.

Kilmen, S. (2022). **Designing A Shorter Form of the Big Three Perfectionism Scale: An Application of Ant Colony Optimization**. *Journal of Psychoeducational Assessment*, *40*(2), 190-201. https://doi.org/10.1177/07342829211055880

The present study has two main purposes. The first is to create a short form of the BTPS and to evaluate the psychometric properties of the short form. The second is to evaluate the performance of the ant colony optimization procedure and discuss the applicability of the ant colony optimization procedure in creating a short form. Results revealed that the 30-item short form of the BTPS can be applied to psychological or educational assessment settings to obtain valid and reliable results related to ten different facets of perfectionism. The current study also showed that the ant colony optimization procedure can be used to create the best short form which has variance, reliability, and high factor correlations between original and short versions of a scale.

Lee, Y., & Seo, E. (2022). **Cooperative and Competitive Attitudes During Adolescence and Their Social and Academic Outcomes**. *Journal of Youth and Adolescence*, *51*(4), 792-804. https://doi.org/10.1007/s10964-022-01583-8

Individuals develop diverse social attitudes during adolescence. This study focused on adolescents' cooperative and competitive attitudes from grades 7–11 and their outcomes in grade 12. The sample included 6,908 South Korean adolescents (47.6% girls, mean age = 12.83, range = 12–15). Latent cross-lagged models revealed negative directional associations between cooperative and competitive attitudes for grades 7–10, but no significant associations for grades 10–11. Cooperative attitudes contributed more to social than academic outcomes, whereas competitive attitudes more positively predicted academic outcomes. The results suggest that educators who support early to mid-adolescents' cooperative or competitive attitudes need to strike a delicate balance as these attitudes do not change independently and both have distinct strengths and weaknesses.

Mizzi, A. (2022). **La gestion émotionnelle de Parcoursup. Une épreuve entre inégalités de ressources et d'incertitudes**. *L'orientation scolaire et professionnelle*, *51*(1), 137. https://doi.org/10.4000/osp.15873

Depuis son annonce en 2017, la loi Orientation et Réussite des Étudiants (ORE) et par extension Parcoursup ne cesse de faire couler de l'encre. La sélection en première année de licence est dénoncée comme inégalitaire et arbitraire. En suivant sur le temps long une cohorte de 34 lycéen·nes de la région Nouvelle-Aquitaine, ces inégalités se révèlent. Elles peuvent être de nature économique, mais également émotionnelles. Sous le prisme de ces inégalités, différents parcours se distinguent : ceux des Aristocrates, des Détaché·es, des Compulsif·ves, et des Contrarié·es. Si certain·es préparent la procédure en ressentant moins d'inquiétude que d'autres, la phase des listes d'attentes rebat certaines cartes. Somme toute, l'opacité ressentie des critères d'admission est source de stress chez les moins doté·es en ressources sociales et émotionnelles.

Orhan, A. (2022). **California Critical Thinking Disposition Inventory: Reliability Generalization Meta-Analysis**. *Journal of Psychoeducational Assessment*, *40*(2), 202-220. https://doi.org/10.1177/07342829211048962

The aims of this reliability generalization study were to provide the overall alpha values of the California critical thinking disposition inventory (CCTDI) total score and subscales scores and investigate the characteristics of the studies that may be associated with the variability in the reliability values of the CCTDI total score and subscales scores. This study was carried out with 98 alpha values from 87 unique studies for total CCTDI scores. In the random effects model, total CCTDI was found to be reliable across samples with alpha value of 0.83. Also, the general alpha coefficients were 0.65, 0.56, 0.64, 0.66, 0.74, 0.72, and 0.61 for TS-scale, OM-scale, A-scale, S-scale, SC-scale, I-scale, and M-scale, respectively. Examination of study characteristics indicated that sample type was a significant predictor for alpha value of total CCTDI and all subscales. Samples with university students reported larger Cronbach's alpha estimates for total CCTDI and all subscales. Also, while language was found to moderate the general alpha coefficient of total CCTDI, OM-scale, A-scale, S-scale, and I-scale, it was not a significant moderator on the general alpha value of TS-scale, SC-scale, and M-scale. Total CCTDI and all subscales showed higher Cronbach's alpha values for the English-language administrations. Besides, country of the study was a significant moderator on the general alpha coefficient of total CCTDI, S-scale, and I-scale. However, subgroup of discipline was not a significant moderator on the general alpha coefficient of total CCTDI and its subscales. The mean of the test scores significantly explained %5 of the variance of alpha values of the total CCTDI. SD of the test scores significantly explained %10, %55, and %54 of the variance of alpha values of the total CCTDI, A-scale, and S-scale, respectively. It was found that gender and ethnicity significantly moderated the alpha values for M-scale.

Petrasek, M., James, A., Noltemeyer, A., Green, J., & Palmer, K. (2022). **Enhancing motivation and engagement within a PBIS framework**. *Improving Schools*, *25*(1), 37-51. https://doi.org/10.1177/13654802211002299

A motivating and engaging school environment has been associated with several positive student outcomes. Consequently, schools have an opportunity and responsibility to promote a culture that supports students in developing and maintaining their motivation, engagement, and self-improvement. Efforts to promote such a culture can be embedded within a Positive Behavioral Interventions and Supports (PBIS) framework.

In this paper, we begin by describing motivation and engagement, and discussing the relevance of these concepts in schools. Next, we introduce the traditional PBIS framework, highlighting research and core features. Third, we propose how PBIS can be enhanced by incorporating a focus on relationships, engagement, and motivation in the school setting. Finally, we conclude with recommendations for school teams seeking to implement this approach.

Pittman, S. K., Valois, R. F., & Farrell, A. D. (2022). **Evaluation of the Brief Multidimensional Students' Life Satisfaction Scale in a Diverse Sample of Rural Early Adolescents**. *Journal of Psychoeducational Assessment*, *40*(2), 175-189. https://doi.org/10.1177/07342829211049684

Although life satisfaction has been associated with maladjustment and adverse experiences among adolescents, few validated measures of life satisfaction have been evaluated for use with diverse populations. The Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS) is a promising measure that has been validated in samples of White and Black adolescents. This study used an item response theory approach to evaluate its psychometric properties in a diverse rural sample of early adolescents and its concurrent associations with other measures of youth adjustment. Support was found for partial invariance across sex and racial and ethnic identities. Scores on the BMSLSS were also correlated with measures of youth adjustment. However, the strength of these correlations differed for adolescents of different racial and ethnic identities. Findings suggest that the BMSLSS is a psychometrically sound measure for assessing life satisfaction in diverse samples of adolescents and highlights the importance of assessing invariance across racial and ethnic groups.

Seema, R., Heidmets, M., Konstabel, K., & Varik-Maasik, E. (2022). **Development and Validation of the Digital Addiction Scale for Teenagers (DAST)**. *Journal of Psychoeducational Assessment*, *40*(2), 293-304. https://doi.org/10.1177/07342829211056394

We present the development and validation of the Digital Addiction Scale for Teenagers (DAST), describing the pilot study (N = 40 students) and main study (N = 4493) with Estonian students aged 11–19, in spring 2020. Our aim was to create a scale suitable for psychoeducational assessment of teenagers' behaviour and feelings towards digital devices. We used the mixed research framework . Half of the study sample was collected before the coronavirus crisis (Sample I: 1972 students) and the rest during a distance-learning period (Sample II: 2521 students). We found that factor structure in both subsamples were similar. The DAST shows a negative relationship with emotional school engagement and life satisfaction and positive correlations with school burnout, learning difficulties and screen time. We discuss potential uses of the scale for assessing health-related digital competences.

Tsai, C.-L., Brown, A., Lehrman, A., & Tian, L. (2022). **Motivation and Postsecondary Enrollment Among High School Students Whose Parents Did Not Go to College**. *Journal of Career Development*, 49(2), 411-426. https://doi.org/10.1177/0894845320946397

The purpose of this study is to investigate the relationship between motivation in high school and postsecondary enrollment among 10th-grade students whose parents did not go to college. Specifically, this study (1) identified distinct groups of students' self-reported reasons for attending schools among 10th graders, (2) examined whether these groups were differentially associated with indicators of college preparation and

enrollment, and (3) investigated whether the time to postsecondary enrollment differed across groups. A latent class analysis was conducted to classify students into different motivation orientations. Using data from the Education Longitudinal Study of 2002, the current study found three distinct classes of school motivation, with different reasons for attending school. The largest class (53%) was characterized by high intrinsic, identified/introjected, and external motivations for attending school. Patterns of college preparation and enrollment outcomes varied across motivation orientations. Implications for school professionals and supporting programs are discussed.

Vignoli, E. (s. d.). **Sur Parcoursup, les émotions des lycéens influencent leurs choix**. Consulté 30 mars 2022, à l'adresse The Conversation website: http://theconversation.com/sur-parcoursup-les-emotions-des-lyceens-influencent-leurs-choix-179432
Parcoursup, la plate-forme d'admissions post-bac, obéit en apparence à une logique purement rationnelle. Mais les émotions sont bel et bien au cœur de ce dispositif d'orientation. Comment les gérer ?

Weeks, S. N., Renshaw, T. L., & Roberson, A. J. (2022). **Screening Depression and Anxiety via Brief Measures of Psychological Inflexibility**. *Journal of Psychoeducational Assessment*, *40*(2), 255-270. https://doi.org/10.1177/07342829211050739
We evaluated the usefulness of scores from two transdiagnostic scales—the 8-item version of the Avoidance and Fusion Questionnaire for Youth and the second edition of the Avoidance and Action Questionnaire—for estimating symptom severity on two measures of depression and anxiety. Responses from 797 college students, who mostly identified as White and female, to both measures of psychological inflexibility were analyzed to determine how well scores estimated anxiety and depression above or below a given severity level and at specific categories of symptom severity. Findings indicated that scores from both measures were acceptable to excellent screeners of concurrent ratings of anxiety and depression. Results varied somewhat depending on the measure used, level of severity targeted, and scope of screening. By investigating the screening accuracy of these transdiagnostic measures and potential cut scores to ease in interpreting results, we hope these measures might prove useful for addressing barriers in public health screening endeavors.

Aspects sociaux de l'éducation

Adams, S., Bekker, S., Fan, Y., Gordon, T., Shepherd, L. J., Slavich, E., & Waters, D. (2022). **Gender Bias in Student Evaluations of Teaching: 'Punish[ing] Those Who Fail To Do Their Gender Right'**. *Higher Education*, *83*(4), 787-807. https://doi.org/10.1007/s10734-021-00704-9
A significant body of work problematises the assumption that student evaluations of teaching (SET) actually measure teaching quality. This is concerning, given that SET are increasingly relied upon not only to evaluate candidates for employment (so job acquisition is influenced by flawed data) but also to inform performance metrics for those in employment (so job security is influenced by flawed data). This paper presents qualitative research conducted at a large public university in Australia. The findings suggest that student evaluations of teaching seem to measure conformity with gendered expectations rather than teaching quality, with particularly negative effects for women. The integration of SET into performance management practices within institutions of

higher education could be entrenching inequalities amongst university staff that could ultimately disadvantage female academics.

Angrist, J., Hull, P., Pathak, P. A., & Walters, C. (2021). *Race and the Mismeasure of School Quality* (NBER Working Paper N° 29608). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/29608.htm
In large urban districts, schools enrolling more white students tend to have higher school performance ratings. We use an instrumental variables strategy leveraging centralized school assignment to identify the drivers of the correlation between racial make-up and ratings. Estimates from Denver and New York City suggest the relationship between widely-reported school performance ratings and white enrollment shares reflects selection bias rather than causal school value-added. In fact, value-added in these two cities is essentially unrelated to white enrollment shares. A simple regression adjustment is shown to yield school ratings that are uncorrelated with race, while predicting causal value-added as well or better than the corresponding unadjusted measures.

Blanchard, M. (2021). **Genre et cursus scientifiques : un état des lieux**. *Revue française de pédagogie*, *212*(3), 109-143. Consulté à l'adresse http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-109.htm
Cette note de synthèse présente les recherches, conduites au cours des trente dernières années, relatives à la place respective des filles/femmes et des garçons/hommes dans les cursus scientifiques. Le corpus intègre 140 publications, en sociologie, sciences de l'éducation, psychologie sociale, histoire et économie. La première partie interroge les enjeux – scientifiques et sociaux – associés à cette thématique. La partie suivante analyse les attitudes des élèves/étudiant.es face aux sciences. La troisième partie présente la façon dont se façonnent ces attitudes différenciées face aux sciences. Elle analyse également les travaux qui considèrent les sciences comme une construction sociale fondamentalement genrée. Enfin, un dernier temps expose des pistes de recherches moins explorées.

Blassel, R., & Weiss, P. O. (2022). **Racism in Higher Education and Research in France: a Blindspot in a Colorblind Context ?** *Structural Racism in French Higher Education. Whiteness, Privilege, Structural Discrimination in Higher Education: Perspectives from Research, Strategies for Change*. Présenté à Mainz, Germany. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03616359
This lecture will present the ACADISCRI research on inequalities of treatment in Higher education and research, which is currently being conducted in several universities in France. It will analyze the specificities of the French context regarding racism studies. By presenting the challenge of implementing this research, the lecture will explore institutional and political issues linked with conducting research on racism in French academia. The lecture will conclude with some results from the ACADISCRI survey, and possible ways forward for research and for action.

Borgen, N. T., Markussen, S., & Raaum, O. (2021). *Socioeconomic Differences in the Long-Term Effects of Teacher Absence on Student Outcomes* (SocArXiv N° 5nhds). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/5nhds.htm

While the scarce evidence on teacher absence identifies effects on student short-term test scores, this article studies potential effects on long-term educational attainment. We use population-wide Norwegian register data to study the effects of certified teacher absence during lower secondary school (grades 8-10) on non-completion of upper secondary education by age 21 as well as academic achievement in 10th grade. In a school fixed effects model, we find that an increase in teacher absence of 5 percentage points reduces students' examination grades by 2.3% of a standard deviation and increases the risk of dropout by 0.6 percentage points. While exposure to teacher absence is unrelated to family background, particularly large effects for low SES students drive the overall impact of teacher absence. Teacher absence does not affect the dropout of high SES students. The long-term effects on dropout are partly mediated by relatively large effects of teacher absence on the short-term academic achievements of low SES students at the bottom of the grade distribution. Overall, our findings indicate that reductions in instructional quality increase social inequality in long-term educational outcomes.

Bustamante, A. S., Dearing, E., Zachrisson, H. D., & Vandell, D. L. (2022). **Adult outcomes of sustained high-quality early child care and education: Do they vary by family income?** *Child Development*, 93(2), 502-523. https://doi.org/10.1111/cdev.13696
Experimental research demonstrates sustained high-quality early care and education (ECE) can mitigate the consequences of poverty into adulthood. However, the long-term effects of community-based ECE are less known. Using the 1991 NICHD Study of Early Child Care and Youth Development (n = 994; 49.7% female; 73.6% White, 10.6% African American, 5.6% Latino, 10.2% Other), results show that ECE was associated with reduced disparities between low- and higher-income children's educational attainment and wages at age 26. Disparities in college graduation were reduced the more months that low-income children spent in ECE (d = .19). For wages, disparities were reduced when children from low-income families attended sustained high-quality ECE (d = .19). Findings suggest that community-based ECE is linked to meaningful educational and life outcomes, and sustained high-quality ECE is particularly important for children from lower-income backgrounds.

Canlı, S., & Demirtaş, H. (2022). **The Correlation between Social Justice Leadership and Student Alienation**. *Educational Administration Quarterly*, *58*(1), 3-42. https://doi.org/10.1177/0013161X211047213
Purpose This study aimed to investigate the correlation between social justice leadership levels of school principals and school alienation levels of students in Turkey. Furthermore, it investigated the students' perceptions about social justice leadership and alienation from school and whether there were significant differences based on gender, socioeconomic status and student grade levels. Research Methods The study sample included 493 high school students assigned with the cluster sampling method. The "Social Justice Leadership Scale" and "Student Alienation Scale" were used in the study to collect the data. Descriptive statistical analysis, t-test, one-way analysis of variance, correlation analysis and multiple linear regression analysis were conducted to analyze the data. Findings It was determined that there were significant differences between student perceptions on school alienation and social justice leadership of school principals based on the school's socioeconomic level, and the student's gender and grade level. There was a significant negative correlation between school alienation and social justice leadership. It was found that social justice leadership was a significant predictor of

alienation from school and explained about 23% of the total variance in alienation from school. Implications Based on the study findings, it was concluded that exhibition of social justice leadership behavior by school principals decreased school alienation levels among the students. The level of school alienation of the students attending schools where principals exhibit social justice leadership behavior is expected to be lower.

Chen, S. (2022). **The Positive Effect of Women's Education on Fertility in Low-Fertility China**. *European Journal of Population*, *38*(1), 125-161. https://doi.org/10.1007/s10680-021-09603-2
Despite pervasive evidence of more educated women having lower fertility, it remains unclear whether education reduces women's fertility. This study presents new evidence of the causal effect of women's education on fertility from China, where fertility has remained below the replacement level since the early 1990s. To account for endogeneity, the study exploits the timing and varying intensity of China's higher education expansion as exogenous sources of increase in women's education. Using data from China General Social Survey (2010–2012), findings show that each year of women's education induced by the higher education expansion increases the number of children ever born by 10%. According to the average marginal effects, each additional year of women's education increases the number of children ever born by 0.14, decreases the probability of having no children by 3 percentage points, and increases the probability of having two or more children by 4 percentage points. Two mechanisms drive the positive effect of education: first, education does not cause an increase in the mean age at first marriage; second, among ever-married women, education increases their demand for children. Findings from this study have important implications for China and other low-fertility developing countries.

Davison, M., Penner, A. M., Penner, E. K., Pharris-Ciurej, N., Porter, S. R., Rose, E. K., … Yoo, P. (2022). **School Discipline and Racial Disparities in Early Adulthood**. *Educational Researcher*, *51*(3), 231-234. https://doi.org/10.3102/0013189X211061732
Despite interest in the contributions of school discipline to the creation of racial inequality, previous research has been unable to identify how students who receive suspensions in school differ from unsuspended classmates on key young adult outcomes. We utilize novel data to document the links between high school discipline and important young adult outcomes related to criminal justice contact, social safety net program participation, postsecondary education, and the labor market. We show that the link between school discipline and young adult outcomes tends to be stronger for Black students than for White students, and that approximately 30% of the Black–White disparities in young adult criminal justice outcomes, SNAP (Supplemental Nutrition Assistance Program) receipt, and college completion can be traced back to inequalities in exposure to school discipline.

Delès, R. (2021). **« On n'y comprend rien ! » Dispositifs pédagogiques en ligne et inégalités d'accompagnement parental pendant le confinement**. *Revue française de pédagogie*, *212*(3), 31-41. Consulté à l'adresse http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-31.htm
Les plateformes pédagogiques en ligne ont été largement mobilisées par les enseignants pendant le confinement du printemps 2020. Le confinement a aussi été une période exceptionnelle du point de vue de l'accompagnement parental : les parents sont intervenus au quotidien, presque en remplacement des enseignants, pour transmettre le

savoir scolaire. Sur la base de l'analyse de contenus en ligne et d'entretiens semi-directifs avec des parents d'élèves, cet article tente de mettre en avant les « malentendus », mais aussi les techniques de « décryptage » mises en place par les parents face à des contenus en ligne « composites ». L'article montre que, sous certaines conditions, l'enseignement à distance intermédié par des outils numériques peut contribuer à renforcer les inégalités d'accompagnement parental et donc les inégalités scolaires.

DEPP. (2022). *Filles et garçons sur le chemin de l'égalité. De l'école à l'enseignement supérieur - Édition 2022*. Consulté à l'adresse DEPP website: https://www.education.gouv.fr/media/112616/download
À l'occasion du 8 mars, journée internationale des droits des femmes, « Filles et garçons sur le chemin de l'égalité, de l'école à l'enseignement supérieur » présente sous forme d'infographies et de graphiques des données statistiques sur la réussite comparée des filles et des garçons depuis l'école jusqu'à l'entrée dans la vie active.

Downey, D. B., Kuhfeld, M., & van Hek, M. (2022). **Schools as a Relatively Standardizing Institution: The Case of Gender Gaps in Cognitive Skills**. *Sociology of Education*, 95(2), 89-109. https://doi.org/10.1177/00380407211070319
Growing evidence suggests that contrary to popular belief, schools mostly do not generate achievement gaps in cognitive skills but, rather, reflect the inequalities that already exist. In the case of socioeconomic status, exposure to school often reduces gaps. Surprisingly little is known, however, about whether this pattern extends to gender gaps in cognitive skills. We compare how gender gaps in math and reading change when children are in school versus out (in the summer) among over 900,000 U.S. children. We find that girls learn faster than boys when school is out (in both reading and math), but this advantage is completely eliminated when school is in session. Compared to the family environment, schools act as a relatively standardizing institution, producing more similar gendered patterns in learning.

Dubet, F. (2022). **Faut-il se débarrasser du mérite ?** *Critique*, 898(3), 181-191. Consulté à l'adresse https://www.cairn.info/revue-critique-2022-3-page-181.htm

Dugonjic-Rodwin, L. (2022). *Le privilège d'une éducation transnationale. Sociologie historique du baccalauréat international*. Consulté à l'adresse https://www.pur-editions.fr/product/7810/https:/pur-editions.fr/product/7810/le-privilege-d-une-education-transnationale
Comment intériorise-t-on des normes et des valeurs qui nous sont extérieures ? Comment des processus sociohistoriques sont-ils incarnés par des individus et des institutions ? Posant ces questions fondamentales de la sociologie à un terrain difficile d'accès et des archives inédites, ce livre nous rappelle que l'objet sociologique est conquis plutôt que donné et inséparable de la reconstruction de son histoire. L'auteure y interroge l'internationalisme politique à travers le prisme de l'éducation. Comment le qualificatif « international », qui désignait depuis le milieu du XIXe siècle les relations entre des États-nations, est-il venu à désigner dans l'entre-deux guerres une « mentalité » spécifique et l'intériorité même de certains individus ainsi symboliquement séparés de tous les autres ? Comment s'est construite la légitimité des écoles dites internationales ? Comment expliquer leur élitisme ? L'auteure répond à ces questions à partir du cas du baccalauréat international, diplôme privé de fin d'études secondaires chapeauté par une organisation à but non lucratif. C'est en examinant la construction sociohistorique

des normes unifiant des lycées à l'échelle intercontinentale, au-delà de la diversité prônée, qu'elle offre des pistes pour expliquer leurs configurations actuelles. Ce livre offre une analyse inédite de ce que veut dire « être international » aujourd'hui.

Erb, L.-A., Chareyron, S., & L'Horty, Y. (2022, mars 15). **En master, des candidats discriminés sur leurs noms de famille**. Consulté 17 mars 2022, à l'adresse The Conversation website: http://theconversation.com/en-master-des-candidats-discrimines-sur-leurs-noms-de-famille-177294
Si le débat public sur les discriminations subies par les jeunes se focalise souvent sur l'accès à l'emploi, ces discriminations commencent dès la formation, comme le montre une récente étude.

Fiala, N., Garcia-Hernandez, A., Narula, K., & Prakash, N. (2022). *Wheels of Change: Transforming Girls' Lives with Bicycles* (IZA Discussion Paper N° 15076). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15076.htm
Reducing the gender gap in education is a primary goal for many countries. Two major challenges for many girls are the distance to school and their safety when commuting to school. In Zambia, we studied the impact of providing a bicycle to a school-going girl who lives more than 3 km from the school. We randomized whether a girl received a bicycle with a small cost to her family to cover replacement parts, a bicycle where these costs are covered by the program, and therefore is zero cost to the family, or a control group. One year after the intervention, we find that the bicycle reduced average commuting time to school by 35%, reduced late arrival by 66%, and decreased absenteeism by 27%. We find continued improvement in girls' attendance and reduction in dropouts two, three, and four years after the intervention. We also find evidence of improved math test scores, girls expressing higher feelings of control over their lives and, for those who received bicycles with a small cost to her family, higher levels of aspirations, self-image, and a desire to delay marriage and pregnancy. Heterogeneity analysis by distance to school shows an inverted U-shape for most of the schooling and empowerment results, suggesting greater impact for girls that live further away from school. These results suggest that empowerment outcomes worked through increased attendance in school.

Goff, K., Silver, E., & Sigfusdottir, I. D. (2022). **Academic Orientation as a Function of Moral Fit: The Role of Individualizing Morality**. *Sociology of Education*, 95(2), 153-170. https://doi.org/10.1177/00380407211072428
Researchers have studied academic orientation—students' valuing of and commitment to education—as in part a function of a cultural fit between students' cultural capital, competencies, identity, and the institutional culture of the education system. Recent research on students' aspirations and commitment highlights the moral undertones of such cultural fit. Scholars have identified the perceived moral connotations of becoming "an educated person" and illustrated how students' academic orientation may be intertwined with the unique moral culture of the education system. Neoinstitutional scholars have examined modern education systems' emphasis on an individualizing type of moral culture, that is, an institutional moral culture emphasizing individual autonomy, rights, and achievement over traditional mores, knowledge, and social hierarchies. Scholars have yet to bridge these streams of research by examining the link between students' personal moral culture and the institutional moral culture of education systems.

In this study, we consider whether students whose moral orientation matches the individualizing moral culture of education systems are more academically oriented. We conceptualize this link as moral fit, and we use moral foundations theory to identify students' personal moral culture. Analysis of a unique sample of students drawn from all secondary schools in Iceland (N = 10,525) shows (1) individualizing moral intuitions (those that emphasize the individual as the basic moral unit) are associated with a greater academic orientation, net of parental involvement, cultural capital, and other important controls, and (2) this association is only lightly moderated by differences in the school structure.

Hailey, C. A. (2022). **Racial Preferences for Schools: Evidence from an Experiment with White, Black, Latinx, and Asian Parents and Students**. *Sociology of Education*, *95*(2), 110-132. https://doi.org/10.1177/00380407211065179
Most U.S. students attend racially segregated schools. To understand this pattern, I employ a survey experiment with New York City families actively choosing schools and investigate whether they express racialized school preferences. I find school racial composition heterogeneously affects white, black, Latinx, and Asian parents' and students' willingness to attend schools. Independent of characteristics potentially correlated with race, white and Asian families preferred white schools over black and Latinx schools, Latinx families preferred Latinx schools over black schools, and black families preferred black schools over white schools. Results, importantly, demonstrate that racial composition has larger effects on white and Latinx parents' preferences compared with white and Latinx students and smaller effects on black parents compared with black students. To ensure results were not an artifact of experimental conditions, I validate findings using administrative data on New York City families' actual school choices in 2013. Both analyses establish that families express heterogenous racialized school preferences.

Harrison, M. H., Hernandez, P. A., & Stevens, M. L. (2022). **Should I Start at MATH 101? Content Repetition as an Academic Strategy in Elective Curriculums**. *Sociology of Education*, *95*(2), 133-152. https://doi.org/10.1177/00380407221076490
How do undergraduates make their first course decisions, and are these decisions fateful? Drawing on serial interviews (N = 200) of 53 students at an admissions-selective university, we show that incoming students with disparate precollege experiences differ in their orientations toward and strategies for considering first college math courses. Content repeaters opt for courses that repeat material covered in prior coursework, whereas novices opt for courses covering material new to them. Content repeaters receive high grades and report confidence in their math ability, whereas novices in the same classes receive lower grades and report invidious comparisons with classmates. These strategies vary with students' socioeconomic background and prior exposure to institutions of higher education, suggesting the role of content repetition in maintaining class disparities in science, technology, engineering, and mathematics (STEM) pathways. Findings encourage researchers to resist equating content repetition with remediation, attend to the agentic and social-psychological dimensions of academic progress, and recognize that elective curriculums create conditions for the performative reproduction of academic and socioeconomic inequalities.

Haynes, C., & Cobb, F. (2022). **I write you from the Sunken Place**. *International Journal of Qualitative Studies in Education*, *35*(4), 425-437. https://doi.org/10.1080/09518398.2021.2003900
Peel popularized the "Sunken Place'' in his 2017 social commentary and film thriller Get Out. This qualitative study utilizes Black Liberation Research Methodology to examine the experiences of Black educators who are Chief Diversity Officers. We present our analysis in a narrative grounded in participant accounts, entitled I write you from the Sunken Place. In an act of bearing witness, our fictional letter draws links between Get Out's central characters, Andre Hayworth and Chris Washington, and the study's two participants, to illuminate how the Sunken Place symbolizes what doing racial justice work at predominantly white institutions looks and feels like for Black educators, whether they are CDOs or not. The article closes with a discussion of the implications for this research to support Black educators who advance racial justice in pursuit of their own liberation in and beyond the Ivory Tower.

Jarraud, F. (2022a, février 23). **Etre professeur des écoles issu de l'immigration : entre anciens et nouveaux stigmates professionnels**. Consulté 23 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/23032022Article637836146 487602069.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515385
Comment être d'origine immigrée affecte le métier de professeur des écoles ? Aksel Kilic, chercheure associée au CERLIS et au LIRTES, publie dans les Cahiers de la recherche sur l'éducation et les savoirs, les résultats de 17 entretiens avec des professeurs des écoles issus de l'immigration. « Notre texte pose l'hypothèse qu'être issu de l'immigration peut, dans certains cas, constituer un stigmate en produisant un écart par rapport au stéréotype professionnel qui rassemble les caractéristiques les plus répandues parmi les membres du groupe professionnel en termes de sexe, d'origine sociale et d'appartenance à la population majoritaire ». A travers ces exemples, c'est l'évolution des stéréotypes sur les enseignants qui est données à voir, une évolution qui n'est pas sans générer des frottements..

Jarraud, F. (2022b, mars 15). **OCDE : Comment raccommoder la fracture scolaire ?** Consulté 17 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/15032022Article637829231 566267944.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515225
Alors que le covid a mis à nu les inégalités scolaires, comment raccommoder le tissu scolaire ? L'OCDE propose le 14 mars, dans un nouvel ouvrage appuyé sur les résultats de Talis 2018, des solutions qui font écho à la campagne présidentielle en France. Pour l'OCDE le salut est dans la gestion libérale de l'école, selon le modèle du nouveau management public. Des établissements autonomes, recrutant, salariant et licenciant leurs professeurs créeront un vaste marché éducatif où une main invisible viendra d'elle même répartir les « bons » professeurs entre les établissements. La doctrine est affirmée avec force, même si entre les lignes apparaissent des restrictions. Même si les exemples historiques de ces politiques démentent leur efficacité.

Jarraud, F. (2022c, mars 18). **Les « parcours d'excellence » renforcent la démocratisation ségrégative**. Consulté 23 mars 2022, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2022/03/18032022Article637831824740887418.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515304

Ariane Richard-Bossez, Renaud Cornand et Alice Pavie étudient dans les Cahiers de la recherche sur l'éducation et les savoirs (n°20) la promotion de l'excellence en éducation prioritaire et particulièrement les « parcours d'excellence ». Selon eux, « ce qui caractérise l'ensemble de ces dispositifs est l'acceptation d'une partition entre, la plupart du temps, une minorité d'élèves visée par ces dispositifs et la majorité des élèves de l'éducation prioritaire (ep) qui n'y ont pas accès. Les dispositifs d'excellence entérinent donc de fait que des élèves, généralement déjà en situation scolaire favorable, peuvent accéder à un accompagnement supplémentaire et spécifique pour leur permettre de poursuivre une scolarité équivalente à celle de ceux qui sont scolarisés en milieu "ordinaire". En ce sens, les dispositifs d'excellence illustrent bien « une nouvelle manière de gérer la mixité scolaire et sociale […] permettant de s'approprier des logiques différentialistes dans un cadre qui reste universaliste » (Barrère, 2013). Concernant la lutte contre les inégalités scolaires de manière plus générale, les effets apparaissent plutôt limités. On sait par exemple que les dispositifs qui se sont développés depuis les années 2000 n'ont que peu modifié le recrutement des grandes écoles (Institut des politiques publiques, 2021). Ils semblent surtout renforcer une démocratisation déjà ségrégative (Merle, 2017) et contribuer à la fragmentation des systèmes scolaires (Barrère & Delvaux, 2017). »

Jarraud, F. (2022d, mars 25). **Fabien Granjon : « Le numérique renforce les logiques de reproduction sociale »** [Le café pédagogique]. Consulté 30 mars 2022, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2022/03/25032022Article637837877515209250.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515433

Sociologue et professeur en sciences de l'éducation à l'université Paris 8, Fabien Granjon a étudié les usages de l'informatique connectée dans les classes populaires. Le constat est sans appel. Comme dans toute pratique sociale ordinaire, les usages du numérique connecté n'échappent à la règle. Le capital culturel a un impact direct sur ces derniers. Loin d'être une solution miracle pour une démocratisation de l'accès à la culture, le numérique aggrave les inégalités.

Krop, J. (2021). **La parole des élèves dans les magazines et documentaires télévisés, ampleur et limite d'une libéralisation (1967-1983)**. *Carrefours de l'education*, *52*(2), 241-257. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-241.htm

La question de la place accordée à la jeunesse scolaire agite la société française dans le sillage des événements de mai 1968, notamment à la télévision, médium alors en plein essor et qui tend progressivement à devenir hégémonique dans le champ médiatique. L'objet de cet article est l'analyse de la position de la parole des élèves à la télévision par rapport à celle des adultes et particulièrement de l'autonomie qui peut lui être reconnue, ou, au contraire, du degré d'instrumentalisation dont elle peut faire l'objet. Fondée sur l'étude d'un corpus de 52 émissions diffusées à la télévision française entre 1967 et 1983, issues des fonds de l'INA consultés à l'Inathèque de Paris, cette étude montre comment la télévision a voulu jouer un rôle de médiateur entre la jeunesse scolaire et le corps professoral dans les années 1970, avant qu'une nouvelle étape dans

la reconnaissance de la légitimité de la parole des élèves ne soit franchie au début des années 1980.

Lebon, F. (2021). **L'éducation populaire et l'animation : un objet pour la sociologie de l'éducation**. *Carrefours de l'education*, *52*(2), 279-303. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-279.htm
Cette synthèse de travaux personnels s'appuie sur la sociologie de Pierre Bourdieu, notamment sur l'ensemble d'enquêtes publiées dans L'Amour de l'art. Mais plutôt que de proposer une théorie de la diffusion culturelle, elle tient compte de l'espace professionnel de l'animation qui s'est développé depuis les années 1960. Prendre pour objet le « petit » monde socio-éducatif de l'animation socioculturelle et de l'éducation populaire invite alors à être attentif aux « petites » différences significatives. Il s'agit, d'une part, d'étudier les nouvelles professions socio-éducatives aux marges de l'école. Il s'agit, d'autre part, d'interroger le rôle des activités de loisirs dans la construction de la réussite scolaire et de la citoyenneté des enfants et des jeunes. La prise en considération de cet espace rappelle que l'éducation ne se réduit pas à l'apprentissage des disciplines académiques. Elle renouvelle les questions sur l'action reproductrice de l'institution scolaire puisque des professions non enseignantes s'engagent à présent dans diverses entreprises de « rattrapage culturel ».

Lo, C., & Mendy, P. (2021). **Pauvreté multidimensionnelle et enfants hors du système scolaire au Sénégal : une étude empirique**. *Revue française de pédagogie*, *212*(3), 57-71. Consulté à l'adresse http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-57.htm
Au cours des dernières décennies, le Sénégal a réalisé des progrès constants pour améliorer l'accès à l'éducation à tous les niveaux. Toutefois, la réalisation de l'objectif d'une éducation de qualité pour tous les enfants fait face à de multiples menaces. Le grand nombre d'enfants hors du système scolaire (EHSS) est un lourd fardeau pour le système éducatif. L'objectif de cet article est d'explorer les interactions entre la pauvreté et la non-scolarisation des enfants au moyen du modèle logistique binaire. Que ce soit chez les enfants jamais scolarisés ou chez ceux ayant abandonné l'école, la pauvreté des familles est apparue comme un obstacle majeur à la scolarisation des enfants. D'autres facteurs comme la fréquentation de l'école coranique, l'absence d'une école de proximité, le travail des enfants, le désintérêt pour l'école et les faibles résultats scolaires constituent un frein à la fréquentation scolaire.

Medvide, M. B., & Kenny, M. E. (2022). **Hope in the Lives of Low-Income Students of Color: A Qualitative Study of Experiences in a Work-Based Learning Program**. *Journal of Career Development*, *49*(2), 297-310. https://doi.org/10.1177/0894845320937430
This study explored the experiences of low-income students of color who participated in a work-based learning (WBL) program while attending a Catholic high school. Historically, research on student outcomes in WBL programs has been mixed, and few studies have provided insights into how low-income youth of color can benefit. This study utilized a phenomenological methodology to capture hope among these youth and to delineate these students' lived experiences within their relational, organizational, and sociocultural contexts. The results showed participants' goal setting and motivation were fostered by a sense of connection to others at school and a collective belief that success was possible for all students despite whatever challenges they faced. The participants also discussed hopes for the future within the context of workplace support, religious faith,

and past hopelessness. The results provide avenues to design WBL programs that consider students' supports and barriers and further contextualize hope theory.

Mohajeri, O. (2022). **"Fly on the wall" moments reveal whiteness-at-work for contested white graduate students**. *International Journal of Qualitative Studies in Education*, 35(4), 393-409. https://doi.org/10.1080/09518398.2021.2003897
Contested white students often feel caught between two worlds, liminally situated, betwixt and between monoracial constructions of race. They are a subset of undergraduate and graduate students who are differentially located along the borders of whiteness, but who share common experiences of racial ambiguity, insecurity, and contestation. Contested whites report being under constant pressure to explain and justify their racial location along the borders of whiteness. Their narratives of racialization powerfully reveal the operations of whiteness-at-work in fleeting, everyday moments in U.S. universities and colleges. This manuscript tells the stories of Fly on the Wall moments for three contested white graduate students. I use critical discourse analysis and critical narrative analysis to explore how Fly on the Wall moments reveal iterative, paradoxical constructions of whiteness-at-work. Implications for postsecondary education are explored.

Mohajeri, O., & Nishi, N. (2022). **Whiteness-at-work in white serving institutions**. *International Journal of Qualitative Studies in Education*, 35(4), 337-340. https://doi.org/10.1080/09518398.2022.2042614

Mugiyama, R., & Toyonaga, K. (2022). **Role of Cohort Size in Trends in Class and Occupational Returns to Education at First Job: The Case of Japan**. *European Sociological Review*, 38(2), 269-285. https://doi.org/10.1093/esr/jcab037
Downward trends in class and occupational returns to education have mainly been attributed to educational expansion via credential inflation. However, despite this rapid educational expansion, trends in returns to education vary across societies. This study proposes that changes in population size can contribute to offsetting the impact of educational expansion, controlling for demand-side factors. Using nationally representative survey data from Japan, we analysed trends in class and occupational returns to education at the first job of individuals born between 1942 and 1986. We found that a smaller cohort size increased the advantage of the highly educated in reaching higher occupational positions and upper service class positions, while a higher university graduation rate decreased this advantage. A counterfactual simulation demonstrated that the fluctuation in returns to education was driven by the pace of educational expansion relative to reductions in cohort size. These findings suggest that declining cohort sizes have counterbalanced credential inflation and caused stable trends in returns to education. We argue that mixed trends in class and occupational returns to education can be explained by the different paces of population change across societies.

Nakas, R. (2021). **Constitution des groupes en éducation physique et sportive : les filles et les garçons au prisme de la cohésion opératoire et fonctionnelle**. *Carrefours de l'education*, 52(2), 171-187. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-171.htm
Cette étude a pour but d'identifier les critères d'appariement des élèves français en cours d'éducation physique et sportive dans une situation où la cohésion opératoire et

fonctionnelle est privilégiée. Par comparaison avec des processus de cohésion socioaffective où les recherches montrent qu'en général les élèves de même sexe se choisissent, l'idée est d'observer si ces choix sont identiques dans des situations orientées vers une tâche. À l'aide de questionnaires sociométriques (n = 291) et d'entretiens (n = 40), nous avons interrogé des élèves âgés de 11 ans et de 15 ans. Les sociogrammes témoignent qu'avec ce type de cohésion, les logiques sexuées restent prédominantes, mais les entretiens révèlent des différences entre les sexes : aux garçons le prestige et aux filles l'affinité.

Nishi, N. W. (2022). **White racial bonding-at-work in higher ed STEM**. *International Journal of Qualitative Studies in Education*, 35(4), 374-392. https://doi.org/10.1080/09518398.2021.1983882
White racial bonding has been defined in the literature as the communications and interactions between white people related to race, particularly those that are racist or disparaging toward People of Color. White Racial Bonding has been theorized and engaged in the research as both backstage and using raced or racially coded language. This paper uses portraiture to look at how white racial bonding as a form of whiteness-at-work is also enacted "front-stage" and without racialized language by white students bonding in their mistreatment against college Students of Color in a College Algebra classroom. This paper also draws on whiteness-at-work to examine the paradoxes that lie in the creation of gendered white racial bonding through white students' mistreatment and distancing from Students of Color.

Observatoire des inégalités. (2022, mars 15). **Les étudiants d'origine maghrébine discriminés à l'entrée de certains masters**. Consulté 1 avril 2022, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Les-etudiants-d-origine-maghrebine-discrimines-a-l-entree-de-certains-masters
Les étudiants d'origine nord-africaine ont 13 % moins de chances d'obtenir une réponse que les candidats avec un nom français, lorsqu'ils s'informent sur les modalités de candidature en master. Les candidats handicapés ne semblent pas discriminés.

Observatoire des inégalités. (s. d.). **Comment améliorer la mixité dans les formations initiales ?** Consulté 1 avril 2022, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/Comment-ameliorer-la-mixite-dans-les-formations-initiales
Réaliser l'égalité entre femmes et hommes, c'est permettre à chacune et chacun de choisir son métier, en s'affranchissant des stéréotypes. Une politique de mixité commence à l'école primaire et passe par une attention aux conditions de scolarité dans l'enseignement professionnel. Les propositions de Clotilde Lemarchant, sociologue.

OCDE. (2022a). *How do girls and boys feel when developing creativity and critical thinking?: Lessons for gender equity*. https://doi.org/10.1787/bfcac2cc-en
Do girls and boys report different feelings during teaching and learning for creativity and critical thinking? This document highlights differences between the emotions reported by male and female secondary students in a project about fostering creativity and critical thinking run by the Centre for Educational Research and Innovation at the OECD. We explore data from 10 271 secondary school students in 184 schools in 9 countries and draw implications for classroom and system level attempts to embed creativity and critical thinking in education. The emotions associated with learning can lead to different experiences and perceptions of creativity and critical thinking and affect students' skills

development. The information provided here aims to help educators provide more customised support to boys and girls navigating different emotional experiences, and so support equitable outcomes when developing creativity and critical thinking.

OCDE. (2022b). ***Why is the gender ratio of teachers imbalanced?*** https://doi.org/10.1787/8fea2729-en
Women are strongly over-represented among primary and secondary teachers. This can be explained at least partly by gender stereotypes, but also by the attractiveness of the profession to working mothers and by differences in the relative wage levels in teaching for men and women. Recognising teachers' contribution to society could help to attract the best qualified candidates to the teaching profession, irrespective of gender.

Requena, M. (2022). **Spain's Persistent Negative Educational Gradient in Fertility**. *European Journal of Population*, *38*(1), 1-13. https://doi.org/10.1007/s10680-021-09599-9
A trend towards a reversal of the negative educational gradient in fertility has been detected in some advanced societies, although the end of this inverse relationship is far from being generalized across developed countries. Previous analyses have shown that, for most of the twentieth century, Spain exhibited the steady negative educational gradients in fertility that characterize the low-fertility demographic regimes in Southern Europe. This report presents data collected on the period fertility of Spanish women between 2007 and 2017 and tests for the persistence of educational gradients in their recent reproductive behavior. Using data taken from Spanish administrative registers and standard period indicators of fertility, evidence is offered that proves that a negative educational gradient in fertility continues to exist in the country in accordance with the historical experience of cohorts born during the first decades of the twentieth century. This negative gradient implies significant differences in fertility between educational categories and affects both quantum and tempo. Moreover, the educational differentials in fertility not only persisted during the observed years but probably widened.

Schmidt, R., Kristen, C., & Mühlau, P. (2022). **Educational Selectivity and Immigrants' Labour Market Performance in Europe**. *European Sociological Review*, *38*(2), 252-268. https://doi.org/10.1093/esr/jcab042
This article depicts the selectivity profiles of first-generation immigrants of multiple origins in 18 European destinations and investigates whether educational selectivity is relevant to their labour market performance. The theoretical account starts from the premise that the relative position individuals occupy in the educational distribution of their origin country represents—frequently unmeasured—characteristics such as motivation, skills, and resources, which matter for immigrants' incorporation into the labour market in their destination countries. The empirical analyses are based on data from the European Social Survey for the destination countries, and from the Barro–Lee Educational Attainment Dataset for the origin countries. The findings reveal that immigrants are mostly positively selected with regard to their educational attainment. At the same time, they point to considerable variation in the degree of selectivity across migrants from different regions of the world, as well as across different destinations. Results of linear multilevel regression models of occupational status indicate that over and above the absolute level of educational attainment, first-generation immigrants profit from a favourable position in the educational distribution of their origin country. Conversely, there are indications that selectivity is negatively associated with the likelihood of being employed.

schneider, finn j. (2022). **Queering whiteness studies: exploring the (im)possibility of antiracist pedagogy as imagined by white, queer educators**. *International Journal of Qualitative Studies in Education*, 35(4), 356-373. https://doi.org/10.1080/09518398.2021.2003898
This paper engages the possibilities and paradoxes of antiracist pedagogy through an empirical analysis of white, queer postsecondary educators' conceptualizations of and efforts toward antiracist teaching. Grounded in queer theory and Yoon's articulation of whiteness-at-work, this research utilized narrative inquiry methodology to explore the (im)possibility of antiracist teaching for white educators. Findings point to the influence of queer subjectivity on participants' ideas about and efforts toward antiracist pedagogical practice. Analysis of participants' narratives illustrates multiple sites of tension and two forms of paradox (inward and outward) in their antiracist teaching efforts. Rather than offering so-called best practices of antiracist teaching, this research suggests queered approaches to antiracist pedagogy, articulated as an embrace of paradox.

Tevis, T. L., Martinez, J. G. L., & Lozano, Y. E. (2022). **Disrupting white hegemony: A necessary shift toward adopting critical approaches within the teaching and learning environment**. *International Journal of Qualitative Studies in Education*, 35(4), 341-355. https://doi.org/10.1080/09518398.2022.2035453
Utilizing Yoon's whiteness-at-work framework, the purpose of this paper is to articulate critical whiteness and anti-racist pedagogical approaches for educators. We specifically offer practical strategies, to be taken up discretely or together, in an effort to disrupt white hegemony, to which the American educational system is seemingly beholden. Currently, the teaching profession, writ large, is predominantly white, and within K-12 the teaching force is mostly (79%) White women, conceivably yielding a number of implications. Hence, it is our hope, that by adopting some or all of these recommendations, educators would begin to improve learning conditions, bolster the effectiveness of long standing culturally-based pedagogies, and strengthen justice efforts.

Urrego, V., & Mohib, N. (2022). **L'ouverture sociale dans les écoles d'ingénieurs : quelles perceptions des élèves du dispositif BTSPLUS ?** *11e colloque QPES (Questions de Pédagogies dans l'Enseignement Supérieur), La Rochelle, France*. Présenté à La Rochelle, France. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03593358

Yoon, I. h. (2022). **Justice-in-the-doing: an epilogue on whiteness-at-work in higher education**. *International Journal of Qualitative Studies in Education*, 35(4), 438-452. https://doi.org/10.1080/09518398.2022.2025498
In this epilogue, I use a variety of forms to synthesize several contributions that vibrated through the articles in this special issue on "whiteness-at-work in higher education," which expanded on my paper offering the "whiteness-at-work" concept in 2012. I synthesize with my thinking and experience as a Korean American, disabled, cishet woman of color and all the in-betweens that these and more parts of my body and myself entail. I use stylistic play and variety to respond to and advance one of the central contributions in the special issue, which is understanding the challenges and strategies of theorizing how it feels to be structured – that is, the affective residues of gridlocking individuals and institutions – by whiteness-at-work in higher education institutions. I also mention genuine, unresolvable dilemmas about studying whiteness that these papers helped me articulate. I leave with some love to fuel this labor we have chosen.

Climat de l'école

Gottschalk, F. (2022). *Cyberbullying: An overview of research and policy in OECD countries*. https://doi.org/10.1787/f60b492b-en
Cyberbullying is a high priority policy challenge in many OECD countries. In recent years, the literature base on cyberbullying has rapidly expanded, shedding insights into the prevalence of the issue, highlighting which characteristics make children more likely to be cyberbullied, those that make them more likely to cyberbully others, and how this affects or is affected by well-being. Education systems have responded to this challenge in different ways such as promoting awareness of the issue, providing support to children in schools, through Internet safety initiatives, and implementing policies and sometimes laws to combat cyberbullying. There are a number of empirically assessed interventions that aim to support victims and reduce perpetration, although more information is needed on how to develop and scale up effective interventions. Furthermore, the current literature base underscores the need to establish a common and agreed upon definition of cyberbullying, and a need for research to identify its causes and effects.

Mercier, C., Zanna, O., & Florin, A. (2022). **Enquêter à distance sur le bien-être des collégiens**. *Socio-anthropologie*, (45), 157-177. Consulté à l'adresse https://journals.openedition.org/socio-anthropologie/11434
Dans la perspective de rendre compte du bien-être des collégiens à la sortie du premier confinement de 2020, nous avons proposé une enquête en ligne à des collégiens en utilisant pour les uns, les réseaux sociaux (condition 1), et pour les autres, en collaborant avec les établissements scolaires (condition 2). Au-delà de la thématique étudiée, les résultats ont permis de mettre en saillance des différences entre le nombre de retours, d'une part, et, d'autre part, le taux de complétude et la qualité de renseignement des questions ouvertes entre la première (C1) et la seconde condition (C2), révélant ainsi des biais de sélection et d'autosélection. À partir des 549 réponses recueillies, cet article révèle des biais de participation moindres pour la condition C2, montrant de fait que l'usage social des outils numériques ne se limite pas à leur possession ou non.

Oger, M. (2021). *Le projet COBÉ : une démarche pour identifier, analyser et développer les déterminants de la qualité de vie et du bien-être en environnement scolaire* (Phdthesis, Université de Lorraine). Consulté à l'adresse https://hal.univ-lorraine.fr/tel-03600599
Pourquoi les adultes seraient-ils les seuls à être victimes de burnout dans le contexte de leur travail ? Dans le milieu scolaire, pourquoi seuls les enseignants seraient-ils à risque de vivre des moments d'épuisement ? Quelle qualité de vie l'école offre-t-elle aux élèves ? Comment la perçoivent-ils ? Après avoir réalisé une revue de littérature sur le burnout scolaire notre question de recherche a évolué vers les problématiques de bien-être être et de qualité de vie des jeunes au sein de l'école. Le projet nommé COBÉ permet de comprendre et de proposer des pistes pour générer le bien-être des élèves. Il est composé de trois phases. La première, a abouti à la validation d'une échelle de mesure du burnout scolaire et à la réalisation d'études longitudinales, visant à mesurer l'évolution du niveau d'épuisement chez les élèves au cours d'une année scolaire. La seconde a eu pour enjeu d'analyser la façon dont les jeunes à l'école perçoivent leur environnement de travail en termes de niveaux d'exigences et de ressources et de voir l'impact de cette perception sur leur épuisement puis en retour sur diverses variables

(cognitives, comportementales, psychologiques). Une analyse en profils latents a permis la mise en évidence de trois profils déterminés sur la base de la perception par les élèves des exigences et des ressources en environnement scolaire. La dernière phase a permis une analyse plus fine de cette perception au moyen d'entretiens. Les résultats révèlent que l'école présente certes des contraintes mais elle propose aussi tout un lot de ressources. De cet équilibre « exigences-ressources » perçues dépend la qualité de vie de l'élève. Aussi sans réduire les exigences, il s'agira pour l'école et l'élève de renforcer leurs ressources. Le projet COBE devrait par la suite poursuivre son chemin vers des études interventionnelles et expérimentales afin de proposer et tester des outils destinés à renforcer le bien-être et la qualité de vie des élèves.

Évaluation des dispositifs d'éducation-formation

Deslyper, R. (2021). **Les appropriations hétérodoxes des œuvres dans l'éducation artistique et culturelle. Le cas d'un dispositif d'éducation au théâtre jeune public**. *Carrefours de l'education*, 52(2), 205-219. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-205.htm
Dans le prolongement de différents travaux qui ont déjà souligné que les appropriations effectives des objets et pratiques culturels non conformes aux attentes des responsables et intervenants des dispositifs d'éducation artistique et culturelle ne sont pas rares, notamment dans les populations adolescentes de milieux populaires, cet article se penche sur les appropriations effectives des œuvres par des enfants inscrits dans un dispositif d'éducation au théâtre jeune public. Après avoir montré que les enfants s'approprient les pièces auxquelles ils assistent selon une perspective éthico-pratique très éloignée du rapport formel-esthétique aux œuvres attendu dans le cadre du dispositif, nous nous penchons sur les causes de cette appropriation hétérodoxe. Nous mettons alors en évidence les difficultés du dispositif à transmettre, chez les enfants qui ne le possèdent pas déjà, et à activer, chez ceux qui y sont pourtant disposés, ce rapport formel-esthétique attendu face aux œuvres présentées.

Lavy, V., & Goldstein, Y. (2022). *Gifted Children Programs' Short and Long-Term Impact: Higher Education, Earnings, and the Knowledge-Economy* (NBER Working Paper No 29779). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/29779.htm
We estimate the effects of gifted children programs (GCP) in high schools in Israel. We selected a comparison group of equally gifted students from other cities where GCP was not offered at the time. Based on administrative data, we follow 22 cohorts and measure treatment effects on outcomes, ranging from high school to the labor market in their 30s and 40s. We find tiny impact on academic achievements in high school, in contrast to the abundance of educational resources enjoyed by GCP participants. In the longer run, we find meaningful effects of GCP on higher education attainment. GCP participants study more math, computer, and physical sciences but engage less in engineering programs. The net effect on STEM degrees is, therefore, zero. However, a much higher share of GCP participants graduated with two STEM majors. This evidence suggests that GCP enhances the impact of "multipotentiality," which characterizes many gifted adolescents. The effect on getting a Ph.D. is positive, too. Lastly, we find no effect of GCP on employment and earnings. Nor do we find that GCP participants work more than other equally talented children in the knowledge economy. These results are very similar for females and males gifted children.

Lincove, J. A., Mata, C., & Cortes, K. (2022). *A Bridge to Graduation: Post-Secondary Effects of an Alternative Pathway for Students Who Fail High School Exit Exams* (NBER Working Paper No 29742). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/29742.htm
High school exit exams are meant to standardize the quality of public high schools and to ensure that students graduate with a set of basic skills and knowledge. Evidence suggests that a common perverse effect of exit exams is an increase in dropout for students who have difficulty passing tests, with a larger effect on minority students. To mitigate this, some states offer alternative, non-tested pathways to graduation for students who have failed their exit exams. This study investigates the post-secondary effects of an alternative high school graduation program. Among students who initially fail an exit exam, those who eventually graduate through an alternative project-based pathway have lower college enrollment, but similar employment outcomes to students who graduate by retaking and passing their exit exams. Compared to similar students who fail to complete high school, those students who take the alternative pathway have better post-secondary outcomes in both education and employment.

Stroumza, K., Pittet, M., Pont, A.-F., Krummenacher, L., & Fersini, F. (2022). **Des réussites bien particulières dans un dispositif de coprésence du champ de la protection de l'enfance : entre énigmes et paris**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10638
Cet article s'intéresse à des moments de coprésence entre parent(s), enfant(s) et professionnel(s) en appui sur des activités de l'ordre de l'ordinaire (parler, manger, jouer…) à l'intérieur d'un dispositif de placement du champ de la protection de l'enfance en Suisse. Dans une démarche d'analyse du travail (observations, films, entretiens d'autoconfrontation), nous cherchons à décrire non seulement comment le dispositif fait agir les professionnels, les parents, les enfants ou comment il agit sur eux mais aussi comment les professionnels agissent dans et avec le dispositif. Plus particulièrement nous cherchons à comprendre comment dans ces moments de coprésence, les professionnels jouent (de) et déjouent les rapports de force inhérents à un dispositif d'aide-contrainte dans le cours de leurs activités, pour réussir à favoriser des effets (implications réciproques, participation et appropriation de la mesure) qu'ils ne peuvent viser directement et qui constituent parfois une réussite bien particulière

Formation continue

OCDE : Organisation de coopération et de développement économiques. (2022). *Engaging employers in vocational education and training in Brazil. Learning from international practices*. Consulté à l'adresse https://www.oecd-ilibrary.org/education/engaging-employers-in-vocational-education-and-training-in-brazil_d76a2fe6-en
Le Brésil a lancé une réforme majeure de son enseignement secondaire supérieur en 2017. Cette réforme, qui est en cours de mise en œuvre, vise à développer considérablement l'offre d'enseignement et de formation professionnels en formation initiale. Ce rapport examine les mesures susceptibles de renforcer la capacité de formation des entreprises, telles que la formation des formateurs en entreprise, et fournit

des exemples de la manière dont les écoles et les employeurs peuvent partager la responsabilité de l'apprentissage en milieu professionnel. Il examine également le rôle des partenaires sociaux dans la planification et la réalisation des évaluations, la manière dont cela peut améliorer la qualité de l'évaluation et la crédibilité de la certification.

Laboux, O., Elshoud, S., Maury, F., & Puydebois, C. (2021). *La formation continue dans la fonction publique hospitalière*. Consulté à l'adresse Inspection générale des Affaires sociales - Inspection générale de l'Éducation, du Sport et de la Recherche website: https://www.vie-publique.fr/rapport/284449-formation-continue-dans-la-fonction-publique-hospitaliere
Les accords du «Ségur de la santé» du 13 juillet 2020, relatifs aux métiers du soin et à l'attractivité de l'hôpital public, ont prévu un plan d'action destiné à développer la formation professionnelle continue dans la fonction publique hospitalière (FPH), qui rassemble 1,1 million d'agents publics. Pour préparer ce plan d'actions, les ministres chargés de la santé et de l'enseignement supérieur ont missionné leurs inspections générales. Celles-ci ont pu mesurer, au contact des professionnels sur le terrain, l'attente d'évolutions concrètes sur ce sujet, dans un contexte de tensions multiformes sur les ressources humains hospitalières. La politique de formation continue dans la FPH, avec une dépense annuelle de près de 900 M€, est élaborée localement, régionalement et nationalement, en concertation avec les partenaires sociaux. Elle s'appuie sur un opérateur - l'Association nationale pour la formation permanente du personnel hospitalier (ANFH) - pour la collecte et la mutualisation des ressources des établissements et pour la mise en œuvre de ces formations. Au terme de ses investigations et de ses rencontres sur le terrain, la mission propose de nouveaux équilibres entre les décisions nationales et locales, entre les besoins collectifs et individuels, entre les responsabilités de l'État et la gestion paritaire, afin que la formation continue puisse jouer pleinement son rôle dans l'évolution des métiers et des compétences nécessaires au système de santé. Le rapport présente ainsi des propositions précises pour : améliorer l'attractivité de ces métiers et le développement individuel des compétences ; garantir, pour les métiers en tension, la prise en charge des études promotionnelles pour les agents admis aux formations qualifiantes mais non pris en charge par leur établissement ; donner à l'État les moyens de mettre en œuvre une véritable politique de formation continue dans la FPH, inséparable de la politique de santé (avec, par exemple, le développement des formations interdisciplinaires et pluri-professionnelles) et d'en assurer le suivi.

MOURATOGLOU, N., & VILLALBA-GARCIA, E. (2022). *Bridging lifelong guidance and validation of non-formal and informal learning through ICT operationalisation*. Consulté à l'adresse https://www.cedefop.europa.eu/files/6208_en.pdf

Marché du travail

Demonteil, M. (2021). **Faire sens d'un déplacement**. *Sociétés contemporaines*, *124*(4), 67-94. Consulté à l'adresse http://www.cairn.info/revue-societes-contemporaines-2021-4-page-67.htm
Cet article prend pour objet les haut·es fonctionnaires en fin de carrière. Il contribue à penser les dernières étapes de leur trajectoire professionnelle en déplaçant la focale depuis les conditions de promotion et de mobilité vers les modalités d'ajustement, désajustement et maintien dans les positions de fin de carrière. À partir du cas des

inspectrices et inspecteurs du ministère de la Culture, anciens cadres administratifs, conservateurs et conservatrices du patrimoine mais également danseurs et danseuses, administrateurs et administratrices de théâtre ou encore architectes, l'étude met à profit l'analyse dispositionnelle des pratiques professionnelles, la sociologie de la vocation et celle du vieillissement professionnel, pour traiter de l'articulation entre l'action publique et les caractéristiques sociales des agents de l'État. La diversité des formes d'ajustement comme les résistances à l'institution, qui vont parfois jusqu'à la sortie de rôle, apportent un éclairage original sur ces déplacements professionnels tardifs.

Donzeau, N., & Pons, Y. (2022). **En 2020, l'emploi continue d'augmenter dans la fonction publique, notamment dans le versant hospitalier**. *Insee Première*, (1897). Consulté à l'adresse https://www.insee.fr/fr/statistiques/6215551
Fin 2020, 5,7 millions de salariés travaillent dans la fonction publique, soit 33 900 de plus qu'un an auparavant (+ 0,6 %), accentuant la hausse de 2019 (+ 0,3 %). L'emploi augmente nettement dans la fonction publique hospitalière (+ 1,8 %) et dans une moindre mesure dans la fonction publique de l'État (+ 0,8 %), mais se replie dans la fonction publique territoriale (− 0,4 %). Hors contrats aidés, les effectifs augmentent de 50 100 salariés. En équivalent temps plein, le volume annuel de travail y compris contrats aidés est quasi stable (+ 0,1 % Le nombre de fonctionnaires, qui représentent 67 % des agents publics, baisse de 0,6 % en 2020, tandis que le nombre de contractuels augmente de 6,3 %. L'augmentation de l'emploi public plus soutenue en 2020 s'explique par une légère diminution des sorties alors que les entrées sont quasi stables. La diminution des sorties concerne principalement les contractuels et les bénéficiaires de contrats aidés. La part des agents présents dans la fonction publique seulement une partie de l'année diminue, sauf dans la fonction publique hospitalière.

Kofoed, M. S. (2022). *Pell Grants and Labor Supply: Evidence from a Regression Kink* (IZA Discussion Paper Nᵒ 15061). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15061.htm
A concern in higher education policy is that students are taking longer to graduate. One possible reason for this observation is an increase in off-campus labor market participation among college students. Financial aid may play a role in the labor/study choice of college students-as college becomes more affordable, students may substitute away from work and toward increased study. I use data from the National Postsecondary Student Aid Study (NPSAS) to exploit nonlinearity in the Pell Grant formula to estimate a regression kink and regression discontinuity designs. I find that conditional on receiving the minimum of $550, students reduce their labor supply by 0.4 hours per week, which translates to a 2.4 percent decrease in hours worked. Students who receive the average Pell Grant of $2,250 are 7.6 percentage points (or around 12 percent) less likely to work and, if working, supply 5.10 less hours per week, or around a 30.67 percent reduction. I find Pell Grants do increase academic achievement, implying that students substitute study time for work.

Observatoire des inégalités. (2022, mars 4). **La mixité des métiers progresse, mais bien lentement**. Consulté 1 avril 2022, à l'adresse Observatoire des inégalités website: https://www.inegalites.fr/la-mixite-des-metiers-progresse-mais-bien-lentement
La plupart des métiers restent occupés soit par une grande majorité d'hommes, soit principalement par des femmes. Une personne sur cinq seulement exerce un métier

« mixte ». La mixité au travail progresse très lentement depuis 35 ans. Une analyse d'Anne Brunner.

Schmidt, R., Kristen, C., & Mühlau, P. (2022). **Educational Selectivity and Immigrants' Labour Market Performance in Europe**. *European Sociological Review, 38*(2), 252-268. https://doi.org/10.1093/esr/jcab042
This article depicts the selectivity profiles of first-generation immigrants of multiple origins in 18 European destinations and investigates whether educational selectivity is relevant to their labour market performance. The theoretical account starts from the premise that the relative position individuals occupy in the educational distribution of their origin country represents—frequently unmeasured—characteristics such as motivation, skills, and resources, which matter for immigrants' incorporation into the labour market in their destination countries. The empirical analyses are based on data from the European Social Survey for the destination countries, and from the Barro–Lee Educational Attainment Dataset for the origin countries. The findings reveal that immigrants are mostly positively selected with regard to their educational attainment. At the same time, they point to considerable variation in the degree of selectivity across migrants from different regions of the world, as well as across different destinations. Results of linear multilevel regression models of occupational status indicate that over and above the absolute level of educational attainment, first-generation immigrants profit from a favourable position in the educational distribution of their origin country. Conversely, there are indications that selectivity is negatively associated with the likelihood of being employed.

Soares, S., & Berg, J. (2022). **Les retombées du COVID-19 sur le marché du travail: qui en souffre, qui y échappe, avec quel effet sur les inégalités?** *Revue Internationale Du Travail, 161*(1), 7-33. https://doi.org/10.1111/ilrf.12225
Résumé Face au COVID-19, les autorités nationales ont adopté des mesures de nature et de portée variées, avec des effets notables sur les marchés du travail, notamment pour certains groupes. Les auteurs utilisent les enquêtes sur la population active de sept pays à revenu intermédiaire ou élevé pour observer les transitions professionnelles au premier semestre de 2020 et comparer la situation avec la même période de 2019. Ils concluent que la volatilité est plus faible dans les pays qui ont choisi de soutenir les revenus en subventionnant les salaires plutôt que par d'autres moyens, mais que la pandémie a creusé les inégalités partout.

Sponton, A. (2022). **Quels freins limitent encore le recours au congé de paternité chez les jeunes pères ?** *Céreq Bref*, (419). Consulté à l'adresse https://www.cereq.fr/quels-freins-limitent-encore-le-recours-au-conge-de-paternite-chez-les-jeunes-peres
Le congé de paternité instauré en 2002 et réformé en 2021 se présente comme une mesure favorable à l'égalité femmes-hommes. Alors que la majorité des pères recourent au dispositif, environ 3 sur 10 n'exercent pas leur droit. Quels facteurs peuvent limiter la prise du congé de paternité ? Dans quelle mesure ce non-recours est-il lié à leur degré d'implication dans la sphère familiale ? Ce Céreq Bref mobilise la dernière vague de l'enquête Génération 2010 pour explorer les déterminants du recours au congé de paternité chez les jeunes devenus pères entre 2010 et 2017.

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Métiers de l'éducation

Alternatives économiques. (2022, mars 23). **Temps de travail des enseignants : au-delà des idées reçues**. Consulté 30 mars 2022, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/temps-de-travail-enseignants-dela-idees-recues/00102701
Très éclaté, souvent invisible, le temps de travail des enseignants est aussi souvent méconnu que remis en cause.

Bonnéry, S. (2021). **Recherches sur l'éducation : éviter les tentations relativistes**. *La Pensee*, *408*(4), 34‑43. Consulté à l'adresse http://www.cairn.info/revue-la-pensee-2021-4-page-34.htm
Les recherches sur l'éducation gagnent à se garder aussi bien des tentations néopositivistes que des tentations relativistes. L'article expose quelques-unes de leurs traductions et certains problèmes qu'elles posent à l'avancée des connaissances comme à leur diffusion aux enseignants.

Borgen, N. T., Markussen, S., & Raaum, O. (2021). *Socioeconomic Differences in the Long-Term Effects of Teacher Absence on Student Outcomes* (SocArXiv N° 5nhds). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/5nhds.htm
While the scarce evidence on teacher absence identifies effects on student short-term test scores, this article studies potential effects on long-term educational attainment. We use population-wide Norwegian register data to study the effects of certified teacher absence during lower secondary school (grades 8-10) on non-completion of upper secondary education by age 21 as well as academic achievement in 10th grade. In a school fixed effects model, we find that an increase in teacher absence of 5 percentage points reduces students' examination grades by 2.3% of a standard deviation and increases the risk of dropout by 0.6 percentage points. While exposure to teacher absence is unrelated to family background, particularly large effects for low SES students drive the overall impact of teacher absence. Teacher absence does not affect the dropout of high SES students. The long-term effects on dropout are partly mediated by relatively large effects of teacher absence on the short-term academic achievements of low SES students at the bottom of the grade distribution. Overall, our findings indicate that reductions in instructional quality increase social inequality in long-term educational outcomes.

Cahyadi, A., Hendryadi, Widyastuti, S., & Suryani. (2022). **COVID-19, emergency remote teaching evaluation: the case of Indonesia**. *Education and Information Technologies*, *27*(2), 2165‑2179. https://doi.org/10.1007/s10639-021-10680-3
The global crisis caused by the COVID-19 pandemic has challenged educational institutions worldwide to rapidly shift to an online mode of teaching. In this paper, we discuss the concept of emergency remote teaching (ERT), including its implementation and evaluation, in the context of higher education in Indonesia. The Context, Input, Process, and Product framework was used to evaluate the implementation of ERT based on the experiences of 45 faculty members and 82 students from seven universities and colleges in three provinces in Indonesia. This study revealed several points of view. First, the shift to the ERT process depends on various aspects: internal organizational resources

(curriculum, staff development, and technology), and external challenges (lack of access to a fast, affordable, and reliable Internet connection and the socioeconomic problems of the participants). Second, the ERT learning design needs to be framed using three principles: simplicity, flexibility, and empathy. The schools/administrators understand that this is not a normal situation in which learning competency standards must be rigorously met. In a crisis, given the facts that show disparities in technology and Internet networks, curriculum fulfillment is not the sole issue; it is also important to care for and support learners during this difficult time. This study provides recommendations that will serve as input for future strategies and educational policies in Indonesia, and developing countries in general. Additionally, this study can also be used as a benchmark for evaluating learning in similar situations in other countries.

Chauvigné, C., & Fabre, M. (2021a). **Questions socialement vives et conseillers principaux d'éducation novices : quelles prises en charge, pour quels enjeux ?** *Carrefours de l'education*, *52*(2), 33-52. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-33.htm

Chauvigné, C., & Fabre, M. (2021b). **Questions socialement vives : quelles approches possibles en milieu scolaire ?** *Carrefours de l'education*, *52*(2), 15-31. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-15.htm
Aujourd'hui, les questions socialement vives (religion, sexualité, environnement…) s'invitent à l'école, donnent lieu à débat et interrogent la formation citoyenne des élèves. Si les études sur les enseignants sont nombreuses, la situation des conseillers principaux d'éducation reste inexplorée. Ces acteurs peuvent, dans le cadre de leurs missions, rencontrer des difficultés à opérer des choix, à dépasser l'aspect souvent normatif d'une telle offre et à s'en saisir pleinement comme levier de formation à la citoyenneté et à l'émancipation des élèves. Comment articuler les savoirs et les valeurs sans ces apprentissages ? Sur quel registre rhétorique jouer pour leur transmission ? Comment parvenir à un engagement des élèves et sur quel mode le susciter ? Cette enquête clinique étudiera les projets de CPE stagiaires en INSPE, relatifs aux QSV : perception des enjeux, finalités éducatives, ressorts de l'action, mais aussi appréhension, difficultés rencontrées et leurs éventuels dépassements.

DeMatthews, D. E., Knight, D. S., & Shin, J. (2022). **The Principal-Teacher Churn: Understanding the Relationship Between Leadership Turnover and Teacher Attrition**. *Educational Administration Quarterly*, *58*(1), 76-109. https://doi.org/10.1177/0013161X211051974
Purpose: Principals are critical to school improvement and play a vital role in creating inclusive and high-performing schools. Yet, approximately one in five principals leave their school each year, and turnover is higher in schools that serve low-income students of color. Relatedly, high rates of teacher turnover exacerbate challenges associated with unstable learning environments. Our study examines the extent to which principal turnover influences teacher turnover. We build on past work by exploring how the relationship between teacher and principal turnover differs in urban, high-poverty settings and by examining the effects of chronic principal turnover. Research Methods/Approach: We draw on a student- and employee-level statewide longitudinal dataset from Texas that includes all public K-12 schools from school years 1999–2000 to 2016–17. We estimate teacher-level models with school fixed effects, allowing us to compare teacher turnover in schools leading up to and immediately following a principal

exit, to otherwise similar schools that do not experience principal turnover. Findings: Teacher turnover spikes in schools experiencing leadership turnover, and these effects are greater among high-poverty and urban schools, in schools with low average teacher experience, and in schools experiencing chronic principal turnover. Implications: Improving leadership stability, especially in urban schools experiencing chronic principal turnover may be an effective approach to reducing teacher turnover. Principal and teacher turnover and their relationship with each other requires further investigation. The field would benefit from qualitative research that can provide important insights into the individual decisions and organizational processes that contribute to principal turnover.

Douat, É., & Michoux, C. (2021). **Les conseillers principaux d'éducation saisis par la « crise ». Enquête sur des agents scolaires dans l'ombre de la « continuité pédagogique »**. *Revue française de pédagogie*, *212*(3), 43-55. Consulté à l'adresse http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-43.htm
Prenant principalement appui sur une enquête auprès de Conseillers principaux d'éducation (CPE) réalisée au cours de l'épidémie de coronavirus au printemps 2020, cet article analyse la manière dont cette séquence a reconfiguré les pratiques professionnelles de ces agents scolaires à l'heure de la « continuité pédagogique ». Oubliés dans les discours publics et n'ayant pas reçu de consignes officielles sur le rôle qu'ils devaient jouer lors de la fermeture des établissements, les CPE se sont pourtant retrouvés en première ligne pour faire face aux élèves mis le plus en difficulté par « l'école à la maison ». Le travail relationnel qu'ils ont accompli (l'écoute, le soin et la prise en compte renforcée des conditions matérielles d'existence d'une partie des familles) a produit une confrontation exacerbée avec des situations déstabilisatrices et parfois éprouvantes. Sa montée en puissance a néanmoins permis de renouer avec ce que les CPE considèrent comme leur « cœur de métier », ce dont témoigne une certaine satisfaction professionnelle qu'ils ont pu exprimer pendant la période.

Epinoux, N., Boizumault, M., Pich, I., & Boucard, G. (2021). **Comprendre et accompagner le développement professionnel des enseignant e s d'EPS par le questionnement de leurs discours sur les rôles**. *Carrefours de l'education*, *52*(2), 149-170. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-149.htm
Cette étude exploratoire se place dans une perspective de prise en compte du discours des enseignants d'EPS comme outil d'analyse mais également comme moyen de développement professionnel. Elle questionne ce que disent les enseignants et les enseignantes sur les éléments qui guident leurs choix dans la mise en œuvre des rôles moteurs et sociaux en EPS. L'analyse des réponses à un questionnaire réalisé en ligne met en évidence que l'usage déclaré des rôles est massif et que certaines variables paraissent en modifier les usages. Il semble que l'expertise dans les APSA ainsi que le type de concours des enseignants impactent globalement le discours du panel d'enseignants de cette étude. En effet, que ce soit sur l'utilisation annoncée de l'autonomie dans les rôles mais aussi sur l'utilisation de variables optimisent les acquisitions dans ces derniers, les résultats de ce questionnaire semblent indiquer que le parcours professionnel impacte la nature du discours des enseignants sondés. Positionné dans un cadre de recherche en développement professionnel (didactique professionnelle), ce questionnaire semble à même de devenir un outil susceptible d'accompagner la construction de schèmes professionnels pour la mise en œuvre lucide des rôles en EPS.

Filippi, P.-A. (2022). **Effet d'un pilotage par les instruments sur l'activité des formateurs d'enseignants**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10593
L'histoire de la formation des enseignants en France est marquée par les réformes qui accompagnent les grandes mutations de la société. Le rythme des changements s'accélère considérablement depuis 1989. Ce phénomène de réforme permanente s'inscrit dans un mouvement plus ample de gouvernance qui considère que l'action publique d'État se gère plus efficacement si on y applique les mêmes méthodes et les mêmes outils de gestion que dans monde de l'entreprise. Dans cet article nous mobiliserons le concept d'instrumentation de l'action publique pour mettre en évidence comment l'introduction d'un nouveau dispositif dont la prescription est principalement instrumentale affecte l'activité des formateurs d'enseignants d'une école supérieure du professorat et de l'éducation (ESPE) du sud de la France et de quelle manière. Nous montrerons également, à partir de quelques résultats, comment la mise en place d'une intervention-recherche dans ce milieu de travail a contribué à permettre aux formateurs d'enseignants qui y étaient engagés de se donner de nouvelles possibilités d'agir.

Ghousseini, H., Kavanagh, S. S., Dutro, E., & Kazemi, E. (2022). **The Fourth Wall of Professional Learning and Cultures of Collaboration**. *Educational Researcher*, *51*(3), 216-222. https://doi.org/10.3102/0013189X211058751
Recent innovations in professional development are rife with a wide array of efforts focused on teacher collaboration. In this essay, we address some of the unexamined assumptions about the nature and significance of interactions in teacher professional collaboration, drawing on the concept of the "fourth wall" from theater and film studies. The fourth wall is a term used to describe the invisible wall that separates actors from their audience. We use this metaphor to interrogate the function of the fourth wall in professional learning and argue that it reflects a culture of professional learning that, despite innovations that tout teacher collaboration, upholds isolation in teaching and teacher learning and deep embedded norms of noninterference in one another's practice. We also attend to the possibilities for supporting teacher learning that breaching the fourth wall affords when shared enactments of practice are used as a context for teachers' sensemaking and collaboration.

Giust-Desprairies, F., & Lenglet-Ajchenbaum, J. (2022). *Histoires d'enseignants: paroles croisées de deux générations*. Paris: Presses universitaires de France / Humensis.
Goldhaber, D., & Theobald, R. (2022). **Teacher Attrition and Mobility Over Time**. *Educational Researcher*, *51*(3), 235-237. https://doi.org/10.3102/0013189X211060840
We use 35 years of data on public school teachers in Washington to calculate several different measures of teacher attrition and mobility. We explore how these rates vary over time and their relationship with the state unemployment rate. Annual rates of teacher attrition from the workforce have been between 5% and 8% for each of the past 35 years, and there is a strong negative relationship between unemployment rates and these rates of attrition. This history suggests that teacher attrition is likely to increase as the economy recovers after the pandemic, but this increase is likely to be modest.

Jackson, C. (2022). **Democratizing the Development of Evidence**. *Educational Researcher*, *51*(3), 209-215. https://doi.org/10.3102/0013189X211060357
This essay offers a framework for broader community involvement as a means of increasing the relevance and usefulness of evidence developed. This essay begins by defining key concepts related to democratizing the development of evidence. The

sections that follow outline a logic model that calls for a bidirectional, iterative set of core activities to draw on insights from practitioners, community stakeholders, and researchers to generate a learning agenda, analysis plans, and findings that can be used to develop or refine policies and practices. The essay concludes with implications for advocates of democratizing the development of evidence and for researchers.

Jarraud, F. (2022, février 23). **Etre professeur des écoles issu de l'immigration : entre anciens et nouveaux stigmates professionnels**. Consulté 23 mars 2022, à l'adresse Le café pédagogique   website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/23032022Article637836146 487602069.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515385
Comment être d'origine immigrée affecte le métier de professeur des écoles ? Aksel Kilic, chercheure associée au CERLIS et au LIRTES, publie dans les Cahiers de la recherche sur l'éducation et les savoirs, les résultats de 17 entretiens avec des professeurs des écoles issus de l'immigration. « Notre texte pose l'hypothèse qu'être issu de l'immigration peut, dans certains cas, constituer un stigmate en produisant un écart par rapport au stéréotype professionnel qui rassemble les caractéristiques les plus répandues parmi les membres du groupe professionnel en termes de sexe, d'origine sociale et d'appartenance à la population majoritaire ». A travers ces exemples, c'est l'évolution des stéréotypes sur les enseignants qui est données à voir, une évolution qui n'est pas sans générer des frottements..

JEFFREY, D. (2021). **L'insubordination en enseignement au Québec : éthique, résistance et autonomie professionnelle**. *Éthique en éducation et en formation - Les dossiers du GREE*,   (n°11),   84-100.   Consulté   à   l'adresse https://www.erudit.org/fr/revues/ethiqueedufor/2021-n11-ethiqueedufor06580/1084198ar/

Khalfaoui, Y., Vinatier, I., & Hadji, S. (2021). **Les réunions de conseil des maîtres à l'école primaire. Proposition d'un cadre d'analyse de l'activité verbale collective**. *Carrefours de l'education*, *52*(2), 221-240. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-221.htm
Cet article porte sur le repérage des obstacles au déroulement initialement prévu de conseils des maîtres au sein de trois écoles élémentaires en France. Sept réunions ont été enregistrées par les directeurs d'écoles avec l'accord des équipes d'enseignants. Dans une perspective de didactique professionnelle de l'enseignement, nous tentons de cerner les enjeux des débats dans ces réunions en analysant la manière dont le discours collectif est structuré (théorie de l'argumentation de Plantin). L'analyse tient compte du contexte propre à chaque école, de la place que prennent certains thèmes dans ces réunions, du statut des interlocuteurs (directeur, enseignant expérimenté ou débutant) et de ce qu'ils défendent comme conceptions dans l'exercice de leur métier. Cette analyse montre la complexité insoupçonnée de tout ce qui peut entraver le cours de ces réunions.

Larsen, B., Ju, Z., Kapor, A., & Yu, C. (2020). *The Effect of Occupational Licensing Stringency on the Teacher Quality Distribution* [Working Paper]. Consulté à l'adresse Princeton   University.   Economics   Department.   website: https://econpapers.repec.org/paper/prieconom/2020-3.htm

Concerned about the low academic ability of public school teachers, in the 1990s and 2000s, some states increased licensing stringency to weed out low-quality candidates, while others decreased restrictions to attract high-quality candidates. We offer a theoretical model justifying both reactions. Using data from 1991â€"2007 on licensing requirements and teacher qualityâ€"as measured by the selectivity of teachersâ€™ undergraduate institutionsâ€"we find that stricter licensing requirements, especially those emphasizing academic coursework, increase the left tail of the quality distribution for secondary school teachers without significantly decreasing quality for high-minority or high-poverty districts.

Lemoine-Bresson, V., & Trémion, V. (2022). **Problématisation de situations interculturelles en master « Métiers de l'éducation et de la formation »**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10521
L'article montre comment deux cohortes d'étudiants de master 2 « Métiers de l'éducation et de la formation » d'un institut de formation pédagogique problématisent une situation interculturelle visionnée à partir du document vidéo What kind of Asian are you ? Pour les étudiants futurs acteurs éducatifs, la problématisation est difficile à obtenir lorsqu'il s'agit de questionner leurs propres jugements de valeurs. Nous interrogeons leurs manières d'identifier des observables pour construire le problème qui se pose dans une situation interculturelle mise en scène. Après avoir présenté le cadrage théorique de notre étude et le protocole méthodologique, nous discutons les résultats de nos analyses. Ces derniers permettent d'ouvrir des portes vers de nouvelles pratiques pour la formation interculturelle à partir d'un dispositif qui fait une large place à la construction d'une problématisation.

Llena, C., Joing, I., & Mikulovic, J. (2021). **Valeurs et bien-être au travail. Le cas des enseignants d'EPS**. *Éducation, Santé, Sociétés*, *7*(2), 63. https://doi.org/10.17184/eac.9782813003836
Les valeurs des individus sont un éclairage original pouvant expliquer des niveaux différents de bien-être au travail. L'objectif de la présente recherche est d'interroger le poids de la nature des valeurs prioritaires des enseignants d'EPS sur leur bien-être au travail et d'étudier s'il est aussi important que le poids de certaines variables explicatives développées dans la littérature telles que les relations avec les collègues ou l'ambiance dans la classe. Trois cent quatre-vingt-seize enseignants d'EPS ont participé à l'étude. Le cadre théorique de Schwartz (2006) a été convoqué pour déterminer les valeurs des enseignants d'EPS. Le bien-être professionnel a été mesuré au travers d'une double acception hédonique et eudémonique. Les résultats principaux issus de deux régressions multiples révèlent que la nature des valeurs prioritaires des enseignants d'EPS est très explicative de leur bien-être au travail. Les valeurs de dépassement de soi et d'ouverture au changement ou encore d'affirmation de soi dans le contexte de l'EPS expliquent fortement le niveau de bien-être (hédonique et eudémonique) et de satisfaction au travail de l'enseignant d'EPS. L'étude des valeurs constitue donc une piste prometteuse pour développer le bien-être au travail des enseignants d'EPS ainsi qu'une perspective intéressante pour enrichir les formations des enseignants.

Mazzetti, G., Vignoli, M., Guglielmi, D., Van der Heijden, B. I. J. M., & Evers, A. T. (2022). **You're Not Old as Long as You're Learning: Ageism, Burnout, and Development Among Italian Teachers**. *Journal of Career Development*, *49*(2), 427-442. https://doi.org/10.1177/0894845320942838

The purpose of this study was to explore the buffering role of opportunities for professional development within the frame of the indirect relationship between workplace age discrimination (as a job demand) and job performance on a sample of N = 325 Italian teachers. Results of moderated mediation analysis indicated that emotional exhaustion mediates the relationship between workplace age discrimination and impaired job performance. Furthermore, the relationship between workplace age discrimination and performance through the mediation of emotional exhaustion became stronger at lower levels of professional development. Although professional development is recognized as a crucial job resource, this study sheds light on its protective role among teachers dealing with discrimination caused by their age. Fostering of professional development could prevent teachers from feeling emotionally exhausted and, in turn, from the occurrence of impaired performance.

OCDE. (2022). ***Why is the gender ratio of teachers imbalanced?*** https://doi.org/10.1787/8fea2729-en
Women are strongly over-represented among primary and secondary teachers. This can be explained at least partly by gender stereotypes, but also by the attractiveness of the profession to working mothers and by differences in the relative wage levels in teaching for men and women. Recognising teachers' contribution to society could help to attract the best qualified candidates to the teaching profession, irrespective of gender.

Ozdemir, N. K., & Aydın, G. (2022). **Brief motivational interviewing training for teachers providing career services in Turkey: A pilot study**. *International Journal for Educational and Vocational Guidance*, 22(1), 263-280. https://doi.org/10.1007/s10775-021-09484-1
This mixed-methods pilot study examined the effectiveness of brief motivational interviewing (MI) training on middle school teachers' efficacy in providing career services to socioeconomically disadvantaged students. Forty-five teachers (55% men) received a six-hour training on the career-development needs of middle school students and MI techniques. Quantitative results indicated a significant effect of training on teachers' sense of efficacy regarding student engagement. Qualitative data indicated teachers' increased sense of efficacy in providing career services and their personal and professional development. These results imply that MI can be effective in supporting teachers' competencies and can motivate students of low socioeconomic status.

Romuald Gambou, A. (2022). **Faire et se faire : les ressorts d'une vie éthique enseignante cohérente**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10464
À partir d'un ancrage théorique adossé à notre propre vécu expérientiel, cette recherche tente de comprendre dans quelle mesure le double souci des modalités et de cohérence permet-il à la pratique enseignante, l'éthique qui la constitue, d'être en elle-même sa propre fin et d'orienter l'existence vers ses buts propres ? Dans la mesure où cette pratique enseignante s'appuie sur trois ressorts ici identifiés, qui face aux injonctions issues d'une rationalité instrumentale, rendent possibles l'émergence et l'accroissement d'une vie éthique enseignante cohérente. Il en ressort que la compréhension historique de son être, cette connaissance de soi par soi, articulée à la connaissance approfondie des champs théoriques car ce sont eux, qui sur le terrain produisent les observables, et l'expérience au sens de John Dewey tant qu'elle permet l'observation des liaisons impliquées entre les actions, les événements et les faits, revitalisent l'agir enseignant. Ainsi, à la question prescriptive « Que dois-je faire ? » fondée sur une approche du tout quantifiable, maîtrisable et contrôlable, émerge ici celle non

prescriptive et qui prend en compte l'imprévu ou l'indisponible dans l'agir moral : « Comment dois-je vivre ? » ma vie d'enseignant.

Rosewell, K. (2022). **Academics' perceptions of what it means to be both a parent and an academic: perspectives from an English university**. *Higher Education, 83*(4), 711-727. https://doi.org/10.1007/s10734-021-00697-5
This article explores male and female academics' perceptions of what it means to be both a parent and an academic and the relations between them. Based on an Interpretative Phenomenological Analysis of interviews with 35 academics from a university in England, findings suggest that the way in which academics experience being both a parent and an academic depends upon how they understand the meaning of each of these two roles and what they are trying to achieve within them. These meanings and experiences also appear to differ by gender. Ways in which higher education can offer more targeted and specific support to academic mothers in particular are discussed.

Rufin, D. (2022). **Modalités plurielles de l'action institutionnelle et implications sur l'activité enseignante. La dynamique des dispositifs et des agencements**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10629
Prenant pour cadre l'enseignement primaire genevois, à partir de l'étude des discours officiels et d'une enquête ethnographique, l'article vise à saisir les modalités de l'action institutionnelle envisagées dans la pluralité de leurs formes – en mobilisant le concept de dispositif décliné au pluriel et au singulier – et leurs implications sur l'activité enseignante – en considérant les agencements complexes observés. Dans la première partie, les dispositifs font apparaitre des entités et des fonctions spécifiques comme modes opératoires, ainsi que le changement permanent comme dispositif résiduel. S'ils réorganisent l'activité, les agencements demeurent contrastés, dépendants des configurations et personnalités locales. Dans la deuxième partie, le dispositif apparait hybride, rassemblant dans une apparente cohérence des modalités disparates (des principes, des modes d'action, des règlements). Ces dernières sont diversement appréhendées et configurent l'activité de manière paradoxale. Au final, le dispositif risque d'échapper à tout le monde.

UNESCO UNEVOC: International centre for technical and vocational education and training. (2022). ***Trends mapping study: digital skills development in TVET teacher training***. Consulté   à   l'adresse https://unevoc.unesco.org/pub/trends_mapping_study_digital_skills_development_in_tvet_teacher_training.pdf
Le numérique a entraîné de profonds changements dans les compétences requises pour le travail et la vie. Pour que les établissements d'enseignement et de formation techniques et professionnels (EFTP) restent pertinents et attractifs, ils doivent identifier et introduire des compétences numériques en adéquation avec le monde du travail et mieux exploiter les nouvelles opportunités offertes, notamment l'enseignement à distance. L'étude propose une cartographie des tendances et des défis dans le développement des compétences numériques des enseignants et formateurs de l'EFTP dans le monde. Le rapport identifie également des innovations et des bonnes pratiques.

WOO, A., & STEINER, E. D. (2022). ***The well-being of secondary school principals: one year into the COVID-19 pandemic***. Consulté   à   l'adresse

https://www.rand.org/content/dam/rand/pubs/research_reports/RRA800/RRA827-6/RAND_RRA827-6.pdf

Yurinova, E. A., Byrdina, O. G., & Dolzhenko, S. G. (2022). **Transprofessional competences of school teachers in the digital environment: education employers' perspective**. *Education and Information Technologies, 27*(2), 1841-1863. https://doi.org/10.1007/s10639-021-10687-w
The shift towards digitalization in education, intensified by the COVID-19 pandemic-related issues, has led to the emergence of a need to expand the borders of the teaching profession. To be effective in the digital environment, school teachers have to master new transprofessional competences (TPCs), enabling them to use the skill sets of other careers, gain new skills and abilities and find non-standard solutions to professional and pedagogical problems using digital technologies. This study investigated education employers' opinions (61 principals and deputy principals from 31 Russian secondary schools) about the comparative importance of TPCs for school teachers working in the digital environment and their perceptions of what barriers prevent teachers from developing TPCs. The survey used a three-item questionnaire asking the respondents to rank the TPCs and the TPC clusters in order of importance for teachers working with the digital and to describe the obstacles to teachers' TPC development. The findings revealed that the employers attached the greatest importance to psychological TPCs while assigning the least importance to digital citizenship TPCs. The major barriers to TPC development, in the respondents' opinion, lay in teachers' fear of new trends and their excessive workload. Based on the survey results, we designed a model of school teachers' transprofessional competences in digital teaching and learning that can be used as an assessment tool in different professional settings. The paper concludes with suggestions on how to overcome the barriers and help improve school teachers' TPC development.

Numérique et éducation

Agyei, C., & Razi, Ö. (2022). **The effect of extended UTAUT model on EFLs' adaptation to flipped classroom**. *Education and Information Technologies, 27*(2), 1865-1882. https://doi.org/10.1007/s10639-021-10657-2
The educational transformation of flipped classroom continues to be the important approach to increasing students' readiness for flipped learning. To successfully implement the flipped classroom, students' readiness to use the materials delivered to them in the pre-class session and parent-school involvement should be part of the process to improve this student-centered learning approach. However, little is known concerning the assessment of students' readiness to learn through the WBI in a flipped classroom and the role of parent-school involvement in student-centered learning approach. Hence, this study aims to extend the UTAUT model by considering the experience expectancy, parent-school involvement, perceived behaviour control and perceived self-efficacy factors to investigate high school students' acceptance of WBI for flipped classroom (FC) approach. A total of 320 senior high school students in English Literature class were selected for the study using structured equation modelling to analyse the survey questionnaire data. The results revealed that performance expectancy, effort expectancy, parent-school involvement, perceived self-efficacy and experience expectancy have positive influence on students' behavioural intention to use WBI. Also, this current study identified that, the perceived behavioral control has an

insignificant effect on students' behavioral intention to use WBI for FC approach. Detailed results and educational implications are discussed.

Aksu, N., & Zengin, Y. (2022). **Disclosure of students' mathematical reasoning through collaborative technology-enhanced learning environment**. *Education and Information Technologies*, *27*(2), 1609-1634. https://doi.org/10.1007/s10639-021-10686-x
We focus on students' mathematical reasoning in a technology-enhanced collaborative learning environment. We adopt a dialogical approach to analyze students' mathematical reasoning. The participants of this study include six middle school students. The data consist of participants' written productions, dynamic materials, and the transcriptions of the participants' discourse. The analysis shows that the integration of dynamic mathematics software into the ACODESA method contributes to their collective mathematical reasoning productively. The use of dynamic mathematics software as mediational artefacts and productive discussion as semiotic mediation are also required to enhance the participants' both structural and process aspects of mathematical reasoning. The mediational role of dynamic mathematics software also helps them to make dynamic connection between mathematical reasoning and proving. In addition, participants' representations evolve in the technology-enhanced learning environment and this evolution contributes to the development of mathematical reasoning.

Ali, N., Ullah, S., & Raees, M. (2022). **Interactive cube for effective demonstration of virtual periodic table**. *Education and Information Technologies*, *27*(2), 1635-1654. https://doi.org/10.1007/s10639-021-10691-0
Virtual Periodic Table (VPT) is an effective software tool to present elements in a conceivable three-dimensional (3D) mode. VPT is used to assist users in their learning before performing any hands-on activities in chemistry laboratory. Various VPTs have been developed for enhancing the learning process of chemistry education. Different types of 2D (two-dimensional) interaction interfaces based on menus, buttons, icons etc. are used in the existing VPTs. The unrealistic 2D nature of these interfaces affect the exploration of chemical elements and the learning performance of students. Therefore, there is a need to develop students' motivation in order to get the necessary information of any chemical element in a realistic manner. In this paper, we present a Cube based Interface in Virtual Periodic Table (CIVPT) for demonstration of the detail information of chemical elements. The cube with its six faces provides the information of chemical elements; chemical properties, physical properties, electronic configuration, usage of an element in daily life and chemical bonding respectively. For controlled evaluations, ninety-four (94) students participated and divided them in two groups for the assessment. Outcomes of the evaluations revealed that CIVPT enhances students' learning and their motivations in gaining knowledge about chemical elements.

Arfaee, M., Bahari, A., & Khalilzadeh, M. (2022). **A novel prediction model for educational planning of human resources with data mining approach: a national tax administration case study**. *Education and Information Technologies*, *27*(2), 2209-2239. https://doi.org/10.1007/s10639-021-10699-6
Human resources training is considered an effective solution in empowering human resources. Organizations try to have effective educational planning for this precious resource by identifying shortcomings through a need assessment. This study provides a model based on organizational data analysis to achieve a unique and appropriate training planning for each staff. Therefore, job performance, organizational promotion

and lay-off have become the basis for staff training planning. For this purpose, the tax assessor's information was investigated. Then, the CRISP-DM methodology was selected, and the project was implemented. Furthermore, a decision tree model was selected to extract unknown rules and patterns in the educational decision-making staff; the neural network model was selected as the predictive model to predict the target variables. The results revealed the decision tree for predicting job performance variables and organizational promotion status, and the neural network model was more effective in predicting service lay-off variables.

Arneton, M., Muratet, M., Vanbrugghe, A., Geffroy, V., & Ferrand, M.-H. (2022). **Proposer un jeu sérieux pour former à l'inclusion : retour d'expérience en France**. *Revue internationale des technologies en pédagogie universitaire*, *19*(1), 68-75. https://doi.org/10.18162/ritpu-2022-v19n1-05

Ateş, H., & Garzón, J. (2022). **Drivers of teachers' intentions to use mobile applications to teach science**. *Education and Information Technologies*, *27*(2), 2521-2542. https://doi.org/10.1007/s10639-021-10671-4
Using mobile applications in science education has proven to be effective as it adds multiple benefits including learning gains, motivation to learn, and collaborative learning. However, some teachers are reluctant to use this technology for reasons derived from different factors. Hence, it is important to identify what factors affect teachers' intentions to use mobile applications, in order to take actions aiming to encourage them to use this technology in their classes. Accordingly, this study proposes a model to predict science teachers' intentions to use mobile applications in the teaching process. Our model merges the Technology Acceptance Model, the Flow Theory, and the Theory of Planned Behavior. It includes 11 hypotheses that were tested with 1203 pre-service and in-service science teachers from different cities in Turkey. Additionally, the study investigates the mediating role of attitude and perceived usefulness on teachers' intentions to use mobile apps. Further, it examines the moderating role of the sample type on teachers' behavioral intentions. The results indicate that all 11 hypotheses were significant to explain teachers' intentions to use mobile applications. Finally, the study raises theoretical and practical implications to guide stakeholders to undertake actions to enrich educational settings through the use of mobile applications.

Aydin, M. (2022). **A multilevel modeling approach to investigating factors impacting computer and information literacy: ICILS Korea and Finland sample**. *Education and Information Technologies*, *27*(2), 1675-1703. https://doi.org/10.1007/s10639-021-10690-1
With the rapid technological advancements, schools and teachers have great responsibilities to educate students with regard to technological transformations. Students' ease of access to information and communications technology (ICT) tools provides ample opportunities for the development of these skills, not solely limited to schools. On the other hand, it is known that schools invest efforts to contribute to this process through their updated curricula. Studies on the development of ICT skills show that teachers' behavioral patterns also contribute to students' learning. In the current study, the effect of teacher and student characteristics on students' achievement regarding digital skills was examined together. Within the scope of the research, the characteristics of students and teachers were analyzed through two-level analysis with the data obtained from samples of the prominent countries—Finland and Korea—participating to the International Computer and Information Literacy Study. The analysis

regarding the countries involved six models addressing teacher and student characteristics in different contexts. Demographic features, ICT usage purposes and affective characteristics related to ICT were added to the models related to teacher and student characteristics in sets. While gender, computer experience, socio-economic background and general ICT self-efficacy variables came to the fore at the student level, the adequacy of resources were more prominent at teacher level. Discussions were made on the results of the relevant variables in the study.

Azevedo, B. F., Pereira, A. I., Fernandes, F. P., & Pacheco, M. F. (2022). **Mathematics learning and assessment using MathE platform: A case study**. *Education and Information Technologies*, *27*(2), 1747-1769. https://doi.org/10.1007/s10639-021-10669-y
Universities are encouraging the implementation of innovative methodologies and teaching strategies to develop an interactive and appealing educational environment where students are the focus of the learning process. In such a personalised learning environment, an increase of the students' engagement and the improvement of the outcomes arise. MathE has been developed to help achieve this goal. Based on collaborative procedures, internet resources – both pre-existing and freely available as well as resources specifically conceived by the project team – and communities of practices, MathE intends to be a tool to nurture and stimulate the learning of Mathematics in higher education. This study introduces and describes the MathE platform, which is divided into three sections: Student's Assessment, Library and Community of Practice. An in-depth description of the Student's Assessment section is presented and an analysis of the results obtained from students, when using this feature of the platform, is also provided. After this, and based on the answers to an online survey, the impact of the MathE platform among students and teachers of eight countries is shown. Although the number of collected results is still scarce, it allows the recognition of a trend regarding the use of the material of the Student's Assessment section for autonomous study. The results indicate the platform is well organized, with a satisfactory amount and diversity of questions and good interconnection between the various parts. Nevertheless, both teachers and students indicate that more questions should be introduced. The overall opinion about the MathE platform is very favourable.

Bati, K. (2022). **A systematic literature review regarding computational thinking and programming in early childhood education**. *Education and Information Technologies*, *27*(2), 2059-2082. https://doi.org/10.1007/s10639-021-10700-2
This research was aimed at summarizing experimental evidence regarding computational thinking and programming conducted in early childhood education in terms of the variables of plugged-in versus unplugged, age, and gender. For this purpose, the WoS, Scopus, and Eric databases were scanned, and studies determined to be within the scope of the systematic scanning criteria were selected for review. In the current study findings, it was shown that age was an important factor in learning computational thinking in early childhood. In addition, it was found that girls and boys performed similarly in programming and computational thinking. Finally, although there was concrete evidence that both plugged-in and unplugged applications improved children's computational thinking skills, it appeared that unplugged applications were one step ahead, considering the power of having concrete experiences.

Bodumbu, J.-C. T. (2021). *Approche énactive de l'appropriation des artefacts numériques : Le cas des enseignants du secondaire à Kinshasa (RDC)* (Phdthesis, Université de Lyon). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03597425

Cette thèse porte sur l'appropriation des artefacts numériques par les enseignants exerçant leurs activités dans deux établissements du secondaire à Kinshasa (RDC). Ceci en prenant en compte les conditions environnementales puisque l'appropriation est considérée comme un environnement énacté. Notre approche s'est focalisée sur l'articulation entre les conditions caractérisant un environnement extérieur à l'enseignant (infrastructure numérique, par exemple) et son processus d'appropriation de cet environnement, à partir des artefacts numériques considérés comme des médiateurs entre le sujet et son environnement. La méthode ethnographique mobilisée a fourni les résultats concernant l'appropriation des artefacts numériques et les conditions environnementales (extrinsèques et intrinsèques) interdépendantes pour les enseignants, en référence au modèle d'appropriation de Coen et Schumacher (2006). Cette orientation méthodologique, essentiellement fondée sur l'étude multi-cas, a permis de documenter les conditions environnementales de l'appropriation des artefacts numériques, à partir du vécu, du cadre de vie et de la culture de référence propres aux enseignants.Notre recherche a été réalisée dans deux établissements présentant des caractéristiques différentes en termes d'infrastructures numériques, politiques technopédagogiques, rémunération des enseignants. Pour obtenir des données, deux phases d'enquêtes ont été effectuées : la première, exploratoire, s'est focalisée sur les artefacts numériques mobilisés et les caractéristiques des conditions environnementales des enseignants dans leur contexte spécifique. En tenant compte des résultats de la première phase, la deuxième phase s'est consacrée à l'interdépendance entre l'appropriation et les conditions environnementales. Ainsi, grâce à la triangulation des données (observations en situation réelle, entretiens et questionnaires), nous avons pu obtenir les résultats significatifs concernant l'appropriation des artefacts numériques et ses conditions environnementales. Pour chaque établissement scolaire étudié, les résultats ont mis en évidence trois aspects : les phases et leurs indicateurs pour deux phases de l'appropriation (transformation et routinisation), ainsi que les conditions extrinsèques et intrinsèques qui les influencent.

Bousnguar, H., Najdi, L., & Battou, A. (2022). **Forecasting approaches in a higher education setting**. *Education and Information Technologies*, *27*(2), 1993-2011. https://doi.org/10.1007/s10639-021-10684-z

Forecasting the enrollments of new students in bachelor's systems became an urgent desire in the majority of higher education institutions. It represents an important stage in the process of making strategic decisions for new course's accreditation and optimization of resources. To gain a deep view of the educational forecasting context, the most used machine learning and statistical approaches are discussed and analyzed. These methods were applied over student data collected from the enrollment of new students in the faculty of literature and Human sciences between 2003 and 2019. The main result of this study is the development of a forecasting model that provides the most accurate values with a minimum of errors.

Cahyadi, A., Hendryadi, Widyastuti, S., & Suryani. (2022). **COVID-19, emergency remote teaching evaluation: the case of Indonesia**. *Education and Information Technologies*, *27*(2), 2165-2179. https://doi.org/10.1007/s10639-021-10680-3

The global crisis caused by the COVID-19 pandemic has challenged educational institutions worldwide to rapidly shift to an online mode of teaching. In this paper, we discuss the concept of emergency remote teaching (ERT), including its implementation and evaluation, in the context of higher education in Indonesia. The Context, Input, Process, and Product framework was used to evaluate the implementation of ERT based on the experiences of 45 faculty members and 82 students from seven universities and colleges in three provinces in Indonesia. This study revealed several points of view. First, the shift to the ERT process depends on various aspects: internal organizational resources (curriculum, staff development, and technology), and external challenges (lack of access to a fast, affordable, and reliable Internet connection and the socioeconomic problems of the participants). Second, the ERT learning design needs to be framed using three principles: simplicity, flexibility, and empathy. The schools/administrators understand that this is not a normal situation in which learning competency standards must be rigorously met. In a crisis, given the facts that show disparities in technology and Internet networks, curriculum fulfillment is not the sole issue; it is also important to care for and support learners during this difficult time. This study provides recommendations that will serve as input for future strategies and educational policies in Indonesia, and developing countries in general. Additionally, this study can also be used as a benchmark for evaluating learning in similar situations in other countries.

Calmet, M., & Pouliquen, I. (2022). ***Des petites cascades d'innovation vers de profonds changements : apport de l'intelligence artificielle aux pédagogies actives***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03618245

Çetin, H., & Türkan, A. (2022). **The Effect of Augmented Reality based applications on achievement and attitude towards science course in distance education process**. *Education and Information Technologies*, *27*(2), 1397-1415. https://doi.org/10.1007/s10639-021-10625-w
This study aims to enrich a theme in the science course in the distance education process with augmented reality-based applications and to examine the effects of these applications on students' achievement and attitudes in science courses. A single group pretest and posttest experimental design was used in this research. The research group consisted of 15 third grade students attending at a school in Siirt during the 2020–2021 academic year. In the research, AR-based applications were designed for some gains aimed at the « Electric Vehicles » theme in the science course and these applications were shown to the students through the Zoom program. This applications consist of 15 h, including pre and post test. Research data were collected through data sets obtained from success and attitude scales given before and after the application. The findings obtained from the research show that the students' achievement and attitudes towards the science course increased significantly with Augmented Reality (AR) based applications.

Chen, Y.-M. (2022). **Understanding foreign language learners' perceptions of teachers' practice with educational technology with specific reference to Kahoot! and Padlet: A case from China**. *Education and Information Technologies*, *27*(2), 1439-1465. https://doi.org/10.1007/s10639-021-10649-2
This article reports on a classroom-based investigation into English as a foreign language (EFL) learners' views on lessons which integrated m-learning tools for assessment (Kahoot!) and collaboration (Padlet). 289 Chinese university students' views on such lessons were

collected through open-ended questions posted on Padlet. The questions were designed without mentioning the use of these m-learning tools. The data were analysed with the combination of comparative content analysis and thematic coding. Major themes emerging from the qualitative data are related to either strategies for teachers to promote learner's motivation or a prerequisite for learning. A striking result is that their perceptions of gamification were amplified when the reality was that only a few class activities used these tools. This suggests that partly integrating m-learning tools in class could significantly increase learners' positive perceptions of a whole lesson. Teachers are often encouraged to integrate technology within their lessons, yet they may not be well instructed as to how. The findings of this research could be of reference to teachers and policymakers who wish to attempt the use of Technology-Enhance Learning (TEL) tools with similar functions to Kahoot! and Padlet in various comparable pedagogical contexts. Recommendations are also made for future research.

Chouinard, R., Roy, N., Carpentier, G., & Bowen, F. (2022). **Motivation, engagement et satisfaction des besoins psychologiques en formation initiale à l'enseignement lors des premières vagues de COVID-19**. *Revue internationale des technologies en pédagogie universitaire*, 19(1), 76-90. https://doi.org/10.18162/ritpu-2022-v19n1-06

Colliot, T., Kiewra, K. A., Luo, L., Flanigan, A. E., Lu, J., Kennedy, C., & Black, S. (2022). **The effects of graphic organizer completeness and note-taking medium on computer-based learning**. *Education and Information Technologies*, 27(2), 2435-2456. https://doi.org/10.1007/s10639-021-10693-y
The purpose of this study was to determine how graphic organizer completeness (complete, partial, or no organizer) and note-taking medium (longhand or computer) affect note-taking quantity and quality and affect computer-based learning. College students were presented with a computer-based PowerPoint lesson accompanied by complete, partial, or no graphic organizers. Throughout the lesson, students recorded notes using either longhand or computer mediums. Students were tested immediately following the lesson and again two days later following a review period during which graphic organizers and notes were studied. Finally, students completed a survey. Results revealed that organizer completeness affected achievement. Those given complete organizers generally achieved more than those with partial or no organizers across fact-, relationship-, concept-, and skill-based test items. Note-taking medium did not affect achievement differentially, but there were important note-taking findings. Longhand note takers recorded more lesson ideas in notes and had fewer verbatim strings in notes (reflective of more generative processing) compared to computer note takers. Moreover, longhand note takers reported more positive attitudes about their note-taking medium than did computer note takers. Results suggested that complete organizers aid germane load more than partial organizers and that longhand note taking results in deeper processing than does computer note taking. Therefore, instructors should provide complete organizers to promote student learning and should encourage students to take longhand notes when they learn in a computer-based learning environment.

Delès, R. (2021). **« On n'y comprend rien ! » Dispositifs pédagogiques en ligne et inégalités d'accompagnement parental pendant le confinement**. *Revue française de pédagogie*, 212(3), 31-41. Consulté à l'adresse http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-31.htm

Les plateformes pédagogiques en ligne ont été largement mobilisées par les enseignants pendant le confinement du printemps 2020. Le confinement a aussi été une période exceptionnelle du point de vue de l'accompagnement parental : les parents sont intervenus au quotidien, presque en remplacement des enseignants, pour transmettre le savoir scolaire. Sur la base de l'analyse de contenus en ligne et d'entretiens semi-directifs avec des parents d'élèves, cet article tente de mettre en avant les « malentendus », mais aussi les techniques de « décryptage » mises en place par les parents face à des contenus en ligne « composites ». L'article montre que, sous certaines conditions, l'enseignement à distance intermédié par des outils numériques peut contribuer à renforcer les inégalités d'accompagnement parental et donc les inégalités scolaires.

Dubé, A. K., & Wen, R. (2022). **Identification and evaluation of technology trends in K-12 education from 2011 to 2021**. *Education and Information Technologies*, *27*(2), 1929-1958. https://doi.org/10.1007/s10639-021-10689-8
Educational technologies have captured the attention of researchers, policy makers, and parents. Each year, considerable effort and money are invested into new technologies, hoping to find the next effective learning tool. However, technology changes rapidly and little attention is paid to the changes after they occur. This paper provides an overall picture of the changing trends in educational technology by analyzing the Horizon Reports' predictions of the most influential educational technologies from 2011 to 2021, identifying larger trends across these yearly predictions, and by using bibliometric analysis to evaluate the accuracy of the identified trends. The results suggest that mobile and analytics technologies trended consistently across the period, there was a trend towards maker technologies and games in the early part of the decade, and emerging technologies (e.g., VR, AI) are predicted to trend in the future. Overall, the specific technologies focused on by the HRs' predictions and by educational researchers' publications seem to coincide with the availability of consumer grade technologies, suggesting that the marketplace and technology industry is driving trends (cf., pedagogy or theory).

El Asame, M., Wakrim, M., & battou, A. (2022). **Designing e-assessment activities appropriate to learner's competency levels: Hybrid pedagogical framework and authoring tool**. *Education and Information Technologies*, *27*(2), 2543-2567. https://doi.org/10.1007/s10639-021-10607-y
E-Assessment, which is a key element in the instructional design process, plays a major role in supporting and enhancing learning. However, the current e-assessment design does not achieve the desired pedagogical objectives in the e-learning environments. In this paper, we propose a hybrid pedagogical framework for e-learning environments, that includes a set of principles for competencies assessment design based on the Competency-based Approach (CBA) and Objective-based Approach (OBA). In addition, we present an authoring tool that illustrates the assessment design based on this proposed framework. This tool aims to support and assist teachers to create assessment activities suited to competency levels in a guided, controlled, and easy way. One of the main messages of this paper is that explicit use of pedagogical approaches allows the successful guidance of the teachers and effective e-assessment design.

Farias-Gaytan, S., Aguaded, I., & Ramirez-Montoya, M.-S. (2022). **Transformation and digital literacy: Systematic literature mapping**. *Education and Information Technologies*, *27*(2), 1417-1437. https://doi.org/10.1007/s10639-021-10624-x

The advancements of technology have allowed digital transformation to reach all productive sectors, including the education sector and its members. This transformation is linked to emerging technologies, the digitalization of processes and resources, and the demand for users to upgrade to the latest technological updates. This research aims to analyze digital transformation and media literacy publications that impact higher education. Its purpose is to identify the types of research and topics they address and explore the scope of digital transformation in higher education institutions. The systematic mapping method was used to analyze 298 articles published in two databases, Scopus and Web of Science (WoS). Inclusion and exclusion criteria were applied to select the articles that could be included in this research. The results show that the largest proportion of articles were found in Scopus, and used both qualitative and quantitative empirical research methods, followed by theoretical-conceptual methods and, to a lesser extent, mixed methods. Likewise, the publications originated in five continents, and the Journal of Adolescent and Adult Literacy had the largest number of publications, with 14. Forty-two percent of the studies were classified in the strategy category, with the most mentioned topic being digital pedagogies. This research provides a perspective on digital transformation studies in higher education institutions and their internalization approaches. This research may be of value to trainers, students, decision-makers, and researchers interested in transformation, educommunication, and educational innovation.

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Goswami, B., & Pal, S. (2022). **Introduction of two new programming tools in Bengali and measurement of their reception among high-school students in Purba Bardhaman, India with the prototypic inclusion of a vector-biology module**. *Education and Information Technologies*, *27*(2), 1585-1607. https://doi.org/10.1007/s10639-021-10663-4
We introduce two new software tools, Bongojontro and Bongojontro Baksobandi, aimed at reducing the barriers to programming for native speakers of Bengali, the fifth most spoken language in the world. The highlights of these software include programming in the native language of Bengali, simpler construction of programs which is friendly for beginners, and the possibility of creating and using modules which can be used to incorporate a level of abstraction that can be helpful for users of different technical skills and roles. We introduced the software to students of two semirural schools in Purba Bardhamman, West Bengal, India. The participants were a section of class XI students of age group 16–17 from both the schools. 40 students provided the full data in the succeeding survey, with 2 providing incomplete data. Among those who participated in the survey, it was found that the reception was overwhelmingly positive, with mean score greater than 6(out of 7) in 12 out of 15 survey questions. The scores were especially high on the usage of their native language on the software and its easy workflow. However, the mean « ease of learning » score was a bit low (4.45/7) compared to the other high ratings. The prototypic vector-biology module, which was a part of Bongojontro Baksobandi, also received very favorable reviews. Further work along these lines using the software and its modules seems to be a promising avenue for useful research and inclusive development in education and information technologies.

Güler, M., Bütüner, S. Ö., Danişman, Ş., & Gürsoy, K. (2022). **A meta-analysis of the impact of mobile learning on mathematics achievement**. *Education and Information Technologies*, *27*(2), 1725-1745. https://doi.org/10.1007/s10639-021-10640-x

The technological developments of the twenty-first century have enabled the emergence of alternative teaching-learning models and instructional tools. One of the concepts brought about by such developments is mobile learning. The aim of this study was to test the effect of mobile learning on students' mathematics achievement. A systematic database search that included the Academic Search Complete, Education Resources Information Center (ERIC), EBSCO, JSTOR, ScienceDirect, Taylor & Francis Online, and Web of Science was carried out to examine peer-reviewed articles that met the inclusion criteria. A total of 22 quantitative research papers published between 2010 and 2020 were included in the meta-analysis. The results show that mobile learning has a medium-level positive effect ($g = 0.476$; $p < .001$; with a 95% confidence interval of 0.335–0.616) on students' mathematics achievement. Moderator analyses showed that the effect sizes were not significantly moderated by grade level and implementer, while content area was found to be a moderator. Based on the results, some suggestions are offered for future studies in designed learning environments.

Haspekian, M., & Fluckiger, C. (2022, février 2). ***Analyzing teachers' views on the integration of computer science into mathematics teaching***. Présenté à Conference CERME 12 (12th Congress of the European Society for Research in Mathematics Education). Consulté à l'adresse https://hal.univ-lille.fr/hal-03620241
This contribution addresses the issue of understanding teachers' difficulties in integrating computer science and programming software into their practices. To do so, we previously used the theoretical concepts of distance/landmarks to analyze the development of such practices and show the importance of the teacher's personal component. We use this lens here to analyze some interviews of teachers' views on this integration. The results show that the barriers of ICT integration situate mostly on the changes that ICT introduce at cognitive and mediative levels. Conversely, institutional, and social components rather seem to play in favor of integration.

Herrera-Cubides, J. F., Gaona-García, P. A., Montenegro-Marín, C. E., & Sánchez-Alonso, S. (2022). **Improving OER descriptions to enhance their availability, reuse, and enrichment**. *Education and Information Technologies*, *27*(2), 1811-1839. https://doi.org/10.1007/s10639-021-10641-w
Nowadays, information and communication technologies (ICTs) and virtual training have increased the use of educational resources. This growth use has highlighted educational resource reuse and availability problems. Resource descriptions adapted to particular needs and the lack of metadata enrichment taking advantage of the benefits provided by the Semantic Web are some examples of these problems. The purpose of this paper is to expose an enhanced and interoperable set of metadata elements for describing OER (Open Educational Resources), which takes full advantage of the Openness and data enrichment. In this research, requirements such as data quality dimensions, Linked Data, and mapping into RDF (Resource Description Framework) Graph, have been taken into account to provide well-described, available, reusable and enriched OER, in addition, to display them as Linked Data. These features contribute to the educational field strengthen the processes of Opening, Availability, Reuse, and Linking OER. In a nutshell, these features are necessary to facilitate innovative educational settings. Finally, this improved OER description can be extrapolated to other countries, serving as a potential Opening and reuse guidelines to publish OER on both applications and LOD (Linked Open Data) Cloud.

Hu, Y.-H. (2022). **Effects and acceptance of precision education in an AI-supported smart learning environment**. *Education and Information Technologies*, *27*(2), 2013-2037. https://doi.org/10.1007/s10639-021-10664-3

The research presents precision education that aims to regulate students' behaviors through the learning analytics dashboard (LAD) in the AI-supported smart learning environment (SLE). The LAD basically tracks and visualizes traces of learning actions to make students aware of their learning behaviors and reflect these against the agreed goals. This research aims to realize the digital transformation of the learning space, thereby improving students' learning outcomes with the assistance of the learning dashboard. To examine whether there was a close relationship between the frequency of using the whole platform and academic results, the data was collected from 50 first-year university students who registered with the innovative thinking course. Based on the data, we constructed the Technology Acceptance Model (TAM) questionnaire and interview guide to realize the students' acceptance and feedback towards the SLE. Students were clustered into high-mark and low-mark groups based on their final results. The Wilcoxon rank-sum test is used to identify a significant difference between the two groups using the precision education platform. Subsequently, the partial least squares structural equation modeling (PLS-SEM) is further utilized to analyze the relationship between system quality, perceived ease of use, and perceived usefulness on behavioral intention and learning transfer.

Humida, T., Al Mamun, M. H., & Keikhosrokiani, P. (2022). **Predicting behavioral intention to use e-learning system: A case-study in Begum Rokeya University, Rangpur, Bangladesh**. *Education and Information Technologies*, *27*(2), 2241-2265. https://doi.org/10.1007/s10639-021-10707-9

Digital transformation and emerging technologies open a horizon to a new method of teaching and learning and revolutionizes the e-learning industry. The goal of this study is to scrutinize a proposed research model for predicting factors that influence student's behavioral intention to use e-learning system at Begum Rokeya University, Bangladesh. The study used quantitative approach and developed a research model based on several technological acceptance models. In order to test the model, a survey was conducted to obtain data from 262 university students. SEM-PLS, a multivariate statistical analysis technique, was used to analyze the responses to examine the model, factors, structural relationships, and hypotheses. The result shows that 'perceived usefulness' and 'perceived ease of use' positively and significantly influenced by 'perceived enjoyment'. Furthermore, 'perceived usefulness', 'perceived ease of use' and 'facilitating condition' have a significant impact to predict behavioral intention to use e-learning. The results of mediation analysis show that 'perceived usefulness' and 'perceived ease of use' have mediating effects between the predictors and the outcome. Finally, 'facilitating condition' have a remarkable moderating effect to predict the student's behavioral intention in using e-learning. The findings have a noteworthy empirical implication for educational institutions to introduce e-learning system as one of the teaching and learning tools.

Jarraud, F. (2022, mars 25). **Fabien Granjon : « Le numérique renforce les logiques de reproduction sociale »** [Le café pédagogique]. Consulté 30 mars 2022, à l'adresse http://www.cafepedagogique.net/lexpresso/Pages/2022/03/25032022Article637837877515209250.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515433

Sociologue et professeur en sciences de l'éducation à l'université Paris 8, Fabien Granjon a étudié les usages de l'informatique connectée dans les classes populaires. Le constat est sans appel. Comme dans toute pratique sociale ordinaire, les usages du numérique connecté n'échappent à la règle. Le capital culturel a un impact direct sur ces derniers. Loin d'être une solution miracle pour une démocratisation de l'accès à la culture, le numérique aggrave les inégalités.

Junus, K., Santoso, H. B., & Ahmad, M. (2022). **Experiencing the community of inquiry framework using asynchronous online role-playing in computer-aided instruction class**. *Education and Information Technologies, 27*(2), 2283-2309. https://doi.org/10.1007/s10639-021-10670-5
This current study investigates the use of online role-playing, in an online discussion forum, in learning the community of inquiry framework – an area of learning covered in the Computer-Aided Instruction (CAI) course, an elective course for Computer Science undergraduate students at Universitas Indonesia. The participants were divided into different roles. Each group was triggered to discuss the implementation of online collaborative learning. A mixed-methods approach was utilised to analyse the qualitative and quantitative data. The result of content analysis exhibited students implementing all the components of the CoI framework. Teaching presence was the rarest, as students were focused on delivering their ideas. Social presence appeared in almost all messages since it is the easiest, and students can feel the impact immediately. The discussion moved to the integration phase but did not proceed to resolution. This study suggested some recommendations and future research topics.

Karakaya-Ozyer, K., & Yildiz, Z. (2022). **Design and evaluation of an electronic performance support system for quantitative data analysis**. *Education and Information Technologies, 27*(2), 2407-2434. https://doi.org/10.1007/s10639-021-10712-y
The purpose of the current research was to develop an electronic performance support system (EPSS) for quantitative data analysis by using design-based research. https://nicelanalizlericindesteksistemi.blogspot.com/website was designed in Turkish to address the needs of educational researchers. There were four phases in the study. In the first phase of the research, the tendencies, challenges, and problems of educational researchers in terms of quantitative research were identified. In the second phase, a prototype of the EPSS for quantitative data analysis was designed. In the third phase of the research, the EPSS was tested and evaluated in three cycles. The results of the need analysis demonstrated that there were many challenges that researchers faced, such as deciding on the appropriate statistical analysis, controlling the assumptions, making analysis with statistical software, interpreting the analysis results, and reporting the results according to the APA format. The results of the evaluation phase showed that the system proved to be useful to solve the problems encountered during the quantitative data analysis process.

Köse, H., & Sönmez-Kartal, M. (2022). **The effectiveness of video prompts created with animations in teaching car wash skills**. *Education and Information Technologies, 27*(2), 2083-2097. https://doi.org/10.1007/s10639-021-10698-7
The primary purpose of this study is to examine the effectiveness of presenting animated video prompting (VP) in teaching car wash skills to individuals with mild intellectual disability (ID). In addition, it was aimed to investigate the permanence of the teaching, the generalizability of the acquired skill, and the opinions of the participants and their

families in the research about animation VP. A multiple probe design with probe conditions across subjects, one of the single-subject research designs, was used in the study. The participants of the study were three males with mild ID, ages 18–24. The study's findings show that individuals with mild ID can learn the car wash skill using the VP method prepared with animations. The use of animation can facilitate the preparation of video-based content, and video-based instruction can become widespread. Further research can investigate whether there is a difference in effectiveness and efficiency between the animation VP methods and the VP methods prepared using camera records.

Kuru Gönen, S. İ., & Zeybek, G. (2022). **Using QR code enhanced authentic texts in EFL extensive reading: a qualitative study on student perceptions**. *Education and Information Technologies*, *27*(2), 2039-2057. https://doi.org/10.1007/s10639-021-10695-w
Increased use of recent technological devices by language learners at all ages and various levels stimulates the integration of the latest technological devices into the language learning process. Considering the numerous advantages of augmented reality (AR) in creating a supportive learning environment, this study aimed at investigating the use of quick response codes, as an AR feature, during extensive reading. 28 English as a Foreign Language (EFL) students enrolled in a British culture course at a Turkish university participated in the study. For the purpose of the study, QR code enhanced authentic reading texts were designed to aid learners in the comprehension of culture-specific terms that were difficult to be understood with a dictionary definition. Participants reflected on each QR code implementation, and semi-structured interviews were conducted with randomly selected students. The results of qualitative analysis through open-axial and selective coding procedure revealed three main themes related to QR code enhancement while reading culturally loaded reading texts: the advantages of using QR codes in extensive reading, criticism on the content of QR codes, and technical problems in using QR codes. The findings underline the potential of integrating AR technology such as the QR codes into language education for more effective learning opportunities and highlight the importance of providing access to technology in order to help all students benefit from the ubiquitous nature of technology.

Lafleur, F., & Samson, G. (2022). *Formation au collégial: pratiques innovantes en formation à distance*. Quebec: Presses de l'Université du Québec.
Lan, E.-M. (2022). **A comparative study of computer and mobile-assisted pronunciation training: The case of university students in Taiwan**. *Education and Information Technologies*, *27*(2), 1559-1583. https://doi.org/10.1007/s10639-021-10647-4
English pronunciation training for real-world communication tasks is crucial in EFL learning because it is essential to learners' listening comprehension and speaking competence. As the e-generation emerges, computer-assisted pronunciation training (CAPT) has begun to receive more recognition in academic institutions for pronunciation learning. Despite its prevalence, dubiety still remains in regard to its effectiveness in pronunciation and learners' perception. This paradox has motivated researchers and language instructors to probe other means of effective pronunciation instruction. In the present study, the researcher aims to explore the effects of mobile-assisted pronunciation training (MAPT) on L2 learners' pronunciation performance. The results revealed that MAPT learners not only held a more positive attitude toward the training course and the mobile application but also made significant improvements in pronunciation. Moreover, there was a non-significant interaction between learners' English proficiency level and teaching methods.

Lemay, D. J., Basnet, R. B., & Doleck, T. (2022). **Switching intentions in the context of open-source software movement: The paradox of choice**. *Education and Information Technologies*, *27*(2), 1379-1395. https://doi.org/10.1007/s10639-021-10646-5
Open-source software movement presents a viable alternative to commercial operating systems. Linux-based operating systems are freely available and a competitive option for computer users who want full control of their computer software. Thus, it is relevant to inquire on how the open-source movement might influence user technology switching intentions. The current study examines user intentions to switch to a Linux-based open-source operating system. Using partial least squares modeling, we examine the influence of inertia, (i.e., status quo bias), benefit loss costs, incumbent systems habit, procedural switching costs, sunk costs, social norms, and uncertainty costs, on perceived need and behavioral intention. We find that Perceived Need and Behavioral Intention ($\beta = 0.691$, $p < 0.001$) exhibited the strongest relationship followed by Social Norms on Perceived Need ($\beta = 0.508$, $p < 0.001$) and Uncertainty Costs on Inertia ($\beta = 0.451$, $p < 0.001$), with small effects from Incumbent System Habit and Perceived Switching Cost on Inertia as well. As cross-sectional research, no causal interpretations are permitted. Modelling user switching intentions can help facilitate user service design and software documentation efforts by concentrating on user needs. Overall, we find that the results support inertial effects and the influence of social norms on perceived need and users' switching intentions. Implications of these findings are also discussed.

Liu, J., Wu, B., & Qu, J. (2022). **Chinese Adolescents' Struggle in Online Compulsory Education during the COVID-19 Pandemic: A Foucauldian Perspective**. *Education and Information Technologies*, *27*(2), 1705-1723. https://doi.org/10.1007/s10639-021-10688-9
To tackle the debate surrounding the tension between knowledge and power in online education for adolescents and between freedom and control at large, this study examines how disciplinary power was exercised and resisted in a Chinese setting of online compulsory education during the COVID-19 outbreak in 2020. Overall, 60 participants, including students (from Grade 7 to 12), their parents, and teachers joined in our focus groups or individual interviews in a secondary school in Xi'an, China. By following Foucault's concepts of three techniques of disciplinary power: hierarchical observation, normalizing judgement and examination, we identified four themes based on the data: (1) diminished discipline with the dissolving boundary, (2) reconfigured disciplinary power by teachers, (3) self-discipline as a vital skill, and (4) online compulsory education as a future trend. Interpretations from the Foucauldian perspective were presented, suggesting that most adolescents depend upon more external disciplines from schools and teachers, while only a few may achieve autonomy through self-discipline.

Mavroudi, A., Almeida, T., Frennert, S., Laaksolahti, J., & Viberg, O. (2022). **A card game for designing activities for technology-enhanced learning in higher education**. *Education and Information Technologies*, *27*(2), 2367-2383. https://doi.org/10.1007/s10639-021-10668-z
The importance of providing mechanisms and tools that effectively support the transition from implicit to explicit representations of Learning Design has been emphasised by previous research in the field of Technology-Enhanced Learning (TEL). In addition, the benefits of Game-based learning approaches have been long documented in the educational research literature. The paper presents the design, implementation and evaluation of a card game that aims to support the design process of TEL activities in

higher education. The game was tested by a group of 36 students and tutors (n = 36) in higher education during an interactive workshop. Feedback was asked by the participants using an anonymous survey. The results reveal that the participants a) are satisfied with the game process, b) appreciate the groupwork and interaction taking place, and c) believe that they used their communication and collaboration skills. The paper includes the description of the outputs of a group (i.e., the cards selected for their TEL scenario and their actual TEL scenario) to exemplify that it is possible to use the game in order to elicit or diagnose existing LD knowledge from the game participants. The paper concludes on the usefulness of the approach suggested, limitations, and plans for future work.

Menolli, A., & Neto, J. C. (2022). **Computational thinking in computer science teacher training courses in Brazil: A survey and a research roadmap**. *Education and Information Technologies*, *27*(2), 2099-2135. https://doi.org/10.1007/s10639-021-10667-0
The adoption of computational thinking in the classroom has been growing in the last years. Its use needs to be supported by the correct digital technologies and teaching methods, and for this, is required, capable teachers. This work aims to understand how computational thinking is addressed by Computer Science Teacher Education courses in Brazil, and which digital technologies and teaching methods are used to foster it. A survey was conducted, and a roadmap was built. Main obtained results are: Common and accessible technologies, used in everyday life, can help promote computational thinking; Researchers and teachers can explore the list of technologies surveyed and categorized to promote computational thinking; Teachers can analyze the teaching methods used and understand how these methods are applied in the teaching process; The teachers and researchers can use and explore the best technologies identified in the paper, to foster each computational thinking characteristic. Moreover, it is essential to enhance the knowledge about computational thinking, to apply the correct digital technologies and teaching methods in its promotion.

Mocquet, B. (2022). **La gestion de la crise sanitaire dans les universités françaises : vers une forme de subversion du numérique universitaire**. *Revue internationale des technologies en pédagogie universitaire*, *19*(1), 51-67. https://doi.org/10.18162/ritpu-2022-v19n1-04
Molina-Toro, J. F., Rendón-Mesa, P. A., & Villa-Ochoa, J. A. (2022). **Contradictions in mathematical modeling with digital technologies**. *Education and Information Technologies*, *27*(2), 1655-1673. https://doi.org/10.1007/s10639-021-10676-z
This article presents an analysis of contradictions expressed by pre-service mathematics teachers when performing two modeling tasks using their own technological devices. The study is based on theoretical aspects of contradictions in the fields of expansive learning and modeling with digital technologies. Technology and modeling tasks were designed and tested with 14 participants in a mathematical modeling course offered to pre-service teachers in a Colombian university. Linguistic cues were used to carry out a thematic analysis for identifying contradictions in discursive manifestations. The results show how specific contradictions in modeling processes with technology are manifested by students and the kind of transformations they promote, as well as the changes that occur in how tasks are performed, and how students develop an idea of technology that goes beyond its traditional conception as a tool. The findings show the influence of other activity systems on the development of these processes and the need for future studies in learning research.

Mukagihana, J., Nsanganwimana, F., & Aurah, C. M. (2022). **Effect of instructional methods on pre-service science teachers learning outcomes: a meta-analysis**. *Education and Information Technologies*, *27*(2), 2137-2163. https://doi.org/10.1007/s10639-021-10696-9

Best instructional methods are essential tools to bring desirable changes in pre-service science teachers. The available literature lacks enough meta-analytic review illustrating the effect of various instructional methods on pre-service science teachers' learning outcomes. This meta-analytic review identified instructional methods used for teaching pre-service science teachers the period from 2010 to 2020. A specific purpose of the study was to estimate their magnitude effect on pre-service science teacher's learning outcomes. This study was a meta-analytic review, whereby one hundred twelve (112) studies were selected from Google scholar, Eric, and Science Direct. They were subjected to the screening process that removed twenty-six records like book chapters, conference abstracts, and duplicates. From eighty-six remained studies, inclusion criteria rejected sixty-one; thus, only twenty-five (25) of them reached the analysis stages and were reviewed. The data from each study were systematically analyzed, and a comprehensive meta-analysis was used to compute effect size according to Cohen's d. The effect level of twenty instructional methods on eighteen learning outcomes were identified. The 5E instructional model, argument-driven inquiry-based laboratory instruction, socio-scientific issues-based instruction, jigsaw method, instructional technology, and material design course, simulation-assisted laboratory instruction, argumentation-based instruction, field-based inquiry focused model of instruction, and documentary films-based instruction were determined to be the most effective than traditional methods. Their Cohen's d ranged from 0.8 to 2. Instructional methods with a moderate effect level like problem-based learning were identified. Implication for research and practice is the recommendation of their use for teaching pre-service science teachers based on their influencing ability. Instructional methods with very small effect (Cohen's d = 0.16) and small effect d = 0.2 were realized. Researchers are recommended to choose study designs and teaching contexts that allow an instructional method to prove its maximal effect. The study focused only on pre-service science teachers as participants. This calls for other meta-analyses to incorporate other domains of pre-service teacher's education.

Mystakidis, S., Christopoulos, A., & Pellas, N. (2022). **A systematic mapping review of augmented reality applications to support STEM learning in higher education**. *Education and Information Technologies*, *27*(2), 1883-1927. https://doi.org/10.1007/s10639-021-10682-1

While there is an increasing interest in Augmented Reality (AR) technologies in Primary and Secondary (K-12) Education, its application in Higher Education (HE) is still an emerging trend. This study reports findings from a systematic mapping review, based on a total of forty-five (n = 45) articles published in international peer-reviewed journals from 2010 to 2020, after evaluating the use of AR applications that support Science, Technology, Engineering and Mathematics (STEM) subjects' learning in HE settings. This review's results highlighted the lack of research across the STEM spectrum, especially in the Technology and Mathematics subfields, as well as the scarcity of location-based and markerless AR applications. Furthermore, three augmentation techniques, suitable for STEM learning, were identified and analysed: augmentation of laboratory specialised equipment, physical objects and course handbooks or sheets. The main contribution of

this article is a taxonomy of instructional models and the discussion of applied instructional strategies and techniques in STEM fields focused on HE settings. In addition, we provide visualisations of the present state of the area, which aim at encouraging and scaffolding educators' efforts based on specific classification criteria to develop AR experiences and conduct further research to enhance STEM learning.

Oakley, G., Pegrum, M., Kheang, T., & Seng, K. (2022). **Mobile learning for early reading in Cambodia**. *Education and Information Technologies*, *27*(2), 1467-1487. https://doi.org/10.1007/s10639-021-10615-y
This paper reports on a mixed-methods study of the Total Reading Approach for Children Plus (TRAC+) program, with a particular focus on its mobile learning element, where tablets and an app called Aan Khmer (Read Khmer) were introduced into Cambodian schools to assist 'struggling students' in Grades 1 to 3 learn early reading. This paper focuses primarily on survey and interview data collected in 2017 from relevant staff members, namely school directors, literacy coaches, teachers and librarians, about this intervention program. 73 school directors participated in the survey and following this, 68 staff members were interviewed, including 15 of the school directors surveyed. Findings indicate that staff members were positive about the program, including the app, and observed improvements in the children's reading. However, several implementation challenges were noted, which echo challenges reported in the literature on carrying out technology-based interventions. This paper offers insights into the importance of alignment between program design and user readiness, which may inform other technology-based programs intended to raise literacy standards in low- and middle-income countries (LMICs).

Porte, L. (2021). *L'apprentissage en environnement virtuel : rôle du guidage et du feedback sur la compréhension des écosystèmes forestiers* (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03597992
Dans le cadre du projet E-Fran, nous avons étudié les processus cognitifs liés à l'apprentissage dans le but d'optimiser un simulateur de forêt en réalité virtuelle. Ces travaux de thèse ont donné lieu à quatre expérimentations portant sur un test des principes d'apprentissage multimédia (Mayer, 2009, 2014,2021) en réalité virtuelle, ainsi que sur les mécanismes cognitifs sous-jacents aux acquisitions dans le domaine des écosystèmes forestiers. Notre première étude a porté sur l'apprentissage de la décomposition de la matière organique auprès des plus de 100 élèves de 5ème. Nous avons créé un environnement 3D respectant le principe de cohérence sémantique afin de comparer deux groupes d'élèves qui étudiaient soit la leçon selon une présentation sémantiquement cohérente fixe, soit la leçon selon une présentation libre, complète. Cette étude a permis de confirmer qu'un apprentissage sémantiquement cohérent fixe était préférable dans le cadre d'apprentissages complexes en RV auprès de jeunes élèves. Dans une deuxième étude sur le même thème et auprès d'une population de 230 élèves de 5ème, nous avons testé le principe de contiguïté temporelle et les conditions d'intégration de l'information verbale (commentaire audio) et de l'information visuelle. Le matériel proposé était identique à celui de la première expérience mais était présenté sous forme d'une vidéo non interactive dans laquelle le son était présenté soit 6 secondes, soit 2 secondes avant ou après l'information visuelle. Un groupe étudiait cette vidéo avec une synchronisation (0 secondes) entre l'information verbale et l'information picturale. Cela nous a permis d'évaluer le degré de

perturbation des apprentissages multimodaux dans un environnement complexe en 3D lorsque que les informations verbales et imagées ne sont pas présentées simultanément. Les résultats ont indiqué qu'un décalage temporel de 2 secondes seulement entre l'information verbale et l'information picturale perturbait significativement la compréhension et l'apprentissage. Cela nous a permis de mieux appréhender la conception de notre dernière expérimentation portant sur l'importance du guidage visuel, par signalisation, et du feedback dans un environnement forestier en réalité virtuelle immersive dans lequel il est possible d'extraire de l'information à 360° parmi une multitude d'éléments. La tâche expérimentale proposée à plus de 100 élèves de première et terminale d'un lycée agricole, impliquait un diagnostic de l'écosystème de zones forestières en RV en vue de l'implantation d'un lieu d'accueil du public. Les résultats ont montré un effet positif significatif de la signalisation visuelle et du feedback sur la performance de diagnostic et sur la récupération en mémoire de travail des informations pertinentes pour élaborer le diagnostic.

Ramadhan, A., Hidayanto, A. N., Salsabila, G. A., Wulandari, I., Jaury, J. A., & Anjani, N. N. (2022). **The effect of usability on the intention to use the e-learning system in a sustainable way: A case study at Universitas Indonesia**. *Education and Information Technologies, 27*(2), 1489-1522. https://doi.org/10.1007/s10639-021-10613-0
E-Learning has been massively used in higher education, one of which is in Universitas Indonesia. The e-learning system in Universitas Indonesia is called Student Centered E-Learning Environment Universitas Indonesia (SCELE UI). This research determines the effect of usability on the intention to use SCELE UI in a sustainable way. The Expectation Confirmation Model (ECM) is used as a basis of the research model. Perceived Usability, Learnability, Presentation, Navigation and Error variables are added to the model. The Partial Least Square is used to analyze and test the model. Of the 12 proposed hypotheses, 10 hypotheses were accepted and 2 hypotheses were rejected. This research gives theoretical and practical contributions. On the theoretical side, this research successfully proposes and examines the integration of usability and ECM in the context of sustain e-learning usage intention. This research reveals the indirect effect of Perceived Usability on continued usage intention of the e-learning system. On the practical side, this research also provides insights for developers and universities that can help them to effectively foster the improvement of their system that can ensure sustained usage by their students.

Sasseville, N., Juneau, S., & St-Pierre, É. (2022). **Le point de vue d'étudiants au premier cycle en travail social quant à leur expérience d'un cours en ligne**. *Revue internationale des technologies en pédagogie universitaire, 19*(1), 34-50. https://doi.org/10.18162/ritpu-2022-v19n1-03
Sharma, S., Rana, V., & Malhotra, M. (2022). **Automatic recommendation system based on hybrid filtering algorithm**. *Education and Information Technologies, 27*(2), 1523-1538. https://doi.org/10.1007/s10639-021-10643-8
Web recommendation systems are ubiquitous in the world used to overcome the product overload on e-commerce websites. Among various filtering algorithms, Collaborative Filtering and Content Based Filtering are the best recommendation approaches. Being popular, these filtering approaches still suffer from various limitations such as Cold Start Problem, Sparsity and Scalability all of which lead to poor recommendations. In this paper, we propose a hybrid system-based book recommendation system that anticipates recommendations. The proposed system is a

mixture of collaborative filtering and content based filtering which can be explained in three phases: In the first phase, it identifies the users who are analogous to the active user by matching users' profiles. In the second phase, it chooses the candidate's item for every similar user by obtaining vectors Vc and Vm corresponding to the user's profile and the item contents. After calculating the prediction value for each item using the Resnick prediction equation, items are suggested to the target user in the final phase. We compared our proposed system to current state-of-the-art recommendation models, such as collaborative filtering and content-based filtering. It is shown in the experimental section that the proposed hybrid filtering approach outperforms conventional collaborative filtering and content-based filtering.

Shmakova, A., Ryzhova, Y., & Suhorukhih, A. (2022). **The impact of ICT education on humanistic innovative potential**. *Education and Information Technologies*, *27*(2), 2267-2282. https://doi.org/10.1007/s10639-021-10674-1
The aim of the study is to develop an analytical framework to study the effect of Information and Communication Technology (ICT) education on humanistic innovative potential. The study recruited 150 school age children from three secondary schools and 100 university students from two universities in Russia. Each respondent's humanistic potential was measured using the Pomitkin's Spiritual Potential of a Personality Inventory. The proposed framework consists of several components: a motivational component, a content component, an activity component, a value component, and an imitational component. The results of the study show that the proposed framework allows improving the spiritual potential of learners. The percentage of learners with low spiritual potential dropped 24% (among school students) and 12% (among university students). The proposed framework is expected to optimize the teaching/learning process with ICTs and direct the student's learning toward enhancing the humanistic innovative potential.

Silva, E. C. e., Lino-Neto, T., Ribeiro, E., Rocha, M., & Costa, M. J. (2022). **Going virtual and going wide: comparing Team-Based Learning in-class versus online and across disciplines**. *Education and Information Technologies*, *27*(2), 2311-2329. https://doi.org/10.1007/s10639-021-10683-0
Team-based learning (TBL) is an active learning pedagogy developed for in-class sessions and based on the collaborative work of small groups of students. The increasing push to online and blended learning has enhanced the need to expand this pedagogy to a virtual environment, but little evidence has been produced on how students accept online synchronous sessions of TBL. The purpose of this study, that relies on 427 responses, is to present a comparative perspective of traditional in-class versus adapted fully synchronous online TBL and across different disciplinary fields. Students of two different academic years and different programs were surveyed for their acceptance of TBL. They were invited to answer closed-ended questions focused on their engagement in all TBL learning process and the final outcomes provided. Results obtained from this unique comparative study revealed a wide approval of TBL, regardless of the environment (online or in-class TBL sessions), scientific area of courses and student gender. The acceptance of fully online TBL sessions, in a similar way as traditional in-class sessions, could be a rationale for giving more use to the 'virtual' context. Other results corroborated previous researches on TBL, such the need of student awareness of TBL benefits to get more engaged in the process or the impact of student activities overload on the TBL process. Implications are informative for pedagogical practice.

Smith, B. I., Chimedza, C., & Bührmann, J. H. (2022). **Individualized help for at-risk students using model-agnostic and counterfactual explanations**. *Education and Information Technologies*, *27*(2), 1539-1558. https://doi.org/10.1007/s10639-021-10661-6
Although using machine learning for predicting which students are at risk of failing a course is indeed valuable, how can we identify which characteristics of individual students contribute to their being At-Risk? By characterising individual At-Risk students we could potentially advise on specific interventions or ways to reduce their probability of being At-Risk. We propose the use of local model-agnostic and counterfactual explanations to attack this challenge. Local model-agnostic LIME and SHAP methods were critically evaluated in this study. These methods explain why individual students are At-Risk. Based on these local explanations, counterfactual explanations were generated and provide potential ways for the individual student to reduce At-Risk probability. These methods were illustrated on two randomly selected At-Risk students. SHAP was found to be more stable than LIME and suggested for future use. Counterfactual explanations promised much but require the features to be actionable and causal for this method to work effectively. This entire process should be performed under the guidance of experienced educators to benefit the students.

Sorat, Z., & Mohamadi Zenouzagh, Z. (2022). **Designing and validating an assessment inventory for online language teacher education accountability**. *Education and Information Technologies*, *27*(2), 2483-2520. https://doi.org/10.1007/s10639-021-10722-w
Education accountability and its building components has been the focal point and yet a convoluted issue. The current study aims to give a comprehensive account of indicators of education accountability in e-learning. To this end, this two-phase study was conducted on Iranian English as Foreign Language context. The first phase was qualitative in nature and aimed at identifying the indicators through conversation analysis of stored interviews with 9 distinguished English as foreign language teachers who hold online EFL teacher training courses in three different language centers in Tehran, Iran. Open coding and thematic analysis via Nvivo software on the interviews made the building blocks of the second phase of this study which was designing and validating a questionnaire for assessing educational accountability in e-learning. The researcher-made questionnaire was subject to reliability and validity issues. Therefore, the researcher-made questionnaire was piloted with 122 EFL teachers. The results of factor analysis indicated that factors loaded on accountability to teaching profession, to society, to student teacher, to teacher educators, to leadership, and to learning outcomes. The results also indicated that the present questionnaire enjoys sound and acceptable psychometric properties. The results have significant implications for teaching practitioners.

Tatnall, A., & Fluck, A. (2022). **Twenty-five years of the Education and the Information Technologies journal: Past and future**. *Education and Information Technologies*, *27*(2), 1359-1378. https://doi.org/10.1007/s10639-022-10917-9
This article examines how research publications in education and information technologies have changed over the last twenty-five years. The authors investigate articles published in the journal: Education and Information Technologies (EAIT). To celebrate a quarter-century of this publication. They take a retrospective view of the EAIT journal, using Historical Research methodology to show some of the trends in topics covered and to interrogate the expanding cultural background of published authors. While computer technology has developed rapidly over this time, research

methodologies, international collaborations, and discipline areas have multiplied quickly. Finally, this article identifies some unique papers that have appeared in print and provides glimpses into what the future may hold.

Toker, S. (2022). **The progress of 21st-century skills throughout instructional design projects: a quasi-experimental comparison of rapid prototyping and dick and carey models**. *Education and Information Technologies*, *27*(2), 1959-1992. https://doi.org/10.1007/s10639-021-10673-2

This study investigates the association between instructional design projects and 21st-Century skills. A causal-comparative design was utilised. The participants were 85 computer education and instructional technology department students who registered for a core instructional design course. The participants are divided into two groups: Rapid prototyping model – RPM (n = 47) and Dick and Carey model – DCM (n = 38). The RPM group were assigned to character education topics and developed e-books; the DCM group were assigned to several college-level topics included and developed digital materials. The DCM group significantly improved their life and career skills compared to the RPM group. The results show that the participants demonstrated an increase in time management skills and a decrease in cooperation process skills in both groups.

Toroujeni, S. M. H. (2022). **Computerized testing in reading comprehension skill: investigating score interchangeability, item review, age and gender stereotypes, ICT literacy and computer attitudes**. *Education and Information Technologies*, *27*(2), 1771-1810. https://doi.org/10.1007/s10639-021-10584-2

Score interchangeability of Computerized Fixed-Length Linear Testing (henceforth CFLT) and Paper-and-Pencil-Based Testing (henceforth PPBT) has become a controversial issue over the last decade when technology has meaningfully restructured methods of the educational assessment. Given this controversy, various testing guidelines published on computerized testing may be used to investigate the interchangeability of CFLT and PPBT mean scores to corroborate if test takers' testing performance is influenced by the effects of testing administration mode; specifically, if validity and reliability of two versions of the same test are affected. This research was conducted to probe not only score interchangeability across testing modes but also to explore the role of age and gender stereotypes, item review, ICT literacy and attitudes towards computer use as moderator variables in test takers' reading achievement in CFLT. Fifty-eight EFL learners homogeneous in both general English and reading skills assigned into one testing group participated in this study. Three different versions of TOEFL reading comprehension test, Computer Attitude Scale (CAS), and ICT literacy Scale of TOEFL Examinees were used in this crossover quasi-controlled empirical study with a common-person and pretest–posttest design to collect data. The findings demonstrated that although the reading scores of test takers were interchangeable in both CFLT and PPBT versions regarding testing administration modes, they were different regarding item review. Furthermore, no significant interaction was found between age, gender, and ICT literacy and CFLT performance. However, attitudes towards the use of computer led to a significant change in testing achievement on CFLT.

UNESCO UNEVOC: International centre for technical and vocational education and training. (2022). *Trends mapping study: digital skills development in TVET teacher training*. Consulté   à   l'adresse

https://unevoc.unesco.org/pub/trends_mapping_study_digital_skills_development_in_tv et_teacher_training.pdf

Le numérique a entraîné de profonds changements dans les compétences requises pour le travail et la vie. Pour que les établissements d'enseignement et de formation techniques et professionnels (EFTP) restent pertinents et attractifs, ils doivent identifier et introduire des compétences numériques en adéquation avec le monde du travail et mieux exploiter les nouvelles opportunités offertes, notamment l'enseignement à distance. L'étude propose une cartographie des tendances et des défis dans le développement des compétences numériques des enseignants et formateurs de l'EFTP dans le monde. Le rapport identifie également des innovations et des bonnes pratiques.

Vonkova, H., Papajoanu, O., & Kralova, K. (2022). **Student online communication skills: Enhancing the comparability of self-reports among different groups of students**. *Education and Information Technologies*, *27*(2), 2181-2205. https://doi.org/10.1007/s10639-021-10685-y

With the current emphasis placed on ICT skills development in education, accurate information about how well students master these skills becomes invaluable. Despite the wide-spread use of self-report measures of ICT skills, their accuracy has been questioned. An analysis, on a large sample, of the heterogeneity in reporting behavior in the domains of ICT competencies is, as far as we know, missing; we fill this gap. We investigate the (in)comparability of self-reports of online communication skills (e.g., the using of social networks, data sharing) among two contrasting groups of students (a) elite, high-performing grammar schools and (b) economics schools (total N = 1,070 students, 17 secondary schools). Using the anchoring vignette method, we identify scale usage differences among respondents and adjust their self-reports for these differences. We show that grammar school students significantly underestimate their skills. Before the adjustment, grammar school students report significantly lower levels of online communication skills. After the adjustment, grammar school students have non-significantly higher levels of these skills. Differential academic demands thus might be a relevant factor in students' self-assessment of online communication skills. In practice, students' under-/over-estimation of skills might impact their access to ICT-related jobs and the effectiveness of educational decision-making in the ICT domain. We also show the potential of the anchoring vignette method to explain paradoxical negative relationships between self-reported skills and results on the achievement tests identified in the literature. Further research could explore this phenomenon in other domains of digital competence and among other student populations.

Wambugu, L., & Njoroge, N. (2022). **The search for understanding of mixed method research among graduate students: a case of learners in the school of continuing and distance education, university of Nairobi, Kenya**. *Quality & Quantity*, *56*(2), 843-855. https://doi.org/10.1007/s11135-021-01150-6

The desire by students and researchers to engage in interdisciplinary research has forced many of them to adopt mixed method research. A combination of both quantitative and qualitative approaches/paradigms enables the researcher to tap into the strengths of each as well as minimizing the weaknesses of both in a single study. A paradigm dictates the opinions, assumptions and beliefs a researcher holds about the world around them and their view of what constitutes knowledge and truth. Opposing views about the nature of knowledge (epistemology), the role of values (axiology) and the nature of reality (ontology) caused emergence of the paradigms. The types of assumptions and

practices held by individual researchers often leads a researcher taking on a qualitative, quantitative or mixed methods approach in their research study. The School of Continuing and Distance Education formerly School of Open and Distance Learning offers a Masters Degree and PhD in Project Planning and Management. Due to the multi-faceted issues investigated by the graduate students, majority of them opt to adopt mixed method approaches in their research work. However, a review of some of the graduate proposals has shown a lack of understanding among the students on the coherence between mixed method paradigm and the designs emanating from this paradigm. The purpose of this paper is to review mixed method research and mixed method approaches in a simple and systematic manner. The paper will identify different types of mixed method designs based on weighting and timing. Finally, the paper will end by recommending pertinent questions that a researcher needs to ask themselves before embarking on a mixed method study.

Yu, Z. (2022). **A meta-analysis and bibliographic review of the effect of nine factors on online learning outcomes across the world**. *Education and Information Technologies*, *27*(2), 2457-2482. https://doi.org/10.1007/s10639-021-10720-y
The unpredictable pandemic has drastically altered learning approaches, where online learning has been booming. Through VOSviewer, this study visualizes the network of top authors, organizations, sources, and countries that have been devoted to online learning. Through meta-analyses via Stata/MP 14.0, this study identifies nine variables that may exert a significant effect on online learning outcomes during this special pandemic time in various countries and areas. The findings may be generalizable to America, Asia, and Europe. Although relatively fewer publications in Africa have been included, the findings could provide a meaningful reference for African researchers and practitioners. Future research could include more publications from more diversified backgrounds. Online learning design could also keep pace with the development of information technologies.

Yurinova, E. A., Byrdina, O. G., & Dolzhenko, S. G. (2022). **Transprofessional competences of school teachers in the digital environment: education employers' perspective**. *Education and Information Technologies*, *27*(2), 1841-1863. https://doi.org/10.1007/s10639-021-10687-w
The shift towards digitalization in education, intensified by the COVID-19 pandemic-related issues, has led to the emergence of a need to expand the borders of the teaching profession. To be effective in the digital environment, school teachers have to master new transprofessional competences (TPCs), enabling them to use the skill sets of other careers, gain new skills and abilities and find non-standard solutions to professional and pedagogical problems using digital technologies. This study investigated education employers' opinions (61 principals and deputy principals from 31 Russian secondary schools) about the comparative importance of TPCs for school teachers working in the digital environment and their perceptions of what barriers prevent teachers from developing TPCs. The survey used a three-item questionnaire asking the respondents to rank the TPCs and the TPC clusters in order of importance for teachers working with the digital and to describe the obstacles to teachers' TPC development. The findings revealed that the employers attached the greatest importance to psychological TPCs while assigning the least importance to digital citizenship TPCs. The major barriers to TPC development, in the respondents' opinion, lay in teachers' fear of new trends and their excessive workload. Based on the survey results, we designed a model of school

teachers' transprofessional competences in digital teaching and learning that can be used as an assessment tool in different professional settings. The paper concludes with suggestions on how to overcome the barriers and help improve school teachers' TPC development.

Zengin, Y. (2022). **Construction of proof of the Fundamental Theorem of Calculus using dynamic mathematics software in the calculus classroom**. *Education and Information Technologies*, *27*(2), 2331-2366. https://doi.org/10.1007/s10639-021-10666-1
The study focused on how university students constructed proof of the Fundamental Theorem of Calculus (FTC) starting from their argumentations with dynamic mathematics software in collaborative technology-enhanced learning environment. The participants of the study were 36 university students. The data consisted of participants' written productions, dynamic materials, and the transcriptions of the participants' argumentations for the selected groups. The analysis was based on the integration of cK¢ model and Toulmin's model. The analysis showed that the collaborative technology-enhanced learning environment helped the participants to interpret the Mean Value Theorem (MVT) for definite integrals geometrically and use this interpretation for the proof of the FTC. They constructed proof the FTC using geometric, empirical, and symbolic conceptions involved in their argumentations supporting their conjecture about the evolution of the derivative, the MVT, and limit idea. The construction of the connections between algebraic and geometric representations regarding the FTC in a social interaction-communication process helped them to move from a geometric perspective to a theoretical perspective while constructing proof of the FTC. The mediation role of dynamic mathematics software GeoGebra provided them to construct multiple representations and verify conjectures in producing deductive argumentations about the proof of the FTC. The emergence of the social norms in classroom microculture with this integration method contributed to the evolution of participants' representations and their reasoning on the FTC. Additionally, they made connections between the conclusions of the FTC and the differential equation, but they did not mention the continuity condition for proof of the FTC.

Zhu, M., & Zhang, Y. (2022). **Medical and public health instructors' perceptions of online teaching: A qualitative study using the Technology Acceptance Model 2**. *Education and Information Technologies*, *27*(2), 2385-2405. https://doi.org/10.1007/s10639-021-10681-2
Many universities in the U.S. shifted from in-person teaching to online teaching due to the COVID-19 pandemic. Instructors' acceptance of online teaching plays a crucial role, as the acceptance level can impact instructors' online teaching behaviors. This qualitative study examined medicine and public health instructors' perceptions of online teaching using the Technology Acceptance Model 2 (TAM2) model. Through semi-structured interviews with ten instructors in a Midwest university in the U.S., this study found that instructors had a high level of acceptance of online teaching. Instructors perceived the usefulness of online teaching in terms of learning objectives, assessment, instructional methods, and learning experience. Online teaching was perceived as useful overall, although challenges existed, such as online interaction, assessment, and hands-on practices. Regarding ease of use in online teaching, instructors perceived technology was easy to use; yet some pedagogical challenges existed, such as class engagement, the focus of learners' attention, and transforming hands-on lab or clinical sessions online. The blended model is recommended to use for teaching and learning in medical and

public health education post the pandemic. Detailed implications for practice and research were discussed in the end.

Orientation scolaire et professionnelle

APSES – Association des professeurs de Sciences Économique & Sociales. (2022). **L'orientation dans le supérieur des élèves de terminale suivant la spécialité SES en 2021**. *Note d'information APSES*, (2). Consulté à l'adresse https://www.apses.org/version2015/wp-content/uploads/2022/03/NI2-parcoursupV3.pdf
Cette étude porte sur les 118 696 élèves ayant obtenu leur baccalauréat général en 2021, qui suivaient la spécialité sciences économiques et sociales (SES) en terminale générale et ont fait au moins un vœu sur la plateforme Parcoursup. Ces élèves représentent 96,0% des élèves qui suivaient un enseignement de spécialité de SES en terminale en 2020-2021 et environ un tiers (32,7%) des titulaires du bac général de 2021 qui ont fait au moins un vœu sur la plateforme Parcoursup en 2021.

Beaupère, N., & Collet, X. (2022). **La première année dans le supérieur à l'épreuve des choix : analyse des déterminants des souhaits de réorientation à l'heure de Parcoursup**. *L'orientation scolaire et professionnelle*, *51*(1), 109. https://doi.org/10.4000/osp.15775
Depuis 2018, les élèves de Terminale formulent leurs vœux d'orientation post-baccalauréat sur la plateforme numérique Parcoursup. Ces vœux peuvent traduire des projets d'études bien définis, mais aussi révéler des choix prudents ou ambitieux. L'entrée dans l'enseignement supérieur se fait souvent dans un contexte de relative incertitude quant aux chances de réussite au diplôme et peut amener les jeunes à réévaluer leurs aspirations professionnelles et personnelles. Ainsi, le contexte d'études, la scolarité antérieure, les projets de diplôme mais également les conditions de vie peuvent affecter le déroulement de leur cursus. L'enquête « Transition du secondaire au supérieur » de l'Observatoire national de la vie étudiante (OVE) a permis d'interroger un peu plus de 4 400 étudiant·es sur le déroulement de leur première année d'étude. L'analyse des données met en lumière les facteurs individuels et de contexte qui conditionnent l'intention de changement d'études, mais aussi un processus d'orientation progressif et réversible.

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Berthaud, J., & Giret, J.-F. (2022). **Les effets de l'emploi durant les études sur la transition entre le lycée et l'enseignement supérieur**. *L'orientation scolaire et professionnelle*, *51*(1), 15-40. https://doi.org/10.4000/osp.15474
Les travaux sur l'emploi étudiant en France montrent depuis plusieurs décennies un effet négatif de cet emploi sur la trajectoire étudiante. Les travaux sur l'emploi des lycéen·nes sont en revanche moins nombreux, notamment en France. Ce travail s'intéresse à la manière dont les emplois des lycéen·nes vont affecter leur transition dans l'enseignement supérieur à travers leurs chances de décrocher une mention au baccalauréat, leur choix d'orientation, leur appropriation de Parcoursup, le ressenti de cette orientation, puis leur probabilité de poursuivre cette activité en cours de première année d'enseignement supérieur. Elle repose sur l'exploitation des données issues de l'enquête sur la transition du secondaire au supérieur réalisée par l'Observatoire national

de la vie étudiante en 2019. Les analyses révèlent que l'emploi au lycée exerce un effet négatif sur la transition, en réduisant la probabilité d'obtenir une mention au baccalauréat et de voir son premier vœu d'orientation accepté, et en augmentant le risque de continuer à travailler durant les études supérieures.

Couto, M.-P., & Valarcher, M. (2022). **La motivation au pied de la lettre. Construction et expression des aspirations scolaires sur Parcoursup**. *L'orientation scolaire et professionnelle*, *51*(1), 41. https://doi.org/10.4000/osp.15675
Cet article analyse les modalités de l'encadrement et de l'expression des aspirations des lycéens français. Il apporte un éclairage nouveau sur les inégalités de parcours entre filière générale versus filière technologique et professionnelle. À travers l'analyse d'une enquête nationale et d'un corpus de lettres de motivation rédigées par des candidats à une licence de sociologie, il montre que, faute de moyens, les enseignants disposent principalement de deux types de stratégies d'accompagnement à l'orientation. Les enseignants ont pour habitude de cibler et de concentrer leur soutien sur les « bons élèves » dans les filières technologiques et professionnelles, tandis que, dans les filières générales, ils délèguent certaines étapes des procédures de suivi aux familles. Ces différentes stratégies ont des effets sur la manière dont les lycéens intériorisent les prescriptions scolaires et les restituent dans des lettres de motivation. Par le soutien resserré dont ils bénéficient auprès des enseignants, les « bons élèves » des filières technologiques et professionnelles intériorisent fortement les consignes et leur place dans la hiérarchie scolaire. Dans les filières générales, l'expression des aspirations des étudiants est beaucoup plus dépendante de leur capital familial.

Dionne, P., Saussez, F., & Simard, A. (2022). **S'Orienter : l'orientation en groupe comme espace de développement de la capacité à réaliser des choix éducatifs et professionnels**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10664
Au Québec, la nouvelle politique sur la réussite éducative se traduit entre autres par un dispositif de la réussite établissant des cibles de diplomation pour les établissements scolaires. Pour contrer l'influence négative de l'absence de diplôme, des initiatives politiques cherchent à mieux cibler les interventions destinées aux jeunes adultes afin de soutenir leur orientation scolaire et professionnelle. Le programme S'Orienter a été conçu pour amener les jeunes adultes à mettre en débat des représentations limitantes de leurs possibilités éducatives et professionnelles afin de soutenir le développement de leur pouvoir d'agir au regard de leurs décisions d'orientation. Notre analyse montre l'influence de cette intervention d'orientation en groupe sur la capacité des jeunes à se projeter dans l'avenir et à réaliser des choix éducatifs et professionnels. Elle met aussi en lumière notre conceptualisation de la fonction émancipatoire de l'intervention à partir de l'analyse de la prise de conscience – par l'appropriation d'instruments conceptuels – d'émotions et de normes qui influencent ces choix.

Fischer, L., Romainville, M., & Philippot, P. (2022). **Accompagner les étudiant·es universitaires dans la régulation des émotions vécues dans l'apprentissage : pistes d'intervention**. *L'orientation scolaire et professionnelle*, *51*(1), CLXXXI. https://doi.org/10.4000/osp.15520
Les dispositifs de promotion de la réussite mis en place en première année d'université visent à faciliter la transition de l'étudiant·e entre l'enseignement secondaire et supérieur. Focalisés sur l'enseignement des méthodologies d'apprentissage, sur des remises à niveau disciplinaires ou sur un travail concernant le projet personnel et

professionnel de l'étudiant·e, ces dispositifs prennent peu en compte la dimension émotionnelle de l'apprentissage. Or, les émotions vécues en première année universitaire, notamment dans la période de préparation des examens, constituent un facteur clé dans l'adaptation et la réussite de l'étudiant·e. En effet, la capacité de celui-ci ou de celle-ci à réguler les émotions vécues dans ses études s'avère cruciale pour la poursuite de ses buts de formation. Cet article propose des pistes de réflexion et d'intervention aux accompagnateur·rices d'étudiant·es afin d'intégrer les émotions académiques et leur régulation au sein des dispositifs de promotion de la réussite à l'Université. Il est basé sur des résultats empiriques obtenus au sein d'un travail de thèse.

Ghedamsi, I., & Lecorre, T. (2021). **Transition from high school to university calculus: a study of connection**. *ZDM – Mathematics Education*, *53*(3), 563-575. https://doi.org/10.1007/s11858-021-01262-1
In Tunisia, calculus is a fundamental component of mathematics curriculum in high school and a major requirement at the advanced level in the mathematics bachelor's degree and in engineering. Yet, paving the way for a passage between high school calculus and university calculus remains a challenge for both mathematics education researchers and practitioners. In this paper, we address this issue by focusing on shared features between high school and university expectations in students' learning of calculus, and on the main impediments for high school to meet university requirements. We also propose an experimental method to help high school teachers to reconsider their actions according to insufficiencies in students' preparation for university calculus. The results show that it is possible to find a linkage between high school and university calculus so as to reduce differences and enhance students' transition.

Giret, J.-F., Belghith, F., & Tenret, É. (2022). **Introduction : La transition lycée-enseignement supérieur à l'aune de Parcoursup**. *L'orientation scolaire et professionnelle*, *51*(1), 5-14. https://doi.org/10.4000/osp.15439
Orientations et inégalités dans l'enseignement supérieur La massification de l'enseignement supérieur initiée en France depuis la fin des années 1960, alimentée par l'augmentation des effectifs dans l'enseignement secondaire et relancée par la création du baccalauréat professionnel en 1985, a permis l'accès à un nombre croissant de bachelier·ères aux études supérieures. Cette démocratisation quantitative (Merle, 2000 ; Prost, 1986) ne s'est toutefois pas accompagnée d'une démocratisation qual...

Jaoul-Grammare, M. (2022). **Stratégie des élèves à l'entrée dans l'enseignement supérieur : les apports de l'enquête Transition du Secondaire au Supérieur 2019 à la problématique de l'engorgement**. *L'orientation scolaire et professionnelle*, *51*(1), 77. https://doi.org/10.4000/osp.15720
Selon la théorie de l'engorgement, les choix de formations à l'entrée dans l'enseignement supérieur dépendent des salaires espérés et des débouchés dans les secteurs professionnels correspondants. Tous les individus raisonnant de manière identique, il peut résulter un déséquilibre au sein des filières du supérieur, certaines se retrouvant saturées alors que d'autres font face à une pénurie d'élèves. Les conséquences de ces comportements sur l'évolution des effectifs dans les filières du supérieur ont été vérifiées économétriquement et une première expérimentation semble confirmer le modèle théorique en révélant une sensibilité au gain et au nombre de places disponibles lors des choix d'orientation. En prolongement, l'exploitation de l'enquête TSS, va permettre de mieux saisir les stratégies des élèves à leur entrée dans le

supérieur ainsi que l'impact de ces stratégies sur les motivations au moment de la formulation des vœux dans la plateforme Parcoursup.

Lincove, J. A., Mata, C., & Cortes, K. E. (2022). *A Bridge to Graduation: Post-secondary Effects of an Alternative Pathway for Students Who Fail High School Exit Exams* (IZA Discussion Paper Nᵒ 15067). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15067.htm
High school exit exams are meant to standardize the quality of public high schools and to ensure that students graduate with a set of basic skills and knowledge. Evidence suggests that a common perverse effect of exit exams is an increase in dropout for students who have difficulty passing tests, with a larger effect on minority students. To mitigate this, some states offer alternative, non-tested pathways to graduation for students who have failed their exit exams. This study investigates the post-secondary effects of an alternative high school graduation program. Among students who initially fail an exit exam, those who eventually graduate through an alternative project-based pathway have lower college enrollment, but similar employment outcomes to students who graduate by retaking and passing their exit exams. Compared to similar students who fail to complete high school, those students who take the alternative pathway have better post-secondary outcomes in both education and employment.

OECD. (2022). *Career Guidance for Low-Qualified Workers in Germany*. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/employment/career-guidance-for-low-qualified-workers-in-germany_5e6af8da-en
In Germany, the three 'Ds' – Digitalisation, Decarbonisation and Demographic change – are dominating the headlines. Countless studies analyse the impact of these megatrends on the world of work and document how job profiles are changing. The growing...

Park, S. Y., Cha, S.-B., Joo, M.-H., & Na, H. (2022). **A multivariate discriminant analysis of university students' career decisions based on career adaptability, social support, academic major relevance, and university life satisfaction**. *International Journal for Educational and Vocational Guidance*, *22*(1), 191-206. https://doi.org/10.1007/s10775-021-09480-5
Career adaptability and its four sub-factors (concern, control, curiosity, and confidence) are helpful in understanding students' career choices and decisions. A sample of 1,297 university students in Seoul, South Korea, participated in this study. Among them, 728 students (56.13%) had already made their career decision, while 569 (43.87%) had not. A multivariate discriminant analysis was carried out to identify its significance in discriminating students' career decisions after the execution of two factor analyses to verify construct validity. We concluded that the multivariate function was appropriate for discriminating students' career decision status, and its predictive accuracy was relatively high based on canonical correlation (.37) and Wilks' lambda (.87). Career concern was identified as the most discriminate variable.

Sousa, A. A. de, Amand, M., Lerolle, N., & Passirani, C. (2022). **L'aide à l'orientation des étudiant·es PluriPASS via un module « projet personnel et professionnel » : un dispositif original de l'université d'Angers**. *L'orientation scolaire et professionnelle*, *51*(1), CCV. https://doi.org/10.4000/osp.15569

L'université d'Angers a introduit, en 2015, un dispositif d'aide à l'orientation pour ses étudiant·es en première année d'études de santé (PluriPASS). Articulé autour d'un module dit « projet personnel et professionnel », le dispositif offre la possibilité aux étudiant·es d'affirmer leur choix pour les études de santé et de préparer une alternative en cas de non-admission. Cet article se propose de présenter la méthode d'accompagnement retenue qui passe notamment par des modules en ligne et des entretiens individuels et d'en analyser les bénéfices et les écueils.

Vignoli, E. (s. d.). **Sur Parcoursup, les émotions des lycéens influencent leurs choix**. Consulté 30 mars 2022, à l'adresse The Conversation website: http://theconversation.com/sur-parcoursup-les-emotions-des-lyceens-influencent-leurs-choix-179432
Parcoursup, la plate-forme d'admissions post-bac, obéit en apparence à une logique purement rationnelle. Mais les émotions sont bel et bien au cœur de ce dispositif d'orientation. Comment les gérer ?

Politique de l'éducation et système éducatif

Aas, H. K. (2022). **Teachers talk on student needs: exploring how teacher beliefs challenge inclusive education in a Norwegian context**. *International Journal of Inclusive Education*, 26(5), 495-509. https://doi.org/10.1080/13603116.2019.1698065
This study explores teacher talk in the early phase of a project in a Norwegian elementary school where Lesson Study is used as a method for professional development. The study focuses on inclusion and aims to explore what beliefs about student needs and teacher role and responsibilities become evident, and how these beliefs can challenge development towards a more inclusive practice. To this end, content analysis is applied to audio recordings of teacher teams' planning meetings. Despite an overall positive attitude towards inclusion, and inclusive structures in the school, findings point at factors in teachers' beliefs that can challenge the inclusion process. These factors are: student needs understood as individual problems, adaptation understood as individualised and laborious and a limited view on teacher role, where their responsibility mainly regard academic learning.

Adams, S. E., & Myran, S. (2022). **Leader-parent relationships in the early childhood education context: An exploration of testimonial and epistemic justice**. *Improving Schools*, 25(1), 65-82. https://doi.org/10.1177/13654802211019915
Countries around the world have increased their focus on high quality early childhood programing. Recognizing the importance of parental and community engagement as a lever for improving child development and learning outcomes, and as a means of addressing social justice challenges, the Organization for Economic Cooperation and Development (OECD) (2018) has emphasized the need for more research on the complex dynamics between structure, process, learning, and development. Such research should consider the impacts of the dominant neo-managerial paradigm and its overemphasis on clearly defined linear cause and effect pathways between structure and student learning, which underrepresents the reciprocal role that parents, the community and the students themselves play in shaping the learning setting (Myran & Sutherland, 2019a). Students' and families' senses of belonging to the community of knowers have major implications for their motivation, sense of ownership and buy-in

(Davis, 2006; Goodenow & Grady, 1993). This study explored the lived experiences of parents/guardians of young children with the leadership of their children's early childhood education program and how these individual and social interactions shaped parents' epistemic agency, and their access to rhetorical spaces that recognized them as credible knowers. Utilizing a phenomenological approach, we conducted in-depth interviews with 20 parents whose children attended publicly funded pre-school programs. Findings revealed limited communication with leadership and difficulty developing positive relationships. Moreover, these challenges limited their access to rhetorical spaces to be heard and recognized as credible knowers. This study offers one small window into the OECD's (2018) call for more research on the dynamics between structure, process, learning and development, and the importance of the quality of parental and community engagement as a lever for enhancing healthy child development and learning, and as a means of more effectively addressing ongoing social justice challenges.

Amadieu, J.-F. (2022, février 23). **Quand les élèves notent leurs profs : justice ou consumérisme ?** Consulté 23 mars 2022, à l'adresse The Conversation website: http://theconversation.com/quand-les-eleves-notent-leurs-profs-justice-ou-consumerisme-177196
Depuis 2014, dans les universités, les étudiants remplissent des questionnaires d'évaluation sur les cours qu'ils ont suivis. Une pratique qui s'accompagne d'inquiétants effets pervers.

An, L. S., Ho, A. D., & Davis, L. L. (2022). **Disrupted Data: Using Longitudinal Assessment Systems to Monitor Test Score Quality**. *Educational Measurement: Issues and Practice*, *41*(1), 28-32. https://doi.org/10.1111/emip.12491
Technical documentation for educational tests focuses primarily on properties of individual scores at single points in time. Reliability, standard errors of measurement, item parameter estimates, fit statistics, and linking constants are standard technical features that external stakeholders use to evaluate items and individual scale scores. However, these cross-sectional, "point-in-time" features can mask threats to the validity of score interpretations, including those for aggregate scores and trends over time. We use test score data collected before and during the COVID-19 pandemic to show that longitudinal analyses, not just point-in-time analyses, are necessary to detect threats to desired inferences. We propose that educational agencies require and vendors include longitudinal data features, including "match rates" and correlations, as standard exhibits in technical documentation.

Anderson, V., Cone, T., Rafferty, R., & Inoue, N. (2022). **Mobile agency and relational webs in women's narratives of international study**. *Higher Education*, *83*(4), 911-927. https://doi.org/10.1007/s10734-021-00714-7
Internationalisation and forced migration are rarely thought about as related phenomena in higher education (HE) literature. Internationalisation is associated with movement, choice and brand recognition, and used in international rankings methodologies as a proxy for quality. Forced migration is associated not only with movement, but also with lack of choice, containment, or 'stuckness'. Some scholars have called for a rethinking of 'the international' through attention to students as mobile agents, and international study as situated within broader mobile lives. Our study responded to these calls through exploring the educational biographies of 37

international and refugee-background women students based in two universities: 21 in New Zealand and 16 in Bangladesh. Ten of the women were from refugee or refugee-like backgrounds, while the remainder were international students. The women's accounts revealed the complex ways in which circumstances shaped their educational journeys similarly and differently. One woman represented mobility in relation to autonomy and choice; but most emphasised relational webs as shaping their access to and experiences of international study, and post-study aspirations. In this paper, we draw on selected narratives to illustrate the range of ways in which family and/or community members appeared in women's accounts of their education journeys: as a source of (1) sustenance and support; (2) inspiration and motivation; and (3) obligation, and sometimes regulation. We conclude by suggesting that attention to the affective and embodied entanglements that shape students' international study journeys might inform new ways of thinking about both 'the international' and higher education more broadly.

Andler, M. (2022). *La Recherche et l'Enseignement supérieur en manque de stratégie*. Consulté à l'adresse https://tnova.fr/site/assets/files/26480/terra-nova_la-grande-conversation-2022_la-recherche-et-lenseignement-superieur-en-manque-de-strategie_100322.pdf?8znnk

Balland, L., & David, M. (2021). **L'hétéronomie des savoirs**. *Sociétés contemporaines*, *124*(4), 5-35. Consulté à l'adresse http://www.cairn.info/revue-societes-contemporaines-2021-4-page-5.htm
Cet article porte sur la manière dont la sociologie, comme discipline académique d'enseignement, est travaillée dans les Écoles supérieures du professorat et de l'éducation (ESPE, récemment devenues INSPE). Il s'appuie sur une enquête menée dans quatre ESPE à partir d'entretiens, d'observations directes et d'une analyse documentaire. L'enquête montre que la sociologie enseignée en ESPE dispose d'une faible autonomie, les savoirs sociologiques étant en partie produits par des logiques hétéronomes qui dépendent des rapports de forces et des acteurs en présence. Ces rapports de forces tendent à diminuer la place relative de la sociologie en tant que discipline académique dans l'offre de formation. L'évolution de l'offre de savoirs en ESPE traduit un mouvement plus général dans l'enseignement supérieur, qui voit la séparation progressive des savoirs de la discipline académique dans laquelle ils ont été élaborés et leur recomposition dans des enseignements organisés autour de finalités sociales et politiques (notamment l'employabilité des formés).

Barry, C. L., Jones, A. T., Ibáñez, B., Grambau, M., & Buyske, J. (2022). **The Impact of the COVID-19 Pandemic on American Board of Surgery's Oral Certifying Exams**. *Educational Measurement: Issues and Practice*, *41*(1), 42-45. https://doi.org/10.1111/emip.12494
In response to the COVID-19 pandemic, the American Board of Surgery (ABS) shifted from in-person to remote administrations of the oral certifying exam (CE). Although the overall exam architecture remains the same, there are a number of differences in administration and staffing costs, exam content, security concerns, and the tools used to give the exam. Overall, the remote oral CEs have been a success, being well-received by candidates and examiners, having comparable psychometric performance to the in-person exams, and allowing over 2,300 candidates to obtain board certification on time. Although the ABS will continue remote administrations in the near future, a permanent switch will require careful consideration of exam security, psychometrics, validity, examiner quality

and engagement, and other issues related to comparability across administration modes.

Beneke, A. J. (2022). **Caring in the Context of Discipline Reform: A Framework for Researchers and Policymakers**. *Educational Researcher, 51*(3), 223-230. https://doi.org/10.3102/0013189X211060364
Concern about harsh and inequitable discipline over the past two decades has galvanized a host of discipline reforms. These reforms have gained renewed attention in recent months as both the COVID-19 pandemic and mass uprisings against anti-Black violence have both bolstered calls to reimagine schools as caring spaces. This moment raises urgent questions about how researchers and policymakers should understand care in practice. In this review essay, I draw together recent research on discipline reform, as well as care feminism and key insights from critical policy analysis, to develop a conceptual framework for centering "care" in the current reform context. Using this critical-feminist care framework, I highlight the relations, experiences, systems, and ideologies that shape care in practice. I conclude with implications for researchers and policymakers.

Bennett, R. E. (2022). **The Good Side of COVID-19**. *Educational Measurement: Issues and Practice, 41*(1), 61-63. https://doi.org/10.1111/emip.12496
This commentary focuses on one of the positive impacts of COVID-19, which was to tie societal inequity to testing in a manner that could motivate the reimagining of our field. That reimagining needs to account for our nation's dramatically changing demographics so that assessment generally, and standardized testing specifically, better fit the needs of a multicultural society.

Benoit, H. (2021, mai 25). *L'éducation inclusive à l'épreuve des systèmes éducatifs : résistances institutionnelles et conceptuelles*. Présenté à More Opportunity for Every Child conference. Consulté à l'adresse https://hal-inshea.archives-ouvertes.fr/hal-03621948

Bloch, R., Hartl, J., O'Connell, C., & O'Siochru, C. (2022). **English and German academics' perspectives on metrics in higher education: evaluating dimensions of fairness and organisational justice**. *Higher Education, 83*(4), 765-785. https://doi.org/10.1007/s10734-021-00703-w
Many contemporary analyses criticise metrics-based evaluation in the higher education context as a neoliberal technology, notwithstanding the different national contexts and organisational topographies in which metrics are used. This Anglo-German study offers a comparative exploration of the role of metrics in two contrasting cases: highly developed, state-driven sectoral use of metrics in England, and more dispersed, decentralised use of metrics in Germany, in the case of research particularly. This survey-based study examines academics' perceptions of fairness of accountability practices associated with metrics-based evaluations at the organisational level. Drawing on organisational justice theory, the analysis focuses on the extent that academic evaluations of fairness are underpinned by contextual evaluations linked to organisational practices or more abstract evaluations of these measures. In the English context, fairness evaluations were more related to organisational uses of metrics. In the German context, negative justice evaluations do not seem closely associated with organisational factors but relate to a cultural critique of metrics. The analysis demonstrates that academics may hold views on metrics which are contingent not only

on their perceived accuracy as measures but also on their perceived efficacy as tools which support broader sectoral and organisational developments, such that metrics start to lead their own life in organisational contexts. The comparative dimension to the study suggests that in some cases, context-sensitive use of metrics can enable emancipation from informal power networks in academia.

Buchholz, J. (2022). *Mixed-worded scales and acquiescence in educational large-scale assessments*. https://doi.org/10.1787/8dd310c0-en
Self-report data such as those regularly administered with questionnaires in the OECD's educational large-scale assessments are subject to response biases such as acquiescence, i.e., the tendency to agree with questionnaire items regardless their content. Research has shown that acquiescence affects the psychometric quality of such data, posing a threat to validity. Using a simple index that can be computed in the presence of both positively and negatively keyed items, the author examined the prevalence, the individual-level correlates, the impact on associations between indicators, as well as the county-level consistency of acquiescence for 16 questionnaires administered in four study programmes (PISA, TALIS, SSES, and IELS). Findings suggest that variation in acquiescence exists both between and within countries, the latter of which is determined by factors largely in line with prior research. Impact on associations as well as high levels of country-level consistency are evident. Based on these findings, recommendations for the construction of questionnaires to be administered in future assessments are derived.

Bush, T. (2022). **Reviewing fifty years of EMAL scholarship: Longitudinal perspectives on the journal and the field of educational leadership and management**. *Educational Management Administration & Leadership, 50*(2), 187-191. https://doi.org/10.1177/17411432221077767

Camara, W. J., & Mattern, K. (2022). **Inflection Point: The Role of Testing in Admissions Decisions in a Postpandemic Environment**. *Educational Measurement: Issues and Practice, 41*(1), 10-15. https://doi.org/10.1111/emip.12493
In 2020, the onset of COVID-19 greatly restricted access to admissions testing in higher education and required innovative solutions and flexibility such as at home testing with remote proctoring, reducing testing time, pop-up locations, and additional testing dates. Increased focus on social justice, diversity, and fairness continued to concern admissions professionals during this time. This article is intended to provide an update (Camara) on admissions testing as we enter 2022, documenting enhancements and changes across testing programs. In addition, we report recent data and findings on applications, enrollment, and test taking, as well as the prevalence of test optional and test blind policies and its impact on score sending in undergraduate, graduate, business, law, and medical schools. It is important to note that many questions remain unanswered. Our original intent was to include more information on the impact of test-optional polices on diversity as we thought the pandemic would be in the rear-view mirror by now. Given the lingering effects of the pandemic, it will be critical to evaluate the impact of these policies changes on the entering class of 2021 and beyond as those data become available.

Canlı, S., & Demirtaş, H. (2022). **The Correlation between Social Justice Leadership and Student Alienation**. *Educational Administration Quarterly*, *58*(1), 3-42. https://doi.org/10.1177/0013161X211047213
Purpose This study aimed to investigate the correlation between social justice leadership levels of school principals and school alienation levels of students in Turkey. Furthermore, it investigated the students' perceptions about social justice leadership and alienation from school and whether there were significant differences based on gender, socioeconomic status and student grade levels. Research Methods The study sample included 493 high school students assigned with the cluster sampling method. The "Social Justice Leadership Scale" and "Student Alienation Scale" were used in the study to collect the data. Descriptive statistical analysis, t-test, one-way analysis of variance, correlation analysis and multiple linear regression analysis were conducted to analyze the data. Findings It was determined that there were significant differences between student perceptions on school alienation and social justice leadership of school principals based on the school's socioeconomic level, and the student's gender and grade level. There was a significant negative correlation between school alienation and social justice leadership. It was found that social justice leadership was a significant predictor of alienation from school and explained about 23% of the total variance in alienation from school. Implications Based on the study findings, it was concluded that exhibition of social justice leadership behavior by school principals decreased school alienation levels among the students. The level of school alienation of the students attending schools where principals exhibit social justice leadership behavior is expected to be lower.

Chen, N. (2022). **"Why should a 'foreigner' be better than me?": preferential practices in junior academic faculty recruitment among mainland Chinese universities**. *Tertiary Education and Management*, *28*(1), 17-41. https://doi.org/10.1007/s11233-021-09083-3
China's phenomenal growth in higher education has received increasing scholarly attention, particularly its initiative to build world-class universities. Though a crucial contributor to its rapid development, the changing hiring practices of mainland Chinese university employers remain largely underexposed. This study presents qualitative evidence drawn from document analysis and in-depth interviews to show current trends, which reveal university employers' widespread preference for graduates with an overseas background, will tend to deprive domestically trained graduates of vital opportunities for career development, which may have detrimental consequences in the long run. The study found that a substantial number of Chinese university employers explicitly articulated their talent preferences, with a strong favour towards applicants with overseas credentials and/or experience. Further analysis of the textual data identified two nuanced trends: universities in a more economically developed region and at a higher level tended to have more rigid and exclusive recruitment preferences for candidates with an overseas background; competitive employers tended to be selective in applicants' overseas backgrounds by gauging their potential productivity measured in quantifiable research outputs. In response to the pressure brought by such preferential practices, domestic doctorates were found to be learning to accept and struggle to cope with the changes. These findings are discussed in the context of the internationalisation of higher education and the popularisation of overseas education with implications for and beyond the Chinese experience.

Comité de consultation sur l'enseignement des mathématiques au lycée. (2022). *La place des mathématiques dans la voie générale au lycée*. Consulté à l'adresse Ministère

de l'éducation nationale, de la jeunesse et des sports website: https://www.education.gouv.fr/media/113165/download

Missionné en février 2022 par le ministre, le comité de consultation sur l'enseignement des mathématiques au lycée présente dans ce rapport une synthèse des auditions qu'il a conduites, du diagnostic qu'il a établi et de ses propositions d'aménagement de l'offre d'enseignement de mathématiques au sein du lycée général.

Courtaud, L. (2021). ***Une diversité standardisée ? Enjeux de politiques linguistiques et formatives dans l'internationalisation des universités françaises*** (Phdthesis, Université de Tours). Consulté à l'adresse https://hal-univ-tours.archives-ouvertes.fr/tel-03618868

Dans un contexte où l'internationalisation des universités constitue un des enjeux fondamentaux du développement de l'enseignement supérieur et de la recherche en France, des questions d'orientation en matière de politiques linguistiques et formatives se posent de manière accrue. La thèse se propose de traiter conjointement la situation sociolinguistique de la recherche et de l'enseignement en France, notamment pour réfléchir aux implications de l'anglophonie, de la francophonie et du plurilinguisme sur ces deux plans. L'analyse sociolinguistique repose sur une interprétation des représentations et conceptions des langues des acteurs concernés (enseignant-chercheurs, responsables RI et étudiants) et sur les implications de ces représentations dans les situations d'appropriation formative. Au moyen d'une démarche qualitative et compréhensive, les rapports à la diversité linguistique et culturelle à l'université sont étudiés à travers différentes sources (références scientifiques, documents institutionnels, enquêtes auprès d'enseignant·es et d'étudiant·es) et plusieurs prismes d'analyse, pour comprendre comment l'université, les politiques linguistiques françaises et universitaires se sont construites historiquement, et selon quels types d'articulations. Sur le plan didactique, les conceptions de la diversité et de la pluralité sont explorées à partir d'une étude centrée sur les rapports aux usages plurilingues et littéraciés d'enseignant·es et d'étudiant·es. L'analyse débouche sur quelques propositions d'orientations pour la formation des enseignant·es et l'accompagnement des étudiant·es, susceptibles de permettre une appropriation partant de la pluralité plutôt que d'une norme préalable. Dans une visée institutionnelle, des perspectives sont esquissées, pour l'élaboration de politiques linguistiques et formatives favorisant la prise en compte de la diversité linguistique et culturelle, malgré les dimensions standardisantes induites par la marchandisation du savoir et la mise en concurrence des universités.

Cristofoli, S. (2022). **En 2020-2021, l'absentéisme touche en moyenne 4,8 % des élèves du second degré public**. *Note d'information*, (22.09). Consulté à l'adresse https://www.education.gouv.fr/en-2020-2021-l-absenteisme-touche-en-moyenne-48-des-eleves-du-second-degre-public-340685

Du fait de leurs absences, les élèves perdent en moyenne 6,3 % de temps d'enseignement. Lorsque seules les absences non justifiées sont prises en compte, ce temps d'enseignement perdu est de 1,4 %. De septembre 2020 à mai 2021, dans les établissements publics du second degré, 4,8 % des élèves ont été absents de façon non justifiée quatre demi-journées ou plus par mois, en moyenne. Ce taux d'absentéisme moyen annuel est de 3,5 % dans les collèges, de 4,7 % dans les lycées d'enseignement général et technologique et de 15,6 % dans les lycées professionnels. L'absentéisme a diminué dans les lycées par rapport aux années précédentes et est stable en collège. Comme chaque année, le taux d'absentéisme varie fortement d'un établissement à l'autre : en janvier 2021, l'absentéisme touche moins de 2,6 % des élèves

dans la moitié des établissements, alors que, dans un établissement sur dix, il dépasse 14,1 %. Dans 95 % des départements, moins de 1 % des élèves sont signalés pour leur absentéisme persistant.

Croguennec, Y. (2022). **Prévisions d'effectifs d'élèves du premier degré : la baisse des effectifs devrait se poursuivre jusqu'en 2026**. *Note d'information*, (22.11). Consulté à l'adresse https://www.education.gouv.fr/previsions-d-effectifs-d-eleves-du-premier-degre-la-baisse-des-effectifs-devrait-se-poursuivre-jusqu-340739
Le nombre d'élèves dans le premier degré s'établirait à 6 462 000 à la rentrée 2022, en baisse de 76 600 élèves après une diminution de 78 300 élèves observée entre les rentrées 2020 et 2021. Il poursuivrait sa baisse aux rentrées suivantes, passant de 6 370 800 élèves à la rentrée 2023 à 6 166 200 à la rentrée 2026. La baisse des effectifs se poursuivrait dans les années à venir à la fois dans le niveau préélémentaire et dans le niveau élémentaire. Cette prévision résulte essentiellement des évolutions démographiques, avec des générations d'élèves de moins en moins nombreuses.

Cui, Z. (2022). **Introduction to the Special Section "Lingering Impact of COVID-19 on Educational Measurement"**. *Educational Measurement: Issues and Practice*, *41*(1), 9-9. https://doi.org/10.1111/emip.12505

D'agostino, A., Galli, C., & Melnik-Olive, E. (2022). *Quels effets de la crise sanitaire sur les projets et aspirations professionnels ? Volet qualitatif du projet Impact*. Consulté à l'adresse https://www.cereq.fr/quels-effets-de-la-crise-sanitaire-sur-les-projets-et-aspirations-professionnels-volet-qualitatif

De Groote, O., & Declercq, K. (2021). *Tracking and specialization of high schools: heterogeneous effects of school choice* [Post-Print]. Consulté à l'adresse HAL website: https://econpapers.repec.org/paper/haljournl/hal-03537880.htm
We analyze the impact of choosing an elite school on high school graduation in an early tracking system in Flanders (Belgium). Whereas elite schools offer only an academic track, most other schools offer multiple tracks. On average, students experience a 3.3 percentage point increase in the likelihood of obtaining a degree. We find that the effects are heterogeneous. On average, students who self-select into elite schools do not experience an effect. However, students who do not choose an elite school would experience positive effects. Our results can be explained by different tracking decisions in both types of schools.

DeMatthews, D. E., Knight, D. S., & Shin, J. (2022). **The Principal-Teacher Churn: Understanding the Relationship Between Leadership Turnover and Teacher Attrition**. *Educational Administration Quarterly*, *58*(1), 76-109. https://doi.org/10.1177/0013161X211051974
Purpose: Principals are critical to school improvement and play a vital role in creating inclusive and high-performing schools. Yet, approximately one in five principals leave their school each year, and turnover is higher in schools that serve low-income students of color. Relatedly, high rates of teacher turnover exacerbate challenges associated with unstable learning environments. Our study examines the extent to which principal turnover influences teacher turnover. We build on past work by exploring how the relationship between teacher and principal turnover differs in urban, high-poverty settings and by examining the effects of chronic principal turnover. Research

Methods/Approach: We draw on a student- and employee-level statewide longitudinal dataset from Texas that includes all public K-12 schools from school years 1999–2000 to 2016–17. We estimate teacher-level models with school fixed effects, allowing us to compare teacher turnover in schools leading up to and immediately following a principal exit, to otherwise similar schools that do not experience principal turnover. Findings: Teacher turnover spikes in schools experiencing leadership turnover, and these effects are greater among high-poverty and urban schools, in schools with low average teacher experience, and in schools experiencing chronic principal turnover. Implications: Improving leadership stability, especially in urban schools experiencing chronic principal turnover may be an effective approach to reducing teacher turnover. Principal and teacher turnover and their relationship with each other requires further investigation. The field would benefit from qualitative research that can provide important insights into the individual decisions and organizational processes that contribute to principal turnover.

Duru-Bellat, M. (2022, mars 25). **Education : à chaque camp son chiffon rouge électoral**. Consulté 30 mars 2022, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/marie-duru-bellat/education-a-camp-chiffon-rouge-electoral/00102717
Les campagnes électorales sont, pour les partis politiques et leurs candidats, l'occasion de brandir les chiffons rouges susceptibles de mobiliser leurs électeurs.

Edwards, M. (2022). **Inclusive learning and teaching for Australian online university students with disability: a literature review**. *International Journal of Inclusive Education*, *26*(5), 510-525. https://doi.org/10.1080/13603116.2019.1698066
The aim of this review is to provoke discussion around the ways in which disability is addressed in Australian university learning and teaching. Focusing on online delivery, it presents three separate, but related thematic sections based on higher education policy, the student voice, and universal design for instruction (UDI). The themes are constructed to align with institutional practice, how those practices may play out in a student's life, and an alternative design methodology. In doing so, both online pedagogy and educational technologies are described as creating potential barriers or enablers for students with disability. While this review acknowledges the effectiveness of UDI upon student learning is an emerging field of study, it also offers it as a plausible design framework moving forward. The concluding discussion supports the notion that action is required by various stakeholders including policy makers, educational leaders and curriculum designers.

Evans, L. (2022). **Is educational leadership (still) worth studying? An epistemic worthiness-informed analysis**. *Educational Management Administration & Leadership*, *50*(2), 325-348. https://doi.org/10.1177/17411432211066273
This article is exploratory and experimental. It starts from the premise that leadership scholarship is a site of disagreement, where mainstream claims are challenged by critical scholars. Some criticism focuses on conceptual clarity, and incorporates consideration of who should be categorised as a leader, and on what basis, and whether it is helpful to refer to 'leaders' and 'followers'. The 'new wave' of critical leadership studies generates controversial questions relating to whether leadership exists or is in fact a myth that we have reified. The bulk of criticism directed at educational leadership challenges three mainstream knowledge claims – underpinned by what I call the causality belief, the leadership dependency belief, and the conceptual belief – and which are the focus

of this article's analysis. While criticism of these knowledge claims is well-rehearsed, the article breaks new ground by analysing them through an epistemic justification lens to address the question: is educational leadership (still) worth studying? Represented by these three component beliefs, the mainstream educational leadership scholarship belief system is analysed within a frame derived from the philosophy of science, and draws on BonJour's coherentist theory of epistemic justification to apply a more structured assessment than has hitherto been achieved by critical scholarship.

Feinberg, R. A., Morrison, C., & Raymond, M. R. (2022). **Digital Module 28: Unusual Things That Usually Occur in a Credentialing Testing Program**. *Educational Measurement: Issues and Practice*, *41*(1), 95-96. https://doi.org/10.1111/emip.12500
Formal graduate education in a measurement related field provides a solid foundation for professionals who work on credentialing examinations. Those foundational skills are then expanded and refined over time as practitioners encounter complex and nuanced challenges that were not covered by or go beyond the context described in textbooks. For instance, as most of us who work on operational testing programs are (sometimes) painfully aware, real data can be very messy. Often unanticipated situations arise that can create a range of problems from threats to score validity, to unexpected financial costs, and even longer-term reputational damage. In practice, solutions for these unanticipated situations are not always straightforward, often requiring a compromise between psychometric best practices, business resources, and needs of the customer. In this module we discuss some of these unusual challenges that usually occur in a credentialing program. First, we provide a high-level summary of the main components of the assessment lifecycle and the different roles within a testing organization. Next, we propose a framework for qualifying risk along with various considerations and potential actions for managing these challenges. Lastly, we integrate this information by presenting a few scenarios that can occur in practice that should help learners think though applicable team-based problem-solving and better align recommended action from a psychometric perspective given the context and magnitude of the challenge.

Fernandez, F., Coulson, H., & Zou, Y. (2022). **Leading in the eye of a storm: how one team of administrators exercised disaster resilience**. *Higher Education*, *83*(4), 929-944. https://doi.org/10.1007/s10734-021-00716-5
Global climate change threatens university campuses around the world. However, prior research suggests that universities around the globe tend to prioritize preventing further climate change rather than developing plans to address the effects of ongoing, irreversible climate change. Further, scholarship on climate change and disaster resilience tends to focus on national and municipal government efforts to respond to crisis and often overlooks universities. In this paper, we build on prior literature by addressing the following research question: How can a team of administrators support organizational resilience to respond to natural disasters? Drawing on a framework from management literature, we performed a basic qualitative inquiry study to consider whether a university's response to a hurricane demonstrated resilience or rigidity. We found that university administrators exercised resilience by taking time to communicate and process information, using material resources, and focusing on extending emotional or relational resources. Our study provides one example of how a university can learn from prior crises and exercise resilience when faced with new threats. We offer recommendations for future research, including examining how organizational resilience

occurs at multiple levels of an organization and how organizational resilience may vary when universities encounter different types of crises.

Filippi, P.-A. (2022). **Effet d'un pilotage par les instruments sur l'activité des formateurs d'enseignants**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10593
L'histoire de la formation des enseignants en France est marquée par les réformes qui accompagnent les grandes mutations de la société. Le rythme des changements s'accélère considérablement depuis 1989. Ce phénomène de réforme permanente s'inscrit dans un mouvement plus ample de gouvernance qui considère que l'action publique d'État se gère plus efficacement si on y applique les mêmes méthodes et les mêmes outils de gestion que dans monde de l'entreprise. Dans cet article nous mobiliserons le concept d'instrumentation de l'action publique pour mettre en évidence comment l'introduction d'un nouveau dispositif dont la prescription est principalement instrumentale affecte l'activité des formateurs d'enseignants d'une école supérieure du professorat et de l'éducation (ESPE) du sud de la France et de quelle manière. Nous montrerons également, à partir de quelques résultats, comment la mise en place d'une intervention-recherche dans ce milieu de travail a contribué à permettre aux formateurs d'enseignants qui y étaient engagés de se donner de nouvelles possibilités d'agir.

Formation ordinaire : Évolution du profil démographique et scolaire de la population étudiante au collégial. (s. d.). Consulté 1 avril 2022, à l'adresse CSE website: https://www.cse.gouv.qc.ca/publications/profil-demographique-scolaire-collegial-50-2116/
Ce document propose d'illustrer les tendances liées à l'évolution du profil démographique et scolaire de la population étudiante inscrite à la formation ordinaire au Québec depuis la dernière réforme majeure de l'enseignement collégial de 1993 jusqu'à nos jours.

Gunter, H. M. (2022). **An intellectual history of the political in the educational management, administration and leadership field**. *Educational Management Administration & Leadership*, *50*(2), 252-268. https://doi.org/10.1177/17411432211051916
Research and practice regarding politics within and for the educational management administration and leadership community are well established. The 50th anniversary issue of the journal educational management, administration and leadership is an opportunity to examine knowledge production where I have developed a new conceptual framework based on three approaches to ontology and epistemology in the social sciences. This framework presents positivist, interpretive and critical approaches to political relationality, and I deploy this conceptualisation in order to read and analyse field outputs. I present an account of each of these three approaches where I show the main authors, projects and knowledge claims that have raised awareness and established a conceptual and empirical database. I identify the resilience and dominance of positivist politics, but recognise the ongoing validity of interpretive and critical politics.

Hallinger, P., & Kovačević, J. (2022). **Mapping the intellectual lineage of educational management, administration and leadership, 1972–2020**. *Educational Management Administration & Leadership*, *50*(2), 192-216. https://doi.org/10.1177/17411432211006093
This review has two purposes. First, we document the body of knowledge that has accumulated in Educational Management, Administration & Leadership over its five

decades of publication. Second, we seek to identify the distinctive contributions of Educational Management, Administration & Leadership as a research journal in educational leadership and management. The review employed the bibliometric method in order to analyze the forms of corpus of 1438 articles published in Educational Management, Administration & Leadership between 1972 and the end of 2020. Bibliometric analyses used to document and assess the Educational Management, Administration & Leadership corpus included descriptive statistics, document citation and co-citation analysis, author co-citation analysis and keyword analysis. The review found that articles authored outside the UK have continued to grow as a proportion of the journal's annual volume, thereby strengthening Educational Management, Administration & Leadership's status as an 'international educational leadership journal'. Document and keyword analyses found that 'leadership' has supplanted 'administration' and 'management' as the dominant driver in Educational Management, Administration & Leadership content since 2012. These analyses further affirmed the continuing strength of the journal's conceptual contributions to the literature as well as its publication of a significant set of papers on shared forms of leadership. The review highlighted two areas for Educational Management, Administration & Leadership's future development: further enhancing its citation impact and managing the growth of its international contributions.

Heisig, J. P., & Matthewes, S. H. (2021). ***No evidence for positive effects of strict tracking and cognitive homogenization on student performance: A critical reanalysis of Esser and Seuring (2020)*** (SocArXiv N° x92mg). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/x92mg.htm

In a recent contribution, Esser and Seuring (2020) draw on data from the National Educational Panel Study to attack the widespread view that tracking in lower secondary education exacerbates inequalities in student outcomes without improving average student performance. Exploiting variation in the strictness of tracking across 13 of the 16 German federal states (e.g., whether teacher recommendations are binding), Esser and Seuring claim to demonstrate that stricter tracking after grade 4 results in better performance in grade 7 and that this can be attributed to the greater homogeneity of classrooms under strict tracking. We show these conclusions to be untenable: Esser and Seuring's measures of classroom composition are highly dubious because the number of observed students is very small for many classrooms. Even when we adopt their classroom composition measures, simple corrections and extensions of their analysis reveal that there is no meaningful evidence for a positive relationship between classroom homogeneity and student achievement—the channel supposed to mediate the alleged positive effect of strict tracking. We go on to show that students from more strictly tracking states perform better already at the start of tracking (grade 5), which casts further doubt on the alleged positive effect of strict tracking on learning progress and leaves selection or anticipation effects as more plausible explanations. On a conceptual level, we emphasize that Esser and Seuring's analysis is limited to states that implement different forms of early tracking and cannot inform us about the relative performance of comprehensive and tracked system that is the focus of most of the previous literature.

Jarraud, F. (2022a, février 23). **La compétition n'améliore pas forcément les systèmes éducatifs**. Consulté 23 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/23032022Article637836146

349161245.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o
RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515385

Alors que les programmes des plus importants candidats à la présidentielle annoncent la fragmentation du système éducatif et la mise en concurrence des établissements si ce n'est des professeurs, l'Unesco qualifie de « mythe » la croyance dans l'amélioration des systèmes éducatifs par la concurrence. « Le programme de bons du Chili a eu un impact négatif sur les écoles publiques », note l'Unesco. « Dans les municipalités avec une part plus élevée d'inscriptions dans les écoles privées, les écoles publiques avaient des résultats aux tests plus faibles, l'écart entre les résultats des tests entre les écoles privées et publiques d'élite était plus large et l'écart socio-économique entre les parents des écoles publiques et privées était plus grand. Une comparaison des performances des scores aux tests de la municipalité entre 2002 et 2013 a révélé que les scores augmentaient avec les ressources, telles que l'éducation des parents, mais pas avec la compétition scolaire. L'introduction de bons ciblés en 2008 a incité les écoles à se disputer les étudiants, car le ciblage a rendu les écoles plus chères plus attrayantes pour les étudiants les plus pauvres... Dans certains cas, la concurrence peut se concentrer sur les enseignants. Aux États-Unis, la qualité des enseignants a diminué dans les écoles difficiles à doter en personnel après l'introduction des écoles à charte. Dans l'État de Caroline du Nord, après l'ouverture d'une école à charte à proximité, les écoles publiques difficiles à doter en personnel ont embauché moins de nouveaux enseignants et ont connu une légère baisse de la qualité des enseignants... À la Nouvelle-Orléans, des réformes majeures ont supprimé le pouvoir de négociation et les protections des enseignants pour permettre plus de flexibilité et de variation dans les stratégies d'embauche ».

Jarraud, F. (2022b, mars 15). **OCDE : Comment raccommoder la fracture scolaire ?** Consulté 17 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/15032022Article637829231 566267944.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515225

Alors que le covid a mis à nu les inégalités scolaires, comment raccommoder le tissu scolaire ? L'OCDE propose le 14 mars, dans un nouvel ouvrage appuyé sur les résultats de Talis 2018, des solutions qui font écho à la campagne présidentielle en France. Pour l'OCDE le salut est dans la gestion libérale de l'école, selon le modèle du nouveau management public. Des établissements autonomes, recrutant, salariant et licenciant leurs professeurs créeront un vaste marché éducatif où une main invisible viendra d'elle même répartir les « bons » professeurs entre les établissements. La doctrine est affirmée avec force, même si entre les lignes apparaissent des restrictions. Même si les exemples historiques de ces politiques démentent leur efficacité.

Jarraud, F. (2022c, mars 16). **Anne-Marie Chartier : L'école et l'écriture obligatoire**. Consulté 17 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/16032022Article637830097 225433439.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0o RbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515249

« Ce qui m'intéresse, c'est l'histoire de l'éducation « par le bas », à travers le travail des maîtres dans les classes ». Dans son dernier livre, « L'école et l'écriture obligatoire », Anne-Marie Chartier, enseignante-chercheuse et maîtresse de conférences au service d'Histoire de l'éducation de l'INRP, analyse l'évolution de la place de l'écriture dans

notre société et les enjeux qui en découlent. Un livre qui vient compléter un premier volet, « l'école et l'écriture obligatoire ».

Jarraud, F. (2022d, mars 31). **La Belgique fait sa réforme des rythmes scolaires**. Consulté 1 avril 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/31032022Article637843057605561892.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515593
Le Parlement de la Fédération Wallonie-Bruxelles a définitivement approuvé le 30 mars la réforme des rythmes scolaires. Elle entrera en application à la fin de cette année scolaire. Dorénavant les élèves de la Belgique francophone et de Bruxelles auront des congés d'été légèrement raccourcis pour offrir une alternance régulière 7 semaines de cours et 2 semaines de congé tout au long de l'année scolaire. La réforme a suscité des oppositions. D'abord parce que les vacances de la Belgique flamande et de la Belgique francophone ne seront plus strictement alignées. Le nouveau calendrier pourrait poser problème aux familles les plus favorisées de Bruxelles qui inscrivent des enfants dans des écoles flamandes de Bruxelles. Finalement la Belgique arrive à mettre en place un calendrier respectant les rythmes recommandés par les scientifiques. Ce que nous n'avons pas réussi à faire en raison des intérêts touristiques en hiver.

Kim, C. (2021). *Les politiques d'accueil des étudiants étrangers en France et l'évolution de la mobilité étudiante coréenne* (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03607037
Ce travail étudie les politiques d'accueil des étudiants étrangers en France de la fin du XIX siècle jusqu'à aujourd'hui en se focalisant particulièrement sur l'évolution de la mobilité étudiante coréenne. En empruntant à la notion de champ, il analyse trois grandes périodes de l'« Esprit d'État » en matière d'étudiants étrangers. L'étude appréhende la politique à leur égard comme le produit des rapports entre champ universitaire, champ diplomatique et le groupe d'agents administratifs ou politiques, notamment ceux du ministère de l'Intérieur œuvrant dans ce domaine. À partir du dépouillement d'archives, d'analyses statistiques et d'entretiens, cette thèse éclaire les logiques d'actions et les intérêts propres aux champs étudiés et leur jonction autour de l'utilité économique des étudiants étrangers dans les années 1990. Par une approche socio-historique, la thèse montre le développement des instances d'État chargées de ces questions et le rôle des organismes s'occupant des étudiants boursiers du gouvernement français depuis les années 1960. Ce travail est complété par une étude de cas portant sur la Corée du Sud. Elle permet d'observer l'évolution des stratégies françaises face à la mondialisation du marché de l'enseignement supérieur. L'enquête de terrain en Corée atteste aussi que la politique d'attractivité du gouvernement actuel est une réponse aux demandes extérieures des « étudiants internationaux » et qu'elle vise à attirer des étudiants solvables en France. Contribution à l'histoire de l'immigration, cette recherche met en évidence que la construction de la politique migratoire estudiantine se situe dans le prolongement des luttes internes du champ national de l'État.

König, C., & Frey, A. (2022). **The Impact of COVID-19-Related School Closures on Student Achievement—A Meta-Analysis**. *Educational Measurement: Issues and Practice, 41*(1), 16-22. https://doi.org/10.1111/emip.12495

COVID-19 led to school closures and the necessity to use remote learning in 2020 and 2021 around the globe. This article provides results for a three-level random-effects meta-analysis examining the average effect of the COVID-19-related school closures with respect to several moderator variables. The results showed a robust average effect of $d=−0.175 (SE=0.063$ $d = - 0.175(SE = 0.063$, $p=0.013, 95\% CI [−0.308, −0.041])$ $p = 0.013, 95\%$ $rmCI[- 0.308, - 0.041])$. The moderator analysis was largely insignificant; however, the results tentatively point out that younger students in schools were more negatively affected compared to older students, and that the negative effect reduced with subsequent lockdowns in autumn and winter 2020/2021. The results are discussed with respect to potential explanations.

La recherche publique en France en 2019. (2021). *Societes contemporaines*, *124*(4), 151-165. Consulté à l'adresse http://www.cairn.info/revue-societes-contemporaines-2021-4-page-151.htm

Lakomski, G., & Evers, C. W. (2022). **The importance of context for leadership in education**. *Educational Management Administration & Leadership*, *50*(2), 269-284. https://doi.org/10.1177/17411432211051850

The doctrine of leader centrism, supported by the concept of methodological individualism, dominates contemporary accounts of leadership in education and is generally applied as the default option that explains how organizations such as schools function. We argue that methodological individualism is not defensible and that as a result, the explanatory value of leadership is an open empirical question, not a default option. Leadership, and especially problem-solving, is always exercised under a set of constraints. Making the study of these constraints the focal point for determining leadership not only requires the resources of sciences not usually employed in leadership research, but leads to a reconceptualizing how leadership ought to be studied. In this paper we identify three broad contexts that help determine the constraint sets that define problems and their solutions. A defensible theory of educational leadership, we argue, must incorporate context as sets of constraints and develop empirical procedures to investigate context. Only after investigation is it possible to determine who or what the unit of leadership was, or whether leadership occurred at all. There are no default options.

Leventhal, B. C. (2022). **ITEMS Corner: Educating The Educational Measurement Community**. *Educational Measurement: Issues and Practice*, *41*(1), 93-94. https://doi.org/10.1111/emip.12501

Lewis, J., Lim, H., Padellaro, F., Sireci, S. G., & Zenisky, A. L. (2022). **Setting and Validating Multiple Standards on a Multistage-Adaptive Test**. *Educational Measurement: Issues and Practice*, *41*(1), 80-92. https://doi.org/10.1111/emip.12434

Setting cut scores on multistage-adaptive tests (MSTs) is difficult, particularly when the test spans several grade levels, and the selection of items from MST panels must reflect the operational test specifications. In this study, we describe, illustrate, and evaluate three methods for mapping panelists' Angoff ratings into cut scores on the scale underlying an MST. The results suggest the test characteristic function and item characteristic curve methods performed similarly, but the method based on dichotomizing panelists' ratings at a response probability of .67 was unacceptable. The study featured a rating booklet design that allowed us to systematically evaluate the validity of the Angoff ratings across test levels, which contributed internal validity evidence for the cut scores, which were

also evaluated using procedural and external validity evidence. The implications of the results for future standard setting studies and research in this area are discussed.

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Li, D., & Kapoor, S. (2022). **Evaluating Population Invariance of Test Equating During the COVID-19 Pandemic**. *Educational Measurement: Issues and Practice*, *41*(1), 33-41. https://doi.org/10.1111/emip.12489
Population invariance is a desirable property of test equating which might not hold when significant changes occur in the test population, such as those brought about by the COVID-19 pandemic. This research aims to investigate whether equating functions are reasonably invariant when the test population is impacted by the pandemic. Based on pseudo-test forms constructed from an operational form administered in the springs of 2019, 2020, and 2021, this study conducted preequating and postequating using different data collection designs and different sample sizes based on each year's data. Raw-to-scale score conversion tables from each equating and the group means after applying these conversions were compared with those from a criterion equating, that is, single group design postequating based on the 2019 data. Within each design and sample size condition, the magnitude of the differences between the 2021 equating and the criterion equating was mostly similar to the magnitude of differences between the 2020 equating and the criterion, indicating a reasonable extent of invariance in equating results. Nevertheless, some equating designs showed slightly less invariance than others.

Liu, J., & Gao, Y. (2022). **Higher education internationalisation at the crossroads: effects of the coronavirus pandemic**. *Tertiary Education and Management*, *28*(1), 1-15. https://doi.org/10.1007/s11233-021-09082-4
The COVID-19 pandemic has influenced nearly every aspect of people's lives, and has set new conditions for universities to operate their internationalisation practices. Together with the rapidly changing global environment, higher education internationalisation has reached a crossroads. Through a constructivist grounded theory design, this study explores experts' thoughts about the coronavirus crisis's influences on the internationalisation of higher education and its future direction, taking different national and regional contexts into account. Interviews with 20 world-leading scholars in the field suggested that COVID-19 has had complex effects on university internationalisation and it is necessary to consider such effects beyond the simple distinction between challenges and opportunities. New approaches to conceptualise and implement internationalisation are essential, while the logic of capitalism remains powerful. When looking at the future, many factors other than the coronavirus will exert their force. New conditions have raised new requirements for internationalisation, and therefore, new knowledge is needed to maintain its relevance and sustainability.

Liu, O. L., Roohr, K. C., Seybert, J. M., & Fishtein, D. (2022). **Are Fourth-Year College Students Better Critical Thinkers than Their First-Year Peers? Not So Much, and College Major and Ethnicity Matter**. *Educational Measurement: Issues and Practice*, *41*(1), 64-79. https://doi.org/10.1111/emip.12430
Critical thinking has become an essential skill required by both higher education and the workforce. Research to date has reported moderate cross-sectional learning differences in critical thinking as students progress through a 4-year college. However, retention, differential participation, and students' low test-taking motivation possibly confounded

conclusions from prior studies. Controlling for such factors, we found a cross-sectional difference of .24 SDs after 4 years in college (n = 2,381 students, 46 institutions), considerably smaller than what's reported in prior studies. Natural science majors performed the highest and business majors performed the lowest. Minority students achieved only half of the cross-sectional difference (.18 SDs) of white students (.39 SDs), and only 6% of them scored at the Advanced level, compared to 24% of white students.

Lumby, J., & Moorosi, P. (2022). **Leadership for equality in education: 50 years marching forward or marching on the spot?** *Educational Management Administration & Leadership*, *50*(2), 233-251. https://doi.org/10.1177/17411432211064425
This article examines how Educational Management, Administration and Leadership has embodied the values, concepts and practice of the field of educational leadership over 50 years and so played a part in challenging or sustaining inequality in education. The article explores selected key concepts, equal opportunities, diversity, and social justice, the disciplinary base and prevalent research methods underpinning work on inequality, the geographic location and characteristics of relevant published authors and the two areas which attract most attention, gender and ethnicity/race. All areas embody both a push for change and structural inhibitors that limit its extent. Omissions, silences and displacements are also examined, questioning why, for example, a focus on masculinity, white privilege, learner voice and lower status sectors of education hardly surfaces in half a century. The article concludes that despite the positive achievements of the journal in forwarding equality, there is an equality double bind whereby, like a Trojan virus, parameters limiting change are embedded in the very work that seeks to promote it. A number of positive suggestions for changes in the journal and field are made to encourage researchers and practitioners to detect and resist previous strategies of evasion and limitation.

Marginson, S. (2022). **'All things are in flux': China in global science**. *Higher Education*, *83*(4), 881-910. https://doi.org/10.1007/s10734-021-00712-9
Since 1990, a large and dynamic global science system has evolved, based on grass roots collaboration, and resting on the resources, infrastructure and personnel housed by national science systems. Euro-American science systems have become intensively networked in a global duopoly; and many other countries have built national science systems, including a group of large- and middle-sized countries that follow semi-autonomous trajectories based on state investment, intensive national network building, and international engagement, without integrating tightly into the global duopoly. The dual global/national approach pursued by these systems, including China, South Korea, Iran and India, is not always fully understood in papers on science. Nevertheless, China is now the number two science country in the world, the largest producer of papers and number one in parts of STEM physical sciences. The paper investigates the remarkable evolution of China's science funding, output, discipline balance, internationalisation strategy and national and global networking. China has combined global activity and the local/national building of science in positive sum manner, on the ground of the nationally nested science system. The paper also discusses limits of the achievement, noting that while China-US relations have been instrumental in building science, a partial decoupling is occurring and the future is unclear.

Márquez, C., & Melero-Aguilar, N. (2022). **What are their thoughts about inclusion? Beliefs of faculty members about inclusive education**. *Higher Education*, *83*(4), 829-844. https://doi.org/10.1007/s10734-021-00706-7
Higher education institutions are required to promote inclusion. In this context, faculty members play an important role, which can be limited by their beliefs and prejudices. The aim of this study was to explore the level of knowledge and beliefs declared by faculty members about inclusive education. Semi-structured interviews were conducted with 119 faculty members of all areas of knowledge from 10 Spanish public universities. The results confirm that inclusive education is a term unknown to a large proportion of faculty members and acquires different meanings among those faculty members who have delved into its knowledge. The beliefs recorded in this investigation generated three categories, among which there was the persistent influence of the student-centred deficit model. The conclusions include recommendations for adapting continuous training to the fields of knowledge and delving into a shared debate about the meaning and implication of inclusive education in higher education. These recommendations can be useful not only in the advance of inclusive education in the Spanish university system but also in the rest of the European Higher Education Area, whose universities share common academic frameworks.

Mathou, C. (2021). **Vers un curriculum global ? Une perspective comparative sur les transformations curriculaires en France et au Québec**. *Revue française de pédagogie*, *212*(3), 73-92. Consulté à l'adresse http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-73.htm
Alors que la diffusion de réformes basées sur une approche par compétences soulève la question de la standardisation des curricula à l'échelle globale, on sait peu de choses sur la façon dont ces tendances communes sont recontextualisées dans les contextes éducatifs nationaux. Cet article propose de retracer les transformations curriculaires en France et au Québec sur la période 2000-2015, à partir d'une analyse des textes qui constituent le curriculum formel. À la lumière de la sociologie du curriculum, la comparaison à la fois diachronique et synchronique permet de complexifier la vision de tendances mondiales uniformisantes, de souligner des recontextualisations nationales contrastées et de poser la question du pourquoi des différences observées.

Mayger, L., & Provinzano, K. (2022). **Leadership for Family and Community Engagement: A Qualitative Policy Analysis of State Principal Evaluation Processes**. *Educational Administration Quarterly*, *58*(1), 141-177. https://doi.org/10.1177/0013161X211052501
Purpose: The primary purpose of this policy analysis is to examine how states changed their principal performance evaluation systems since the passage of Every Student Succeeds Act in 2015. In particular, we focus on whether states have capitalized on the flexible policy landscape to make space for meaningful family and community engagement (FCE) in assessing principals' effectiveness. Research Methods: This study uses document analysis to review the structure of principal evaluation systems in all 50 states and selects 17 revised systems for a deeper review of their approach to leadership for partnering with families and communities. Findings: A plurality of states have not substantively revised their evaluation systems. Several of the revised systems narrowly focused on instructional leadership and student achievement measures and were thus unsupportive of meaningful FCE and federal policy aims for schools to work in partnership with family and community stakeholders. The principal evaluation systems most supportive of authentic family and community engagement allowed for flexible goal

setting and explicitly encouraged the use of stakeholder feedback as evidence of principals' effectiveness. Implications for Research and Policy: The authors discuss the implications of the results in terms of 1.) expanding definitions of educational leadership to include tenets of authentic FCE, 2.) creating coherent yet compendious systems for school improvement, and 3.) planning for and implementing a developmental approach to the evaluation of school leaders.

Mazenod, A. (2021). **Classes de niveau : variations internationales dans les regroupements d'élèves et la constitution de classes au collège**. *Revue française de pédagogie*, *212*(3), 93-108. Consulté à l'adresse http://www.cairn.info/revue-francaise-de-pedagogie-2021-3-page-93.htm
Cet article synthétise les apports récents de la recherche internationale sur les pratiques liées à la constitution de classes de niveau au collège. L'article explicite les usages terminologiques anglo-saxons courants dans ce domaine et défend la pertinence de ces recherches pour les politiques éducatives en France. L'article s'appuie en particulier sur les résultats d'une importante étude, menée récemment en Angleterre, sur la mixité sociale, les expériences scolaires et la pédagogie dans les classes de niveau. L'article explore également les raisons expliquant la prédominance de ces pratiques dans le contexte anglais et les difficultés rencontrées pour les faire évoluer.

McGinity, R., Heffernan, A., & Courtney, S. J. (2022). **Mapping trends in educational-leadership research: A longitudinal examination of knowledge production, approaches and locations**. *Educational Management Administration & Leadership*, *50*(2), 217-232. https://doi.org/10.1177/17411432211030758
The field of educational-leadership research has broadened over the last 50 years, with diverse knowledge-production traditions (e.g. functionalist and critical); audiences (e.g. practitioners, researchers and policymakers) and preferred sites of publication. In this article, we trace how the objectives, methods, claims and relative significance of educational-leadership research, and the identities and epistemological assumptions of educational-leadership researchers, are changing over time., We systematically and manually analysed trends in educational-leadership research through keyword searches across all journal publication sites over 50 years, exploring researchers' contributions, epistemological positioning and journal choices. We also explored the balance between empirical and conceptual scholarship, geographical location and use of theory. We found that critical educational-leadership research is common across the international field but is more likely to be published in high-ranking generalist education journals or lower-ranking educational-leadership-focused journals. Our research contributes a novel, robust and, significantly, relatively wide-ranging empirical basis to identify key trends, gaps and silences within the field of educational-leadership research over time. Our research enables better understanding of the areas that are potentially under-researched and the ways the field might be creating and reproducing power dynamics in research.

Melnik-Olive, E. (2022). **Crise sanitaire et formation professionnelle : le temps libéré ne suffit pas pour se former**. *Céreq Bref*, (420). Consulté à l'adresse https://www.cereq.fr/crise-sanitaire-et-formation-professionnelle-le-temps-libere-ne-suffit-pas-pour-se-former
Pendant la crise sanitaire, la formation professionnelle a été mise en avant comme un élément central de la reprise économique et de la sécurisation des parcours. Comment le contexte marqué par le chômage partiel, les incitations des pouvoirs publics à former

les salariés, l'accroissement de l'offre de formation à distance et le déploiement massif du télétravail s'est-il répercuté sur la formation des salariés ?

Miconnet, N. (2022). **Prévision des effectifs du second degré pour les années 2022 à 2026**. *Note d'information*, (22.12). Consulté à l'adresse https://www.education.gouv.fr/previsions-d-effectifs-d-eleves-du-premier-degre-la-baisse-des-effectifs-devrait-se-poursuivre-jusqu-340739
Plus précisément, en 2022 et 2023, des variations minimes sont attendues, avec 3 000 élèves supplémentaires en 2022 et une légère baisse de 5 000 élèves en 2023. En revanche, à partir de 2024 une diminution sensible est attendue, de l'ordre de 23 000 élèves en 2024 puis 24 000 en 2025, cette baisse s'accentuerait en 2026 avec 42 000 élèves de moins. Ces évolutions sont liées à la démographie, les générations nées entre 2011 et 2015 qui entreront dans le second degré entre les rentrées 2022 et 2026 sont d'une taille de plus en plus faible alors que celles qui le quitteront sont de plus en plus importantes. Ainsi, à partir de 2024, les générations sortantes seront remplacées par des générations nettement moins nombreuses. La relative stabilité des effectifs prévue en 2022 serait la résultante d'une légère baisse en collège et dans les formations professionnelles alors que les lycées généraux et technologiques scolariseraient 15 000 élèves supplémentaires.

Middleton, K. V. (2022). **Considerations for Future Online Testing and Assessment in Colleges and Universities**. *Educational Measurement: Issues and Practice*, *41*(1), 51-53. https://doi.org/10.1111/emip.12497
The onset of the coronavirus pandemic forced schools and universities across the nation and world to close and move to distance learning rather immediately. Almost two years later, colleges and universities have reopened, and most students have returned to campuses, but distance learning still occurs at a much higher rate than before the beginning of the pandemic. A few preliminary studies have shown that online assessment results are similar to in-person assessment results. However, as colleges and universities have expanded their online options, new issues have arisen related to best practices, equity, fairness, test security, and test integrity. Paper-and-pencil assessments should not merely be moved to online assessments without careful consideration to how this administration change affects all students. With the switch to more online assessments, educators and researchers should thoroughly evaluate how to provide these assessments in the most secure, fair, and valid manner while also maintaining the test or assessment's integrity and interpretation.

Miningou, É. W., Pierre-Louis, M., & Bernard, J.-M. (2022). **Improving learning outcomes in francophone Africa: More resources or improved efficiency?** *African Development Review*, *34*(1), 127-141. https://doi.org/10.1111/1467-8268.12615
The lack of resources is often highlighted as the most important correlate of poor learning outcomes in developing countries. However, increasing school resources may not necessarily drive better learning if resources are not properly translated into learning outcomes. This paper investigates the efficient utilization of school resources to promote learning. It tries to better understand the extent to which efficiency plays a role in the relationship between school resources and learning outcomes. Applying the Data Envelopment Analysis methodology, an efficiency analysis is performed using the PASEC 2014 learning assessment that covers 10 francophone West and Central African countries. The results show that the efficiency of school resource utilization varies across

countries and across schools within the same countries. The relationship between some of the key elements of school resources and learning is weak in the least efficient schools. This suggests that resources allocated to the least efficient schools should consider first addressing inefficiency issues. While efficiency drivers may vary depending on the country's specific contexts, findings show that student absenteeism, community engagement in school management, teaching time and school environment seem to play a role in school efficiency.

Montecinos, C., Galdames, S., Flessa, J., & Valenzuela, J. P. (2022). **Pathways to the school principalship: An international scoping review**. *Educational Management Administration & Leadership*, *50*(2), 285-306. https://doi.org/10.1177/17411432211065341
This scoping review of the international literature published over the last 50 years in educational leadership and management journals provides a thematic exploration of factors influencing pathways at the pre-entry stage of a principal's career. Findings from a thematic analysis of 68 publications show that attention to prospective principals increased after the year 2000 and this was driven by four main concerns: underrepresentation of women and ethnic minorities, principal supply and demand, the principalship as a school improvement lever, and the expansion of leadership posts in schools. Selected articles addressed three dimensions of the pathways before a person is first appointed to this post: (a) micro (individual's agency), (b) meso (preparation of prospective principals), and (c) macro (policies shaping access to the post). Across time and countries, pathways to the principalship are resourced by individuals' professional orientations and by contextual factors, formal pre-service preparation may be desirable but not always available or required, and policies frame a conceptualisation of the principalship that shapes the two previous dimensions. The internationalization of research on pathways to the principalship has brought to the forefront normative assumptions that should be critically challenged when considering how to recruit, develop, and support prospective school principals.

Nhem, D. (2022). **Quality in higher education: what do students in Cambodia perceive?** *Tertiary Education and Management*, *28*(1), 43-59. https://doi.org/10.1007/s11233-021-09084-2
The role of higher education to produce qualified graduates with high competence for competitive and borderless job markets has become solemnly complicated in the current globalized world. In parallel, the persistent paradox of what constitutes the quality of education has provoked intellectual debates in diverse educational settings – causing ambiguities and intricacies for policy and educational planning directions. In this respect, this paper reports a quantitative study that aims to investigate Cambodian students' perception of education quality in higher education. This study employed a quantitative approach and adapted a questionnaire consisting of four categories: institution, faculty, administration, and student characteristics from one study (Akareem & Hossain, Journal of Marketing for Higher Education, 22(1), 11–33, 2012). The data were obtained from 427 students who were studying in different majors and academic years at three universities in Phnom Penh. The results display a nuanced perspective on the interpretation of education quality in Cambodia, exhibiting a change from the conventional baggage which appreciates quality as the effective transmission of knowledge and services.

Odenbring, Y. (2022). **Standing alone: sexual minority status and victimisation in a rural lower secondary school**. *International Journal of Inclusive Education*, 26(5), 480-494. https://doi.org/10.1080/13603116.2019.1698064
Studies worldwide indicate that sexual minority students often face different forms of bullying in everyday life at school, and young people growing up in communities with conservative values, such as in rural areas, are often in a particularly vulnerable position. Nonetheless, there is an absence of studies addressing the everyday lives of sexual minority students in rural schools. Drawing on interviews with students in the ninth grade of a rural lower secondary school in Sweden, the current study has investigated experiences of violence and harassment routinely directed at sexual minority students at school. The results indicate that the local gender regime is strongly framed by heteronormative values that position non-heterosexual students as the Other. Sexual minority students are exposed to homophobic name-calling on a daily basis, and threats and physical violence are also common. To fit in and to 'survive' in school, sexual minority students are forced to accept the homophobic name-calling and are sometimes also forced to physically fight back. This study concludes that it is important that schools address issues around violence directed towards non-heterosexual students, and that ways to create a more inclusive and safe school environment be identified.

OECD. (2022). ***Quality and Equity of Schooling in the German-speaking Community of Belgium***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/quality-and-equity-of-schooling-in-the-german-speaking-community-of-belgium_9a6b6f3a-en
The German-speaking Community of Belgium is in the process of developing an overall vision for its education system (the "Gesamtvision Bildung") to guide reforms across the education sector for greater quality and equity. To support this process, the…

Olave-Encina, K. (2022). **Experiences of an international student with a visual disability making sense of assessment and feedback**. *International Journal of Inclusive Education*, 26(5), 466-479. https://doi.org/10.1080/13603116.2019.1698063
Tom (pseudonym) was an international undergraduate student with a rare visual disability, known as cone dystrophy. His appearance was that of a normal person but variations in light greatly influenced his vision. During his first two years at a university in Australia, Tom had particular difficulty making sense of assessment and feedback. His perceptions, struggles and strategies are presented here as a narrative, primarily in his own words. Tom's interactions with academics were strong contributors to his mostly negative perceptions about assessment and feedback. Key influencers were his cultural background, his approach to feedback, and his own expectations of the role feedback should play. An analysis of four in-depth interviews and a written response of this student's attitudes, needs and issues demonstrate how academics, university stakeholders and experts in assessment and feedback can develop a raised awareness of, and sensitivity to, specialised ways of assisting international students with disabilities. A greater exploration and unpacking of these students' individual needs and difficulties is suggested in the process of understanding feedback and assessment in a new academic context.

Painaud, K. S. (2021). ***Éducation inclusive en France et au Brésil : formes, pratiques et obstacles*** (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03615133

La notion d'éducation inclusive adoptée depuis quelques années par plusieurs pays dont le Brésil et la France met en évidence une volonté transnationale en faveur de systèmes éducatifs capables de permettre à chaque élève la reconnaissance et le respect de sa singularité dans l'espace scolaire. Au Brésil et en France, l'inscription de l'éducation inclusive dans les politiques éducatives représente un tournant dans la culture scolaire ayant par conséquence des effets importants sur les mœurs, sur les pratiques éducatives et sur les acteurs du monde scolaire. Dans ce contexte de transformations à échelle variée, les enseignants des classes ordinaires sont particulièrement impactés par les changements apportés par la visée inclusive de l'éducation, particulièrement par l'exhortation de scolarisation en milieu scolaire ordinaire qui caractérise un des objectifs du projet. En effet, en France comme au Brésil, les directives nationales en matière d'éducation inclusive engagent ces enseignants à accueillir une population d'élèves progressivement plus diversifiée qui doit être perçue comme une richesse pour l'école. Toutefois, force est de constater que, entre l'idéal éthique du projet et son inscription dans les pratiques de l'ordinaire scolaire, un spectre large de questions peuvent être formulées pour rendre compte de la complexité du phénomène dans les deux pays. Comment les enseignants français et brésiliens perçoivent-ils cette nouvelle manière de «faire l'école»? Quels moyens déploient-t-ils pour faire vivre leur projet? A quels obstacles font-ils face pour rendre leurs pratiques professionnelles plus inclusives? Toutes ces questions et bien d'autres nourrissent la matière qui donne l'existence à cette recherche. Pour les répondre, cette thèse s'inscrit dans une approche comparative de l'analyse des perceptions ainsi que des pratiques des enseignants, mettant en évidence des interprétations locales, voire individuelles empruntées au projet. Les résultats obtenus permettent de constater que, si les injonctions en matière d'éducation inclusive véhiculées par les politiques éducatives influent considérablement les perceptions et pratiques professionnelles des enseignants, elles ne les déterminent pas, pour autant. En effet, entre les injonctions du haut et le pouvoir d'agir des acteurs du terrain, le champ de rayonnement de l'éducation inclusive assume des formes variées qu'incarnent des réponses à des problématiques contextualisées. Ces différentes manières d'interagir avec la notion d'éducation inclusive mettent en lumière des formes, des pratiques et des obstacles tantôt communs, tantôt singuliers qui représentent à la fois la diversité et la richesse de manières à faire vivre cette ambition.

Pan, Q., Reichert, F., de la Torre, J., & Law, N. (2022). **Measuring Digital Literacy during the COVID-19 Pandemic: Experiences with Remote Assessment in Hong Kong**. *Educational Measurement: Issues and Practice*, *41*(1), 46-50. https://doi.org/10.1111/emip.12498
Hong Kong was one of the first places hit with the COVID-19 outbreak in January 2020 and has since responded with several periods of full or partial school suspension, during which teaching and learning often occurred remotely using digital means. During this time, collecting research data and testing students have become more difficult than before. In this article, we report on a large-scale digital literacy (DL) performance assessment in Hong Kong that had to be conducted in a mix of modes—onsite, online supported, and online self-directed—during the pandemic. We discuss the administrative and methodological challenges of assessing DL, and explore preliminary data on the associations between student performance and the assessment mode adopted. We further discuss potential implications, including for high-stakes testing, and make recommendations for assessing DL remotely.

Pashiardis, P., & Brauckmann-Sajkiewicz, S. (2022). **Unravelling the business of educational leaders in times of uncertainty**. *Educational Management Administration & Leadership*, *50*(2), 307-324. https://doi.org/10.1177/17411432211055327
The main thrust of this paper is to explore factors from the business sector, which could inspire school leaders in terms of issue/problem formulation during their decision-making process. This conceptual paper examines diachronically and conceptually the issues of uncertainty, not only in terms of context and decision-making, but also having in mind leaders' and leadership's main characteristics as well. The question remains whether concepts of uncertainty management practices from the business sector might offer insights for school principals in order to make connections between what is happening inside and outside the organization. The paper is organized around five sections dealing with the conceptual basis of the two main terms, crisis and uncertainty and how leaders in the business sector deal with these. Following, we focus on educational leaders and their ways of navigating through crisis and uncertainty and we conclude with some observations about how leaders make the best possible decisions under the circumstances. We end the paper by stressing that, perhaps, many of the leadership qualities and characteristics needed in times of "normality" are more or less similar to those needed in times of uncertainty. However, school leaders need to learn to act faster with clearer and constant communication.

Pendola, A., & Fuller, E. J. (2022). **Homeward Bound? Rural Principal Hiring, Transfer, and Turnover Patterns in Texas**. *Educational Administration Quarterly*, *58*(1), 43-75. https://doi.org/10.1177/0013161X211045920

Rafael, D. P. (2021). *L'Enseignement Supérieur au Mozambique : une analyse de l'orientation scolaire des femmes et des hommes dans les filières universitaires de Licence* (Phdthesis, Université de Bordeaux). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03618362
Les transformations économiques et politiques que le Mozambique a connu depuis la fin des années 1980, notamment la transition du socialisme à la démocratie multipartiste, formellement achevée par la Constitution de 1990 et la fin de la guerre civile en 1992, ont marqué une nouvelle ère dans l'histoire des politiques éducatives, en particulier celle de l'enseignement supérieur au Mozambique (ESM). Les investissements croissants de l'État sur ce secteur et la libéralisation du marché qui a permis l'intervention d'acteurs privés, ont augmenté rapidement l'offre de l'enseignement supérieur à travers l'ouverture de nouvelles institutions et de nouveaux cursus. Cependant, malgré l'expansion du système et l'augmentation de l'offre, les inégalités de sexe restent persistantes. Si d'un côté, les filles continuent d'être moins présentes par rapport aux garçons dans le système, d'un autre côté, leurs choix d'orientation se tournent davantage vers les filières des Sciences Humaines et Sociales (SHS), considérées comme moins rentables par rapport aux filières des Sciences et Technologies (ST) dominées par les garçons, et où les filles sont quasi absentes. On se questionne sur qu'est-ce qui est à l'origine de ces inégalités sexuées dans les choix de filières entre filles et garçons dans l'ESM ? On cherche, de façon plus spécifique, à analyser le rôle joué par l'origine socioculturelle des étudiant.e.s dans la production de ces inégalités, ainsi que le rôle de l'institution scolaire dans le cheminement différencié des étudiant.e.s. En plus, on se questionne sur le rôle des représentations que les filles et les garçons se font des métiers d'après les stéréotypes de sexe liés à la division sexuée du travail, associées aux perceptions subjectives des chances de réussite fondées sur une base sexuée. À partir

d'une combinaison de méthodes qui inclut un travail de terrain dans deux établissements d'enseignement secondaire et deux d'enseignement supérieur, privées et publiques, consistant en la mise en œuvre d'un questionnaire aux étudiant.e.s ainsi que la réalisation d'entretiens semi-directifs auprès de responsables pédagogiques et d'observations de terrain, nous cherchons à étudier les mécanismes qui sont à l'origine de ces disparités dans les choix différenciés et inégaux entre filles et garçons, en analysant, de façon particulière, le rôle de l'origine sociale, de l'institution scolaire et le rôle des représentations que les filles et les garçons se font des métiers. Les résultats suggèrent que les pratiques des institutions, notamment au travers des programmes d'aide et de soutien à l'orientation mis à disposition des étudiant.e.s, jouent un rôle important dans le processus de prise de décision d'orientation. En plus, ce rôle s'avère surtout important, lorsque le contexte social d'origine de l'étudiant.e est plus modeste car il y a un manque d'informations clés sur les filières, qui est souvent aussi lié à un rapport éloigné de la famille vis-à-vis de l'école. Dans ce cas, les filles semblent être beaucoup plus contraintes que les garçons dans ces mêmes situations, limitant leurs choix à des options moins ambitieuses. La condition socioéconomique se révèle alors décisive dans les choix, dans la mesure où elle conditionne le renoncement à des formations considérées difficiles ou celles qui nécessitent une durée d'étude plus longue.

Rashid, S., & Mustafa, H. (2022). **Corporate reputation antecedents and stakeholder loyalty in malawi higher education institutions: employees' and students' perspectives**. *Tertiary Education and Management*, *28*(1), 101-117. https://doi.org/10.1007/s11233-021-09088-y
The proliferation of private and public universities in Malawi has increased competition for excellent employees and competent students. It is argued that corporate reputation has the potential to promote the competitive advantages of the HEIs by attracting and retaining employees and students. This study aims to identify how the quality of students, faculty expertise, media exposure, degree prestige, and social capital, considered as antecedents, may influence corporate reputation and its impact on stakeholder loyalty. Besides, the study sought to analyze the moderating role of stakeholder groups, specifically employees and students. A total of 438 valid questionnaires were collected from a sample of HEIs internal stakeholders, employees, and students from four public universities in Malawi. The proposed theoretical study model was tested using SmartPLS 3.3.2. The results highlight the positive influence of the quality of students, faculty expertise, media exposure, degree prestige, and social capital on corporate reputation. In turn, corporate reputation has a positive impact on stakeholder loyalty. Stakeholder groups moderated the relationship between corporate reputation and stakeholder loyalty such that employees strengthened the relationship. These results help raise interest in corporate reputation and provide HEIs managers with strategies for attracting excellent employees and competent students in the competitive HEIs landscape, thereby ensuring their sustainability or survival and success.

REIMERS, F., AMAECHI, U., BANERJI, A., & WANG, M. (2022). *Education to build back better: what can we learn from education reform for a post-pandemic world*. Consulté à l'adresse https://liseo.france-education-international.fr/doc_num.php?explnum_id=14144

Ricci, L. A., Benis Scheier-Dolberg, S., & Perkins, B. K. (2022). **Transforming triads for inclusion: understanding frames of reference of special educators, general educators,**

and administrators engaging in collaboration for inclusion of all learners. *International Journal of Inclusive Education*, *26*(5), 526-539. https://doi.org/10.1080/13603116.2019.1699609

The time is now for integrating discussions of inclusive practice with professional development and school leadership, moving away from the normative view of inclusion as situated within special education and teacher preparation programmes. This study describes a triad professional development model that included an integrated professional learning focus among administrators, special educators, and general educators in P-12 public schools. The professional learning model was transformational in its intent to engage the three different groups of adult learners starting from distinct role-based frames of reference toward a shared understanding of inclusive practices in schools. Sixty-five administrators, general educators, and special educators from 21 schools across two states engaged in written exercises in which they discussed their expertise, priorities, and key concerns related to inclusion. Qualitative analyses of participant responses yielded themes such as focus on every learner, focus on the school, and focus on the content, showing that participants were very much guided by their role-based frames of reference. Findings indicate that greater flexibility, communication, and shared ownership among the three stakeholders are needed to achieve the goals of inclusive schools.

Rufin, D. (2022). **Modalités plurielles de l'action institutionnelle et implications sur l'activité enseignante. La dynamique des dispositifs et des agencements**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10629

Prenant pour cadre l'enseignement primaire genevois, à partir de l'étude des discours officiels et d'une enquête ethnographique, l'article vise à saisir les modalités de l'action institutionnelle envisagées dans la pluralité de leurs formes – en mobilisant le concept de dispositif décliné au pluriel et au singulier – et leurs implications sur l'activité enseignante – en considérant les agencements complexes observés. Dans la première partie, les dispositifs font apparaitre des entités et des fonctions spécifiques comme modes opératoires, ainsi que le changement permanent comme dispositif résiduel. S'ils réorganisent l'activité, les agencements demeurent contrastés, dépendants des configurations et personnalités locales. Dans la deuxième partie, le dispositif apparait hybride, rassemblant dans une apparente cohérence des modalités disparates (des principes, des modes d'action, des règlements). Ces dernières sont diversement appréhendées et configurent l'activité de manière paradoxale. Au final, le dispositif risque d'échapper à tout le monde.

Saillot, É. (2022). **Approches compréhensives des dispositifs en éducation : regards croisés entre analyses de l'activité et perspectives critiques**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10675

Cet article de synthèse propose une lecture croisée des différentes contributions de ce numéro thématique qui s'appuie sur des analyses compréhensives et critiques de dispositifs en éducation, dans des contextes variés. La première partie évoque les difficultés méthodologiques pour analyser des dispositifs en éducion, que nous comparons à des sortes d'écosystèmes particulièrement complexes. La seconde partie revient sur les perspectives critiques proposées dans ce numéro, notamment la pensée foucaldienne sur les enjeux politiques de rapport de pouvoir. Le troisième axe insiste sur les transformations de l'activité et des professionnalités, qui donnent à voir un autre regard sur le pouvoir d'agir des acteurs des différents dispositifs. Ensuite, ce texte

questionne de nouvelles pistes d'analyses autour des questions de médiations et d'ajustements.

Schuelka, M. J., & Engsig, T. T. (2022). **On the question of educational purpose: complex educational systems analysis for inclusion**. *International Journal of Inclusive Education*, *26*(5), 448-465. https://doi.org/10.1080/13603116.2019.1698062
Education systems are made up of individuals, groups, identities, cultures, institutions, discourses, networks, histories, relationships, and so on. In other words, educational systems are complex. Enter into this complexity the issue of inclusion from/for a heterogenous society and how these complex systems can be designed and – specifically for our purposes – analysed. In this article, we propose a new conceptual framework for assisting in the understanding of inclusion in complex educational systems: Complex Educational Systems Analysis (CESA), and its visual representation via the CESA Cube (CESA3). At the very heart of CESA is the question of educational purpose. Why school? What is education for? These questions have direct implications in how we understand educational systems and, indeed, how we understand inclusion within these systems.

Shahabul, H., Muthanna, A., & Sultana, M. (2022). **Student participation in university administration: factors, approaches and impact**. *Tertiary Education and Management*, *28*(1), 81-99. https://doi.org/10.1007/s11233-021-09087-z
What motivates students to participate in student organizations, how students participate in university administration decision-making, and how such participation influences students' overall development is under-researched in Bangladesh. Therefore, to uncover such dynamics we employed document analyses, observations, and in-depth interviews with 25 university administrators, teachers, students, and social and cultural activists. As a result of this research, the findings reveal several factors behind students' participation in student organizations that also participate in university administration. While such participation is positive for students' overall development, the participation in university administration is not that effective. This requires of the university administration to reconsider students' voices and interests while making decisions related to students' overall development.

Shahjahan, R. A., & Edwards, K. T. (2022). **Whiteness as futurity and globalization of higher education**. *Higher Education*, *83*(4), 747-764. https://doi.org/10.1007/s10734-021-00702-x
Amid growing debates about globalization of higher education (HE) reproducing inequalities, an analysis of race as the organizing influence underlying this global phenomenon remains absent. This conceptual essay argues that our understanding of globalization of HE would benefit from an intersectional understanding of critical Whiteness studies and temporal studies to help racialize and further temporalize this phenomenon. It introduces Whiteness as futurity framework and its three components: Whiteness as (a) aspiration, (b) investment, and (c) malleability. Drawing on this framework, it provides a critical race temporal account of globalization of HE by critically examining two contemporary global HE trends, namely: (a) the global diffusion of liberal education, and (b) the growing use of global university rankings (GURs). It argues that Whiteness as futurity colonizes (or orients) global subjects' (nation-states', policy makers', institutions', and individuals') imaginaries and reinforces the asymmetrical movements, networks, and untethered economies underpinning global HE. The article concludes that

educators should consider seriously the insights of Whiteness studies in reconceptualizing globalization of HE.

Sireci, S. G., & Suarez-Alvarez, J. (2022). **Deriving Decisions from Disrupted Data**. *Educational Measurement: Issues and Practice, 41*(1), 23-27. https://doi.org/10.1111/emip.12499
The COVID-19 pandemic negatively affected the quality of data from educational testing programs. These data were previously used for many important purposes ranging from placing students in instructional programs to school accountability. In this article, we draw from the research design literature to point out the limitations inherent in "disrupted" educational testing data, suggest questions and criteria to be considered in evaluating the use of such data for decision making, and indicate how such data may be valid or invalid for specific purposes. Six criteria are proposed for evaluating the degree to which educational testing data are valid for specific decisions. These criteria suggest data from COVID-disrupted school years are not likely to be valid for accountability purposes, but may be valuable for making decisions at the individual student level. Thus, we encourage researchers and policy makers to focus on how decisions derived from such disrupted data affect children.

Sirois, G. & Global Education Monitoring Report Team. (2022). *Offre privée de formation initiale des enseignants: cartographie et études de cas du phénomène en Afrique subsaharienne, Amérique latine et Asie du Sud et de l'Ouest*. Consulté à l'adresse Unesco website:
https://unesdoc.unesco.org/ark:/48223/pf0000380061?1=null&queryId=4e76a838-865e-4dd3-9413-da6110132387

Stadge, M. (2021). *Pour une compréhension de l'institutionnalisation de la responsabilité sociétale des universités françaises : étude de cinq universités* (Phdthesis, Université de Strasbourg). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03583902
Confrontés à l'exacerbation des risques sociaux liés aux dégradations de l'environnement, les États s'engagent à mener des politiques en faveur du développement durable. La responsabilité sociétale des universités (RSU) désigne la manière dont les universités intègrent les principes du développement durable à leurs activités et fonctionnements. Notre recherche permet de faire émerger une conceptualisation de la responsabilité sociétale des universités françaises à partir de l'analyse croisée des dynamiques du contexte institutionnel, du travail d'un réseau « d'entrepreneurs culturels » engagés pour favoriser l'intégration du développement durable par les établissements d'enseignement supérieur et des démarches RSU de cinq universités. Nous identifions trois formes d'opérationnalisation de la RSU, leurs antécédents et leurs implications. Nous montrons que les universités peuvent renforcer leur légitimité et obtenir un accès facilité aux ressources en intégrant en profondeur les enjeux du développement durable à leurs missions d'enseignement et de recherche, ainsi qu'à leurs modalités de fonctionnement. Nous formulons des préconisations pour accompagner la mise en œuvre de cette orientation.

Stasewitsch, E., Dokuka, S., & Kauffeld, S. (2022). **Promoting educational innovations and change through networks between higher education teachers**. *Tertiary Education and Management, 28*(1), 61-79. https://doi.org/10.1007/s11233-021-09086-0

Innovation in higher education teaching is essential to respond to global challenges and actively improve teaching (e.g. through new technologies), necessitating the implementation of educational reform programmes that fund educational innovations. Although currently deployed strategies frequently promote networks between innovators to diffuse educational innovations, little is known about the efficiency of these networks or whether they promote innovation diffusion. This study investigates a network comprising 88 higher education teachers who received funding for their educational innovations in a German university. We collected longitudinal data by asking higher education teachers from whom they adopted innovative teaching ideas and requesting self-reports on innovative teaching climate. Our findings show that the teachers' social network had a smaller path length and more clustering than might be expected by chance. This observation might indicate that the examined educational innovation network exhibits a small-world property and allows efficient exchange of ideas among the teachers. In line with our hypotheses, the network's initial tendency toward hierarchy and homophily decreased over time in response to strategies and network interventions. In summary, this study provides initial empirical support that educational reform programmes can create efficient educational innovation networks, facilitating innovation diffusion and promoting change in higher education teaching.

Thomas, F. (2022). **Résultats définitifs de la session 2021 du baccalauréat**. *Note d'information*, (22.10). Consulté à l'adresse https://www.education.gouv.fr/resultats-definitifs-de-la-session-2021-du-baccalaureat-340697
Avec 735 200 candidats et 689 000 bacheliers, le taux de réussite au baccalauréat 2021 est de 93,7 %.

Vallet, C. (2022, mars 29). **Les étudiants français en pharmacie se pressent aux portes des universités belges**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/03/29/les-etudiants-francais-en-pharmacie-se-pressent-aux-portes-des-universites-belges_6119578_4401467.html
Depuis la réforme des études de santé en France, le nombre de jeunes inscrits en études de pharmacie à Bruxelles ou en Wallonie ne cesse d'augmenter, causant des tensions dans les universités de Belgique.

Vassallo, B. (2022). **Leading the flock: Examining the characteristics of multicultural school leaders in their quest for equitable schooling**. *Improving Schools*, 25(1), 22-36. https://doi.org/10.1177/1365480221999133
The quest for educational leaders to enact social and equitable schooling requires ongoing critical transformations that cannot be alienated from contemporary educational discourses and practices. Enacting social justice and equitable schooling poses an unparalleled challenge on the shoulders of risk-taking visionaries, who meticulously attempt to transmit their beliefs and values into the daily routine tasks at school, rather than plotting futuristic management scenarios. The study seeks to explore the multifaceted role of primary school leaders in the daily struggle to diffuse the principles of Multicultural Education for more just and equitable schooling. For this purpose, qualitative data measures were employed to determine the extent of which participants in the study mirrored the review of literature and research questions. The Critical Incident Technique was particularly useful as it allowed the collection for a large number of incidents occurring over a number of years, from a small number of people in a relatively short time. Analyses proceeded by identifying culturally responsive leadership

practices and the application of critical race theory. Results identified seven core characteristics, present in school leaders who professed strong adherence to the principles of Multicultural Education. This suggests the need for emerging models of educational leadership to effectively respond to the increased diversity in our schools and to further establish the connections between multicultural educational leadership and equity schooling.

Vaughn, M., Parsons, S. A., & Gallagher, M. A. (2022). **Challenging Scripted Curricula With Adaptive Teaching**. *Educational Researcher*, *51*(3), 186-196. https://doi.org/10.3102/0013189X211065752
Although adaptive teaching is considered a cornerstone of effective instruction, there remains a lack of focus on teacher adaptability in policy, professional practice, and teacher education in the United States. High-profile educational reform efforts have pressured districts and states across the nation to rely on prescriptive curricula that fail to meet the linguistic, cultural, and instructional needs of the nation's diverse student population. In this article, we describe the development of the Adaptive Teaching Inventory and present validity evidence from our administration in the United States. These findings provide insight into the potential for widespread implementation of adaptability and its focus to support teacher professionalism and decision-making. The discussion centers on moving adaptability to the forefront of policy and practice efforts to counter the prevailing emphasis on restrictive curricula that has stymied teachers in their efforts to support students for far too long. Implications for administrators, policymakers, and researchers are discussed.

Walker, S., Lunn-Brownlee, J., Scholes, L., & Johansson, E. (2022). **Young children's moral evaluations of inclusion and exclusion in play in ethnic and aggressive stereotypic peer contexts**. *International Journal of Inclusive Education*, *26*(5), 429-447. https://doi.org/10.1080/13603116.2019.1698061
Previous research has emphasised the importance of active citizenship in the early years for the development of tolerant and cohesive societies. This paper reports data from 174 children, aged 6–7 years, who were interviewed in the first year of a longitudinal study. Children were presented with two scenarios about inclusion of others in play. One scenario focussed on a peer from a different ethnic background and the other scenario was about a peer who was aggressive to others. Children were asked about their reasons to include or exclude the other child. Children were more likely to include the peer from a different ethnic background than the aggressive peer and cited moral or prosocial reasons. Children were also asked if they would still include or exclude, if friends or teachers disagreed with their decision. Most children maintained their original judgement in the face of contrary views by their peers but were more likely to change their opinion if a teacher disagreed. The implications of these findings for teachers in early childhood education are discussed with a focus on understanding contextual influences on children's moral judgements and how children come to value diverse perspectives.

Weiler, J. R., & Lomotey, K. (2022). **Defining Rigor in Justice-Oriented EdD Programs: Preparing Leaders to Disrupt and Transform Schools**. *Educational Administration Quarterly*, *58*(1), 110-140. https://doi.org/10.1177/0013161X211050926
Faculty in practitioner-oriented EdD programs must continually defend the presence of rigor in their programs. The existence of rigor determines the preparedness of our educational leaders to disrupt and transform educational organizations to bring about

equitable and socially just outcomes; however, perceptions of rigor by the larger community impact the overall success of these programs and their students. In this conceptual article, we discuss the ways in which the literature defines rigor within and beyond practitioner-oriented EdD programs. We integrate that the literature with the critical need for social justice leadership, and leadership preparation toward that end, to offer a conceptual framework for designing, assessing, improving, communicating, and defending the rigor of EdD programs centered upon social justice. We posit: EdD programs can claim to be rigorous and centered upon social justice if their faculty: (1) collectively envision and construct rigorous student learning outcomes (rigor as a challenge) connected to the learning of critical theory and the demonstration of critical praxis to improve the lives of marginalized/underserved students; and (2) use backward-design to develop and align curriculum and pedagogy with those outcomes, including scholarly learning experiences (rigor in research) and the elicitation of students' critical thinking (rigor as complexity).

Yang, L.-P., & Xin, T. (2022). **Changing Educational Assessments in the Post-COVID-19 Era: From Assessment of Learning (AoL) to Assessment as Learning (AaL)**. *Educational Measurement: Issues and Practice*, *41*(1), 54-60. https://doi.org/10.1111/emip.12492
The upgrade educational information technology triggered by COVID-19 has shaped a new educational order and new educational forms. As a result, traditional educational measurement is now facing a systematic transformation, that is, from the Assessment of Learning (AoL) to Assessment for Learning (AfL), and finally to Assessment as Learning (AaL). By showing the initiative and the flexibility of large-scale online learning during the COVID-19 pandemic, this paper examines the evolution from AoL to AaL from four aspects: participants, test form, multivariate data for process-based measurement, and measurement models for multivariate data. We propose multidisciplinary corporations in the field, which integrate education, psychology, and information technology into the theories and methods of educational measurement. Further, we emphasize that the validity, ethics, and fairness of the measurement should also be considered the critical issues. Researchers and practitioners of educational measurement must persist in pursuing the substantive significance of measurement and provide unique experience and guidance for the theoretical and practical development of educational assessment in this great revolution.

ZHANG, T. (2022). *National developments in learning and teaching in Europe: a report from the leadership and organisation for teaching and learning at European universities (LOTUS) project*. Consulté à l'adresse https://www.eua.eu/downloads/publications/lotus%20report_2022_fin.pdf
Le rapport analyse les politiques et initiatives nationales récentes visant à soutenir l'amélioration de l'apprentissage et de l'enseignement dans trente pays de l'Espace européen de l'enseignement supérieur. Il examine la législation, les structures de soutien, la coopération interinstitutionnelle, les pratiques en vigueur ainsi que les obstacles et les catalyseurs d'optimisation. Il aborde également le rôle du leadership dans l'enseignement. Le degré d'autonomie institutionnelle apparaît crucial. Le soutien entre pairs, le partage d'expériences et la collaboration, le soutien institutionnel, sont indispensables. Le manque de reconnaissance de l'enseignement dans les carrières académiques demeure le principal obstacle structurel à l'amélioration de l'enseignement et de l'apprentissage.

Pratiques enseignantes

Araujo-Oliveira, A., & Tremblay-Wragg, É. (2022). ***Des pratiques inspirantes au coeur de la formation à l'enseignement***. Quebec: Presses de l'Université du Québec. https://www.puq.ca/catalogue/livres/des-pratiques-inspirantes-coeur-formation-enseignement-4008.html
À l'aide d'exemples issus de pratiques expérimentées dans le cadre de la formation initiale et continue des enseignants, cet ouvrage expose non seulement la variété, mais également la richesse des approches et des stratégies pédagogiques auxquelles ont recours les formateurs d'enseignants de plusieurs universités francophones du Québec ainsi que leurs partenaires des milieux scolaire et culturel. Les différentes contributions font appel tantôt à des résultats de recherche découlant de l'observation directe ou indirecte, tantôt à des réflexions critiques argumentées sous forme de récits d'expérience pratique ou d'analyse réflexive sur sa propre pratique de formation. Elles mettent en évidence les caractéristiques intégratrices des pratiques, les raisons qui ont conduit à les mettre en œuvre, leur procédure d'implantation, les défis auxquels se sont heurtés les formateurs et les apprenants, etc. Jugées inspirantes ou susceptibles d'être instillées chez d'autres acteurs de la formation, les pratiques présentées dans ce livre mettent en lumière les possibilités de changement accessibles et envisageables pour une formation à l'enseignement qui conçoit la théorie et la pratique comme deux entités non mutuellement exclusives – donc complémentaires – en contexte de formation axée sur le développement professionnel continu des enseignants.

Arneton, M., Muratet, M., Vanbrugghe, A., Geffroy, V., & Ferrand, M.-H. (2022). **Proposer un jeu sérieux pour former à l'inclusion : retour d'expérience en France**. *Revue internationale des technologies en pédagogie universitaire*, *19*(1), 68-75. https://doi.org/10.18162/ritpu-2022-v19n1-05

Bodumbu, J.-C. T. (2021). ***Approche énactive de l'appropriation des artefacts numériques : Le cas des enseignants du secondaire à Kinshasa (RDC)*** (Phdthesis, Université de Lyon). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03597425
Cette thèse porte sur l'appropriation des artefacts numériques par les enseignants exerçant leurs activités dans deux établissements du secondaire à Kinshasa (RDC). Ceci en prenant en compte les conditions environnementales puisque l'appropriation est considérée comme un environnement énacté. Notre approche s'est focalisée sur l'articulation entre les conditions caractérisant un environnement extérieur à l'enseignant (infrastructure numérique, par exemple) et son processus d'appropriation de cet environnement, à partir des artefacts numériques considérés comme des médiateurs entre le sujet et son environnement. La méthode ethnographique mobilisée a fourni les résultats concernant l'appropriation des artefacts numériques et les conditions environnementales (extrinsèques et intrinsèques) interdépendantes pour les enseignants, en référence au modèle d'appropriation de Coen et Schumacher (2006). Cette orientation méthodologique, essentiellement fondée sur l'étude multi-cas, a permis de documenter les conditions environnementales de l'appropriation des artefacts numériques, à partir du vécu, du cadre de vie et de la culture de référence propres aux enseignants. Notre recherche a été réalisée dans deux établissements présentant des caractéristiques différentes en termes d'infrastructures numériques, politiques technopédagogiques, rémunération des enseignants. Pour obtenir des données, deux phases d'enquêtes ont été effectuées : la première, exploratoire, s'est

focalisée sur les artefacts numériques mobilisés et les caractéristiques des conditions environnementales des enseignants dans leur contexte spécifique. En tenant compte des résultats de la première phase, la deuxième phase s'est consacrée à l'interdépendance entre l'appropriation et les conditions environnementales. Ainsi, grâce à la triangulation des données (observations en situation réelle, entretiens et questionnaires), nous avons pu obtenir les résultats significatifs concernant l'appropriation des artefacts numériques et ses conditions environnementales. Pour chaque établissement scolaire étudié, les résultats ont mis en évidence trois aspects : les phases et leurs indicateurs pour deux phases de l'appropriation (transformation et routinisation), ainsi que les conditions extrinsèques et intrinsèques qui les influencent.

Cadiou, S., Mothes, P., & Terrisse, A. (2021). **« Ça lit pas » : l'enseignant face à l'énigme de l'élève. Une étude de cas**. *Carrefours de l'education*, *52*(2), 189-203. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-189.htm
Le travail que nous présentons ici est centré sur le cas d'Irène. En tant qu'enseignante en cycle 2, Irène est confrontée à la difficulté d'une de ses élèves, Sally. Sally est d'une intelligence normale, elle ne présente aucun déficit diagnostiqué. Et pourtant, Sally ne lit pas. Comment Irène réagit-elle à cette difficulté ? Qu'est-ce que cet impossible de Sally met en jeu chez elle ? Pendant l'entretien clinique de Irène, nous sommes questionné·e·s par le discours de cette enseignante qui semble se focaliser sur l'attitude corporelle de ses élèves plutôt que sur les difficultés de Sally. Au sein des sciences de l'éducation, la didactique clinique centre son regard sur le sujet et, en tant qu'entrée d'orientation psychanalytique propose d'autres pistes compréhensives à la situation didactique. Dans ce cas, à un endroit où la didactique a trouvé ses limites et peine à expliquer et solutionner les difficultés de Sally, la didactique clinique, notamment au travers de l'utilisation du discours du maître de Lacan et du concept de plus-de-jouir, propose un autre regard sur la position de l'enseignante Irène, ce qui permet d'extrapoler des ouvertures vers la formation des maîtres.

Calmet, M., & Pouliquen, I. (2022). ***Des petites cascades d'innovation vers de profonds changements : apport de l'intelligence artificielle aux pédagogies actives***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03618245

Chen, Y.-M. (2022). **Understanding foreign language learners' perceptions of teachers' practice with educational technology with specific reference to Kahoot! and Padlet: A case from China**. *Education and Information Technologies*, *27*(2), 1439-1465. https://doi.org/10.1007/s10639-021-10649-2
This article reports on a classroom-based investigation into English as a foreign language (EFL) learners' views on lessons which integrated m-learning tools for assessment (Kahoot!) and collaboration (Padlet). 289 Chinese university students' views on such lessons were collected through open-ended questions posted on Padlet. The questions were designed without mentioning the use of these m-learning tools. The data were analysed with the combination of comparative content analysis and thematic coding. Major themes emerging from the qualitative data are related to either strategies for teachers to promote learner's motivation or a prerequisite for learning. A striking result is that their perceptions of gamification were amplified when the reality was that only a few class activities used these tools. This suggests that partly integrating m-learning tools in class could significantly increase learners' positive perceptions of a whole lesson. Teachers are often encouraged to integrate technology within their lessons, yet they may not be well

instructed as to how. The findings of this research could be of reference to teachers and policymakers who wish to attempt the use of Technology-Enhance Learning (TEL) tools with similar functions to Kahoot! and Padlet in various comparable pedagogical contexts. Recommendations are also made for future research.

Chouinard, R., Roy, N., Carpentier, G., & Bowen, F. (2022). **Motivation, engagement et satisfaction des besoins psychologiques en formation initiale à l'enseignement lors des premières vagues de COVID-19**. *Revue internationale des technologies en pédagogie universitaire*, *19*(1), 76-90. https://doi.org/10.18162/ritpu-2022-v19n1-06

Éthier, M.-A., Lefrançois, D., & Larocque, S. (2021). **Les Questions socialement vives et l'enseignement des sciences humaines et sociales au Québec : des visées délibératives confrontées au paradoxe curriculaire**. *Carrefours de l'education*, *52*(2), 115-131. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-115.htm
Cet article vise à analyser la formation disciplinaire en sciences sociales en s'inspirant de recherches empiriques menées à propos des enjeux controversés en classe – ou « questions publiques controversées » ou encore « questions socialement vives » (QSV). L'article synthétise des travaux sur les visées délibératives de l'enseignement des sciences sociales au moyen de QSV et les effets escomptés de cet enseignement sur les élèves. Il décrit, analyse et critique ensuite l'un des programmes québécois de l'ordre secondaire liés au domaine de l'« univers social », soit le cours d'éducation financière, en tant que cas de figure des prescriptions et contenus curriculaires pouvant faire obstacle au traitement délibératif des QSV en classe.

Hanno, E. C. (2022). **Immediate Changes, Trade-Offs, and Fade-Out in High-Quality Teacher Practices During Coaching**. *Educational Researcher*, *51*(3), 173-185. https://doi.org/10.3102/0013189X211062896
Coaching is an increasingly used professional development approach involving ongoing, individualized teacher-coach exchanges hypothesized to drive immediate changes in teachers' practices with students. Examining this hypothesis, the present study quantifies marginal changes after individual coaching cycles in a set of commonly considered, high-quality teacher practices using a teacher fixed effects approach. It draws on panel data from 169 early childhood educators participating in a 9-month coaching intervention using the MyTeachingPartner approach intended to improve practices outlined in the Teaching Through Interactions framework. Results indicated that emotional support and classroom organization practices improved immediately after any coaching cycle, whereas others, like instructional support and literacy focus practices, only changed after cycles focused on those specific practices. Some immediate postcycle differences in practices endured over time, whereas others dissipated quickly.

Jarraud, F. (2022, mars 30). **Construire la persévérance scolaire**. Consulté 30 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/30032022Article637842191122890605.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515570
"Les élèves apprécient aller à leur rythme, avec rigueur, cela les réinvestit", conclut L. Monfleur, professeure au Lycée de la Nouvelle Chance de la Sarthe, un établissement

pour décrocheurs. Selon le site académique, « L'enseignante est convaincue de la nécessité d'activer simultanément plusieurs leviers pour mobiliser ses élèves : motiver, sécuriser, responsabiliser et accompagner individuellement. Son dispositif permet à chacun(e) de progresser, d'identifier ses besoins, de ne pas se trouver en trop grande difficulté dans son travail ou face aux autres. Le "sentiment d'efficacité" de chaque élève est renforcé ». Elle utilise des padlets où les élèves trouvent ressources et travail à réaliser en autonomie.

Jeannin, L., Serres, G., Roblès, C., Tichit, A., & Hamon, L. (2022). **Innovation pédagogique à l'université et effets de transformation sur les enseignants**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10471
Nous analysons l'expérience d'enseignants porteurs d'un projet d'innovation pédagogique à l'université afin de mieux comprendre leur vécu et leur éventuel sentiment de transformation. Une enquête par questionnaire a été réalisée auprès de 21 enseignants porteurs d'un projet d'innovation pédagogique sur la période 2018-2020 dans une université française. Les résultats, produits selon une approche mixte (analyse thématique et comptage d'occurrences) ont permis de mettre en évidence des ressorts motivationnels tournés vers les besoins du public étudiant, la reconnaissance professionnelle ou la réalisation de soi. Les enseignants ont décrit des facteurs positifs et négatifs ayant impacté la réalisation des projets, ainsi qu'un sentiment nuancé de transformation. Si ces derniers perçoivent une évolution de leurs pratiques, ils ne considèrent pas tous avoir été transformés par le projet.

Lafleur, F., & Samson, G. (2022). *Formation au collégial: pratiques innovantes en formation à distance*. Quebec: Presses de l'Université du Québec. https://www.puq.ca/catalogue/livres/formation-collegial-4142.html

Lange, J.-M., & Barthes, A. (2021). **« Éducation à » et « Questions socialement vives » : éduquer en contexte d'anthropocène**. *Carrefours de l'education*, 52(2), 133-147. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-133.htm
Depuis les années 1970 a émergé un ensemble hétérogène d'éducations non disciplinaires telles que l'éducation à la santé, à l'environnement, au développement durable, à la citoyenneté… Qualifiées institutionnellement d'éducations transversales, elles ont pris depuis 2013 la forme de parcours éducatifs. L'idée d'« éducation » pose la question du sujet, pris dans sa globalité affective, éthique, politique et cognitive, et celle de sa finalité émancipatrice. Le suffixe « à » masque le plus souvent le projet d'un « pour » des institutions internationales. Interroger les « éducations à… », conduit à penser le rapport aux savoirs, leur légitimité, et à questionner les disciplines scolaires et leurs didactiques. Ces interrogations croisent alors le courant des « Questions socialement vives ». L'article envisage successivement l'émergence de ces deux champs et leurs caractéristiques spécifiques en vue de les opposer, puis leurs convergences et les possibilités de dépasser leurs oppositions.

Marco Barroca-Paccard. (2021). **Ce que disent les mémoires de recherche des professeurs des écoles stagiaires sur leur appropriation des questions environnementales et de développement durable**. *Carrefours de l'education*, 52(2), 95-114. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-95.htm

Au-delà de la reconnaissance de son importance sociétale et scolaire, l'éducation environnementale et au développement durable pose des défis importants aux enseignants. Cependant, il existe peu de travaux qui se sont intéressés à cette question chez les enseignants fonctionnaires stagiaires professeurs des écoles. Ce travail utilise un corpus de plus de 398000 mots, constitué avec des mémoires de master d'étudiants issus de 11 Académies françaises qui se sont intéressés à l'enseignement de l'environnement et du développement durable. L'analyse lexicométrique a permis de montrer l'existence de 6 classes de sens qui représentent les idées et les thèmes dominants du corpus. L'ensemble montre la place centrale du mot élève ainsi que la centration sur les écogestes et sur les directives institutionnelles au détriment des dimensions critiques qui semblent très peu présentes. Le travail permet d'envisager des pistes pour mettre en œuvre une formation des professeurs des écoles conformément à la directive de généralisation de l'éducation au développement durable – EDD (MENJ, 2019).

Mocquet, B. (2022). **La gestion de la crise sanitaire dans les universités françaises : vers une forme de subversion du numérique universitaire**. *Revue internationale des technologies en pédagogie universitaire*, *19*(1), 51-67. https://doi.org/10.18162/ritpu-2022-v19n1-04

Mukagihana, J., Nsanganwimana, F., & Aurah, C. M. (2022). **Effect of instructional methods on pre-service science teachers learning outcomes: a meta-analysis**. *Education and Information Technologies*, *27*(2), 2137-2163. https://doi.org/10.1007/s10639-021-10696-9
Best instructional methods are essential tools to bring desirable changes in pre-service science teachers. The available literature lacks enough meta-analytic review illustrating the effect of various instructional methods on pre-service science teachers' learning outcomes. This meta-analytic review identified instructional methods used for teaching pre-service science teachers the period from 2010 to 2020. A specific purpose of the study was to estimate their magnitude effect on pre-service science teacher's learning outcomes. This study was a meta-analytic review, whereby one hundred twelve (112) studies were selected from Google scholar, Eric, and Science Direct. They were subjected to the screening process that removed twenty-six records like book chapters, conference abstracts, and duplicates. From eighty-six remained studies, inclusion criteria rejected sixty-one; thus, only twenty-five (25) of them reached the analysis stages and were reviewed. The data from each study were systematically analyzed, and a comprehensive meta-analysis was used to compute effect size according to Cohen's d. The effect level of twenty instructional methods on eighteen learning outcomes were identified. The 5E instructional model, argument-driven inquiry-based laboratory instruction, socio-scientific issues-based instruction, jigsaw method, instructional technology, and material design course, simulation-assisted laboratory instruction, argumentation-based instruction, field-based inquiry focused model of instruction, and documentary films-based instruction were determined to be the most effective than traditional methods. Their Cohen's d ranged from 0.8 to 2. Instructional methods with a moderate effect level like problem-based learning were identified. Implication for research and practice is the recommendation of their use for teaching pre-service science teachers based on their influencing ability. Instructional methods with very small effect (Cohen's $d = 0.16$) and small effect $d = 0.2$ were realized. Researchers are recommended to choose study designs and teaching contexts that allow an instructional method to prove its maximal effect. The study focused only on pre-service

science teachers as participants. This calls for other meta-analyses to incorporate other domains of pre-service teacher's education.

Nakas, R. (2021). **Constitution des groupes en éducation physique et sportive : les filles et les garçons au prisme de la cohésion opératoire et fonctionnelle**. *Carrefours de l'education*, *52*(2), 171-187. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-171.htm
Cette étude a pour but d'identifier les critères d'appariement des élèves français en cours d'éducation physique et sportive dans une situation où la cohésion opératoire et fonctionnelle est privilégiée. Par comparaison avec des processus de cohésion socioaffective où les recherches montrent qu'en général les élèves de même sexe se choisissent, l'idée est d'observer si ces choix sont identiques dans des situations orientées vers une tâche. À l'aide de questionnaires sociométriques (n = 291) et d'entretiens (n = 40), nous avons interrogé des élèves âgés de 11 ans et de 15 ans. Les sociogrammes témoignent qu'avec ce type de cohésion, les logiques sexuées restent prédominantes, mais les entretiens révèlent des différences entre les sexes : aux garçons le prestige et aux filles l'affinité.

O'Brien, S., McNamara, G., O'Hara, J., Brown, M., & Skerritt, C. (2022). **Students as co-researchers in a school self-evaluation process**. *Improving Schools*, *25*(1), 83-96. https://doi.org/10.1177/13654802211034635
School self-evaluation (SSE) or data-based decision making is now a common feature of mainstream education in an increasing number of jurisdictions. The participation of stakeholders including students, is promoted internationally as a key feature of effective SSE. Despite this, very little research has been carried out on how education systems might involve students in SSE and even less research has explored how student involvement can move beyond mere tokenism. Similar to many other jurisdictions, Irish schools are encouraged to include students in SSE. However, the research to date would indicate that while students are frequently consulted through the use of surveys they have little or no involvement in decisions that are made as part of the SSE process at a whole school level. This case study explores an atypical approach to student engagement in SSE which was tested in one Irish post-primary school where students participated as co-researchers along with their teachers in the SSE process. In doing so, student participation in SSE shifted from student as data sources to students as co-researchers. Students became members of the SSE Team, responsible for consulting with the wider staff team, student body and parents. They were actively involved in the completion of a whole school self-evaluation report on assessment and the development of a school improvement plan. The study outlines the key stages of the project and how student participation evolved through the process. Interviews conducted with both the teacher and student members of the SSE Team illuminates the experience of the students and staff on the SSE team. The findings indicate that this approach resulted in significant positive outcomes for the school and the individuals involved, but there were also a number of challenges. Student involvement resulted in greater awareness among, and participation of the wider staff team in the SSE process. However, it required more resources and time than is usually the case for an SSE process in Irish schools. The research suggests that this level of participation by students may require a more systematic and sustained engagement of students in decision making at a classroom level in order to build capacity of students to contribute to decision making at a whole school level on an ongoing basis. This study may have an application in jurisdictions aiming to include

students in SSE, particularly at a higher level, and it also provides a glimpse into the deliberate planning and structures required if schools are to move beyond an instrumentalist, compliance model of 'student voice' towards a more authentic model of inclusive democracy.

Ouitre, F. (2021). **Enjeux et vivacité des questions relatives à l'éducation à la santé : quelles manifestations dans la conscience disciplinaired'enseignants débutants en ÉPS ?** *Carrefours de l'education*, *52*(2), 53-75. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-53.htm
L'Éducation Physique et Sportive peut potentiellement à travers l'éducation à la santé traiter ou voir surgir dans sa mise en œuvre des questions socialement vives si on se réfère à la manière dont Simonneaux ou Legardez définissent les questions socialement vives. Penser l'éducation à la santé selon les caractéristiques des « éducations à » et des questions socialement vives qu'elle peut soulever peut requestionner les rapports entre l'Éducation Physique et Sportive (ÉPS) et l'éducation à la santé (ÉS). C'est dans ce contexte que la recherche portée par cet article tente d'appréhender la manière dont des jeunes enseignants en ÉPS fonctionnaires stagiaires déclarent s'emparer de cette ÉS dans la discipline ÉPS. Comment pensent-ils faire vivre cette finalité de l'ÉPS et la conjuguer au quotidien dans leur pratique dans tout son empan ? Quelles difficultés rencontrent-ils ? Ont-ils surtout conscience du caractère potentiellement vif de cette éducation à la santé et des problématiques qu'elle traite ? À partir d'entretiens menés auprès de ces stagiaires, nous tenterons de répondre à ces questions et esquisserons quelques pistes permettant d'envisager l'ÉS en ÉPS.

Ravachol, D. O., & Kovacs, S. (2021). **Neutralité des enseignants et promotion de l'esprit critique : le cas de l'éducation à l'alimentation**. *Carrefours de l'education*, *52*(2), 77-93. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-77.htm
À l'école, la question de la neutralité s'entend habituellement dans ses dimensions religieuse et politique. Mais ne peut-on pas l'entendre, plus largement, pour tous les domaines engageant fortement la vie quotidienne et la société ? N'intervient-elle pas notamment dans les « Éducations à », désormais prises en compte à l'école ? Notre étude se focalise sur l'éducation à l'alimentation où un risque vis-à-vis de la neutralité guette dès lors que, par l'introduction de schémas et de slogans prescripteurs d'une bonne alimentation, on promeut comme une évidence des choix peu questionnés auprès de l'élève et de sa famille. Elle montre que l'école reprend ou véhicule des schémas et des slogans vis-à-vis desquels elle peine à prendre du recul. Elle met en valeur l'importance de faire que les élèves développent leur esprit critique par l'acquisition de modes de raisonnements extraordinaires les rendant capables d'argumenter des choix en matière d'alimentation selon le contexte sociétal.

Yvon, F., & Skopelitis, D. (2022). **CAP ou pas CAP ? Analyse d'un dispositif de collaboration**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10574
Nous intéresserons ici à un dispositif collaboratif en milieu éducatif très présent dans la littérature anglophone : la communauté d'apprentissage professionnelle (CAP). Elle consiste à encadrer le travail des enseignants pour que ceux-ci quittent une posture professionnelle d'indépendance vers des activités collaboratives. L'article retrace l'évolution d'une CAP dans un établissement secondaire du Canton de Genève sur plusieurs années (2010-2018). L'analyse porte sur le sens perçu par les enseignants à partir

des traces de leur activité documentée par différentes sources. L'article vise à montrer que ce dispositif est proposé dans les écrits comme une organisation pour agir sans mémoire et détachée des contextes professionnels. Selon cette perspective techniciste, il suffirait de l'implanter pour orienter et cadrer le travail des enseignants. L'article montre au contraire l'importance de tenir compte du contexte pour soutenir un développement de l'activité collective.

Relation formation-emploi

Brown, J. L., Hammer, S. J., Perera, H. N., & McIlveen, P. (2022). **Relations between graduates' learning experiences and employment outcomes: a cautionary note for institutional performance indicators**. *International Journal for Educational and Vocational Guidance*, 22(1), 137-156. https://doi.org/10.1007/s10775-021-09477-0
Higher education broadly assumes a conceptual link between generic skills and employability. We accessed a large sample of data collected by the Australian Government to investigate whether the Course Experience Questionnaire (CEQ) subscales Good Teaching (GTS), Graduate Skills (GSS), and Graduate Qualities (GQS) predicted graduates' employment status, overall course satisfaction, and decisions to take further studies. GTS was found to predict graduates' overall course satisfaction; however, GSS and GQS scales combined predicted negligible increases in employment outcomes. Our findings highlight the imperative for higher education leaders to critically examine discourse about the link between employability skills and employment outcomes.

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Lee, J.-K., Rachmatullah, A., Shin, S., Sya'bandari, Y., Rusmana, A. N., Aini, R. Q., & Ha, M. (2022). **A comparison of Korean and Indonesian secondary school students' career values**. *International Journal for Educational and Vocational Guidance*, 22(1), 117-136. https://doi.org/10.1007/s10775-021-09476-1
The exploration of career values can motivate and inspire young people, and help them achieve career success. The current study assesses the effect of sociocultural background on adolescents' career value among 951 Indonesian and 1,242 Korean secondary school students. Latent class analysis results suggest that participants can be grouped into five classes: personal-stability oriented, ability utilization, social-status oriented, social-relation oriented, and multi-valued leadership. Furthermore, the result of a three-way ANOVA indicated significant interactions for country, gender, and educational level on all career values for every class. The findings are discussed in the sociocultural contexts of Indonesia and Korea.

Mugiyama, R., & Toyonaga, K. (2022). **Role of Cohort Size in Trends in Class and Occupational Returns to Education at First Job: The Case of Japan**. *European Sociological Review*, 38(2), 269-285. https://doi.org/10.1093/esr/jcab037
Downward trends in class and occupational returns to education have mainly been attributed to educational expansion via credential inflation. However, despite this rapid educational expansion, trends in returns to education vary across societies. This study proposes that changes in population size can contribute to offsetting the impact of educational expansion, controlling for demand-side factors. Using nationally representative survey data from Japan, we analysed trends in class and occupational

returns to education at the first job of individuals born between 1942 and 1986. We found that a smaller cohort size increased the advantage of the highly educated in reaching higher occupational positions and upper service class positions, while a higher university graduation rate decreased this advantage. A counterfactual simulation demonstrated that the fluctuation in returns to education was driven by the pace of educational expansion relative to reductions in cohort size. These findings suggest that declining cohort sizes have counterbalanced credential inflation and caused stable trends in returns to education. We argue that mixed trends in class and occupational returns to education can be explained by the different paces of population change across societies.

Sciberras, J.-C., Jolly, C., Flamand, J., Le Hir, B., Rey, M., Eidelman, A., … Desjonqueres, A. (2022). *Les métiers en 2030 - Rapport du groupe Prospective des métiers et qualifications*. Consulté à l'adresse France stratégie website: https://www.vie-publique.fr/sites/default/files/rapport/pdf/284354.pdf
sin

Réussite scolaire

Bechtiger, L., Steinhoff, A., Dollar, J. M., Halliday, S. E., Keane, S. P., Calkins, S. D., & Shanahan, L. (2022). **Pathways from maternal depressive symptoms to children's academic performance in adolescence: A 13-year prospective-longitudinal study**. *Child Development*, 93(2), 388-404. https://doi.org/10.1111/cdev.13685
The pathways through which exposure to maternal depressive symptoms in early childhood are linked to academic performance during adolescence are poorly understood. This study tested pathways from maternal depressive symptoms (age 2–5) to adolescent academic performance (age 15) through cumulative parenting risk (age 7) and subsequent child functioning (age 10), using multi-informant data from a prospective longitudinal community study spanning 13 years (N = 389, 47% male, 68% White). Structural equation models testing indirect effects revealed small associations between maternal depressive symptoms and increased cumulative parenting risk and poorer child functioning, and, via these pathways, with poorer academic performance. Thus, childhood exposure to maternal depressive symptoms may be associated with pathways of risk that could limit children's educational opportunities.

Borgen, N. T., Markussen, S., & Raaum, O. (2021). *Socioeconomic Differences in the Long-Term Effects of Teacher Absence on Student Outcomes* (SocArXiv No 5nhds). Consulté à l'adresse Center for Open Science website: https://econpapers.repec.org/paper/osfsocarx/5nhds.htm
While the scarce evidence on teacher absence identifies effects on student short-term test scores, this article studies potential effects on long-term educational attainment. We use population-wide Norwegian register data to study the effects of certified teacher absence during lower secondary school (grades 8-10) on non-completion of upper secondary education by age 21 as well as academic achievement in 10th grade. In a school fixed effects model, we find that an increase in teacher absence of 5 percentage points reduces students' examination grades by 2.3% of a standard deviation and increases the risk of dropout by 0.6 percentage points. While exposure to teacher absence is unrelated to family background, particularly large effects for low SES students drive the overall impact of teacher absence. Teacher absence does not affect the

dropout of high SES students. The long-term effects on dropout are partly mediated by relatively large effects of teacher absence on the short-term academic achievements of low SES students at the bottom of the grade distribution. Overall, our findings indicate that reductions in instructional quality increase social inequality in long-term educational outcomes.

Brigitte Badaro, Dantier, B., & El-Hage, F. (2021). **Vers une promotion de la vie scolaire pour un développement personnel favorisant la réussite scolaire**. *Carrefours de l'education*, *52*(2), 259-277. Consulté à l'adresse http://www.cairn.info/revue-carrefours-de-l-education-2021-2-page-259.htm
Pour lutter contre l'échec scolaire, cette recherche menée à Beyrouth et à Paris selon une approche mixte, par observations directes et indirectes avec questionnaires et focus groupes, montre que pour réussir scolairement, les 602 collégiens consultés, en une proportion significative, attendent une prise en considération globale tenant compte de leur développement personnel. De plus, les jeunes enquêtés énumèrent des attitudes bénéfiques d'acteurs éducatifs et en mettent d'autres en cause, comme freins à leurs progrès. Or, l'entité vie scolaire joue-t-elle pleinement son rôle et le développement personnel est-il assez pris en compte ? Les textes officiels, poussant à plus de collaboration entre enseignements et vie scolaire, ainsi que les paradigmes de l'écologie et de la complexité, permettent de proposer le changement requis. En outre, l'enquête révèle que le décloisonnement de la vie scolaire envisagé par les jeunes libanais les incite à une attitude plus favorable que leurs homologues français pour cette entité. L'étude préconise donc une promotion de la vie scolaire jusqu'à sa synthèse avec les enseignements et l'adaptation des pratiques pédagogiques de ces deux dispositifs.

Bzour, M., Zuki, F. M., & Mispan, M. (2022). **Causes and remedies for secondary school dropout in Palestine**. *Improving Schools*, *25*(1), 52-64. https://doi.org/10.1177/13654802211004067
This study was conducted to assess the experience and causes of school dropout among public secondary (high) schools in Palestine, and to explore processes to combat this. We identify the factors and illustrate a conceptual model for student dropout from school. This involves diverse factors including family background, teachers, school's environment, student role. This paper recommends that policies to prevent early school leaving require multi-perspectival targeting, involving individual, school, community and family. Among actions which would reduce dropout, we identify plans for eliminating illiteracy, developing a good interpersonal relationship with students, and strengthening community participation in educational programmes.

Cairo Crocco, M. (2022). **La « réussite » en éducation : dispositif et mode de gouvernement contemporain**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10609
La « réussite » semble être l'un des mots d'ordre des politiques de l'éducation, de la formation et de l'orientation depuis quelques décennies. Réussir pour ne pas être en échec, accroitre ses compétences et son « capital humain ». La « réussite » est une préoccupation politique qui s'articule également aux expérimentations et créations de savoirs et aux modes d'existence singuliers. D'une part des mesures sans cesse renouvelées sont expérimentées puis rejetées et encore recyclées sous de nouvelles formes ; d'autre part, des processus de subjectivation et d'assujettissement se croisent dans des espaces de travail en perpétuelle mutation. Réussir semble alors un effort

individuel mais également une obligation sociale, économique et politique. Les analyses du pouvoir et de la gouvernementalité de Michel Foucault peuvent fournir une grille de lecture pertinente afin de saisir la « réussite » comme un « dispositif » encastré dans la rationalité politique contemporaine.

Güler, M., Bütüner, S. Ö., Danişman, Ş., & Gürsoy, K. (2022). **A meta-analysis of the impact of mobile learning on mathematics achievement**. *Education and Information Technologies*, *27*(2), 1725-1745. https://doi.org/10.1007/s10639-021-10640-x
The technological developments of the twenty-first century have enabled the emergence of alternative teaching-learning models and instructional tools. One of the concepts brought about by such developments is mobile learning. The aim of this study was to test the effect of mobile learning on students' mathematics achievement. A systematic database search that included the Academic Search Complete, Education Resources Information Center (ERIC), EBSCO, JSTOR, ScienceDirect, Taylor & Francis Online, and Web of Science was carried out to examine peer-reviewed articles that met the inclusion criteria. A total of 22 quantitative research papers published between 2010 and 2020 were included in the meta-analysis. The results show that mobile learning has a medium-level positive effect ($g = 0.476$; $p < .001$; with a 95% confidence interval of 0.335–0.616) on students' mathematics achievement. Moderator analyses showed that the effect sizes were not significantly moderated by grade level and implementer, while content area was found to be a moderator. Based on the results, some suggestions are offered for future studies in designed learning environments.

Jarraud, F. (2022, mars 22). **L'emploi lycéen nuit à l'accès au supérieur**. Consulté 23 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/22032022Article637835277490802490.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515367
« Les travaux sur l'emploi étudiant en France montrent depuis plusieurs décennies un effet négatif de cet emploi sur la trajectoire étudiante. Les travaux sur l'emploi des lycéen·nes sont en revanche moins nombreux, notamment en France », rappellent JF Giret, F Belgith et E Tenret dans L'orientation scolaire et professionnelle n°51. « Ce travail s'intéresse à la manière dont les emplois des lycéen·nes vont affecter leur transition dans l'enseignement supérieur à travers leurs chances de décrocher une mention au baccalauréat, leur choix d'orientation, leur appropriation de Parcoursup, le ressenti de cette orientation, puis leur probabilité de poursuivre cette activité en cours de première année d'enseignement supérieur. Elle repose sur l'exploitation des données issues de l'enquête sur la transition du secondaire au supérieur réalisée par l'Observatoire national de la vie étudiante en 2019. Les analyses révèlent que l'emploi au lycée exerce un effet négatif sur la transition, en réduisant la probabilité d'obtenir une mention au baccalauréat et de voir son premier vœu d'orientation accepté, et en augmentant le risque de continuer à travailler durant les études supérieures ». Un eprécédente étude, commandée par la région Ile de France en 2015, avait établi l'importance de l'emploi lycéen. Elle montrait que près d'un lycéen sur trois a une activité rémunérée. Pour 9% c'est seulement durant les vacances. Mais pour 9% également c'est durant l'année scolaire et durant les vacances. Pour les lycéens âgé de 18 ans et plus c'est la moitié d'entre eux qui travaillent quand ca ne concerne que 16% des jeunes de 15 ans. Elle avait montré son role dans le décrochage. Parmi les lycéens qui travaillent, les lycéens des familles populaires sont 4 fois plus nombreux à dire que le travail nuit à leur assiduité

en cours et beaucoup plus nombreux à signaler leur fatigue. Le travail a bien un impact sur le redoublement : Le taux de redoublement double chez les élèves qui ont un travail rémunéré. C'est en cela que le travail lycéen peut conduire au décrochage.

Thomas, F. (2022). **Résultats définitifs de la session 2021 du baccalauréat**. *Note d'information*, (22.10). Consulté à l'adresse https://www.education.gouv.fr/resultats-definitifs-de-la-session-2021-du-baccalaureat-340697
Avec 735 200 candidats et 689 000 bacheliers, le taux de réussite au baccalauréat 2021 est de 93,7 %.

Valeurs

Delplancke, M., Picard, S., Patillon, C., Kervarrec, M., & Vimal, R. (2021). **Transition écologique : du défi scientifique au défi pédagogique**. *VertigO : La Revue Électronique en Sciences de l'Environnement*, *21*(3). Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03615776
La crise écologique à laquelle nous sommes confrontés invite à renouveler notre façon de faire science. À l'aune du développement durable, l'enjeu est de produire une science démocratique et capable de répondre aux enjeux contemporains. Ce contexte interpelle le rôle de l'école dans seslogiques de construction et de transmission des savoirs scientifiques. L'émergence des questions socialement vives (QSV) dans l'enseignement est une opportunité pour contribuer à une éducation qui permette de penser et d'agir dans un monde complexe et incertain. Cet article est fondé sur l'étude d'un dispositif éducatif expérimental centré sur une démarche d'enquête en lien avec la transition écologique de l'île d'Yeu, dans le département français de la Vendée. Il se propose d'analyser, du point de vue des pédagogues et des apprenants, quelles sont les implications d'un enseignement scientifique qui cultive l'interdisciplinarité, l'implication et la participation. Au-delà des difficultés matérielles et épistémiques identifiées, ainsi que des tensions qu'il y a à coconstruire connaissances et actions, notre expérimentation révèle plusieurs leviers d'action possibles pour l'éducation au développement durable (EDD) parmi lesquels l'ouverture du collectif à une pluralité d'acteurs, l'importance de ménager des espaces de réflexivité et la nécessité de développer une ingénierie sociale. éducation au développement durable (EDD), question socialement vive (QSV), interdisciplinarité, transition écologique, participation, co-construction des savoirs

Jarraud, F. (2022, mars 18). **Sébastian Roché : Les jeunes, l'école et la nation**. Consulté 23 mars 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/03/18032022Article637831824810733397.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=515304
Comment se fabrique le sentiment d'appartenance à une nation ? Sébastian Roché a lancé deux enquêtes très larges auprès des jeunes du sud est de la France. Il en tire un livre (La nation inachevée, Grasset) et des images précises des sentiments d'appartenance des jeunes et de la façon dont il se construit. Deux facteurs jouent beaucoup dans cette construction : le rapport que les jeunes entretiennent avec l'école et la police, les deux institutions qui symbolisent l'Etat dans leur univers adolescent. Pour S Roché les controles d'identité discriminatoires, l'échec scolaire tout comme la ségrégation sociale et ethnique à l'école jouent contre l'identification nationale. Pour lui

l'Etat n'est pas la solution à la crise que nous traversons mais le poison qui l'entretient. Il s'en explique dans cet entretien.

Lemoine-Bresson, V., & Trémion, V. (2022). **Problématisation de situations interculturelles en master « Métiers de l'éducation et de la formation »**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10521
L'article montre comment deux cohortes d'étudiants de master 2 « Métiers de l'éducation et de la formation » d'un institut de formation pédagogique problématisent une situation interculturelle visionnée à partir du document vidéo What kind of Asian are you ? Pour les étudiants futurs acteurs éducatifs, la problématisation est difficile à obtenir lorsqu'il s'agit de questionner leurs propres jugements de valeurs. Nous interrogeons leurs manières d'identifier des observables pour construire le problème qui se pose dans une situation interculturelle mise en scène. Après avoir présenté le cadrage théorique de notre étude et le protocole méthodologique, nous discutons les résultats de nos analyses. Ces derniers permettent d'ouvrir des portes vers de nouvelles pratiques pour la formation interculturelle à partir d'un dispositif qui fait une large place à la construction d'une problématisation.

Puyol, E. L., & Félix, C. (2022). **Quand optimiser désenchante. Les effets de la venture philanthropy sur l'engagement des volontaires en service civique**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10603
L'actuel modèle des politiques de l'éducation prioritaire se traduit par une individualisation de la prise en charge des élèves à travers une démultiplication de dispositifs. Cette externalisation est souvent gérée par le secteur associatif. Ce dernier, de plus en plus confronté à l'injonction de mobiliser des logiques entrepreneuriales, applique des réorganisations susceptibles d'aller à l'encontre de ses objectifs premiers. À travers l'étude de cas d'une association complémentaire de l'enseignement public, cet article se donne pour objectif d'analyser les effets de la venture philanthropy sur un dispositif de l'égalité des chances à travers le travail des volontaires en service civique au sein de ce programme. Face à la volonté d'optimiser le dispositif, la transformation des missions des volontaires au sein de cette structure nous donnera à voir la continuité de la gestion néolibérale par dispositif et les effets sur les pratiques « d'engagement » dans le secteur associatif.

Romuald Gambou, A. (2022). **Faire et se faire : les ressorts d'une vie éthique enseignante cohérente**. *Recherches en éducation*, (47). https://doi.org/10.4000/ree.10464
À partir d'un ancrage théorique adossé à notre propre vécu expérientiel, cette recherche tente de comprendre dans quelle mesure le double souci des modalités et de cohérence permet-il à la pratique enseignante, l'éthique qui la constitue, d'être en elle-même sa propre fin et d'orienter l'existence vers ses buts propres ? Dans la mesure où cette pratique enseignante s'appuie sur trois ressorts ici identifiés, qui face aux injonctions issues d'une rationalité instrumentale, rendent possibles l'émergence et l'accroissement d'une vie éthique enseignante cohérente. Il en ressort que la compréhension historique de son être, cette connaissance de soi par soi, articulée à la connaissance approfondie des champs théoriques car ce sont eux, qui sur le terrain produisent les observables, et l'expérience au sens de John Dewey tant qu'elle permet l'observation des liaisons impliquées entre les actions, les événements et les faits, revitalisent l'agir enseignant. Ainsi, à la question prescriptive « Que dois-je faire ? » fondée sur une approche du tout quantifiable, maîtrisable et contrôlable, émerge ici celle non

prescriptive et qui prend en compte l'imprévu ou l'indisponible dans l'agir moral : « Comment dois-je vivre ? » ma vie d'enseignant.

prescriptive et qui prend en compte l'imprévu ou l'indisponible dans l'agir moral : « Comment dois-je vivre ? » ma vie d'enseignant.