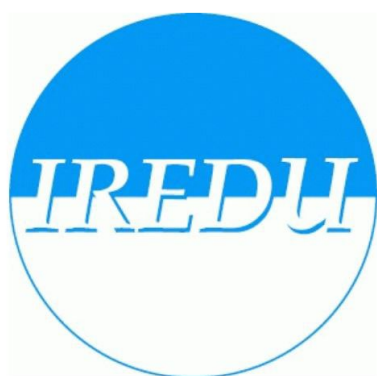


# Veille de l'IREDU



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## Acquisition de compétences

Abécassis, A., & Mathias, P. (2021). **Développement de l'esprit critique chez les élèves** (N° 2021-147; p. 28). Consulté à l'adresse IGÉSR website: <https://www.ih2ef.gouv.fr/developpement-de-lesprit-critique-chez-les-eleves>

L'école est à la fois le lieu et le moment où l'enfant apprend à se construire, non plus par les seules vertus de l'affectivité et de l'évidence première, mais dans une relation distanciée au monde et aux autres.

Ambrosetti, A., Petrucci, F., Fenaroli, S., & Egloff, M. (2022). **The school effect on mathematics performance in PISA 2012: A comparison between two cantons in Switzerland**. *Swiss Journal of Educational Research*, 44(1), 90-102. <https://doi.org/10.24452/sjer.44.1.7>

Through this research, we explored the relationship between student achievement and school environment. We compared mathematics scores from the PISA test in Ticino and Geneva. We discovered that in both cantons there is a significant but moderate school effect on student mathematics performance (around 7% of the variance is attributable to school affiliation). Based on our results, we rejected the hypothesis that the context effect was a social and/or academic compositional one. We identified other factors, related to the teaching staff (seniority) and to the organization (class size), which may partly explain the between-school variance. However, we did not identify a systematic effect, since none of the variables analyzed were found to be statistically significant in both cantons.

Barbier, C. (2021). **Leadership et compétences émotionnelles des personnels de direction dans la gouvernance des collèges et des lycées de l'Éducation Nationale en France** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2541>

Boloré, S. (2022). **De la configuration didactico-pédagogique au potentiel d'apprentissage organisationnel : analyse d'une formation continue interprofessionnelle par simulation et de son impact sur les compétences relatives à la sécurité des patients** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-03667314>

La formation par simulation interprofessionnelle s'est imposée ces dernières années avec pour perspective le développement des compétences relatives à la sécurité des patients. Néanmoins, l'incidence des événements indésirables liés aux soins concerne encore un patient hospitalisé sur dix. Cette thèse contribue à éclairer le rapport travail-formation, plus précisément le rapport entre la configuration didactico-pédagogique et le potentiel d'apprentissage organisationnel. Elle s'appuie sur une méthode mixte intégrée, combinant un ensemble d'analyses qui traite des composantes de l'acte éducatif, de la pluralité des situations professionnelles qui en constitue la référence, de l'évolution des compétences perçues qui en découlent. Le dispositif étudié est caractérisé par un mode transmissif davantage qu'interactif, par un faible partage de la réflexivité de la part des apprenants, et par des débats centrés très largement sur des éléments favorables à un apprentissage simple boucle plutôt que double boucle. Le suivi en quatre temps de l'évolution des compétences perçues montre un développement limité dans le temps de la plupart des domaines de compétences relatives à la sécurité des patients. Exploiter le potentiel d'apprentissage organisationnel en simulation

interprofessionnelle et renforcer les compétences relatives à la sécurité des patients par leur ampleur et leur durée, impliquent une consolidation de l'articulation entre le travail et la formation, d'une part en soutenant le positionnement des apprenants à partir de leurs richesses d'expérience, d'autre part en abordant l'environnement de simulation comme un lieu de réflexivité sur l'activité, propice à la transformation des pratiques.

Chen, X., He, J., Swanson, E., Cai, Z., & Fan, X. (2022). **Big Five Personality Traits and Second Language Learning: a Meta-analysis of 40 Years' Research.** *Educational Psychology Review*, 34(2), 851-887. <https://doi.org/10.1007/s10648-021-09641-6>

Despite numerous studies involving personality traits and second language (L2) learning achievement over many years, there is a lack of an overall picture about how personality traits are related to L2 learning achievement. This study aims to conduct a systematic quantitative synthesis of the studies that examined the relationships between the Big Five personality traits and L2 learning achievement. A total of 137 correlation coefficients from 31 primary studies conducted in 24 countries, with a total cumulative sample size of 8853 and published between 1982 and 2020, were included in this synthesis. The findings showed that openness to experience ( $r = .23$ ; 95% CI: .15, .30;  $p < .001$ ), conscientiousness ( $r = .18$ ; 95% CI: .08, .28;  $p = .002$ ), extraversion ( $r = .12$ ; 95% CI: .02, .21;  $p = .017$ ), and agreeableness ( $r = .10$ ; 95% CI: .01, .18;  $p = .025$ ) had positive correlations with L2 learning achievement, while neuroticism ( $r = -.04$ ; 95% CI:  $-.09$ , .02;  $p = .227$ ) had a negative yet statistically non-significant correlation with L2 learning achievement. More specifically, openness to experience and conscientiousness were the stronger correlates with L2 learning achievement, followed by more moderate correlates of extraversion and agreeableness, while neuroticism was the weakest among the five. Furthermore, several study features (i.e., study region, age of participants, L1 and L2 similarities, and schooling levels) were shown to explain the variations in the relationships between the Big Five personality traits and L2 learning achievement across individual studies. Implications for L2 teaching and future research are discussed.

DeJarnette, A. F. (2022). **What do correct answers reveal? The interpersonal and mathematical aspects of students' interactions during groupwork in seventh grade mathematics.** *Journal of the Learning Sciences*, 31(4-5), 509-544. <https://doi.org/10.1080/10508406.2022.2073232>

Background Groupwork is a desirable activity in mathematics classrooms for the opportunity it creates for collaborative reasoning and interdependence. Correlations between group-level processes and outcomes have helped characterize the features of more successful groups, but group-level constructs can obscure how students negotiate ideas. This study investigated how students' interactions, and the written work they produced, reflected their negotiations of authority and mathematics content during groupwork. Methods I used techniques from systemic functional linguistics to analyze transcripts from groups of 7th-grade students during work on an open-ended mathematics task, to document connections between groups' interpersonal processes and their mathematical products. Findings Two groups who produced similar products did so through different processes. In one group students' written work reflected consensus, evidenced by students' verbal contributions. In the other group, the written product reflected two distinct lines of reasoning that were both verbalized but never integrated in conversation. Contribution While previous studies have documented differences in interactional patterns between more and, respectively, less successful groups, this study extends that line of research by describing differences between similarly

successful groups. The use of SFL helps explain the path from group-level patterns and group outputs through individual students' participation.

Didier, J., & Tortochot, É. (2021). **Former aux compétences du XXI<sup>e</sup> siècle à l'aide du design.** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.5734>

L'enjeu de cet article est de mettre en évidence les compétences transversales du xxi<sup>e</sup> siècle, tout en spécifiant leur dimension générique pour l'ensemble des formations. L'enseignement du design se positionne en tant que carrefour privilégié dans l'enseignement des arts mais également dans son articulation avec les autres disciplines (sciences et technologie). Il participe activement à repenser le rôle de l'éducation au xxi<sup>e</sup> siècle tout en encourageant, par ses enjeux de formation, un décloisonnement disciplinaire. Dans un premier temps, le design est interrogé sur le plan épistémologique, dans son positionnement à la croisée des sciences, de la technologie, considérée du point de vue des activités créatrices et techniques, et des arts. Dans un second temps, le design est étudié comme discipline pour former à la conception, ce qui implique quatre catégories de compétences génériques, à savoir la créativité, la collaboration, la communication et l'esprit critique. En guise de perspective, nous interrogeons les enjeux démocratique visés par l'éducation au xxi<sup>e</sup> siècle et travaillés par le design sur l'ensemble des formations.

Eschenauer, S. (2021). **Oser la performance théâtrale plurilingue à l'école pour une éducation au développement durable.** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.5641>

Cet article s'intéresse plus particulièrement à la dimension sociale des objectifs du développement durable affichés par l'OCDE (2018). Pour les atteindre, il devient urgent de (re)donner une place centrale à l'intelligence sensible ou « esthétique » à l'école, c'est-à-dire sensorielle et émotionnelle. Le sensible est nécessaire au développement d'une littératie empathique. Nous définissons ainsi une empathie équilibrée tant sur le plan émotionnel que cognitif. Elle permettra de développer aussi bien des compétences de haut niveau cognitif (abstraction, analyse, esprit critique, etc.) que des habiletés prosociales indispensables aux visées de paix et de réduction des écarts entre les individus. Des résultats d'études nous permettront enfin d'attester que pour construire une société équilibrée et équitable, la pratique des disciplines artistiques dans différentes langues, et particulièrement du théâtre plurilingue en tant qu'« art social et polyesthétique », devrait trouver une place de choix dans l'école française, ce qui n'est pas le cas aujourd'hui. Nous éclairerons les effets d'une telle pratique à l'aune du champ de l'énaction en éducation.

Graham, S., Tavsanlı, O. F., & Kaldırım, A. (2022). **Improving Writing Skills of Students in Turkey: a Meta-analysis of Writing Interventions.** *Educational Psychology Review*, 34(2), 889-934. <https://doi.org/10.1007/s10648-021-09639-0>

An important goal of schooling is teaching students how to write. Teachers need access to effective writing practices to meet this goal. For close to 40 years, meta-analyses of writing intervention studies have been used to identify evidence-based practices in writing. Most of the research included in these reviews involved studies conducted in the U.S. and Europe. The current meta-analysis included 77 experimental studies examining the effectiveness of writing interventions conducted in schools in Turkey with 4,891 students in primary grades through college. The writing outcome in all of these studies

was quality of students' writing. The average weighted effect size for teaching writing across all 77 studies was 1.39. The average weighted effect sizes for the five writing treatments tested in four or more studies were 0.92 for peer assistance, 1.55 for pre-writing activities, 1.30 for the process approach to writing, and 1.28 for strategy instruction. Directions for future research and implications for practice are discussed.

Huillery, É., Bouguen, A., Charpentier, A., Algan, Y., & Chevallier, C. (2022). **Développer les compétences socio-comportementales des élèves**. *INJEP analyses & synthèses*, (57). Consulté à l'adresse [https://injep.fr/wp-content/uploads/2022/04/IAS57\\_competences-socio.pdf](https://injep.fr/wp-content/uploads/2022/04/IAS57_competences-socio.pdf)

Le programme de l'association Énergie Jeunes coordonne des séances de discussions en classe visant à développer les compétences socio-comportementales (motivation, persévérance et autodiscipline) des élèves de collèges défavorisés. Les résultats de l'évaluation conduite entre 2014 et 2019 indiquent un impact positif sur les résultats scolaires, en particulier chez les filles, les élèves sans difficultés de comportement et les non-boursiers. Cet impact s'accompagne d'un changement d'état d'esprit des élèves, d'une amélioration de leurs comportements au collège et d'un ajustement de leurs aspirations. L'effet est moins fort et plus tardif sur les garçons et les élèves de milieu défavorisés qui ressentent les effets seulement à partir de la 3e. Bien que l'effet de cette intervention soit de faible ampleur, son rapport coût-bénéfice est remarquable au regard d'autres dispositifs comparables.

Joliat, F., & Terrien, P. (2021). **Musique à l'école : des projets affiliatifs et interculturels au service du Projet Éducation 2030 de l'OCDE**. *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.5584>

L'OCDE a publié *Le futur de l'éducation et des compétences : Projet Éducation 2030*. Ce rapport fournit 36 concepts clés pour la construction des compétences « transformatives » des futurs citoyens. L'enseignement musical à l'école a toujours participé activement à la formation des futurs citoyens. Quels concepts scientifiques sous-tendant les projets de l'enseignement musical à l'école pourraient entrer en correspondance avec les concepts du Projet Éducation 2030 pour que cette discipline contribue au développement des compétences « transformatives » décrites dans ce rapport ? Nous procédons à une analyse catégorielle a priori des 36 concepts clés du Projet Éducation 2030 pour cerner les domaines scientifiques et les fonctions psychologiques auxquels ils se rattachent. Puis, nous détaillons comment la fonction affiliative et la fonction éthique/universaliste du Projet Éducation 2030 entretiennent une correspondance pertinente avec les concepts clés qui sous-tendent les théories de l'enseignement musical à l'école. Enfin, nous proposons une analyse de pratique de chants d'ensembles (fonction affiliative) avec des élèves et une analyse de pratique de formation d'étudiants à l'enseignement musical interculturel (fonction éthique/universaliste) pour étayer notre étude prospective.

Jolin, J., & Wilson, M. (2022). **Developing a Theory of Two Latent Soft Skills Progress Variables using the BEAR Assessment System: Validity Evidence for the Internal Structure of the Social Evaluative in the Workplace Instrument**. *Journal of Psychoeducational Assessment*, 40(3), 381-399. <https://doi.org/10.1177/07342829211057641>

In this article, we report on the development of two latent soft skills progress variables using the Berkeley Evaluation and Assessment Research (BEAR) Assessment System (BAS). The Social Evaluative Reasoning in the Workplace (SER-W) instrument uses comic strip

scenarios to depict interactions between employees and customers in entry-level workplace settings. We designed items to elicit evidence of student ability to: (a) identify salient customer social cues, which we term the social cue detection (SPU) variable, and, (b) justify an evaluation on the outcome of the situation depicted in the scenarios. We refer to this as the evaluative inference (EI) variable. Research from the field of autism spectrum disorder was used to develop a theory for building social complexity into the SER-W comic strip scenarios, by manipulating the type, frequency, and co-occurrence of the social cues presented in the scenarios. A unidimensional and multidimensional extension of the Rasch partial credit model were fit to the data. Model comparisons provide empirical support for our hypothesized two-dimensional structure, in which the SPU and EI variables are modeled as separate dimensions. These results are considered in terms of the evidence for the validity of the internal structure of the SER-W dimensions they provide. The article concludes with examples of the practical implications that progress variable research can have on soft skills curriculum development and assessment in the field of special education.

Keune, A. (2022). **Material syntonicity: Examining computational performance and its materiality through weaving and sewing crafts.** *Journal of the Learning Sciences*, 31(4-5), 477-508. <https://doi.org/10.1080/10508406.2022.2100704>

Background Fiber crafts occupy a vital position in technology innovation and present a promising space for computer science education, which continues to face lopsided participation. It remains unclear whether and how fiber crafts can become a context for computational learning and what role different materials play with the risk to miss computational approaches that could broaden computational cultures. Methods Fusing constructionist and posthuman perspectives, this study analyzed how middle school students performed computational concepts while weaving and manipulating fabric and how the craft materials drove what could be learned computationally in these contexts. Findings Present the fiber crafts as a context for performing computational concepts (i.e., variables, conditionals, functions) and that the materials play a role in what can be learned computationally. While weaving drove computing as the performance of automation, fabric manipulation required speculative and physical three-dimensional modeling as computational. Contribution The paper presents fiber crafts as a promising context for computational learning and theorizes the ongoing material as material syntonicity, contributing a material direction to fostering more inclusive and sustainable computing cultures.

Larrain, A., Grau, V., Barrera, M. J., Freire, P., López, P., Verdugo, S., ... Sánchez, G. (2022). **Productive failure and learning through argumentation: Building a bridge between two research traditions to understand the process of peer learning.** *Journal of the Learning Sciences*, 31(4-5), 673-688. <https://doi.org/10.1080/10508406.2022.2120398>

Empirical evidence demonstrates the effect of productive failure (Kapur, 2008) on disciplinary knowledge. However, there is no clear theoretical explanation for why this is the case. Empirical evidence on argumentation and education shows the impact of curricular embedded deliberative argumentation on learning. However, these two trends of research have been mainly isolated, with insufficient synergy. Through the analysis of a group of sixth-graders collaborating around problems of natural selection, the aim of this paper is the theoretical exploration of the process of learning in productive failure designs through a focus on argumentative peer dialogue. The paper proposes an articulation of these two fields of research (productive failure and argumentation), which

sheds light on both the learning dynamics in productive failure settings and the relevant insights for argumentative designs. The new possibilities for empirical research on learning through peer interaction opened up by these interconnected fields of research are proposed and discussed.

Looney, J., O'Shea, M., Staring, F., Vicentini, L., Wisniewski, J., Frohlich Hougaard, K., & Day, L. (2022). **Key competences for all. Policy design and implementation in European school education.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3584> [Report]. Consulté à l'adresse <https://op.europa.eu/en/publication-detail/-/publication/a5b0c2a2-b562-11ec-b6f4-01aa75ed71a1> European Commission (Transnational) website:

The overall aim of the study was to gather evidence on effective policy reforms<sup>7</sup> for broad competence development in school education, including better achievement of basic skills. The six key objectives are: Objective 1: To understand the key features of policy design and implementation of reforms for broad competence development and achievement of basic skills in school education across the EU 27. Objective 2: To explore systemic conditions and policy reforms to support broad competence development and achievement of basic skills in school education in the EU 27. Objective 3: To explore in-depth the policy design and implementation strategies in five Member States that are more advanced in their reform efforts and that, collectively, are representative of different education systems in the EU. Objective 4: To explore how related reforms in curriculum, learning approaches and assessment and in teacher and school leader professional development have supported reforms for broad competence development and achievement of basic skills in school education. Objective 5: To understand how countries have adapted to changing challenges and circumstances of the COVID-19 pandemic, and in particular, improvements in digital capacities as well as readiness to adapt to distance learning support needs of families guiding their children's learning. Objective 6: Through a detailed exploration of objectives one to five, to identify "lessons learned" and provide recommendations for policy makers designing and implementing policy reforms in diverse contexts for the development of broad competences by all learners. Voir aussi le résumé analytique en français (pdf, 12 pages) intitulé Des compétences-clés pour tous: conception et mise en œuvre d'une politique au sein de l'enseignement scolaire en Europe, ainsi que les Recommendations and guidelines for policy makers (en anglais, pdf, 20 pages). (pdf, 135 pages)

Loyalka, P., Shi, Z., Li, G., Kardanova, E., Chirikov, I., Yu, N., ... Murray, A. (2022). **The Effect of Faculty Research on Student Learning in College.** *Educational Researcher*, 51(4), 265-273. <https://doi.org/10.3102/0013189X221090229>

Whether faculty research affects college student learning has long been the subject of debate. Previous studies use subjective measures of student learning; focus on correlation rather than causation; and typically focus on one college, thus lacking generalizability. Using unique, large-scale survey and assessment data that we collected from nationally representative samples of STEM undergraduates in China, India, and Russia, as well as a causal identification strategy that accounts for differential sorting of students to faculty, we present generalizable estimates of the effect of faculty research on objective, standardized measures of student learning. Results show that faculty research has a negative effect on student learning, suggesting direct trade-offs between the university's dual mission of producing research and learning.

Maurer, M., & Morshed, M. M. (2022). **Promoting the recognition of prior learning in the context of development cooperation: The case of Bangladesh.** *International Journal of Educational Development*, 91, 102592. <https://doi.org/10.1016/j.ijedudev.2022.102592>

In view of the growing importance of the 'recognition of prior learning' (RPL) in educational development in lower- and middle-income countries, and of the dearth of research on this new trend, this article presents a study of vocational education and training (VET) in Bangladesh. It examines the evolution of RPL in this country in terms of causal factors and implementation challenges. Based on an analysis of policy documents, practices and qualitative interviews, we develop our argument around Margaret Archer's model of morphogenetic educational change. The findings suggest that RPL in Bangladesh has grown in the context of considerable general growth in its educational system, but has not been caused by this. More important for RPL's expansion has been its inclusion in what McGrath calls the "VET policy toolkit", which donor agencies have started to actively promote in Bangladesh. At the same time, our reading shows that key actors in the development of the country's VET system have resisted any alterations of the pathways to existing VET qualifications, as they continue to be of the view that access to established VET programmes should be limited to those who have passed eight years of formal schooling (even though many of these graduates still lack solid literacy and numeracy skills). The article argues that global-level actors might need to take such concerns more seriously.

Monroy-Gómez-Franco, L., Vélez-Grajales, R., & López-Calva, L. F. (2022). **The potential effects of the COVID-19 pandemic on learnings.** *International Journal of Educational Development*, 91, 102581. <https://doi.org/10.1016/j.ijedudev.2022.102581>

In this paper, we use a new database for Mexico to model the possible long-run effects of the pandemic on learning. First, based on the framework of Neidhöffer et al. (2021), we estimate the loss of schooling due to the transition from in-person to remote learning using data from the National Survey on Social Mobility (ESRU-EMOVI-2017), census data, and national statistics of COVID-19 incidence. In this estimation, we account for the attenuation capacity of households by reconsidering the parental educational attainment and the economic resources available to the household in the calculation of the short-run cost. Secondly, we estimate the potential long-run consequences of this shock through a calibrated learning profile for five Mexican regions following Kaffenberger and Pritchett (2020a, 2020b). Assuming the distance learning policy adopted by the Mexican government is entirely effective, our results indicate that a learning loss equivalent to the learning during a third of a school year in the short run translates into a learning loss equivalent to an entire school year further up the educational career of students. On the other hand, if the policy was ineffective, the short-run loss increases to an entire school year and becomes a loss of two years of learning in the long run. Our results suggest substantial variation at the regional level, with the most affected region, the South experiencing a loss thrice as large as that of the least affected region, the Centre region.

Morais, S. (2021). **Renouer avec le vivant. De l'analyse réflexive d'une expérience de création vers une pédagogie artistique sensible dans une perspective énaactive.** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.5871>



Que peuvent les enseignements artistiques dans notre contexte de crise écologique qui met en danger les générations futures, la qualité de nos existences et celle de l'environnement ? Pour répondre à cette question délicate, nous en faisons l'hypothèse, nous avons besoin d'une pédagogie qui renoue avec le vivant, une pédagogie artistique qui cherche à rétablir le fil sensible qui relie les êtres vivants à l'environnement, les uns aux autres et à eux-mêmes. Cet article présente l'analyse réflexive de notre recherche de création artistique : Arborescence. Les verbes du vivant, une analyse qui esquisse les contours d'une pédagogie artistique « sensible » dans une perspective énaïve. L'analyse de théorisation-en-action de l'expérience de création s'appuie sur la double pratique professionnelle d'artiste et de pédagogue de l'enseignant des arts, et permet de mieux comprendre comment elles s'enrichissent l'une l'autre.

Rezzi, N., & Brissaud, J. (2021). **Les arts plastiques : un enseignement au service d'un savoir fondamental, le respect d'autrui.** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.5777>

L'éducation artistique est perçue comme pouvant développer des compétences qui permettraient à chacun de s'ouvrir et de s'intégrer au monde. C'est pourquoi cet article questionne le rôle particulier des arts plastiques dans le développement d'habiletés métacognitives, notamment le processus d'autorégulation afin de renforcer le respect d'autrui présenté par le ministère de l'Éducation nationale comme un savoir fondamental. Au travers d'un dispositif anglo-saxon inspiré des enseignements Science, Technology, Engineering, Arts and Mathematics, le Tinkering for Learning, appliqué à la pratique des arts plastiques à l'école élémentaire, nous posons l'hypothèse que cet enseignement participe à l'apprentissage du respect d'autrui au cœur des compétences sociales nécessaires au citoyen de 2030. Le public visé par cette étude est constitué d'élèves scolarisés en réseau d'éducation prioritaire, souvent éloignés de la culture artistique. Il s'agit d'évaluer l'efficacité d'un dispositif pédagogique impliquant la mise en œuvre, par les enseignants, d'une pratique expérientielle en arts plastiques sur le renforcement du savoir fondamental « respecter autrui » chez des élèves âgés de six à huit ans.

Terrien, P., & Duval, H. (2021). **La place des enseignements artistiques en 2030 (Dossier).** *Questions Vives. Recherches en éducation*, (35). Consulté à l'adresse <http://journals.openedition.org/questionsvives/5927>

Dans l'ouvrage *Le futur de l'éducation et des compétences. Projet Éducation 2030* (OCDE, 2018), plusieurs défis sont identifiés pour l'école de demain. Qu'ils soient d'ordre social, économique ou environnemental, ces défis questionnent les acteurs du monde de l'éducation et de la formation sur leur capacité à accompagner les élèves ou les étudiants à devenir les citoyens de demain. Quelles seront les compétences, les attitudes et les valeurs qui leur seront nécessaires en 2030 ? Comment les sy...

Tiemtoré, W. Z. (2022). **Utilisation de l'application WhatsApp dans l'enseignement supérieur au Burkina Faso et au Sénégal: quelles contributions aux processus d'apprentissage des étudiants?** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 74-87. <https://doi.org/10.18162/ritpu-2022-v19n2-06>

Turner, E. (2023). **Dialogic feedback and literary disciplinary knowledge in L2 writing instruction: how attitude to feedback influences academic achievement.** *Research Papers in Education*, 38(1), 21-44. <https://doi.org/10.1080/02671522.2021.1941216>

Recent research has foregrounded the importance of student engagement with feedback on writing (Quinton & Smallbone, 2010; Zhang & Hyland, 2018; Handley, Price, & Millar, 2011). At the same time, there is a small but growing body of scholarship exploring the role that feedback plays in developing discipline-specific competencies in student writers in an L2 context (Hyland, 2013). This study aims to contribute to this burgeoning field by exploring the complex relationship between student attitude to peer and teacher feedback, academic achievement, and dialogic engagement with such feedback, with particular focus on the development of literary disciplinary knowledge in an L2 context. The findings of this mixed-method exploratory study reveal a positive correlation between student attitude to feedback pertaining to disciplinary knowledge development, and achievement within the field of literary studies. This stands in contrast to other findings in this study which see only a weak correlation between attitudes to both peer and teacher feedback, and writing performance. Furthermore, this study argues that active engagement with feedback is linked to greater levels of discipline-specific writing competencies.

## Aspects économiques de l'éducation

Anderson, O. (2022). **Walking the line: Does crossing a high stakes exam threshold matter for labour market outcomes?** (CEPEO Working Paper Series N° 22-05). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: <https://econpapers.repec.org/paper/ucfcepeow/22-05.htm>

This paper offers new insight into the link between success in high stakes exams and subsequent education and labour market outcomes. It is the first study to look holistically at the impact of crossing an important high stakes threshold on both academic and vocational education choices and ultimately labour market outcomes. It does so by comparing those either side of a formerly important threshold in the English education system at the end of compulsory schooling (achieving five general certificate of secondary education A\* to C passes) which was commonly regarded as the minimum benchmark for continuing into post-compulsory education. I find that crossing this threshold led to an 6.3-6.7 percentage point increase in the proportion of men and women (respectively) going on to take academic qualifications, with little change in the proportion taking vocational qualifications, leading to a net increase in those staying on after compulsory schooling. Women's daily earnings in 2017-18 (11-13 years after leaving compulsory schooling) were 3.1 percentage points higher for those just crossing the threshold, but men's early labour market outcomes were unchanged. The results for men can be explained by low returns to academic qualifications for marginal learners. The findings for women do not disappear after accounting for subsequent education choices, suggesting that crossing the threshold may play a signalling role for employers as well as education institutions.

Araya-Córdova, P., Contreras, D., Rodriguez, J., & Sepulveda, P. (2021). **Getting Teachers Back to School: Teacher Incentives and Student Outcomes** [Working Paper]. Consulté à l'adresse University of Chile, Department of Economics website: <https://econpapers.repec.org/paper/udcwpaper/wp530.htm>

Rewarding teachers on the basis of student performance is a growing trend in educational policy. This paper estimates the effects of a policy that ties payments with teachers' pedagogical skills instead. We study a large-scale reform in Chile that introduced financial incentives tied to a teacher evaluation system. Using a unique

administrative data set of over 500,000 student-teacher-year matches, we estimate the effect of the policy on student performance exploiting the program's gradual roll-out through a differences-in-differences analysis. We document precise, null effects of the policy on student math and language standardized test scores. Estimating a structural model of teacher skills and student performance, we show that by making incentives more homogeneous across the distribution of teacher characteristics policymakers can improve the policy's effects on student performance and overall welfare.

Bacic, R., & Zheng, A. (2022). **Income-Achievement Gaps in Canada** [Department of Economics Working Paper]. Consulté à l'adresse McMaster University website: <https://econpapers.repec.org/paper/mcmdeptwp/2022-04.htm>

This paper presents new evidence on the relationship between family income and child education outcomes in Canada. We use administrative education data linked to tax records to determine the test score differentials between children from families in the top and bottom income deciles (P90-P10 gap). Across students in Grade 4 and 7, we find a P90-P10 gap of around 0.65 standard deviations from 2012 to 2015. This gap is markedly lower than documented gaps for other countries. However, there is important heterogeneity: among Indigenous children the P90-P10 gap is 0.8 standard deviations and among students with special needs it is 0.7 standard deviations. In contrast, for students who are not in either of those groups, the P90-P10 gap is only 0.4. While our findings suggest low inequities in education achievement by income overall, there are large gaps between high and low-income students for certain subpopulations that need further attention from policymakers.

Bertoni, P., & Matta Duvignau, R. (Éd.). (2021). **Dictionnaire critique du droit de l'éducation: droit de l'enseignement supérieur**. Consulté à l'adresse <https://www.mareetmartin.com/livre/dictionnaire-critique-du-droit-de-leducation>

L'École et l'Université sont des viviers inépuisables de contentieux. Abordant la matière de façon globale, ce dictionnaire n'a pas pour ambition d'être exhaustif. Son but est d'identifier les principales notions du système éducatif de l'École à l'Université. Il aborde notamment la sélection à l'Université, le redoublement, la laïcité, la liberté de l'enseignement, la discipline des élèves, l'indépendance des universitaires, l'autonomie des universités, les classements internationaux, etc. Rédigé par des spécialistes du droit de la discipline (universitaires, magistrats, avocats, inspecteurs généraux, responsables juridiques et administratifs), il s'adresse à tous ceux, universitaires, praticiens, étudiants, qui s'intéressent au droit de l'éducation.

Billings, S. B., Macartney, H., Park, G., & Singleton, J. (2022). **Self-Interest in Public Service: Evidence from School Board Elections** (NBER Working Paper N° 29791). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29791.htm>

In this paper, we show that the election of a new school board member causes home values in their neighborhood to rise. This increase is identified using narrowly-decided contests and is driven by non-Democratic members, whose neighborhoods appreciate about 4% on average relative to those of losing candidates. We find that student test scores in the neighborhood public schools of non-Democratic winners also relatively increase, but this effect is driven by changing student composition, including via the manipulation of attendance zones, rather than improvements in school quality (as measured by test score value-added). Notably, we detect no differential changes when

comparing neighborhood or scholastic outcomes between winning and losing Democratic school board candidates. These results suggest that partisan affiliation is correlated with private motivations for seeking public office.

Boatman, A., Callender, C., & Evans, B. (2022). **Comparing high school students' attitudes towards borrowing for higher education in England and the United States: Who are the most loan averse?** *European Journal of Education*, 57(2), 199-217. <https://doi.org/10.1111/ejed.12499>

Student borrowing is a major higher education public policy issue, with students in both England and the United States increasingly relying on loans to finance postsecondary education. Our paper examines prospective higher education students' attitudes towards debt in England and the United States. It exploits a unique dataset which allows us to compare students' responses to similar surveys conducted in both countries during the same time period. Our study is the first of its kind to explore how students' borrowing attitudes differ across the two countries. It confirms widespread loan aversion among prospective higher education students in both countries. But students in the United States are more debt averse than their peers in England. These debt averse attitudes also predict lower intentions to pursue higher education, potentially exacerbating existing inequalities in access. We consider how these attitudes to borrowing are likely shaped by each country's distinctive student loan system. We conclude that the design of loans matters. England's income-contingent loan repayments, in contrast to North America's mortgage style repayments, make borrowing less risky and reduce the impact of loan aversion on participation decisions, while borrowing is more common, and the system less complicated, in England. Thus, there are lessons for other countries considering introducing student loans or reforming their provision. We contribute to the extant literature on the determinants of, and socioeconomic differences in, higher education participation and the overlooked role of student debt aversion.

Brint, S. (2022). **Challenges for higher education in the United States: The cost problem and a comparison of remedies.** *European Journal of Education*, 57(2), 181-198. <https://doi.org/10.1111/ejed.12496>

The costs of attending four-year colleges and universities in the United States have steadily increased over four decades leading to high levels of student debt and many obstacles for low-income students. The analysis presented appraises the extent of the cost and affordability problems, debunking the sensationalistic claims that are common in mass media. It considers the sources of cost increases such as the growth of administration and the decline of state subsidies and their consequences for low-income students, including growing income gaps in completion rates and declining enrolment in more expensive institutions. By reviewing and synthesizing the existing literature, possible remedies for the cost problem are examined. These possible remedies include cost containment strategies, the possibility that universities can pursue alternative revenue sources, performance funding policies to improve productivity, increased state investment in institutional support, and financial aid reforms. Financial aid reforms provide the most feasible solution to the cost problem. These reforms should include doubling the size of grants to low-income students and the expansion of income-contingent loan repayment plans.

Bulman, G., & Fairlie, R. (2022). **The Impact of COVID-19 on Community College Enrollment and Student Success: Evidence from California Administrative Data** (IZA

Discussion Paper N° 15196). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15196.htm>

Although enrollment at California's four-year public universities mostly remained unchanged by the pandemic, the effects were substantial for students at California Community Colleges, the largest higher education system in the country. This paper provides a detailed analysis of how the pandemic impacted the enrollment patterns, fields of study, and academic outcomes of these students through the first four semesters after it started. Consistent with national trends, enrollment dropped precipitously during the pandemic – the total number of enrolled students fell by 11 percent from fall 2019 to fall 2020 and by another 7 percent from fall 2020 to fall 2021. The California Community College system lost nearly 300,000 students over this period. Our analysis reveals that enrollment reductions were largest among African- American and Latinx students, and were larger among continuing students than first-time students. We find no evidence that having a large online presence prior to the pandemic protected colleges from these negative effects. Enrollment changes were substantial across a wide range of fields and were large for both vocational courses and academic courses that can be transferred to four-year institutions. In terms of course performance, changes in completion rates, withdrawal rates, and grades primarily occurred in the spring of 2020. These findings of the effects of the pandemic at community colleges have implications for policy, impending budgetary pressures, and future research.

Chen, L., Yu, Y., Addis, A. K., & Guo, X. (2022). **Empirical Assessment and Comparison of Educational Efficiency between Major Countries across the World** [MPRA Paper]. Consulté à l'adresse University Library of Munich, Germany website: <https://econpapers.repec.org/paper/pramprapa/112562.htm>

Education is a fundamental factor to enhance a country's comprehensive national strength and international competitiveness. Recently, several governments have been attracting investments in educational sectors in contemplation of meliorating a country's overall strength. This study empirically assesses and compares the educational efficiency of 29 major countries across the world using panel data for 2010–2016 by employing data envelopment analysis (DEA) and the super-slacks-based measure (super-SBM) model at the static level combined with the Malmquist index (MI) to investigate educational efficiency at the dynamic level. The results indicate, inter alia, huge average education efficiency differences existed among the studied countries, the highest being Japan (3.2845) and lowest Norway (0.4137), there are differences in the bias of technological progress among the studied countries during the sample period and technological progress directly affects the sustainability of educational efficiency, the growth rate of total factor productivity (TFP) index has been reduced in 2010–2013 but increased in 2014–2016 and techno-logical progress has been the dominant factor influencing the rise of the education TFP index. Based on the results, this study identifies the merits and drawbacks of education efficiency across the sample countries and presents relevant recommendations to promote investment in the education sector and human capital.

Comerford, D., Rodríguez Mora, J. V., & Watts, M. J. (2022). **Meritocracy and the inheritance of advantage**. *Journal of Economic Growth*, 27(2), 235-272. <https://doi.org/10.1007/s10887-021-09201-1>

We present a model where more accurate information on the background of individuals facilitates statistical discrimination, increasing inequality and intergenerational persistence in income. Surprisingly, more accurate information on the actual capabilities

of workers leads to the same result—firms give increased weight to the more accurate information, increasing inequality, which itself fosters discrimination. The rich take advantage of this through educational investments in their children, and mobility decreases as a consequence of an increase in the ability to reward talent. Using our model to interpret the data suggests that a country like the US might indeed be a land of opportunity for the sufficiently able, as conditional on ability background may have relatively little effect. Nevertheless the US has a relatively low degree of intergenerational mobility precisely because meritocracy facilitates a high correlation of ability with background.

Comi, S., Grasseni, M., & Origo, F. (2022). **Sometimes It Works! The Effect of a Reform of the Short Vocational Track on School-to-Work Transition** (IZA Discussion Paper N° 15176). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15176.htm>

This paper studies the impact on the length of school-to-work transition of a reform that extended from two to three years the short vocational track in Italy in the early 2000s. In the empirical analysis we use the Two Way Fixed Effect methodology to estimate the impact of the reform, exploiting its staggered implementation across regions. The analysis is restricted to graduates from the short vocational track before and after the reform. The results show that the reform had a positive impact and reduced school-to-work transition by around 5 months (a 24% reduction). Moreover, the new short vocational track proved to be extremely effective for migrants and females, whose school-to-work transition was reduced by 1.4 years and 0.9 years, respectively. In implementing the new short vocational track, some regions adopted a quasi-market organization in which private training institutions competed with public schools. This model proved to be more effective in shortening school-to-work transitions, in particular for migrants. This study makes an important contribution to the literature on the labor-market effect of vocational education by showing that lengthening the short vocational track, and changing the overall content of curricula, can speed up school-to-work transition.

Cultrera, L., Mahy, B., Rycx, F., & Vermeylen, G. (2022). **Educational and Skills Mismatches: Unravelling Their Effects on Wages across Europe** (IZA Discussion Paper N° 15108). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15108.htm>

This paper is among the firsts to investigate the impact of overeducation and overskilling on workers' wages using a unique pan-European database covering twenty-eight countries for the year 2014, namely the CEDEFOP's European Skills and Jobs (ESJ) survey. Overall, the results suggest a wage penalty associated with overeducation. When interacting educational mismatch with skills mismatch into apparent overeducation and genuine overeducation, the results suggest that the highest wage penalty is reached for workers that are both overeducated and overskilled.

Daway-Ducanes, S. L. S., Pernia, E. E., & Ramos, V. J. R. (2022). **On the “income advantage” in course choices and admissions: Evidence from the University of the Philippines**. *International Journal of Educational Development*, 91, 102578. <https://doi.org/10.1016/j.ijedudev.2022.102578>

The empirical evidence in developed economies suggests a rise in inequality of access to higher education in favor of students from higher-income households. Is this 'income advantage' also pronounced in developing economies like the Philippines, where there

have been recent deliberate efforts by the government to democratize access to higher education? Using quantitative (logistic regression) analysis on proprietary admissions data from the country's largest and foremost state university – the University of the Philippines (UP) System (whose students are labeled locally as “Scholars of the People”) – for the period 2006–2015, we find that there is an ‘income advantage’ not only in terms of being admitted to the UP System, but also in being admitted to the first-choice course cluster: Applicants coming from richer households have higher probabilities of being admitted to UP. However, no such ‘income advantage’ is apparent with regard to the choice of a Science and Technology (S&T) course over a non-S&T course. Other significant determinants of admission to the UP system and to one’s first-choice course cluster are being male, high school grade weighted average, high school type, and high school region. Our results suggest that the new free tuition policy at public universities and colleges, including the UP system, is more likely to disproportionately benefit students coming from higher-income families.

Delaney, J., & Devereux, P. (2022). **Rank Effects in Education: What Do We Know So Far?** (IZA Discussion Paper N° 15128). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15128.htm>

In recent years there has been a plethora of empirical papers by economists concerning the effects of academic rank in school or college on subsequent outcomes of students. We review this recent literature, describing the difficult identification and measurement issues, the assumptions and methodologies used in the literature, and the main findings. Accounting for ability or achievement and across a range of countries, ages, and types of educational institutions, students that are more highly ranked in their class or their grade have been found to have better long-term outcomes. The effect sizes are generally large when compared to magnitudes found for other factors and interventions. Rank effects can provide useful insight into other educational phenomena such as the extent to which students benefit from high ability peers and the presence of a gender gap in STEM. However, the state of knowledge has probably not reached the point where the empirical findings from this literature have practical implications for policy intervention to improve outcomes of students.

Égert, B., de la Maisonnette, C., & Turner, D. (2022). **A new macroeconomic measure of human capital exploiting PISA and PIAAC: Linking education policies to productivity** (OECD Economics Department Working Paper N° 1709). Consulté à l'adresse OECD Publishing website: <https://econpapers.repec.org/paper/oecedeoaaa/1709-en.htm>

This paper provides a new measure of human capital using PISA and PIAAC surveys, and mean years of schooling. The new measure is a cohort-weighted average of past PISA scores (representing the quality of education) of the working age population and the corresponding mean years of schooling (representing the quantity of education). In contrast to the existing literature, the relative weights of each component are not imposed or calibrated but directly estimated. The paper finds that the elasticity of the stock of human capital with respect to the quality of education is three to four times larger than for the quantity of education. The new measure has a strong link to productivity with the potential for productivity gains being much greater from improvements in the quality than quantity component of human capital. The magnitude of these potential gains in MFP is comparable to a similarly standardised improvement in product market regulation, but the effects materialise with much longer lags. The paper

demonstrates through the example of pre-primary education, how to simulate the impact of a particular reform to education policy on human capital and productivity.

Inoue, A., & Tanaka, R. (2022). **Do Teachers' College Majors Affect Students' Academic Achievement in the Sciences? A Cross-Subfields Analysis with Student-Teacher Fixed Effects** (IZA Discussion Paper N° 15101). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15101.htm>

We examine whether and how teachers' major fields of study affect students' achievement, exploiting within-student variation across subfields in natural science (i.e., physics, chemistry, biology, and Earth science). Using middle-school students' data from the Trends in International Mathematics and Science Study and controlling student-teacher fixed effects, we find that teachers with college majors in natural sciences improve students' achievement of subfields in natural sciences corresponding to their subfields of college majors. Teaching practices explain about half of the effect of teachers' major fields. Most of the effects of teaching practices are accounted for by teachers' preparation for teaching science topics. The results are robust to potential endogenous matching between students and teachers.

Koh, Katsinas, Bray, & Hardy. (2022). **Disparities in Unmet Student Financial Need at Public Community Colleges**. *Community College Journal of Research and Practice*, 46(6), 379-395. <https://doi.org/10.1080/10668926.2020.1858996>

Differences in funding mixtures across the United States create widely variant levels of unmet need for students. This research examines gaps of unmet need between 2003–4 and 2013–14, particularly considering the presence of any local funding provisions and Pell Grant funding changes. These findings are also considered across state, community college type by both size and setting. Data were collected from the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS). Results show that the change in the cost of attendance and the average amount of financial aid to students over the decade this study examines has been steady. Increase in Pell Grant aid have helped ameliorate some of the differences in unmet need across states. However, national averages mask stark differences in unmet need across the subsections listed above. Implications for policy and practice are discussed.

Kraay, A., & Van der Weide, R. (2022). **Measuring intragenerational mobility using aggregate data**. *Journal of Economic Growth*, 27(2), 273-314. <https://doi.org/10.1007/s10887-021-09200-2>

We propose a new method to approximate income distribution dynamics at the micro level using only macro data on aggregate moments of the income distribution. Under the assumption that individual incomes follow a lognormal autoregressive process, we show that the evolution of the mean and standard deviation of log income across individuals provides sufficient information to bound the degree of mobility. We estimate mobility bounds for 46 countries, using time series data on aggregate moments of the income distribution available in the World Inequality Database and the World Bank's PovcalNet database. This new data allows us to study the correlates of mobility, and to document churning in the top and bottom of the income distribution, in a much larger set of countries than was previously possible.



Landaud, F., Maurin, E., Willage, B., & Willén, A. L. P. (2022). **Getting Lucky: The Long-Term Consequences of Exam Luck** (CESifo Working Paper Series N° 9570). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9570.htm>

This paper studies the impact of exam luck on individuals' education and labor market success. We leverage unique features of the Norwegian education system that produce random variation in the content of the exams taken by students at the end of high school. Lucky students take exams in subjects they are better at, and we show that this generates significant improvements in both their high school GPA and diploma probability. Subsequently, exam luck generates substantial and persistent wage differentials across otherwise identical individuals. These luck-induced wage effects are of a similar magnitude as those generated by well-known education inputs, such as parental education and teacher quality.

Martellini, P., Schoellman, T., & Sockin, J. (2022). **The Global Distribution of College Graduate Quality** (Working Paper N° 791). Consulté à l'adresse Federal Reserve Bank of Minneapolis website: <https://econpapers.repec.org/paper/fipfedmwp/93935.htm>

We measure college graduate quality — the average human capital of a college's graduates—using the average earnings of the college's graduates adjusted to a common labor market. Our implementation uses the database of the website Glassdoor, which has the necessary information on earnings and education for non-migrants and migrants who graduate from roughly 3,300 colleges in 66 countries. Graduates of colleges in the richest countries have 50 percent more human capital than graduates of colleges in the poorest countries. Migration reinforces these differences. Poorer countries do not just lose a higher share of their skilled workers; their emigrants are highly positively selected on human capital. Finally, we show that these stocks and flows matter for growth and development by showing that college graduate quality predicts the share of a college's students who become inventors, engage in entrepreneurship, and become top executives, both within and across countries.

Nandwani, B., & org, C. (2022). **Female representation in school management and school quality** [Indira Gandhi Institute of Development Research, Mumbai Working Paper]. Consulté à l'adresse Indira Gandhi Institute of Development Research, Mumbai, India website: <https://econpapers.repec.org/paper/indigiwpp/2022-002.htm>

Using administrative data (2012-18) of schools in India, in this paper we construct a large panel comprising of more than 6 million observations to examine the extent to which female representation in school management is associated with improvement in school quality. We exploit the variation in number of female members in committees that govern government funded school activity to study our research question. Using a fixed effects methodology, we show that increased female representation in school management committees is associated with improvement in school quality, measured in terms of number of teachers hired, qualification of teachers, academic resources and student enrollment. The results are robust to including initial school characteristics interacted with year. Besides, using individual level data on learning outcomes for rural India, we provide suggestive evidence of positive association between female representation in schools management committees and learning outcomes of children, particularly for girls.

Parente, S. L., Sáenz, L. F., & Seim, A. (2022). **Income, education and democracy**. *Journal of Economic Growth*, 27(2), 193-233. <https://doi.org/10.1007/s10887-022-09203-7>

In this paper we argue that a potentially important mechanism by which modernization leads to democratization is a rise in de facto power as more of the population becomes educated. Analyzing a model in which the polity dictates the pace of modernization through its choice of public education expenditures, we first show that (i) an autocrat must eventually fund public education as long as the masses begin with some de facto power even though it lowers the income of the group he represents, and (ii) an autocrat never relinquishes power unless de facto power increases as the economy modernizes. We then present evidence that increases in education and de facto power have very often preceded the transitions of autocratic regimes to democratic ones.

Venegas-Muggli. (2022). **The Effects of First-Generation Status and Financial Aid on Technical College Students' Academic Performance: A Longitudinal Study.** *Community College Journal of Research and Practice*, 46(6), 416-430. <https://doi.org/10.1080/10668926.2020.1863878>

This article examines the role of first-generation status and financial aid on the academic performance of technical college students who are beneficiaries of a fee-free policy. Students enrolled in two-year technical programs in 2017 at Chile's largest higher education institution were considered. A quantitative panel longitudinal design was used as the effect of first-generation status and financial aid on students' academic results was estimated over their four terms of study. The results suggest that first-generation students have lower average marks than their continuing-generation counterparts. Likewise, it can be seen that beneficiaries of the fee-free policy perform worse academically than non-beneficiaries. It can also be seen that the negative effect of first-generation status is greater for women than men and that the magnitude of financial aid's negative effect is greater for women and older students. Policy implications are discussed.

## Aspects psychologiques de l'éducation

Allen, K.-A., Gray, D. L., Baumeister, R. F., & Leary, M. R. (2022). **The Need to Belong: a Deep Dive into the Origins, Implications, and Future of a Foundational Construct.** *Educational Psychology Review*, 34(2), 1133-1156. <https://doi.org/10.1007/s10648-021-09633-6>

The need to belong in human motivation is relevant for all academic disciplines that study human behavior, with immense importance to educational psychology. The presence of belonging, specifically school belonging, has powerful long- and short-term implications for students' positive psychological and academic outcomes. This article presents a brief review of belonging research with specific relevance to educational psychology. Following this is an interview with Emeritus Professors Roy Baumeister and Mark Leary, foundational pioneers in belonging research which reflects upon their influential 1995 paper, "The need to belong: Desire for interpersonal attachments as a fundamental human motivation," to explore the value and relevance of belonging for understanding human behavior and promoting well-being.

André, A., & Yvard, P. (2022). **Effets d'un dispositif d'analyse vidéo sur le style motivationnel des enseignants stagiaires d'Éducation Physique et Sportive.** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série 5), 10-30. <https://doi.org/10.4000/ejrieps.7955>

Combinant les apports de la théorie de l'autodétermination (TAD, Deci & Ryan, 2002) et du rôle de la vidéo dans le développement professionnel, l'objectif de cette recherche est d'étudier les effets d'un dispositif de formation d'analyse vidéo sur l'évolution du style motivationnel (Reeve & al., 2014) des enseignants novices (EN) d'Éducation Physique et Sportive au cours d'un semestre. 15 EN du groupe expérimental ont participé au dispositif de formation d'analyse vidéo alors que 15 autres ont constitué le groupe témoin. La dimension relative au soutien de l'autonomie du style motivationnel des EN a été mesurée à l'aide d'un questionnaire au début et à la fin de l'expérimentation. Les résultats ont indiqué que les EN du groupe expérimental ont appris à davantage soutenir l'autonomie de leurs élèves contrairement à ceux du groupe témoin.

Anmarkrud, Ø., Bråten, I., Florit, E., & Mason, L. (2022). **The Role of Individual Differences in Sourcing: a Systematic Review**. *Educational Psychology Review*, 34(2), 749-792. <https://doi.org/10.1007/s10648-021-09640-7>

This article reviews how individual differences have been conceptualized and researched within the area of multiple document literacy, in particular the extent to which proposed relationships between individual differences and the multiple document literacy process of sourcing have been supported by the empirical research. The findings showed that although the majority of the individual differences included in theoretical models of multiple document literacy have been researched, the empirical backing of proposed relationships is rather ambiguous. Still, in-depth analyses of the most researched individual differences in relation to sourcing revealed some interesting and interpretable patterns. Further, the review suggested that relationships between individual differences and sourcing may vary not only with the way sourcing is measured but also with the domain or topic addressed in the reading materials. We discuss the current status of research on individual differences in the context of multiple document literacy with a focus on sourcing and suggest potential avenues for further clarifications.

Cai, Z., Mao, P., Wang, D., He, J., Chen, X., & Fan, X. (2022). **Effects of Scaffolding in Digital Game-Based Learning on Student's Achievement: a Three-Level Meta-analysis**. *Educational Psychology Review*, 34(2), 537-574. <https://doi.org/10.1007/s10648-021-09655-0>

Previous empirical studies on the effect of scaffolding in game-based learning environments have shown inconsistent findings. In this study, we conducted a meta-analysis to examine the effect of scaffolding in digital game-based learning (DGBL) and to explore a range of moderating factors that may have contributed to the inconsistencies of primary studies. We used the three-level meta-analysis method to analyze the data for handling data non-dependency issues of multiple effect sizes in one study. A total of 49 primary studies and 154 effect sizes were identified through systematic literature search. The results show that scaffolding in DGBL could effectively improve learning ( $g = 0.43$ , 95% CI: [0.30, 0.56]), and the heterogeneity among studies was significant ( $Q = 708.99$ ,  $p < 0.001$ ). Furthermore, our results indicate that the studies involving elementary school students and university students showed larger effect sizes of scaffolding than those involving secondary school students. Scaffolding also appeared to be differentially effective in different types of games: more effective in adventure, puzzle, and simulation games than in role-playing and strategy games. Future studies should pay attention to the design of scaffolding mechanisms in educational digital games and to the influence of scaffolding on behavioral patterns and learning processes of learners engaged in DGBL.

Carden, J., Passmore, J., & Jones, R. J. (2022). **Exploring the role of self-awareness in coach development: A grounded theory study.** *International Journal of Training and Development*, 26(2), 343-363. <https://doi.org/10.1111/ijtd.12261>

Workplace coaching is a rapidly growing industry, and while there has been some research carried out to explore the effectiveness of coaching and to evaluate coaching outcomes, there has been very little research to underpin coach development and how coaches best develop coaching competence for workplace coaching. Self-awareness is perceived by many, including the professional coaching bodies, to be a core-competency for practising coaches. However, there is a lack of research evidence to underpin this perception and therefore this study, using an inductive grounded theory approach, explores the linkages between self-awareness and coach development. It finishes by presenting a conceptual framework to identify the linkages between self-awareness and coach development. The paper aims to make a theoretical contribution to the literature supporting workplace coaching and in particular coach development, by developing theoretical principles to underpin those providing coach development. The findings indicate that self-awareness is an important competency for coaches to develop as it provides the backbone to developing deep and meaningful connections both for the coach in terms of self-acceptance and confidence, and for the client in terms of the depth of the relationship, thereby creating an environment in which challenging work can be carried out.

Ceschi, A., Sartori, R., Tommasi, F., Noventa, S., Morandini, S., & Zagarese, V. (2022). **A combined resources-strength intervention: Empirical evidence from two streams of the positive psychology approach.** *International Journal of Training and Development*, 26(2), 245-265. <https://doi.org/10.1111/ijtd.12257>

In the framework of positive psychology approach, the present study reports the effect of a mixed human resources (HR) intervention program. We developed an intervention by the integration of the classic resource-based intervention with the specific strength training program named FAMILY. Then, we examined the extent to which such a combined intervention enhanced commitment, work engagement, job performance, and decreasing exhaustion of the participants. N = 69 sales consultants operating in an Italian pharmaceutical company participated in our study. To monitor the interventions used, participants had to complete a diary with self-report measures on the dimensions considered for four weeks. Data were analyzed by using growth models to study the variability of the dimensions considered overtime. Afterward, we used multilevel model analyses to test the associations between them. Our results showed that our combined training intervention increased in-role and extra-role performance, emotional commitment, and decreased the reported exhaustion level of the employees. Moreover, relationships among such dimensions have been explored in relation to antecedents that affect them (i.e., negative and positive emotions experienced, and job demands, and resources).

Chen, X., He, J., Swanson, E., Cai, Z., & Fan, X. (2022). **Big Five Personality Traits and Second Language Learning: a Meta-analysis of 40 Years' Research.** *Educational Psychology Review*, 34(2), 851-887. <https://doi.org/10.1007/s10648-021-09641-6>

Despite numerous studies involving personality traits and second language (L2) learning achievement over many years, there is a lack of an overall picture about how personality traits are related to L2 learning achievement. This study aims to conduct a systematic

quantitative synthesis of the studies that examined the relationships between the Big Five personality traits and L2 learning achievement. A total of 137 correlation coefficients from 31 primary studies conducted in 24 countries, with a total cumulative sample size of 8853 and published between 1982 and 2020, were included in this synthesis. The findings showed that openness to experience ( $r = .23$ ; 95% CI: .15, .30;  $p < .001$ ), conscientiousness ( $r = .18$ ; 95% CI: .08, .28;  $p = .002$ ), extraversion ( $r = .12$ ; 95% CI: .02, .21;  $p = .017$ ), and agreeableness ( $r = .10$ ; 95% CI: .01, .18;  $p = .025$ ) had positive correlations with L2 learning achievement, while neuroticism ( $r = -.04$ ; 95% CI:  $-.09$ , .02;  $p = .227$ ) had a negative yet statistically non-significant correlation with L2 learning achievement. More specifically, openness to experience and conscientiousness were the stronger correlates with L2 learning achievement, followed by more moderate correlates of extraversion and agreeableness, while neuroticism was the weakest among the five. Furthermore, several study features (i.e., study region, age of participants, L1 and L2 similarities, and schooling levels) were shown to explain the variations in the relationships between the Big Five personality traits and L2 learning achievement across individual studies. Implications for L2 teaching and future research are discussed.

Cho, K. W. (2022). **Measuring Math Anxiety Among Predominantly Underrepresented Minority Undergraduates Using the Abbreviated Math Anxiety Scale.** *Journal of Psychoeducational Assessment*, 40(3), 416-429.  
<https://doi.org/10.1177/07342829211063286>

Many students experience math anxiety, which can negatively affect their academic achievement and even their career choices. One of the most commonly used methods to assess math anxiety is the Abbreviated Math Anxiety Scale (AMAS). Despite the ubiquity of this measure, there is a lack of studies assessing its validity. Moreover, almost all studies have administered the AMAS to a predominantly (>75%) White sample. The present study assessed the validity of the AMAS in a largely underrepresented minority-student (Hispanics and Blacks) sample. The construct validity of the scale was established by showing that students' AMAS was predictive of both their actual (objective) and predicted (subjective) performance on an arithmetic task. The factor structure of the measure was validated by confirming that the two-factor model was a better fit than the one-factor model. Gender invariance was supported using multi-group confirmatory factor analyses. Overall, the results of the present study provide further evidence on the validity of the AMAS and its use among underrepresented minority college students.

Ciavaldini-Cartaut, S. (2020). **Affects et émotions en entretien de tutorat des enseignants en formation.** *Recherche & formation*, (95), 75-88.  
<https://doi.org/10.4000/rechercheformation.7219>

La place des émotions dans le développement de l'activité des enseignants en difficulté au cours de leur formation professionnelle initiale en master MEEF est rarement abordée en situation de tutorat. Cette contribution s'intéresse aux conditions d'une prise en compte constructive des affects et des émotions en situation d'entretien de conseil pédagogique. Elle repose sur une illustration clinique en éducation physique et sportive. L'analyse de données est issue d'une observation située et d'une approche « orientée activité » de l'expérience émotionnelle vécue de l'enseignement. Les résultats aboutissent à des questions adressées à la formation des futurs étudiants en difficulté ou insatisfaits face aux urgences de la classe et à propos desquels les tuteurs peinent à conseiller.

Creon, L. E., & Schermuly, C. C. (2022). **A new path to training transfer: Transformational trainers and psychologically empowered training participants.** *International Journal of Training and Development*, 26(2), 228-244. <https://doi.org/10.1111/ijtd.12256>

Successful training transfer is necessary for employees to adapt to this fast-changing working world. In this study, we investigate whether transformational trainer behaviour can inspire training participants to change their self-concept during training and whether this is related to increased training transfer. Following the self-concept based theory, we examine the relationship between transformational trainer behaviour and training transfer, mediated by psychological empowerment. Moreover, we test a cross-level interaction such that the indirect effect varies based on the number of participants per training group. We conducted a two-wave study with 373 training participants in 58 training groups. Multilevel moderated mediation analysis showed that the training participants' psychological empowerment mediated the positive relationship between transformational trainer behaviour and training transfer two months later. However, this indirect effect was not moderated by the number of participants per group. These results add to the discourse on the importance of trainers for training transfer and offer a new perspective on training as changing the participants' self-concept.

De Coninck, K., Keppens, K., Valcke, M., Dehaene, H., De Neve, J., & Vanderlinde, R. (2023). **Exploring the effectiveness of clinical simulations to develop student teachers' parent-teacher communication competence.** *Research Papers in Education*, 38(1), 69-101. <https://doi.org/10.1080/02671522.2021.1961291>

This study investigated the effectiveness of clinical simulations (CS) as an instructional strategy to prepare student teachers to conduct parent-teacher conferences. A pre-test/post-test study was set up in order to study the impact of online (n = 181) and face-to-face CS (n = 95) on student teachers' parent-teacher communication competence (PTCC). Assessment of PTCC development was based on a video-based instrument and a self-efficacy scale. Results suggested that both types of CS are effective instructional strategies to improve student teachers' PTCC. Both student teachers' self-efficacy beliefs and situation-specific skills regarding parent-teacher communication improved. Implications and directions for future research are discussed.

Doudin, P.-A. (2022). **Neurosciences et cognition: Perspectives pour les sciences de l'éducation.** Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807309616-neurosciences-et-cognition>

Glaser, M., Lengyel, D., Toulouse, C., & Schwan, S. (2022). **How Do We Deal with Uncertain Information? Effects of Verbal and Visual Expressions of Uncertainty on Learning.** *Educational Psychology Review*, 34(2), 1097-1131. <https://doi.org/10.1007/s10648-022-09659-4>

Based on the knowledge generation model for visual analytics including uncertainty propagation and human trust building (Sacha et al. 2016), the cognitive theory of multimedia learning (Mayer, 2014), the multimedia principle (Butcher, 2014), and previous studies on the effects of different uncertainty visualization styles, an integrated theoretical approach is proposed to examine the influence of different degrees of information uncertainty and different uncertainty visualization styles on processing pictures of two archeological reconstructions with accompanying audio explanations presented in a multimedia learning environment. A 4 × 3 design with condition (without uncertainty

visualization vs. stop light colors vs. geometric contrast vs. both uncertainty visualizations) as the between-subjects factor and uncertainty value (uncertain vs. medium vs. certain) as the within-subject factor was used. The results showed that appearance of certain content, its uncertainty values, and their verbal scientific justifications were remembered better than uncertain ones. Furthermore, stop light colors enhanced the memory of uncertainty values compared to no uncertainty visualization and were better understood, discriminated, and transferred than geometric contrast. Geometric contrast decreased the memory of the appearance of uncertain architectural elements compared to no uncertainty visualization and was better than stop light colors regarding the memory of the appearance of certain architectural elements. The study integrates and extends existing theories by showing that certain contents are processed with higher priority than uncertain contents and that the multimedia effect is also valid for metainformation such as the uncertainties of contents. Finally, recommendations for designing learning material including uncertainty visualizations are given.

Graham, S., Tavsanli, O. F., & Kaldirim, A. (2022). **Improving Writing Skills of Students in Turkey: a Meta-analysis of Writing Interventions.** *Educational Psychology Review*, 34(2), 889-934. <https://doi.org/10.1007/s10648-021-09639-0>

An important goal of schooling is teaching students how to write. Teachers need access to effective writing practices to meet this goal. For close to 40 years, meta-analyses of writing intervention studies have been used to identify evidence-based practices in writing. Most of the research included in these reviews involved studies conducted in the U.S. and Europe. The current meta-analysis included 77 experimental studies examining the effectiveness of writing interventions conducted in schools in Turkey with 4,891 students in primary grades through college. The writing outcome in all of these studies was quality of students' writing. The average weighted effect size for teaching writing across all 77 studies was 1.39. The average weighted effect sizes for the five writing treatments tested in four or more studies were 0.92 for peer assistance, 1.55 for pre-writing activities, 1.30 for the process approach to writing, and 1.28 for strategy instruction. Directions for future research and implications for practice are discussed.

Hewitt, P. L., Smith, M. M., Flett, G. L., Ko, A., Kerns, C., Birch, S., & Peracha, H. (2022). **Other-Oriented Perfectionism in Children and Adolescents: Development and Validation of the Other-Oriented Perfectionism Subscale-Junior Form (OOPjr).** *Journal of Psychoeducational Assessment*, 40(3), 327-345. <https://doi.org/10.1177/07342829211062009>

Research on adults indicates other-oriented perfectionism (requiring perfection from others) is associated with various consequential outcomes independent of self-oriented perfectionism (requiring perfection of the self) and socially prescribed perfectionism (believing others require perfection of the self). However, historically, the most widely used and researched measure of trait perfectionism in children, the Child-Adolescent Perfectionism Scale (CAPS), has omitted other-oriented perfectionism. In the present study, we address this by reporting on the multisource development and validation of the first self-report measure of other-oriented perfectionism specifically intended for youths: the Other-Oriented Perfectionism Subscale-Junior Form (OOPjr). Children (N = 107; Mage = 11.5, SD = 1.7) completed the OOPjr, CAPS, and measures of perfectionistic self-presentation, narcissism, social disconnection, depressive symptoms, and parental psychological control. Parents provided ratings of children's self-oriented, socially prescribed, and other-oriented perfectionism. Psychometric analyses indicated the

OOPjr is a homogenous and internally reliable scale that, when factor analyzed alongside the CAPS, displays measurement invariance across gender and replicates the three-factor solution found in adults. Furthermore, parent ratings of other-oriented perfectionism showed unique positive relationships with OOPjr scores, but not CAPS scores. Likewise, other-oriented perfectionism had independent positive relationships with narcissistic superiority and achievement-oriented parental psychological control, after controlling for self-oriented and socially prescribed perfectionism. Overall, our findings provide preliminary support for the use of the OOPjr as a measure of other-oriented perfectionism in youths.

Hunsu, N. J., Kehinde, O. J., Oje, A. V., & Yli-Piipari, S. (2022). **Single Versus Multiple Resilience Factors: An Investigation of the Dimensionality of the Academic Resilience Scale.** *Journal of Psychoeducational Assessment*, 40(3), 346-359. <https://doi.org/10.1177/07342829211056391>

The Academic Resilience Scale (ARS) was developed to measure resilience factors in educational contexts. However, there is no clarity on whether the scale could be used as a measure of unidimensional academic resilience scores or just to obtain multidimensional academic resilience factors. How a scale is scored can affect the validity of inferences based on scores obtained by using the scale in research and practice. This study uses confirmatory factor analysis (CFA) and ancillary bifactor measures to examine the dimensionality of the scale. There was no sufficient support for using the scale to obtain unidimensional academic resilience score. Rather, the scale should only be considered as a measure of multiple dimensions of academic resilience factors.

Jolin, J., & Wilson, M. (2022). **Developing a Theory of Two Latent Soft Skills Progress Variables using the BEAR Assessment System: Validity Evidence for the Internal Structure of the Social Evaluative in the Workplace Instrument.** *Journal of Psychoeducational Assessment*, 40(3), 381-399. <https://doi.org/10.1177/07342829211057641>

In this article, we report on the development of two latent soft skills progress variables using the Berkeley Evaluation and Assessment Research (BEAR) Assessment System (BAS). The Social Evaluative Reasoning in the Workplace (SER-W) instrument uses comic strip scenarios to depict interactions between employees and customers in entry-level workplace settings. We designed items to elicit evidence of student ability to: (a) identify salient customer social cues, which we term the social cue detection (SPU) variable, and, (b) justify an evaluation on the outcome of the situation depicted in the scenarios. We refer to this as the evaluative inference (EI) variable. Research from the field of autism spectrum disorder was used to develop a theory for building social complexity into the SER-W comic strip scenarios, by manipulating the type, frequency, and co-occurrence of the social cues presented in the scenarios. A unidimensional and multidimensional extension of the Rasch partial credit model were fit to the data. Model comparisons provide empirical support for our hypothesized two-dimensional structure, in which the SPU and EI variables are modeled as separate dimensions. These results are considered in terms of the evidence for the validity of the internal structure of the SER-W dimensions they provide. The article concludes with examples of the practical implications that progress variable research can have on soft skills curriculum development and assessment in the field of special education.



Kashima, E. S., Plusnin, N., Ochoa, D. P., Du, H., Klackl, J., Ah Gang, G. C., ... Fiske, S. T. (2022). **Social motives of university students in seven countries: Measurement development and validation.** *Asian Journal of Social Psychology*, 25(2), 198-218. <https://doi.org/10.1111/ajsp.12482>

A new scale to measure core social motives was developed based on the BUC(K)ET framework (Belong, Understand, Control, Esteem, and Trust). The scale was completed by 1,516 university students from seven countries: Australia, the United States, New Zealand, the Philippines, Malaysia, China (Macao), and Austria. Multigroup confirmatory factor analysis supported the scale's full scalar invariance between Australia and the United States and between Australia and Austria. Partial scalar invariance was established for all countries after omitting the Understand motive, suggesting that the remaining four subscales can be used to compare levels of social motives across diverse cultural groups with caution. We further established the scale's construct validity by examining its correlations in the nomological networks involving several individual difference variables. The profile of social motives was remarkably similar across countries and gender groups, although three Asian groups showed higher motives to belong than non-Asian groups, and women showed generally stronger core social motives than men, especially the Belong motive. Implications and possible directions of research are discussed.

Katsarov, J., Andorno, R., Krom, A., & van den Hoven, M. (2022). **Effective Strategies for Research Integrity Training—a Meta-analysis.** *Educational Psychology Review*, 34(2), 935-955. <https://doi.org/10.1007/s10648-021-09630-9>

This article reviews educational efforts to promote a responsible conduct of research (RCR) that were reported in scientific publications between 1990 and early 2020. Unlike previous reviews that were exploratory in nature, this review aimed to test eleven hypotheses on effective training strategies. The achievement of different learning outcomes was analyzed independently using moderator analysis and meta-regression, whereby 75 effect sizes from 30 studies were considered. The analysis shows that the achievement of different learning outcomes ought to be investigated separately. The attainment of knowledge strongly benefited from individualized learning, as well as from the discussion and practical application of ethical standards. Contrarily, not covering ethical standards tended to be a feature of successful courses, when looking at other learning outcomes. Overall, experiential learning approaches where learners were emotionally involved in thinking about how to deal with problems were most effective. Primarily intellectual deliberation about ethical problems, often considered the "gold standard" of ethics education, was significantly less effective. Several findings from previous reviews, e.g., the preferability of mono-disciplinary groups, could not be replicated with multivariate analysis. Several avenues for future research efforts are suggested to advance knowledge on the effectiveness of research integrity training.

Kočvarová, I., Vaculíková, J., & Kalenda, J. (2022). **Development and Initial Validation of the Nonparticipation in Nonformal Education Questionnaire.** *Journal of Psychoeducational Assessment*, 40(3), 400-415. <https://doi.org/10.1177/07342829211060571>

Nonformal adult education (NFE) provides adults with the opportunity to obtain competences needed to adapt to today's changing job market. Despite the well-documented positive effects of NFE, there remains a lack of valid research instruments to assess factors of nonparticipation. Specifically, defining the perspectives of social groups

with the highest incidence of barriers and the lowest level of participation in NFE has not been a primary research goal. This study describes the development and initial validation of a novel research tool entitled the Nonparticipation in Nonformal Education Questionnaire (NP-NFE-Q). The analysis covers the use of the NP-NFE-Q on a representative sample of the adult population ( $n = 878$ ) as well as three additional cohorts: low-educated workers ( $n = 227$ ), persons caring for children under the age of three ( $n = 227$ ), and retired persons ( $n = 232$ ). The results consistently support the validation of a correlated five-factor model, which includes two situational, one institutional and two dispositional factors.

Kühl, T., Fehringer, B. C. O. F., & Münzer, S. (2022). **Unifying the Ability-as-Compensator and Ability-as-Enhancer Hypotheses.** *Educational Psychology Review*, 34(2), 1063-1095. <https://doi.org/10.1007/s10648-021-09650-5>

Spatial abilities have been found to interact with the design of visualizations in educational materials in different forms: (1) spatial abilities enhanced learning with optimized visual design (ability-as-enhancer) or (2) spatial abilities compensated for suboptimal visual design (ability-as-compensator). A brief review of pertinent studies suggests that these two forms are viewed as mutually exclusive. We propose a novel unifying conceptualization. This conceptualization suggests that the ability-as enhancer interaction will be found in the low-medium range of a broad ability continuum whereas the ability-as-compensator interaction will be found in the medium-high range. The largest difference in learning outcomes between visual design variations is expected for medium ability. A corresponding analytical approach is suggested that includes nonlinear quadratic interactions. The unifying conceptualization was confirmed in an experiment with a consistent visual-spatial task. In addition, the conceptualization was investigated with a reanalysis of pooled data from four multimedia learning experiments. Consistent with the conceptualization, quadratic interactions were found, meaning that interactions depended on ability range. The largest difference between visual design variations was obtained for medium ability, as expected. It is concluded that the unifying conceptualization is a useful theoretical and methodological approach to analyze and interpret aptitude-treatment interactions that go beyond linear interactions.

Lachner, A., Hoogerheide, V., van Gog, T., & Renkl, A. (2022). **Learning-by-Teaching Without Audience Presence or Interaction: When and Why Does it Work?** *Educational Psychology Review*, 34(2), 575-607. <https://doi.org/10.1007/s10648-021-09643-4>

Teaching the contents of study materials by providing explanations to fellow students can be a beneficial instructional activity. A learning-by-teaching effect can also occur when students provide explanations to a real, remote, or even fictitious audience that cannot be interacted with. It is unclear, however, which underlying mechanisms drive learning by non-interactive teaching effects and why several recent studies did not replicate this effect. This literature review aims to shed light on when and why learning by non-interactive teaching works. First, we review the empirical literature to comment on the different mechanisms that have been proposed to explain why learning by non-interactive teaching may be effective. Second, we discuss the available evidence regarding potential boundary conditions of the non-interactive teaching effect. We then synthesize the available empirical evidence on processes and boundary conditions to provide a preliminary theoretical model of when and why non-interactive teaching is effective. Finally, based on our model of learning by non-interactive teaching, we outline

several promising directions for future research and recommendations for educational practice.

Lau, K.-L. (2022). **Adaptation and Validation of a Chinese Online Self-Regulated Learning Questionnaire.** *Journal of Psychoeducational Assessment*, 40(3), 438-444. <https://doi.org/10.1177/07342829211059979>

This study aimed to adapt and validate a Chinese version of the online self-regulated learning questionnaire (COSLQ) with Chinese junior secondary students in Hong Kong. A total of 716 students from six schools participated voluntarily in the study. Overall, the findings of this study supported the COSLQ's psychometric quality. The COSLQ subscales all demonstrated high internal consistency. Different measurement models were tested using confirmatory factor analysis. The results indicated that a 7-factor model best fit the data, suggesting that the participants could distinguish seven types of online self-regulatory strategies: goal setting, environment structuring, time management, effort regulation, cognitive/monitoring strategies, help seeking, and self-evaluation.

Lockwood, A. B., Farmer, R. L., & Krach, S. K. (2022). **Examining School Psychologists' Attitudes Toward Standardized Assessment Tools.** *Journal of Psychoeducational Assessment*, 40(3), 311-326. <https://doi.org/10.1177/07342829211057642>

Despite a call for evidence-based practice in school psychology, limited research on the topic of evidence-based assessment exists. To begin to address this gap in the research, a modified version of Jenson–Doss and Hawley's (2010) Attitudes Toward Standardized Assessment (ASA) scale was administered to 371 U.S. school psychologists. Examination of the modified ASA's factor structure suggested that a bifactor model with a single overall domain and three sub-domains was the most parsimonious. Indices of dimensionality indicated that the overall score may be the best indicator of school psychologist's perceptions of standardized assessment. Additionally, school psychologists' reported favorable attitudes of standardized assessment compared to clinical judgment alone. Limitations and implications for future research are discussed.

Lucas, C. A., Brewer, N., & Young, R. L. (2022). **Pitfalls When Using Area Under the Curve to Evaluate Item Content for Early Screening Tests for Autism.** *Journal of Psychoeducational Assessment*, 40(3), 430-437. <https://doi.org/10.1177/07342829211067128>

Evaluations of early screening tests for autism commonly rely on receiver operating characteristic (ROC) analysis and comparisons of area under the curve (AUC). Whether AUC differs significantly from chance or between test items is not always assessed. Two recent and independent evaluations of the Brief Autism Detection in Early Childhood (BADEC) constructed a short-form by selecting the five items with the highest AUC values, leading to inconsistencies regarding appropriate item content (Nah et al., 2018; Nevill et al., 2019). Using significance testing to compare AUC values for each test item from each dataset, we demonstrate which items justify inclusion in the BADEC, which items can be ruled out, and highlight key factors influencing AUC significance testing outcomes.

Martins, J., Cunha, J., Lopes, S., Moreira, T., & Rosário, P. (2022). **School Engagement in Elementary School: A Systematic Review of 35 Years of Research.** *Educational Psychology Review*, 34(2), 793-849. <https://doi.org/10.1007/s10648-021-09642-5>

School engagement is considered an antidote to several academic problems found in middle and high school. Previous data highlight the importance of understanding school

engagement in early years. The present systematic review aims to outline investigations regarding school engagement in elementary school. Findings are expected to (i) help educators learn about research in a comprehensible way, (ii) design future school-based interventions with strong theoretical support, and (iii) systematize information about research gaps and indicate new avenues for investigation. The systematic search for original articles published up to 2018 followed the PRISMA statement and Cochrane's guidelines. A total of 102 articles were included and organized, according to the self-system model of motivational development from Skinner et al. (*Journal of Educational Psychology*, 100, 765–781, 2008). Results showed that balanced and quality support from peers, teachers, and parents positively influenced school engagement. Additionally, some common characteristics of the school context were found to undermine school engagement. Regarding interventions aimed to promote school engagement, we found various effective designs, differing in complexity. Moreover, studies focused on students' emotions, behaviors and cognitions, experiences, motivational variables, and learning provided important inputs to promote school engagement. Furthermore, studies focused on examining the trajectories of school engagement provided data to understand how to prevent school engagement from declining throughout schooling. Finally, most studies found a positive and significant relationship between school engagement and achievement; however, results differ regarding the source of information or school domain examined. The school engagement conceptualizations, dimensions, and measures used were analyzed and their relationships to the results were discussed.

Mason, L., Ronconi, A., Scrimin, S., & Pazzaglia, F. (2022). **Short-Term Exposure to Nature and Benefits for Students' Cognitive Performance: a Review.** *Educational Psychology Review*, 34(2), 609-647. <https://doi.org/10.1007/s10648-021-09631-8>

There is growing interest recently in the outdoor environment surrounding schools where students spent time during breaks, in-school activities, and after-school programs. Several reviews have examined the impact of long-term exposures to nearby nature on students' academic achievement, but none has focused on the effects of short-term contacts with nature on students' cognitive performance. The aim of this review is to understand the context in which short-term passive exposures to greenness occur, how cognitive performance is measured, and the conditions under which cognitive benefits emerge at various educational levels. We reviewed 14 studies in the extant literature that report investigations involving students at different educational levels, from elementary school to university, in a short exposure to nature lasting from 10 to 90 min during a study day. The review shows that in 12 out of the 14 studies, across educational levels, cognitive benefits emerge in terms of directed attention restoration from mental fatigue due to contact with nature. A no-cost opportunity to sustain students' cognition is a break in a green environment after mentally demanding activities.

Omarchevska, Y., Lachner, A., Richter, J., & Scheiter, K. (2022). **Do Video Modeling and Metacognitive Prompts Improve Self-Regulated Scientific Inquiry?** *Educational Psychology Review*, 34(2), 1025-1061. <https://doi.org/10.1007/s10648-021-09652-3>

Guided inquiry learning is an effective method for learning about scientific concepts. The present study investigated the effects of combining video modeling (VM) examples and metacognitive prompts on university students' (N = 127) scientific reasoning and self-regulation during inquiry learning. We compared the effects of watching VM examples combined with prompts (VMP) to watching VM examples only, and to unguided inquiry (control) in a training and a transfer task. Dependent variables were scientific reasoning

ability, hypothesis and argumentation quality, and scientific reasoning and self-regulation processes. Participants in the VMP and VM conditions had higher hypothesis and argumentation quality in the training task and higher hypothesis quality in the transfer task compared to the control group. There was no added benefit of the prompts. Screen captures and think aloud protocols during the two tasks served to obtain insights into students' scientific reasoning and self-regulation processes. Epistemic network analysis (ENA) and process mining were used to model the co-occurrence and sequences of these processes. The ENA identified stronger co-occurrences between scientific reasoning and self-regulation processes in the two VM conditions compared to the control condition. Process mining revealed that in the VM conditions these processes occurred in unique sequences and that self-regulation processes had many self-loops. Our findings show that video modeling examples are a promising instructional method for supporting inquiry learning on both the process and the learning outcomes level.

Ponce, H. R., Mayer, R. E., & Méndez, E. E. (2022). **Effects of Learner-Generated Highlighting and Instructor-Provided Highlighting on Learning from Text: A Meta-Analysis.** *Educational Psychology Review*, 34(2), 989-1024. <https://doi.org/10.1007/s10648-021-09654-1>

The present study examines the existing published research about the effectiveness of learner-generated highlighting and instructor-provided highlighting on learning from text. A meta-analysis was conducted of scientifically rigorous experiments comparing the learning outcomes (i.e., performance on memory and/or comprehension tests) of students (i.e., college students and/or K-12 students) who read an academic text with or without being asked to highlight important material (i.e., with or without learner-generated highlighting) or who read an academic text with or without the important material already being highlighted (i.e., with or without instructor-provided highlighting). We found 36 published articles that met these criteria ranging from the years 1938 to 2019, which generated 85 effect sizes. The results showed that learner-generated highlighting improved memory but not comprehension, with average effect sizes of 0.36 and 0.20, respectively; and instructor-provided highlighting improved both memory and comprehension, both with an average effect size of 0.44. Learner-generated highlighting improved learning for college students but not for school students, with average effect sizes of 0.39 and 0.24, respectively; and instructor-provided highlighting improved learning for both college and school students, with average effect sizes of 0.41 and 0.48, respectively. We discuss the theoretical and practical implications of these findings.

Rapanta, C., & Felton, M. K. (2022). **Learning to Argue Through Dialogue: a Review of Instructional Approaches.** *Educational Psychology Review*, 34(2), 477-509. <https://doi.org/10.1007/s10648-021-09637-2>

Over the past 20 years, a broad and diverse research literature has emerged to address how students learn to argue through dialogue in educational contexts. However, the variety of approaches used to study this phenomenon makes it challenging to find coherence in what may otherwise seem to be disparate fields of study. In this integrative review, we propose looking at how learning to argue (LTA) has been operationalized thus far in educational research, focusing on how different scholars have framed and fostered argumentative dialogue, assessed its gains, and applied it in different learning contexts. In total, 143 studies from the broad literature on educational dialogue and argumentation were analysed, including all educational levels (from primary to university). The following patterns for studying how dialogue fosters LTA emerged: whole-

class 'low structure' framing with a goal of dialogue, small-group 'high structure' framing with varied argumentative goals, and studies with one-to-one dialectic framing with a goal of persuasive deliberation. The affordances and limitations of these different instructional approaches to LTA research and practice are discussed. We conclude with a discussion of complementarity of the approaches that emerged from our analysis in terms of the pedagogical methods and conditions that promote productive and/or constructive classroom interactions.

Roche, K. M., Huebner, D. M., Lambert, S. F., & Little, T. D. (2022). **COVID-19 Stressors and Latinx Adolescents' Mental Health Symptomology and School Performance: A Prospective Study**. *Journal of Youth and Adolescence*, 51(6), 1031-1047. <https://doi.org/10.1007/s10964-022-01603-7>

This study addressed the need for research examining impacts of the Coronavirus-19 (COVID) pandemic on Latinx adolescents' adjustment. Survey data for a probability sample of 547 Latinx adolescents (Mage = 13.71, SD = 0.86; 55.2% female) were collected from 2018 to 2021, including two times both prior to, and during, COVID. Independent variables assessed COVID-related household hospitalization, job/income loss, and adolescents' increased childcare responsibility. Structural Equation Model results indicated that COVID-related increases in adolescent childcare responsibility were associated with increased internalizing and externalizing symptoms and declines in school performance. COVID hospitalization and job/income loss were associated indirectly, through childcare responsibilities, to worse adolescent outcomes. Family adversities may harm adolescents' adjustment by burdening adolescents with responsibilities such as caring for children.

Schroeder, N. L., & Kucera, A. C. (2022). **Refutation Text Facilitates Learning: a Meta-Analysis of Between-Subjects Experiments**. *Educational Psychology Review*, 34(2), 957-987. <https://doi.org/10.1007/s10648-021-09656-z>

Scientific misconceptions are ubiquitous, and in our era of near-instant information exchange, this can be problematic for both public health and the public understanding of scientific topics. Refutation text is one instructional tool for addressing misconceptions and is simple to implement at little cost. We conducted a random-effects meta-analysis to examine the effectiveness of the refutation text structure on learning. Analysis of 44 independent comparisons (n = 3,869) showed that refutation text is associated with a positive, moderate effect (g = 0.41, p < .001) compared to other learning conditions. This effect was consistent and robust across a wide variety of contexts. Our results support the implementation of refutation text to help facilitate scientific understanding in many fields.

Singh, A., & Alexander, P. A. (2022). **Audiobooks, Print, and Comprehension: What We Know and What We Need to Know**. *Educational Psychology Review*, 34(2), 677-715. <https://doi.org/10.1007/s10648-021-09653-2>

The purpose of this review was to examine the effects that audiobook listening and print reading have on comprehension performance and the role that learner characteristics, text features, and contextual factors play in reported outcomes. The review, which included 32 documents, covered elementary, secondary, and college students who processed narrative and expository texts aurally via audiobooks and visually on paper or screen. Analysis showed that the majority of studies were conducted in classrooms where audiobooks were co-presented with printed texts. It was also shown that audiobooks by themselves tended to facilitate comprehension better than print when students were

younger ( $g = .28$  to  $g = .58$ ). For identified populations, such as struggling readers and EFLs, the co-presentation of audiobooks with print proved better for comprehension than print alone ( $g = .32$  to  $g = 1.67$ ). There was a paucity of studies that directly compared audiobook listening to print reading; targeted older students with no identified learning needs; or focused on exposition. Implications for instructional practice and future research are forwarded, based on the patterns that emerged from this review.

Skulmowski, A., Nebel, S., Remmele, M., & Rey, G. D. (2022). **Is a Preference for Realism Really Naive After All? A Cognitive Model of Learning with Realistic Visualizations.** *Educational Psychology Review*, 34(2), 649-675. <https://doi.org/10.1007/s10648-021-09638-1>

The use of realistic visualizations has gained considerable interest due to the proliferation of virtual reality equipment. This review is concerned with the theoretical basis, technical implementation, cognitive effects, and educational implications of using realistic visualizations. Realism can be useful for learners, but in several studies, more abstract illustrations have resulted in higher performance. Furthermore, a preference for realistic visualization has been declared as being based on misconceptions regarding the cognitive system. However, we argue that this perspective is unable to fully explain the conflicting results found in the literature. To fill this theoretical gap, we devised a model to describe and compare the various levels of realism found in visualizations. We define realism as a combination of three dimensions: geometry, shading, and rendering. By varying these dimensions, it is possible to create a variety of realistic graphics. Thus, when comparing different visualizations, the realism of each of these three dimensions needs to be considered individually. Based on this technical definition, we introduce a cognitive model of learning with realistic visualizations that includes three different stages: perception, schema construction, and testing. At these three stages, variables such as the perceptual load generated by the visualization, learner characteristics influencing how well details are processed, and test types that demand concrete or flexible representations can affect whether realism fosters or hinders learning. Using the cognitive model presented in this paper, more accurate predictions and recommendations concerning the use of realism can be formulated.

Smidt, W., & Embacher, E.-M. (2023). **Does personality matter? The relationship between child personality and interaction quality in preschools.** *Research Papers in Education*, 38(1), 45-68. <https://doi.org/10.1080/02671522.2021.1941217>

Evidence indicates that children's personalities shape their interactions and relationships with others. This study aims to identify the relationship between child personality types and interaction quality in preschools, which is of high predictive importance for the development of children's competencies. Interaction quality was determined using the Individualized Classroom Assessment Scoring System (inCLASS) in a sample of 181 children attending 61 preschools in Austria. After including control variables, our results indicated that children characterised as 'overcontrollers' and 'undercontrollers' had significantly less peer interactions, compared to 'resilients'. Furthermore, 'undercontrollers' tended to show less task orientation than 'resilients' and had more conflict interactions than 'overcontrollers'. Consideration of child personality offers opportunities to support children in their interactions with others to improve interaction quality in preschools.

Tamimi, N., Kienzler, H., Hammoudeh, W., & Giacaman, R. (2022). **Capacity Strengthening: Development and Evaluation of the Training Course "Research Methods**

**for Mental Health in War and Conflict**". *International Journal of Training and Development*, 26(2), 285-314. <https://doi.org/10.1111/ijtd.12259>

To address the gap in locally driven mental health capacity strengthening initiatives in the occupied Palestinian territory (oPt), researchers from Birzeit University (BZU) and King's College London (KCL) developed a unique short course focusing on the intersection between methods, mental health, and conflict. The course was delivered in the West Bank at BZU, aiming to strengthen mental health research capacity among local researchers, health professionals and administrators. Twenty-eight participants from the West Bank and East Jerusalem completed the course. Participants accepted on the course from the Gaza Strip did not receive permission by the Israeli authorities to travel to the West Bank and were thus unable to attend. A pre-training assessment was completed before the start of the course and identified a gap in participants' key qualitative and quantitative research skills. The post-evaluation showed that all participants agreed that their qualitative research skills improved, and the majority agreed that their quantitative research skills improved. Several participants considered the quantitative part too intensive, requiring more training time. The majority of participants were highly satisfied with the course. Our initiative offers a model for strengthening the local research capacity required to tackle the burden of mental illness in conflict-affected areas. This annual course can be scaled up to other conflict settings.

Tekin, E. (2022). **Can Learners Allocate Their Study Time Effectively? It Is Complicated.** *Educational Psychology Review*, 34(2), 717-748. <https://doi.org/10.1007/s10648-021-09645-2>

The existing literature on study time allocation has primarily focused on how people regulate their study time allocation across different items and conditions. However, these studies rarely investigated how self-regulated study time allocation affects later retention. In this review, the effectiveness of self-regulated study time allocation on retention is evaluated by (1) comparing people who regulated their study time allocation to those who did not and (2) examining whether people reduce or eliminate item difficulty effects through study time allocation. The results suggest that although people benefit from self-pacing their study and selecting what to study, they cannot regulate their study strategies effectively or fully compensate for item difficulty effects through self-regulated study time allocation. Existing theoretical models of study time allocation are discussed in light of these findings, and two alternative theoretical explanations are proposed to account for the findings.

Turner, E. (2023). **Dialogic feedback and literary disciplinary knowledge in L2 writing instruction: how attitude to feedback influences academic achievement.** *Research Papers in Education*, 38(1), 21-44. <https://doi.org/10.1080/02671522.2021.1941216>

Recent research has foregrounded the importance of student engagement with feedback on writing (Quinton & Smallbone, 2010; Zhang & Hyland, 2018; Handley, Price, & Millar, 2011). At the same time, there is a small but growing body of scholarship exploring the role that feedback plays in developing discipline-specific competencies in student writers in an L2 context (Hyland, 2013). This study aims to contribute to this burgeoning field by exploring the complex relationship between student attitude to peer and teacher feedback, academic achievement, and dialogic engagement with such feedback, with particular focus on the development of literary disciplinary knowledge in an L2 context. The findings of this mixed-method exploratory study reveal a positive correlation between student attitude to feedback pertaining to disciplinary knowledge



development, and achievement within the field of literary studies. This stands in contrast to other findings in this study which see only a weak correlation between attitudes to both peer and teacher feedback, and writing performance. Furthermore, this study argues that active engagement with feedback is linked to greater levels of discipline-specific writing competencies.

Woloszyn, P., & Safourcade, S. (2022). **Learning Evaluation in Engineering Studies: Cognitive Assessment, Informational Scaling and Systemic Modeling of the Knowledge Acquisition Process.** *Journal of Psychology & Behavior Research*, 4(2), 25. <https://doi.org/10.22158/jpbr.v4n2p25>

The research work presented is in line with previous work on the complexity of the learning process. This complexity is approached through the study of perception, regarded as a non-deterministic system of interactions that evolves over time. The activity of these interactions is achieved through the various senses mobilized by learners. We have conducted a study intended to define a reliable procedure to measure learners' perceptions of the skills expected through the engineering training curriculum, as well as their impact on the way these learners mobilize, under the influence of these perceptions, environmental and personal resources with the goal of achieving success. These learners thus generate their own environment for the purpose of their professionalization, as well as their personal and cognitive development. The processing of the descriptive, inferential and confirmatory results of the study led us to observe the evolution and variation of skills perception in engineering students over their five-year course. Temporal variability can be observed in perceptions, depending on the nature of the skills and on the phases of the course study marked by the temporal evolution of learning processes. These markers processes shed light on the dialogical relation found between educational science and sciences of perception.

Zhang, L., Kirschner, P. A., Cobern, W. W., & Sweller, J. (2022). **There is an Evidence Crisis in Science Educational Policy.** *Educational Psychology Review*, 34(2), 1157-1176. <https://doi.org/10.1007/s10648-021-09646-1>

There is a considerable gap between many of the findings from educational psychology research and educational practice. This gap is especially notable in the field of science education. In this article, the implications of three categories of research and their findings for science educational policy in the USA and other jurisdictions were reviewed. We indicate that a particular category of research that we call "Program-Based Studies," has dominated the formulation of educational standards while a large number of critical findings from randomized, controlled studies and correlational studies that overwhelmingly show minimal support for the suggested policy have been marked as irrelevant and excluded. The current blanket-emphasis on program-based studies at the expense of the other types of research is misplaced. Educational standards should represent a balanced view of the available data including findings from controlled and correlational studies. Finally, we indicate how these different forms of research might inform each other and provide coherent and consistent implications for educational procedures.

Zitzmann, S., Wagner, W., Hecht, M., Helm, C., Fischer, C., Bardach, L., & Göllner, R. (2022). **How Many Classes and Students Should Ideally be Sampled When Assessing the Role of Classroom Climate via Student Ratings on a Limited Budget? An Optimal Design**

**Perspective.** *Educational Psychology Review*, 34(2), 511-536.  
<https://doi.org/10.1007/s10648-021-09635-4>

A central question in educational research is how classroom climate variables, such as teaching quality, goal structures, or interpersonal teacher behavior, are related to critical student outcomes, such as students' achievement and motivation. Student ratings are frequently used to measure classroom climate. When using student ratings to assess classroom climate, researchers first ask students to rate classroom climate characteristics and then aggregate the ratings on the class level. Multilevel latent variable modeling is then used to determine whether class-mean ratings of classroom climate are predictive of student outcomes and to correct for unreliability so that the relations can be estimated without bias. In this article, we adopt an optimal design perspective on this specific strategy. Specifically, after briefly recapping a prominent model in climate research, we show and explain (a) how statistical power can be maximized by choosing optimal numbers of classes and students per class given a fixed budget for conducting a study and (b) how the budget required to achieve a prespecified level of power can be minimized. Moreover, we present an example from research on teaching quality to illustrate the procedures and to provide guidance to researchers who are interested in studying the role of classroom climate. Also, we present a Shiny App that can be used to help find optimal designs for classroom climate studies. The app can be accessed at <https://psyctools.shinyapps.io/optimalDesignsClassroomClimate>

## Aspects sociaux de l'éducation

Armagnague, M. (2021). **La méritocratie face à l'« indisponibilité scolaire » : l'école des enfants migrants**. In M. Armagnague, C. Cossée, C. Mendonça Dias, I. Rigoni, & S. Tersigni, *Les enfants migrants à l'école* (p. 171). Consulté à l'adresse <https://shs.hal.science/halshs-03657029>

Aydarova, E., Newcomer, S., McNelly, C., Nuñez-Janes, M., & Villenas, S. A. (2022). **The Imperative for Social Foundations Revisited: A Technical Comment on Warren and Venzant Chambers (2020)**. *Educational Researcher*, 51(4), 289-291.  
<https://doi.org/10.3102/0013189X211024152>

Warren and Venzant Chambers (2020) raised an important concern about the marginalization and elimination of social foundations of education in educator preparation. Yet, their focus on "an essential tripartite coalition of disciplinary perspectives" encapsulated in sociology, history, and philosophy runs counter the interdisciplinary nature of social foundations.

Bao, L., & Tian, X. (2022). **Climbing the academic ladder: Chinese women academics seeking recognition on the way to becoming professors**. *International Journal of Educational Development*, 91, 102597. <https://doi.org/10.1016/j.ijedudev.2022.102597>

With the escalation of academic ranks, gender gap is becoming increasingly significant in Chinese academia. We qualitatively explore what hinders Chinese women academics from attaining the rank of professor, how and why these hindrances are constructed, and how these women identified with those hindrances. The findings suggest that they seek recognition as both women and as academics with contested expectations, so that they are confronted with three disadvantages: lack of funding and network, gendered career aspiration, and shortage of role models. We conclude that their desire to be recognized

in dual norms reshapes the self-identification of these women academics and this forms their obstacles in climbing the academic ladder.

Bardet, J. (2021). **Stéréotypes de genre : analyse verbale et comportementale dans le contexte de la manipulation de jouets au cours d'interactions entre parents et enfants de trois ans** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse <https://theses.hal.science/tel-03617469>

Les représentations culturelles associées au féminin et au masculin changent suivant les lieux et les époques. Le concept même de genre évolue et fait débat. Comme toute forme de catégorisation, les stéréotypes de genre tendent à nous enfermer dans une représentation forcément réductrice puisque l'individu est par nature singulier. Mais c'est également à travers les stéréotypes que se construit notre identité de genre. Le jeu est un vecteur majeur de la socialisation dans l'enfance, il nous est apparu une situation expérimentale de choix pour mettre « à l'épreuve » le comportement des parents et des enfants à l'égard des stéréotypes de genre. Notre étude est centrée sur l'observation d'interactions de jeu entre les parents et leurs enfants de trois ans. Trois jouets leur ont été proposés : un jouet stéréotypé féminin, un jouet stéréotypé masculin et un jouet considéré comme mixte. L'originalité de notre étude repose sur une analyse conjointe du contenu verbal des interactions et de la manipulation des jouets, associée à un test de catégorisation des jouets et à des questionnaires parentaux. Les résultats de cette recherche montrent que les parents se sont davantage orientés vers le jouet neutre par rapport aux enfants et que les pères l'ont davantage manipulé que les mères. Il est probable que le contexte particulièrement prégnant de sensibilisation aux menaces que peuvent représenter les stéréotypes explique les incitations parentales observées. Les enfants se sont néanmoins orientés préférentiellement vers le jouet stéréotypé de leur sexe, manipulant peu le jouet neutre, et les garçons ont opéré des choix plus stéréotypés que les filles en première intention de jeu, comme cela a déjà été observé. L'analyse lexicométrique associée à la manipulation des jouets révèle, quant à elle, que la manipulation du jouet stéréotypé masculin, le garage de pompiers, s'accompagnait moins systématiquement de productions verbales, par rapport à la maison de poupées. Ce résultat nous amène naturellement à nous interroger sur le rôle que joue la socialisation genrée précoce dans le développement ultérieur d'habiletés différenciées.

Ben Hamouda, L. (2022, mai 11). **Génération 2017 : Ils étaient bien partis...** Consulté 19 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/05/11/generation-2017-ils-etaient-bien-partis/> Que sont devenus les jeunes sortis du système scolaire en 2017 ? Une enquête du CEREQ a suivi leur parcours. Premiers constats : cette génération est plus diplômée et s'insère mieux dans le monde du travail. Second constat : les inégalités sociales sont toujours là : les enfants de cadres ont presque dix fois plus...

Bovey, L., Bauer, S., & Bonvin, P. (2022). **La surreprésentation des élèves de nationalité étrangère dans l'enseignement spécialisé vaudois : une analyse par les dispositifs scolaires et la région d'origine.** *Swiss Journal of Educational Research*, 44(1), 103-115. <https://doi.org/10.24452/sjer.44.1.8>

This article looks at the over-representation of foreign students in special education in the canton of Vaud. Based on a descriptive analysis of data from the Cantonal Research and Statistical Information Service of the canton of Vaud from 1996 to 2019, the article proposes to update the data on the subject and to verify whether this over-

representation persists, and whether it manifests itself differently according to nationality or territorial grouping and according to the type of system to which the pupils are assigned (special classes or special schools).

Cho, K. W. (2022). **Measuring Math Anxiety Among Predominantly Underrepresented Minority Undergraduates Using the Abbreviated Math Anxiety Scale.** *Journal of Psychoeducational Assessment*, 40(3), 416-429.  
<https://doi.org/10.1177/07342829211063286>

Many students experience math anxiety, which can negatively affect their academic achievement and even their career choices. One of the most commonly used methods to assess math anxiety is the Abbreviated Math Anxiety Scale (AMAS). Despite the ubiquity of this measure, there is a lack of studies assessing its validity. Moreover, almost all studies have administered the AMAS to a predominantly (>75%) White sample. The present study assessed the validity of the AMAS in a largely underrepresented minority-student (Hispanics and Blacks) sample. The construct validity of the scale was established by showing that students' AMAS was predictive of both their actual (objective) and predicted (subjective) performance on an arithmetic task. The factor structure of the measure was validated by confirming that the two-factor model was a better fit than the one-factor model. Gender invariance was supported using multi-group confirmatory factor analyses. Overall, the results of the present study provide further evidence on the validity of the AMAS and its use among underrepresented minority college students.

Comerford, D., Rodríguez Mora, J. V., & Watts, M. J. (2022). **Meritocracy and the inheritance of advantage.** *Journal of Economic Growth*, 27(2), 235-272.  
<https://doi.org/10.1007/s10887-021-09201-1>

We present a model where more accurate information on the background of individuals facilitates statistical discrimination, increasing inequality and intergenerational persistence in income. Surprisingly, more accurate information on the actual capabilities of workers leads to the same result—firms give increased weight to the more accurate information, increasing inequality, which itself fosters discrimination. The rich take advantage of this through educational investments in their children, and mobility decreases as a consequence of an increase in the ability to reward talent. Using our model to interpret the data suggests that a country like the US might indeed be a land of opportunity for the sufficiently able, as conditional on ability background may have relatively little effect. Nevertheless the US has a relatively low degree of intergenerational mobility precisely because meritocracy facilitates a high correlation of ability with background.

Dalane, K., & Marcotte, D. E. (2022). **The Segregation of Students by Income in Public Schools.** *Educational Researcher*, 51(4), 245-254.  
<https://doi.org/10.3102/0013189X221081853>

Over the past three decades, children from low-income families have increasingly been attending different public schools than those from more affluent families. Though recent work has helped us understand patterns of income segregation between districts and schools within districts, we know little about segregation of students as they experience school: in the classroom. We attempt to advance knowledge of segregation of students by income at the classroom level. We use data from North Carolina that includes information on classroom assignments and students' economically disadvantaged (ED) status. We assess whether ED students are clustered/segregated into different classrooms

than other students. We find that within-school segregation rose by about 10% between 2007 and 2014 in elementary and middle schools we study.

Daway-Ducanes, S. L. S., Pernia, E. E., & Ramos, V. J. R. (2022). **On the “income advantage” in course choices and admissions: Evidence from the University of the Philippines.** *International Journal of Educational Development*, 91, 102578. <https://doi.org/10.1016/j.ijedudev.2022.102578>

The empirical evidence in developed economies suggests a rise in inequality of access to higher education in favor of students from higher-income households. Is this ‘income advantage’ also pronounced in developing economies like the Philippines, where there have been recent deliberate efforts by the government to democratize access to higher education? Using quantitative (logistic regression) analysis on proprietary admissions data from the country’s largest and foremost state university – the University of the Philippines (UP) System (whose students are labeled locally as “Scholars of the People”) – for the period 2006–2015, we find that there is an ‘income advantage’ not only in terms of being admitted to the UP System, but also in being admitted to the first-choice course cluster: Applicants coming from richer households have higher probabilities of being admitted to UP. However, no such ‘income advantage’ is apparent with regard to the choice of a Science and Technology (S&T) course over a non-S&T course. Other significant determinants of admission to the UP system and to one’s first-choice course cluster are being male, high school grade weighted average, high school type, and high school region. Our results suggest that the new free tuition policy at public universities and colleges, including the UP system, is more likely to disproportionately benefit students coming from higher-income families.

Dulce-Salcedo, O. V., Maldonado, D., & Sánchez, F. (2022). **Is the proportion of female STEM teachers in secondary education related to women’s enrollment in tertiary education STEM programs?** *International Journal of Educational Development*, 91, 102591. <https://doi.org/10.1016/j.ijedudev.2022.102591>

There is significant underrepresentation of women majoring in science, technology, engineering, and math (STEM) internationally as well as in Colombia. This study analyzes the relation between being exposed to female STEM teachers during secondary education and female graduates’ enrollment in tertiary STEM programs. For this purpose, the study uses data from secondary education graduates from Bogotá between 2010 and 2013, and employs a linear probability model. The results indicate that female students that were exposed to a higher proportion of female STEM teachers during secondary education have a higher probability of enrollment in tertiary STEM programs, while such a relation is not observed for men. However, this relation does not fully offset the lower rate of women’s enrollment in STEM. We perform additional exercises that allow to argue that the relation is in line with the hypothesis that female STEM teachers influence field career decisions of female secondary education graduates and not those of male students.

Emerick, M. R. (2022). **Diversity Ideology and School Leadership: Obscuring Inequities for Emergent Bilingual Students in Career and Technical Education.** *Educational Administration Quarterly*, 58(2), 223-257. <https://doi.org/10.1177/0013161X211052510>

Purpose: The purpose of this article is to examine the ways in which school leaders in career and technical education (CTE) conceptualized diversity and inclusion for emergent bilingual students (EBs) and how their beliefs about diversity manifested in

institutional support (or lack thereof) for EBs. Research Method: This study draws on data collected during a year-and-a-half long qualitative case study at a large, nationally recognized CTE center. The primary sources of data were interviews with administrators, teachers, and students; local artifacts, student records, and state-level enrollment data were also used. Findings: CTE administrators adhered to diversity ideology when discussing issues of diversity and EBs' inclusion at their institution and believed that they cultivated an inclusive educational environment. This ideology resulted in superficial diversity and inclusion initiatives that did not ensure that EBs had equitable access to CTE program nor that teachers had a sufficient system of support to ensure EBs' academic success, despite the administration's stated commitment to equal opportunity and inclusion. Implications: These findings suggest the need for administrators to critically examine their conceptualization of diversity and equity when considering how to support EBs in CTE programs.

Goastellec, G. (2022). **Ethnicity on top of social class? Inclusion and diversity in access to higher education degrees in Europe (1950–2010)**. *European Journal of Education*, 57(2), 218-234. <https://doi.org/10.1111/ejed.12505>

The massification of higher education has been an important development across education systems in Europe over the second half of the 20th century. Nurtured by political, economic and social goals, including the improvement of social justice in education and beyond, massification has been associated with inclusion as a goal of higher education systems. Generally, it has been construed as the realisation of a democratic project. This article reports on a study that examined the extent to which higher education systems effectively have moved towards a better inclusion of the various social groups composing national populations. Based on a quantitative analysis using data from the European Social Survey, this article presents an assessment of the level of inequalities in access to higher education degrees by employing indicators that are traditionally used by countries participating in the survey (gender, socio-economic background) and indicators that are not as widely shared (ethnic belonging, religion) in order to offer an original and comprehensive analysis of the extent to which national social diversities are represented in higher education. A comparison of three generations (born 1930–1949, 1950–1964 and 1965–1979) shows a development of decreasing inequality between the first two generations, but a slowing or interruption of this development in the 1980s. Also, the effect of social belongings on educational trajectories became more complex. The importance of ethnic belonging increased, underscoring the importance to consider ethnicity in addition to socio-economic dimensions in sociological research. The study outcomes highlight differences in individual country trajectories in relation to the geopolitical reconfiguration of political territories.

Guhin, J., & Klett, J. (2022). **School beyond stratification: Internal goods, alienation, and an expanded sociology of education**. *Theory and Society*, 51(3), 371-398. <https://doi.org/10.1007/s11186-022-09472-6>

Sociologists of education often emphasize goods that result from a practice (external goods) rather than goods intrinsic to a practice (internal goods). The authors draw from John Dewey and Alasdair MacIntyre to describe how the same practice can be understood as producing "skills" that center external goods or as producing habits (Dewey) or virtues (MacIntyre), both of which center internal goods. The authors situate these concepts within sociology of education's stratification paradigm and a renewed

interest in the concept of alienation, contrasting the concepts of skills, habits, and virtues to capital, credentials, and habitus. They close by connecting the argument to broader critiques of procedural liberalism and the ideology of meritocracy, then giving suggestions for an expanded sociology of education beyond the stratification paradigm.

Jaoul-Grammare, M. (2022). **Reforms and inequalities in selective fields of higher education in France: Measuring the impacts using a dual approach.** *European Journal of Education*, 57(2), 255-272. <https://doi.org/10.1111/ejed.12498>

One of the specificities of French higher education is that there is no single higher education system but two compartmentalised and hierarchical higher education systems comprising (1) universities and (2) grande école higher education institutions. Competing for a place in the latter requires that students have succeeded in classe préparatoire studies at the undergraduate level (an intensive foundation degree). While access to university is open to all students, access to classe préparatoire is very selective and remains the source of many inequalities. Thus, in 2018, only 7% of students studying in classe préparatoire programmes had a working-class father, compared with 50% whose father was a manager, and less than 43% were women, 30% of whom were in the science stream (RERS, 2018). Numerous reforms have been implemented over the past thirty years to mitigate inequalities associated with gender, social and cultural status, as well as geographical location. This study analysed the impact of reforms on the evolution of inequalities. With focus on social and gender inequalities, I use a dual approach to analyse questions pertaining to access and the impact of reforms; specifically, (1) a cliometric approach, based on a quantitative historical analysis of long time series, and (2) a microeconomic approach that relies on individual series. I show that despite measures aimed at opening access to students of different gender and social backgrounds, the grandes écoles higher education institutions remain a relatively compartmentalised system that perpetuates the reproduction of social and gender inequalities.

Koh, Katsinas, Bray, & Hardy. (2022). **Disparities in Unmet Student Financial Need at Public Community Colleges.** *Community College Journal of Research and Practice*, 46(6), 379-395. <https://doi.org/10.1080/10668926.2020.1858996>

Differences in funding mixtures across the United States create widely variant levels of unmet need for students. This research examines gaps of unmet need between 2003–4 and 2013–14, particularly considering the presence of any local funding provisions and Pell Grant funding changes. These findings are also considered across state, community college type by both size and setting. Data were collected from the National Center for Education Statistics' (NCES) Integrated Postsecondary Education Data System (IPEDS). Results show that the change in the cost of attendance and the average amount of financial aid to students over the decade this study examines has been steady. Increase in Pell Grant aid have helped ameliorate some of the differences in unmet need across states. However, national averages mask stark differences in unmet need across the subsections listed above. Implications for policy and practice are discussed.

Kraay, A., & Van der Weide, R. (2022). **Measuring intragenerational mobility using aggregate data.** *Journal of Economic Growth*, 27(2), 273-314. <https://doi.org/10.1007/s10887-021-09200-2>

We propose a new method to approximate income distribution dynamics at the micro level using only macro data on aggregate moments of the income distribution. Under

the assumption that individual incomes follow a lognormal autoregressive process, we show that the evolution of the mean and standard deviation of log income across individuals provides sufficient information to bound the degree of mobility. We estimate mobility bounds for 46 countries, using time series data on aggregate moments of the income distribution available in the World Inequality Database and the World Bank's PovcalNet database. This new data allows us to study the correlates of mobility, and to document churning in the top and bottom of the income distribution, in a much larger set of countries than was previously possible.

Li, F., Wu, F., & Wang, Z. (2022). **Distance higher education and regional equality in China.** *European Journal of Education*, 57(2), 273-288. <https://doi.org/10.1111/ejed.12502>

Distance higher education plays a critical role in the promotion of regional equality in China by contributing to the availability of higher education. However, unbalanced regional development of distance higher education can lead to a widening of educational inequity. The study on which this article reports sheds light on the issue of unbalanced regional development of distance higher education in China, using provincial data that spans from 2008 to 2018. A dual-index method with Gini coefficient and Theil index was employed to measure regional inequality of distance higher education in China. The findings show that tertiary correspondence education and tertiary radio and television education represent a comparatively small percentage of the regional inequality in distance higher education. Online tertiary education contributes to a greater extent to regional inequality in distance higher education. Intra-regional inequality constituted a large percentage of the total inequality. Also, intra-regional inequality in tertiary correspondence education has increased in western, and central China from 2008 to 2018. Inequality in tertiary radio and television education has also increased in central China from 2008 to 2016. Intra-regional inequality in online tertiary education was marked in all three regions, while inter-regional inequality in online tertiary education decreased from 2008 to 2018.

Liu, Y., Huang, Y., & Shen, W. (2022). **Building Halos: How do Chinese elites seek distinction through (mis) recognising studying abroad?** *International Journal of Educational Development*, 91, 102589. <https://doi.org/10.1016/j.ijedudev.2022.102589>

Why do Chinese elite graduates choose to study abroad? How do they construct boundaries of distinction? We first conceptualise distinction-making as a complex social process which connects individual agency and educational processes with organisational intermediaries. We use a case study of Peking University and draw upon original data consisting of 36 individual interviews, one-month documentation of a poster culture and observational data from eleven study-abroad events. We find a pattern of 'building triple halos', which encompasses dual processes of educational emulation and (mis-)recognition. By not recognising those from outside their 'halos' (i.e., elite schools, PKU and the Ivy League scholarship-holders), these elites signal superiority by gradually narrowing the circle of 'us' and excluding aspirational 'others'. This individual level of distinction-making is coordinated with collective 'consensus', and organisational intermediaries in seeking, justifying, and (mis-)recognising studying abroad as a pathway to distinction. We further reveal the complexity of the 'identities' of the PKU elites as both possessors and challengers of distinction. During this process, the agents of the study-abroad industry not only consolidate their client base in PKU but also pursue a new business route of accommodating the challengers.



Mahoukou, A. F. (2021). **Le métier de l'étudiant international, entre intégration sociale et académique : le cas d'étudiants congolais décrocheurs à l'Université de Strasbourg** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-03666695>

Cette thèse en sciences de l'éducation s'inscrit dans la foulée des travaux s'intéressant aux facteurs responsables du décrochage des étudiants internationaux en France, le cas d'étudiants congolais décrocheurs à l'Université de Strasbourg. Elle propose une analyse du métier d'étudiant international, qui vise à croiser, de manière diachronique dans le champ de la pédagogie universitaire, des histoires de vécus d'étudiants congolais, dans des contextes nationaux et universitaires, qui recouvrent, des réalités parfois radicalement différentes d'un étudiant à l'autre et d'un pays à l'autre. La question qui se pose avec force, ici, est celle de l'affiliation des étudiants de la République démocratique du Congo (Kinshasa) et de la République du Congo (Brazzaville) à l'Université de Strasbourg, de leur réussite, de leur échec en rapport aux questions relatives à la sociabilité étudiante et à la construction d'un nouveau rapport aux études pour les uns et d'un réapprentissage du métier d'étudiant pour les autres, ceux qui ont déjà poursuivi des études supérieures dans les deux Congo. Nous sommes partis du constat selon lequel beaucoup d'étudiants congolais, qui venaient poursuivre leurs études en France, sortent de l'Université de Strasbourg sans diplômes et peu d'entre eux retournent dans leur pays d'origine. Il s'agit de comprendre ce phénomène et d'essayer de voir comment et pourquoi ils échouent. Pourquoi choisissent-ils, en majorité, de partir en France ? Comment s'y déroulent leurs études et surtout comment réapprennent-ils le métier d'étudiant ? Notre échantillon est constitué de 50 personnes avec lesquelles nous avons mené des entretiens semi-directifs. Nous avons établi une liste de variables et de facteurs explicatifs de l'abandon ou de la réussite afin de repérer leurs effets sur l'intégration sociale et académique considérant que ces deux types d'intégration sont liés entre elles : • L'échec universitaire de notre public de décrocheurs peut-il s'expliquer par la non-affiliation au métier d'étudiant mis en évidence par Coulon (2005) ? • Qu'est-ce qui distingue ceux qui demeureront étudiants de ceux qui échouent ? La motivation du voyage ? La diversité des parcours de départ (L M D ou Campus France) ? Les conditions de vie ? Le type de formation ? Le déficit d'intégration académique ou sociale ? • Quel est le poids des caractéristiques sociodémographiques sur leur décision ? • Quelles sont les stratégies d'affiliation au monde intellectuel mettent-ils en place ? • Pensent-ils retourner au Congo après l'université ? . Enfin, quel est le sens de ce « mouvement » vers l'étranger : s'agit-il d'une migration durable laquelle eût signifié une rupture avec le pays d'origine, ou plutôt d'un passage motivé par l'acquisition de diplômes français dont l'issue eût été le retour après l'université ? Telles ont été les interrogations de cette recherche où les publics, les carrières et les conditions de vie des étudiants se sont diversifiés et fractionnés, engendrant un éclatement des formes de l'expérience étudiant...

Martinez, M.-L., Harlé, I., & Trémel, L. (2022). **L'héritage de Durkheim pour l'éducation: cent ans après**. Consulté à l'adresse <https://www.lcdpu.fr/livre/?GCOI=27000100490420>

Maruyama, T., Kageyama, A., & Kunieda, N. (2022). **Region-wide initiative to expand girls' enrollment in primary education in Niger: A case of collective impact for educational development**. *International Journal of Educational Development*, 91, 102580. <https://doi.org/10.1016/j.ijedudev.2022.102580>

In the 2000s, access to primary education for girls expanded rapidly in Niger. From 2006 to 2009, the gross intake ratio in the first grade of primary school increased by 30 percentage points. Local communities, educational offices, and other actors in a region undertook to expand girls' enrollment and implemented mutually reinforcing activities. This study examines the impact of this region-wide initiative through an interrupted time-series analysis, and it reviews the process of establishing collective impact. The case of Niger demonstrates that collaboration among different actors can accelerate girls' enrollment and suggests the potential of collective impact in educational development.

McNeill, R. T., Leyva, L. A., & Marshall, B. (2022). **"They're just students. There's no clear distinction": A critical discourse analysis of color-evasive, gender-neutral faculty discourses in undergraduate calculus instruction.** *Journal of the Learning Sciences*, 31(4-5), 630-672. <https://doi.org/10.1080/10508406.2022.2073233>

Background Calculus instruction is underexamined as a source of racialized and gendered inequity in higher education, despite research that documents minoritized students' marginalizing experiences in undergraduate mathematics classes. This study fills this research gap by investigating mathematics faculty's perceptions of the significance of race and gender to calculus instruction at a large, public, historically white research university. Methods Theories of colorblind racism and dysconsciousness guided a critical discourse analysis of seven undergraduate calculus faculty's perceptions of instructional events. Findings Our analysis revealed two dominant discourses: (i) Race and gender are insignificant social markers in undergraduate calculus; and (ii) Instructional events can be objectively deemed race- and gender-neutral. We illustrate how calculus faculty varyingly engaged these colorblind discourses as well as discourses that challenged such conceptions of instruction. We also highlight how faculty dysconsciousness in reports of instructional practices reflect potential operationalization of dominant discourses that reinforce colorblind racism. Contribution With limited research on faculty perspectives on racial equity in mathematics, our study documents how color-evasive, gender-neutral discourses among mathematics faculty shape orientations to instruction that reinforce the gatekeeping role of calculus in STEM higher education. Implications are provided for race- and gender-conscious undergraduate mathematics instruction and faculty development.

Merceron, Herd-Clark, Mavour, & Santiago. (2022). **Strategies in Implementing Equality, Integrity, and Community Involvement in Two-Year Institutional Classrooms.** *Community College Journal of Research and Practice*, 46(6), 439-443. <https://doi.org/10.1080/10668926.2021.1896398>

Civic engagement and social justice are topics that maintain the ability to impact individuals personally, professionally, and academically. This article outlines the importance of having discussions centered on equality, integrity, and community involvement in two-year institutional classrooms. Examinations are conducted on moments in history that connect to current events and promotes students to address existing issues of public concern. The focus is then shifted to gender influences in business and the possible complications that exist currently. Lastly, we assure students that their experiences are meaningful through speech when adopting the benefits of connecting in civic engagement and social justice conversations. Instructors who incorporate this practice into their classrooms can increase the desire for civic responsibility among students. The goal of this article is to provide college educators with an interdisciplinary

perspective on the benefits of highlighting the connections between course material and the students' civic responsibilities.

Nandwani, B., & org, C. (2022). **Female representation in school management and school quality** [Indira Gandhi Institute of Development Research, Mumbai Working Paper]. Consulté à l'adresse Indira Gandhi Institute of Development Research, Mumbai, India website: <https://econpapers.repec.org/paper/indigiwpp/2022-002.htm>  
Using administrative data (2012-18) of schools in India, in this paper we construct a large panel comprising of more than 6 million observations to examine the extent to which female representation in school management is associated with improvement in school quality. We exploit the variation in number of female members in committees that govern government funded school activity to study our research question. Using a fixed effects methodology, we show that increased female representation in school management committees is associated with improvement in school quality, measured in terms of number of teachers hired, qualification of teachers, academic resources and student enrollment. The results are robust to including initial school characteristics interacted with year. Besides, using individual level data on learning outcomes for rural India, we provide suggestive evidence of positive association between female representation in schools management committees and learning outcomes of children, particularly for girls.

Rafalow, M. H., & Puckett, C. (2022). **Sorting Machines: Digital Technology and Categorical Inequality in Education**. *Educational Researcher*, 51(4), 274-278. <https://doi.org/10.3102/0013189X211070812>

Existing scholarship suggests that schools do the work of social stratification by functioning as “sorting machines,” or institutions that determine which populations of students are provided educational resources needed to help them get ahead. We build on this theory of social reproduction by extending it to better understand how digital technology use is implicated in this process of unequal resource allocation in schools. We contend that educational resources, like digital technologies, are also sorted by schools. Drawing on scholarship from both education research and science and technology studies, we show how educational institutions have long played a role in constructing the value of technologies to different ends, by constructing hierarchies of technological activity, like “vocational” and “academic” computer use, even when strikingly similar. We then apply this lens to three areas of inquiry in education research: the use of digital technologies for instruction, school use of student data, and college admissions. Each illustrates how education scholars can view technologies as part of school sorting processes and with implications for inequality within and beyond the classroom.

Raybaud, A. (2022, mai 10). **Ces jeunes femmes qui choisissent, une fois diplômées, de rentrer dans les campagnes et les petites villes où elles ont grandi**. *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2022/05/10/ici-on-se-connait-tous-apres-leurs-etudes-ces-filles-qui-choisissent-de-rentre-pres-des-leurs\\_6125436\\_4401467.html](https://www.lemonde.fr/campus/article/2022/05/10/ici-on-se-connait-tous-apres-leurs-etudes-ces-filles-qui-choisissent-de-rentre-pres-des-leurs_6125436_4401467.html)

Davantage encouragées que les garçons à faire des études, et donc à se rendre dans de grandes villes, les jeunes diplômées ont également plus tendance à retourner dans leur territoire d'origine.

Ricard, C. (2021). *Investissements familiaux en éducation et genre* (Phdthesis, Université Clermont Auvergne ; Université Hassan II (Casablanca, Maroc)). Consulté à l'adresse <https://theses.hal.science/tel-03639040>

Cette thèse observe l'effet de trois facteurs peu étudiés de l'investissement familial en éducation en fonction du genre. Le Chapitre 1 analyse l'effet du rang de naissance sur la transition à l'âge adulte à Madagascar. En utilisant des données individuelles de panel collectées en 2004 et en 2012, nous trouvons que les aînés des fratries malgaches quittent l'école plus tôt que leurs frères et sœurs cadets. Ils atteignent alors un niveau d'éducation plus faible, ce qui limite le développement de leurs compétences cognitives. Les aînés sont également amenés à travailler hors de l'entreprise familiale à un plus jeune âge. Nous n'observons un effet du rang de naissance sur l'âge au mariage que pour les filles. Les aînées se marient plus tôt. Nous pensons que nos résultats illustrent une stratégie d'investissement des ménages dans l'éducation des enfants. La transition plus précoce des aînés dans la vie d'adulte permet aux ménages d'avoir davantage de ressources à investir dans l'éducation des plus jeunes. Le Chapitre 2 étudie l'impact de l'âge au mariage de la mère sur la scolarisation de ses enfants au Maroc. Les résultats qui ressortent de cette analyse sont assez surprenants : les mères qui ont été mariées jeunes tendent à investir davantage dans l'éducation de leurs enfants, particulièrement de leurs filles. Étant donné que l'effet positif du mariage précoce de la mère n'est trouvé que pour les plus jeunes générations de parents, nous faisons l'hypothèse qu'il est le reflet d'une prise de conscience de l'importance de l'éducation, notamment de celle des filles, de la part d'individus qui en ont été particulièrement privés. Le Chapitre 3 explore les effets du programme marocain de transferts monétaires conditionnels pour l'éducation (Tayssir) sur l'apprentissage des élèves. Grâce aux données du système d'information du Ministère de l'Éducation Nationale (MASSAR), nous montrons que le programme Tayssir continue de contribuer à la réduction de l'abandon scolaire, plus particulièrement des filles, près de 10 ans après sa mise en place. Cependant, nous trouvons qu'il n'a pas été suffisamment accompagné de mesure d'amélioration de l'offre éducative pour permettre aux enfants d'apprendre dans de meilleures conditions. Nous démontrons que les garçons qui bénéficient du transfert monétaire ont de moins bons résultats à l'examen de fin de primaire que ceux qui n'en bénéficient pas. Nous expliquons ce résultat par l'augmentation de la taille des classes induites par la réduction de l'abandon scolaire dans les communes bénéficiaires. En ce qui concerne les filles, nous ne trouvons pas que l'augmentation de la taille des classes a impacté négativement leurs résultats à l'examen de fin de primaire. Bien au contraire, grâce au programme Tayssir, elles ont plus de chances d'obtenir la moyenne à cet examen et d'être inscrites au collège l'année suivante.

Roegman, R., Perkins-Williams, R., Budzyn, M., Killian-Tarr, O., & Allen, D. (2022). **How Conceptions of Equity Inform Principal Data Use: A Purposeful Examination of Principals From Four School Districts.** *Educational Administration Quarterly*, 58(2), 183-222. <https://doi.org/10.1177/0013161X211056084>

In this study, we examine principals' data use within four districts are engaged in district-level professional learning around equity. Drawing on Gutierrez's framework for dimensions of equity, we consider how principals engage in data use in light of the dimensions of access, achievement, identity, and power. Findings suggest each district had its own definition of equity and engaged in work at advancing equity based on this unique definition. We conclude with implications for policy, preparation, and practice related to these different understandings of equity.

Ruano-Borbalan, J.-C. (2022). **Reducing inequality in higher education: Limitations and possibilities.** *European Journal of Education*, 57(2), 161-167. <https://doi.org/10.1111/ejed.12506>

Teixeira, P. N., Silva, P. L., Biscaia, R., & Sá, C. (2022). **Competition and diversification in higher education: Analysing impacts on access and equity in the case of Portugal.** *European Journal of Education*, 57(2), 235-254. <https://doi.org/10.1111/ejed.12501>

In recent decades, higher education has experienced a massive expansion worldwide, which has often been linked to increasing higher education diversification. New sectors and new types of institutions emerged with this massification process to offer more diversified types of advanced training. At the same time, this expansion was often embedded in a political economy that increasingly favoured market forces, leading to growing privatisation and competition in the higher education sector. This article explores the relevance of institutional diversification and competition in higher education for access and equity in Portugal. The case of higher education in Portugal is particularly interesting since Portugal has a diverse system both in secondary education and in higher education, with significant vocational and private sectors at both levels (besides the more common academic and university tracks and public institutions). We analyse the profile of new cohorts of entrants by sector (public vs. private higher education institutions) and fields of study. Our results suggest that private secondary schools provide an advantageous track for accessing higher education, especially to prestigious programmes and institutions to which students compete to access. The analysis also indicates that socioeconomic background is a very relevant factor for access to higher education. Although students whose parents do not have a higher education degree may enrol in higher education, those whose parents have higher levels of educational attainment tend to enrol in more prestigious programmes and institutions, to which access is more competitive.

Valencia, E. (2022). **Gender-biased evaluation or actual differences? Fairness in the evaluation of faculty teaching.** *Higher Education*, 83(6), 1315-1333. <https://doi.org/10.1007/s10734-021-00744-1>

How do we know if a faculty teaching evaluation is biased? Biasing factors studies are an influential source of evidence for arguing about biased teaching evaluations. These studies examine existing evaluation data and compare the results by gender, race, or ethnicity, interpreting a significant difference between subgroups as evidence of bias. However, only a difference explained by irrelevant aspects embedded in the evaluation would compromise its fairness. The study aims to amend how practitioners and researchers address gender bias concerns in faculty teaching evaluations by defining fairness, disparate impact, and statistical bias from an educational measurement standpoint. The study illustrates the use of differential item functioning (DIF) analysis, a strategy to examine whether the meaning of an item changes depending on the gender of the instructor. The study examines instructor's gender bias using responses to a course evaluation questionnaire from education graduate students from two academic departments within the same institution. In one of the departments, the analysis suggested a fair evaluation and no gender gap. In the other department, four of the eight items in the rating scale were easier for women than men with similar teaching ability, and women achieved better evaluations than men. The discussion addresses the conceptual and methodological advantages of adopting an educational

measurement perspective on fairness in faculty teaching evaluation. Findings encourage practitioners and administrators to use the best available tools to strengthen the credibility of faculty teaching evaluations and prevent unfair personnel decisions affecting underrepresented subgroups in academia by gender, race, or ethnicity.

Warikoo, N. (2022). **Race at the Top: Asian Americans and Whites in Pursuit of the American Dream in Suburban Schools**. Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/chicago/R/bo149570065.html>

An illuminating, in-depth look at competition in suburban high schools with growing numbers of Asian Americans, where white parents are determined to ensure that their children remain at the head of the class. The American suburb conjures an image of picturesque privilege: manicured lawns, quiet streets, and—most important to parents—high-quality schools. These elite enclaves are also historically white, allowing many white Americans to safeguard their privileges by using public schools to help their children enter top colleges. That's changing, however, as Asian American professionals increasingly move into wealthy suburban areas to give their kids that same leg up for their college applications and future careers. As Natasha Warikoo shows in *Race at the Top*, white and Asian parents alike will do anything to help their children get to the top of the achievement pile. She takes us into the affluent suburban East Coast school she calls "Woodcrest High," with a student body about one-half white and one-third Asian American. As increasing numbers of Woodcrest's Asian American students earn star-pupil status, many whites feel displaced from the top of the academic hierarchy, and their frustrations grow. To maintain their children's edge, some white parents complain to the school that schoolwork has become too rigorous. They also emphasize excellence in extracurriculars like sports and theater, which maintains their children's advantage. Warikoo reveals how, even when they are bested, white families in Woodcrest work to change the rules in their favor so they can remain the winners of the meritocracy game. Along the way, Warikoo explores urgent issues of racial and economic inequality that play out in affluent suburban American high schools. Caught in a race for power and privilege at the very top of society, what families in towns like Woodcrest fail to see is that everyone in their race is getting a medal—the children who actually lose are those living beyond their town's boundaries.

Warren, C. A., & Chambers, T. V. (2022). **Reply to "The Imperative for Social Foundations Revisited: A Technical Comment on Warren and Venzant Chambers (2020)"**. *Educational Researcher*, 51(4), 292-293. <https://doi.org/10.3102/0013189X221088284>

Our 2020 *Educational Researcher* article, "The Imperative of Social Foundations to (Urban) Education Research and Practice," emphasizes three particular social foundations of education (SFE) subdisciplines (sociology of education, history of education, and philosophy of education) to demonstrate the strength and necessity of SFE as a multi-perspectival approach to resolving persistent education justice dilemmas. In their technical comment, Aydarova et al. (2022) insist that our article potentially facilitates "erasure of SFE's complexity and interdisciplinarity" (p. 289). They, like us, care deeply that SFE be understood as indispensable to advancing racial justice in and beyond education research, policy, and practice. These scholars foreground the invaluable contributions of anthropology of education to oppose racism and accentuate justice-oriented education alternatives. This essay responds to the technical comment by clarifying what we find to be a fundamental misinterpretation of our argument and, ultimately, its scholarly purpose. Not only do we contend with our

colleagues' concern that our work is reductionist, we demonstrate how Aydarova et al.'s urgent call to foreground SFE's interdisciplinary nature further underscores the central argument made in our 2020 paper.

Zaffran, J., & Vollet, J. (2021). **Ce que ne mesurent pas les politiques publiques. L'exemple français des dispositifs de lutte contre le décrochage scolaire.** *Recherches sociologiques et anthropologiques*, 52(2), 115. <https://doi.org/10.4000/rsa.5094>

La lutte contre le décrochage scolaire fait partie de la vague d'évaluation des politiques publiques (EPP) lancée en 2012 par le Secrétariat général pour la modernisation de l'action publique (SGMAP). Alors que 110 000 jeunes quittent chaque année le système éducatif sans avoir obtenu de diplôme, certains d'entre eux raccrochent, quelques mois ou quelques années après leur rupture avec l'école, à un dispositif palliatif du décrochage scolaire. L'évaluation de ces dispositifs porte toujours sur la capacité du dispositif à insérer ses bénéficiaires sur le marché du travail, parfois sur les effets in itinere de l'accompagnement réalisé, mais jamais sur les effets subjectifs ex post. En s'appuyant sur des entretiens réalisés avec des jeunes ayant eu recours à des dispositifs palliatifs au décrochage scolaire, on montre qu'il y a un intérêt à apprécier, autrement que par les chiffres, ce que le dispositif fait aux bénéficiaires après qu'ils s'en sont servis, pour ne conclure ni à son inanité ni à son inefficacité.

## Climat de l'école

Mabilon-Bonfils, B., Durpaire, F., & Colinet, S. (2022, mai 10). **Mettre le bonheur au centre de l'école.** Consulté 19 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/mettre-le-bonheur-au-centre-de-lecole-181891>

N'a-t-on pas eu tort de longtemps opposer les efforts nécessaires pour apprendre et le plaisir de se rendre à l'école ?

Zitzmann, S., Wagner, W., Hecht, M., Helm, C., Fischer, C., Bardach, L., & Göllner, R. (2022). **How Many Classes and Students Should Ideally be Sampled When Assessing the Role of Classroom Climate via Student Ratings on a Limited Budget? An Optimal Design Perspective.** *Educational Psychology Review*, 34(2), 511-536. <https://doi.org/10.1007/s10648-021-09635-4>

A central question in educational research is how classroom climate variables, such as teaching quality, goal structures, or interpersonal teacher behavior, are related to critical student outcomes, such as students' achievement and motivation. Student ratings are frequently used to measure classroom climate. When using student ratings to assess classroom climate, researchers first ask students to rate classroom climate characteristics and then aggregate the ratings on the class level. Multilevel latent variable modeling is then used to determine whether class-mean ratings of classroom climate are predictive of student outcomes and to correct for unreliability so that the relations can be estimated without bias. In this article, we adopt an optimal design perspective on this specific strategy. Specifically, after briefly recapping a prominent model in climate research, we show and explain (a) how statistical power can be maximized by choosing optimal numbers of classes and students per class given a fixed budget for conducting a study and (b) how the budget required to achieve a prespecified level of power can be minimized. Moreover, we present an example from research on teaching quality to illustrate the procedures and to provide guidance to researchers who are interested in studying the role of classroom climate. Also, we present a Shiny App that can be used to

help find optimal designs for classroom climate studies. The app can be accessed at <https://psychtools.shinyapps.io/optimalDesignsClassroomClimate>

## Évaluation des dispositifs d'éducation-formation

Barakate, H., Ben Abid-Zarrouk, S., & Mabrou, A. (2021). **Regards croisés sur le tutorat à l'université : quelle efficacité dans le contexte universitaire marocain ?** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.6408>

Cette contribution, qui résulte d'un processus de triangulation, a pour objectif de rendre compte de l'efficacité des pratiques tutorales à travers le regard des acteurs qui y participent. Il s'agit plus précisément d'identifier le rapport qui existe entre les représentations que se font les étudiants (tuteurs et tutorés) du tutorat et l'efficacité de cet accompagnement pédagogique en contexte marocain. À partir d'une enquête qualitative et quantitative menée auprès de neuf tuteurs et de 115 étudiants tutorés de la Faculté des lettres et des sciences humaines de l'université Ibn Zohr, nous avons pu déduire que le recours au tutorat est un élément significatif dans la réussite des primo-entrants. Toutefois, son image en tant que forme de faction au niveau de la perception des étudiants constitue un facteur de non-recours à ce dispositif d'aide à la réussite dans le contexte universitaire marocain.

Josiah, G. A., & Nteh, O. K. (2022). **Influence of Sex Education on Students' Sexual Behaviour in Government Secondary Schools in The Federal Capital Territory Abuja, Nigeria.** *British Journal of Education*, 10(5), 16-21. <https://doi.org/10.37745/bje.2013/vol10no5pp.16-21>

This study examined the Influence of Sex Education on Students' Sexual Behaviour of Senior Secondary School Students in the Federal Capital Territory, Abuja Nigeria. The aim of the study is to find out the sexual behaviours of secondary school students in the Federal Capital Territory, Abuja Nigeria, to find out the influence of sex education on students' sexual behaviours of secondary school adolescent in the Federal Capital Territory, Abuja Nigeria and to find out difference in the influence of sex education on students' sexual behaviour on the basis of gender in secondary schools in the Federal Capital Territory Abuja, Nigeria. The design adopted in this study was the descriptive survey design. The population of the study comprised of all senior secondary school students in 2020/2021 academic session in the Federal Capital Territory, Abuja Nigeria. The sample size for this study was 381 students. The instrument for data collection is Students' Sex Education Questionnaire (SSEQ). The SSEQ is a 33-item instrument designed along a modified 4-point Likert-type scale. The questionnaire was validated by a team of experts in the Faculty of Education, University of Abuja. In order to establish the reliability of the instrument, a pilot test was conducted using the test-retest method of reliability, which yielded the reliability (r) value of 0.78 implying a high reliability of the instrument. The data collected were analysed using mean and t-test. Findings showed that some factors such as religious practices, culture, shy to discuss sex are challenges to challenges of sex education in senior secondary schools in the Federal Capital Territory, Abuja. It was recommended that more awareness should be created to tackle the challenges of sex education in the Federal Capital Territory, Abuja. This can be done through internet and increasing the reading habits of parents.



Page, D. (2023). **Atmospheres, spaces and job crafting: home visits in Alternative Provision.** *Research Papers in Education*, 38(1), 102-120.  
<https://doi.org/10.1080/02671522.2021.1961292>

Neglected in policy and the public consciousness, Alternative Provision is the expanding putty of the education sector, working within the gaps left by other agencies to re-engage children. Yet to engage children, Alternative Provision must first engage families and home visits are crucial to this process. Often triggered by absences or safeguarding concerns, home visits are inherently risky both to the safety of practitioners but also to the fragile trust that is built with families. Rather than being purely objective practices, home visits are deeply embodied, sensuous experiences: from the apprehension and neighbour-scrutiny of the doorstep to inside homes that are sometimes sealed, sometimes permeable, practitioners engage in 'way-finding' through room and histories, spaces of affective atmospheres made and unmade, crafted and destroyed through the interaction of people, artefacts and light. And here, improvising, practitioners craft their jobs as equally as they craft engagement.

Poffé, C. (2022). **Communauté d'apprentissage : implémentation d'un dispositif en formation initiale d'enseignants en sciences et identification des retombées en termes de développement professionnel** (Doctorat en sciences, Université de Liège). Consulté à l'adresse <https://orbi.uliege.be/handle/2268/290277>

Le développement professionnel des enseignants est considéré comme un levier puissant afin d'améliorer l'enseignement, notamment des sciences. Dès lors, nous nous sommes questionné sur les potentialités, en termes de développement professionnel, de la mise en place d'un dispositif de communauté d'apprentissage dans la formation initiale de futurs enseignants. Cette communauté d'apprentissage présente l'originalité de rassembler deux publics de futurs professionnels qui enseignent respectivement aux deux extrémités du cursus obligatoire, du préscolaire (2,5 à 5 ans) au secondaire supérieur (de 15 à 18 ans). La première partie de notre travail a consisté en l'élaboration des modalités de fonctionnement les plus efficaces pour ce dispositif. Après un éclairage théorique sur les trois notions qui ont structuré notre questionnement (développement professionnel, communauté d'apprentissage, démarche de recherche en sciences), nous présentons le dispositif que nous avons mis en place, ainsi que toutes les évolutions que ce dispositif a connues au fil de notre recherche. Afin de développer le dispositif et pour analyser ses retombées en termes de développement professionnel, nous avons mobilisé un cadre particulier: le cadre des trois dimensions de la communauté d'apprentissage (affective, cognitive et idéologique). C'est au travers de ce cadre que nous avons pu analyser des témoignages fournis par les futurs enseignants et recueillis par le biais de questionnaires réflexifs administrés en ligne. Dans le but de consolider les constats posés, nous avons également analysé des fiches de préparation de séquences d'enseignement en éveil scientifique, produites par les futurs enseignants pour des enfants de préscolaire (2,5 à 5 ans). Dans la seconde partie de nos recherches, nous nous sommes intéressé aux effets de la participation de notre public particulier à la communauté d'apprentissage sur l'évolution de leurs représentations de futurs enseignants à propos des sciences, des sciences en classe et de l'importance de l'enseignement des sciences. Ainsi, nous avons pu montrer que la participation des futurs enseignants au dispositif de communauté d'apprentissage tel que nous l'avons conçu, permet bien l'amorce d'un développement professionnel et ce, dès leur formation initiale. Cela se traduit par un élargissement du répertoire de leurs pratiques et par une évolution des représentations de ces futurs enseignants. Nous avons également

pu montrer l'importance de la prise en compte de la dimension affective de la communauté d'apprentissage pour permettre la réalisation de progrès relevant des dimensions cognitive et idéologique.

Vrand, R., Canvel, A., Perritaz, A., Desbuissons, G., Erin, J., & Desprez, J.-M. (2021). **L'expérimentation des territoires éducatifs ruraux (TER) dans les académies d'Amiens, de Nancy-Metz et de Normandie - Note d'étape** (p. 57). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche website: <https://www.vie-publique.fr/sites/default/files/rapport/pdf/284994.pdf>

| L'inspection générale a été saisie pour suivre et accompagner l'expérimentation de territoires éducatifs ruraux (TER) menée dans trois académies, Amiens, Nancy-Metz et Normandie, durant le premier semestre de l'année 2021. Cette mission a été confiée aux correspondants académiques de l'IGÉSR des académies concernées. Cette expérimentation s'est mise en place au total dans vingt-quatre territoires. Les territoires éducatifs ruraux se sont inscrits en fonction de leurs spécificités locales dans le cadre des trois grands objectifs définis au plan national : mobiliser un réseau de coopération autour de l'école comme point d'ancrage territorial, garantir aux jeunes ruraux un véritable pouvoir d'agir sur leur propre avenir, mieux accompagner les personnels afin de renforcer l'attractivité et la professionnalisation de l'école rurale. Les acteurs académiques et locaux ont mis en place des processus de pilotage adaptés au caractère fortement partenarial de l'expérimentation : diagnostic partagé, comités de pilotage et comités techniques, travail sur la formalisation des engagements des partenaires et sur les modalités de financement des actions portées par les TER. Au-delà du constat de l'engagement des acteurs académiques et locaux dans cette expérimentation, ce bilan d'étape est l'occasion de pointer quelques enjeux en matière d'organisation locale, de mobilisation des partenaires et d'accompagnement académique.

## Formation continue

Bahier-Michel, L. (2021). **Étude exploratoire et instrumentée des facteurs d'acceptance des robots sociaux : cas d'étude en vue de la formation de salariés francophones du secteur tertiaire**. (Phdthesis, Université Nantes Angers Le Mans (UNAM) ; Université de Sherbrooke (Québec, Canada)). Consulté à l'adresse <https://hal.science/tel-03607919>

Dans un contexte d'automatisation d'activités et de développement de l'I.A., des robots sociaux sont déployés dans le secteur tertiaire. Se pose le sujet de la formation des salariés concernés par l'usage de robots, en commençant par le processus d'acceptance et d'adoption effective (ou de rejet) par ces travailleurs. La recherche menée vise à répondre à la question: quels sont les facteurs déterminants dans l'étude de ces processus en situation d'activité professionnelle? Notre objectif général de recherche a été d'étudier le processus d'adoption d'un robot social, amorcé par l'acceptance robotique, par les salariés francophones dans le secteur tertiaire (services), afin de les accompagner dans leur montée en compétences. Nos objectifs spécifiques étaient d'élaborer et de valider un questionnaire de mesure des attitudes des travailleurs vis-à-vis d'un robot social. En termes méthodologiques, nous présentons une étude de type exploratoire à visée descriptive. Le cœur de la méthode est quantitatif avec l'élaboration et la validation de l'instrument. Notre Questionnaire d'Acceptance des Robots Sociaux intègre le T.A.M. de Davis (1989), des échelles du Godspeed

Questionnaire de Bartneck et al. (2009) et de la N.A.R.S. de Nomura, Kanda et Suzuki (2006), avec des items additionnels adaptés au robot social. Nous avons traité les données de validation par analyse factorielle exploratoire (A.F.E.) et estimation de fidélité: consistance interne et fidélité temporelle (test / retest). En termes de résultats, le Q.A.R.S.© (60 items, 10 facteurs) pourrait être bonifié par des études de validation complémentaires, mais il est accessible immédiatement pour des études applicatives.

Boloré, S. (2022). **De la configuration didactico-pédagogique au potentiel d'apprentissage organisationnel : analyse d'une formation continue interprofessionnelle par simulation et de son impact sur les compétences relatives à la sécurité des patients** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-03667314>

La formation par simulation interprofessionnelle s'est imposée ces dernières années avec pour perspective le développement des compétences relatives à la sécurité des patients. Néanmoins, l'incidence des événements indésirables liés aux soins concerne encore un patient hospitalisé sur dix. Cette thèse contribue à éclairer le rapport travail-formation, plus précisément le rapport entre la configuration didactico-pédagogique et le potentiel d'apprentissage organisationnel. Elle s'appuie sur une méthode mixte intégrée, combinant un ensemble d'analyses qui traite des composantes de l'acte éducatif, de la pluralité des situations professionnelles qui en constitue la référence, de l'évolution des compétences perçues qui en découlent. Le dispositif étudié est caractérisé par un mode transmissif davantage qu'interactif, par un faible partage de la réflexivité de la part des apprenants, et par des débats centrés très largement sur des éléments favorables à un apprentissage simple boucle plutôt que double boucle. Le suivi en quatre temps de l'évolution des compétences perçues montre un développement limité dans le temps de la plupart des domaines de compétences relatives à la sécurité des patients. Exploiter le potentiel d'apprentissage organisationnel en simulation interprofessionnelle et renforcer les compétences relatives à la sécurité des patients par leur ampleur et leur durée, impliquent une consolidation de l'articulation entre le travail et la formation, d'une part en soutenant le positionnement des apprenants à partir de leurs richesses d'expérience, d'autre part en abordant l'environnement de simulation comme un lieu de réflexivité sur l'activité, propice à la transformation des pratiques.

Chauvin, R., Yennek, N., Laurent, P., Lôrânt, S., & Fenouillet, F. (2022). **Enrolment in workplace multimodal training programmes: The weight of trainee reactions to previous training experiences**. *International Journal of Training and Development*, 26(2), 315-342. <https://doi.org/10.1111/ijtd.12260>

This study investigated the extent to which trainees' perceptions about previous training experiences determine their decision to re-enrol in future multimodal training programmes. A post-training reaction instrument adapted to multiple training modalities was developed. The results showed that trainees' perceptions of the training design and utility for professional activities had an impact on their intention to attend training, which in turn affected the decision to re-enrol in English as a foreign language training programme measured four months later. Trainees less satisfied with their training experience also considered it less useful to reach their goals and were less likely to re-enrol in future programmes on the same topic. Nevertheless, the level of pre-training motivation to learn and task self-efficacy should be monitored, as they can strongly affect perceived training usefulness. Practical and research implications are proposed in the discussion.

Mache, B. D. (2021). **Pratiques pédagogiques des enseignants et résultats des élèves dans un dispositif de formation continue basée sur la classe inversée** (Phdthesis, CY Cergy Paris Université). Consulté à l'adresse <https://theses.hal.science/tel-03663754>

La classe inversée (flipped classroom en Anglais) est une nouvelle méthode d'enseignement présentée comme plus performante que l'enseignement magistral classique. Elle est née du souci de deux enseignants américains Jonathan Bergmann et Aaron Sams de mettre à la disposition de certains de leurs apprenants, trop souvent absents, des vidéos leur permettant de suivre le cours à distance au moment où ils le souhaitent. Cette pédagogie consiste à faire la partie théorique du cours hors classe et à réserver le temps de classe aux activités pratiques. De patientes recherches nord-américaines et européennes mais aussi de plus en plus asiatiques et africaines ont été menées à propos dans le but d'en évaluer la plus-value sur le processus enseignement/apprentissage. Mais les conclusions auxquelles les chercheurs sont parvenus restent sujettes à controverse entre partisans et détracteurs de l'enseignement inversé. Alors que certains y voient une pédagogie nouvelle et prometteuse en termes d'amélioration des rendements scolaires, d'autres estiment qu'il s'agit juste d'un effet de la mode qui tire profit des possibilités offertes par les TIC pour ressusciter des pratiques pédagogiques anciennes. Se situant dans le prolongement de ces travaux, la présente recherche essaie de répondre au questionnement suivant : sur quels principes repose la pédagogie inversée ? Quels effets significatifs un dispositif de formation continue à la classe inversée a-t-il sur les pratiques pédagogiques des enseignants et les résultats des élèves ? En prenant appui sur le contexte camerounais marqué entre autres par des réformes curriculaires, la recherche des méthodes pédagogiques les plus susceptibles de favoriser l'amélioration des résultats scolaires et la professionnalisation des enseignements, on se pose la question de savoir ce qu'on peut attendre de cette approche pédagogique dans le système éducatif endogène. Nous émettons l'hypothèse selon laquelle la formation à la classe inversée entraîne des effets positifs notables sur les pratiques des enseignants et les résultats des élèves. L'objectif général est d'évaluer le retentissement de la pédagogie inversée sur les pratiques de classe des enseignants d'une part et sur les performances des élèves d'autre part. Pour y parvenir, nous avons recouru à la démarche de recherche quasi expérimentale.

Randall, J. G., Brooks, R. R., & Heck, M. J. (2022). **Formal and informal learning as deterrents of turnover intentions: Evidence from frontline workers during a crisis.** *International Journal of Training and Development*, 26(2), 185-208. <https://doi.org/10.1111/ijtd.12254>

Employee learning and development is critical to organizational success, particularly during times of crisis when increased volatility and demand necessitate adaptability and skill. We draw on theories of workplace learning and social exchange to investigate the unique influence of formal training, informal learning, and organizational support for training on the turnover intentions of frontline workers battling COVID-19. Survey data were gathered from a sample of Direct Support Professionals (N = 481) in New York state who continued their work supporting individuals with developmental and intellectual disabilities during the global coronavirus pandemic. The results support our predictions that employee engagement in formal training and, to a lesser extent, informal learning, as well as individuals' perceptions of organizational support for training, explain unique variance in turnover intentions. Alternative predictors, including tenure and region, explained some unique variance in turnover intentions, but neither age nor learning goal

orientation demonstrated meaningful effects. Relative weights analysis revealed that the strongest negative predictors of turnover intentions were organizational support for training and engagement in formal training. Altogether these findings identify possible methods of deterring turnover intentions, by highlighting the key role that organizations play in supporting continuous learning amongst their employees, even in times of crisis. Implications of this study are discussed for research and practice on workforce learning and development for frontline workers and others, more generally.

Wisshak, S., & Barth, D. (2022). **Perceptions of accountability for the transfer of training by leadership trainers.** *International Journal of Training and Development*, 26(2), 209-227. <https://doi.org/10.1111/ijtd.12255>

Schlenker's model of responsibility was used in this study to investigate to what extent leadership trainers consider themselves accountable for the transfer of training. We conducted 15 semi-structured interviews and evaluated the answers using qualitative content analysis. With respect to the responsibility links of Schlenker's model, the trainers described two out of three links as being rather strong. The interview data suggest that transfer-enhancing strategies were mostly clear to the trainers. They also reported feeling personally obliged to support trainees in their transfer efforts. Regarding the third link, the trainers perceived limited control over several transfer determinants. They explained that they could facilitate transfer but not produce it. The trainers identified the trainees, their supervisors, and the organisations as other responsible parties. The concept of trainers as transfer managers was scarcely reported among the data. Our findings suggest that client organisations could strengthen accountability by setting adequate and feasible training objectives and by monitoring their achievement. We discuss the theoretical and practical implications with regard to the promotion of transfer.

## Marché du travail

Anderson, O. (2022). **Walking the line: Does crossing a high stakes exam threshold matter for labour market outcomes?** (CEPEO Working Paper Series N° 22-05). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: <https://econpapers.repec.org/paper/uclcepeow/22-05.htm>

This paper offers new insight into the link between success in high stakes exams and subsequent education and labour market outcomes. It is the first study to look holistically at the impact of crossing an important high stakes threshold on both academic and vocational education choices and ultimately labour market outcomes. It does so by comparing those either side of a formerly important threshold in the English education system at the end of compulsory schooling (achieving five general certificate of secondary education A\* to C passes) which was commonly regarded as the minimum benchmark for continuing into post-compulsory education. I find that crossing this threshold led to an 6.3-6.7 percentage point increase in the proportion of men and women (respectively) going on to take academic qualifications, with little change in the proportion taking vocational qualifications, leading to a net increase in those staying on after compulsory schooling. Women's daily earnings in 2017-18 (11-13 years after leaving compulsory schooling) were 3.1 percentage points higher for those just crossing the threshold, but men's early labour market outcomes were unchanged. The results for men can be explained by low returns to academic qualifications for marginal learners. The findings for women do not disappear after accounting for subsequent education

choices, suggesting that crossing the threshold may play a signalling role for employers as well as education institutions.

Cultrera, L., Mahy, B., Rycx, F., & Vermeylen, G. (2022). **Educational and Skills Mismatches: Unravelling Their Effects on Wages across Europe** (IZA Discussion Paper N° 15108). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15108.htm>

This paper is among the firsts to investigate the impact of overeducation and overskilling on workers' wages using a unique pan-European database covering twenty-eight countries for the year 2014, namely the CEDEFOP's European Skills and Jobs (ESJ) survey. Overall, the results suggest a wage penalty associated with overeducation. When interacting educational mismatch with skills mismatch into apparent overeducation and genuine overeducation, the results suggest that the highest wage penalty is reached for workers that are both overeducated and overskilled.

Randall, J. G., Brooks, R. R., & Heck, M. J. (2022). **Formal and informal learning as deterrents of turnover intentions: Evidence from frontline workers during a crisis.** *International Journal of Training and Development*, 26(2), 185-208. <https://doi.org/10.1111/ijtd.12254>

Employee learning and development is critical to organizational success, particularly during times of crisis when increased volatility and demand necessitate adaptability and skill. We draw on theories of workplace learning and social exchange to investigate the unique influence of formal training, informal learning, and organizational support for training on the turnover intentions of frontline workers battling COVID-19. Survey data were gathered from a sample of Direct Support Professionals (N = 481) in New York state who continued their work supporting individuals with developmental and intellectual disabilities during the global coronavirus pandemic. The results support our predictions that employee engagement in formal training and, to a lesser extent, informal learning, as well as individuals' perceptions of organizational support for training, explain unique variance in turnover intentions. Alternative predictors, including tenure and region, explained some unique variance in turnover intentions, but neither age nor learning goal orientation demonstrated meaningful effects. Relative weights analysis revealed that the strongest negative predictors of turnover intentions were organizational support for training and engagement in formal training. Altogether these findings identify possible methods of deterring turnover intentions, by highlighting the key role that organizations play in supporting continuous learning amongst their employees, even in times of crisis. Implications of this study are discussed for research and practice on workforce learning and development for frontline workers and others, more generally.

Raybaud, A. (2022, mai 10). **Sur le marché du travail, les jeunes diplômés fragilisés par la crise sanitaire.** *Le Monde.fr*. Consulté à l'adresse [https://www.lemonde.fr/campus/article/2022/05/10/sur-le-marche-du-travail-les-jeunes-diplomes-fragilises-par-la-crise-sanitaire\\_6125489\\_4401467.html](https://www.lemonde.fr/campus/article/2022/05/10/sur-le-marche-du-travail-les-jeunes-diplomes-fragilises-par-la-crise-sanitaire_6125489_4401467.html)

Une vaste enquête du Centre d'études et de recherches sur les qualifications, rendue publique mardi, documente les effets brutaux de la crise due au Covid-19 sur l'insertion de toute une génération qui faisait ses débuts sur le marché du travail au moment du premier confinement.

## Métiers de l'éducation

Aravena, F. (2022). **Principal succession in schools: A literature review (2003–2019)**. *Educational Management Administration & Leadership*, 50(3), 354-370. <https://doi.org/10.1177/1741143220940331>

Principal succession is an inevitable phenomenon in school systems. Given the relevance of principal succession for leadership quality and school improvement, there has been a lack of research in recent decades that has synthesized principal succession. This study aims to review the literature from 2003 to 2019 on principal succession in schools. Using a systematic review as the methodological approach, the eight core educational management and administration leadership journals were selected to collect the sources. Among this corpus of data, four main topics emerged: (a) factors affecting principal succession; (b) the dilemma between change and continuity; (c) the impact of principal succession on teachers; and (d) the evaluation of succession programs. We found that the volume of evidence on principal succession in K-12 schools is low and narrow, even with the importance of the topic. Given the increasingly common pattern of principal movements across the school system, it is urgent to research principal succession in greater detail. Otherwise, the association between principal succession and school failure will be maintained.

Araya-Córdova, P., Contreras, D., Rodríguez, J., & Sepulveda, P. (2021). **Getting Teachers Back to School: Teacher Incentives and Student Outcomes** [Working Paper]. Consulté à l'adresse University of Chile, Department of Economics website: <https://econpapers.repec.org/paper/udcwpaper/wp530.htm>

Rewarding teachers on the basis of student performance is a growing trend in educational policy. This paper estimates the effects of a policy that ties payments with teachers' pedagogical skills instead. We study a large-scale reform in Chile that introduced financial incentives tied to a teacher evaluation system. Using a unique administrative data set of over 500,000 student-teacher-year matches, we estimate the effect of the policy on student performance exploiting the program's gradual roll-out through a differences-in-differences analysis. We document precise, null effects of the policy on student math and language standardized test scores. Estimating a structural model of teacher skills and student performance, we show that by making incentives more homogeneous across the distribution of teacher characteristics policymakers can improve the policy's effects on student performance and overall welfare.

Auvray, C., & Huchette, M. (2020). **Enseigner en lycée professionnel : les épreuves de l'entrée dans le métier**. *Recherche & formation*, (95), 25-40. <https://doi.org/10.4000/rechercheformation.7169>

Comment les professeurs (femmes et hommes) de lycée professionnel vivent-ils leur première année d'exercice ? À quelles difficultés majeures sont-ils confrontés ? L'enquête réalisée par questionnaire auprès de 69 professeurs débutants permet de conclure sur les épreuves majeures vécues : le choc de la rencontre avec les élèves de lycée professionnel, l'inconfort (voire la souffrance) de la condition d'adulte – étudiant – stagiaire, les difficultés spécifiques à l'enseignement général dans la voie professionnelle et aux pédagogies de l'enseignement professionnel.

Bao, L., & Tian, X. (2022). **Climbing the academic ladder: Chinese women academics seeking recognition on the way to becoming professors.** *International Journal of Educational Development*, 91, 102597. <https://doi.org/10.1016/j.ijedudev.2022.102597>

With the escalation of academic ranks, gender gap is becoming increasingly significant in Chinese academia. We qualitatively explore what hinders Chinese women academics from attaining the rank of professor, how and why these hindrances are constructed, and how these women identified with those hindrances. The findings suggest that they seek recognition as both women and as academics with contested expectations, so that they are confronted with three disadvantages: lack of funding and network, gendered career aspiration, and shortage of role models. We conclude that their desire to be recognized in dual norms reshapes the self-identification of these women academics and this forms their obstacles in climbing the academic ladder.

Barbier, C. (2021). **Leadership et compétences émotionnelles des personnels de direction dans la gouvernance des collèges et des lycées de l'Education Nationale en France** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2541>

Bodalina, K. N., & Mestry, R. (2022). **A case study of the experiences of women leaders in senior leadership positions in the education district offices.** *Educational Management Administration & Leadership*, 50(3), 452-468. <https://doi.org/10.1177/1741143220940320>

This research was inspired by two critical factors relating to women leaders in senior positions in education district offices. Firstly, women leaders are continually plagued with stereotyping, and secondly, women are repeatedly undermined by male colleagues. Although the South African Constitution and other related legislation prohibits any form of gender discrimination, inequalities and injustices against women still prevail. Women are subjected to a false notion that they lack the resilience and experience desired when faced with hard-hitting or threatening situations. The primary focus of this study was to explore the experiences of women leaders in senior positions in the Gauteng East Education District office. To underpin this study, intersectionality and feminist theories were selected. Using a qualitative case study, one of the main findings of this study revealed that women in senior leadership positions in education districts persistently struggled to balance their work and family life amidst rooted patriarchal systems and cultural traditions. These women primarily lacked the aspiration to apply for senior leadership positions, but through formal mentorship, dedication and resilience took up senior leadership positions in education district offices.

Bush, T. (2022). **Succession planning for school principals: System control or leader agency?** *Educational Management Administration & Leadership*, 50(3), 351-353. <https://doi.org/10.1177/17411432221090727>

Carden, J., Passmore, J., & Jones, R. J. (2022). **Exploring the role of self-awareness in coach development: A grounded theory study.** *International Journal of Training and Development*, 26(2), 343-363. <https://doi.org/10.1111/ijtd.12261>

Workplace coaching is a rapidly growing industry, and while there has been some research carried out to explore the effectiveness of coaching and to evaluate coaching outcomes, there has been very little research to underpin coach development and how coaches best develop coaching competence for workplace coaching. Self-awareness is perceived by many, including the professional coaching bodies, to be a core-competency for practising coaches. However, there is a lack of research evidence to underpin this perception and therefore this study, using an inductive grounded theory



approach, explores the linkages between self-awareness and coach development. It finishes by presenting a conceptual framework to identify the linkages between self-awareness and coach development. The paper aims to make a theoretical contribution to the literature supporting workplace coaching and in particular coach development, by developing theoretical principles to underpin those providing coach development. The findings indicate that self-awareness is an important competency for coaches to develop as it provides the backbone to developing deep and meaningful connections both for the coach in terms of self-acceptance and confidence, and for the client in terms of the depth of the relationship, thereby creating an environment in which challenging work can be carried out.

Carlyon, T., & Naufahu, M. (2022). **Academic staff within vocational education responding to learners needs.** *International Journal of Training and Development*, 26(2), 364-379. <https://doi.org/10.1111/ijtd.12262>

The establishment of Te Pūkenga—New Zealand Institute of Skills and Technology, in 2019 was a result of the Review of Vocational Education (ROVE) undertaken in Aotearoa New Zealand. ROVE was committed to hearing the voices of all stakeholders to ensure excellence for all New Zealanders in vocational education. Against the backdrop of this review, research was undertaken by an Institute of Technology Polytechnic to learn more about how academic staff perceive they respond to their learners needs. In particular, the research focussed on the relationships academic staff have with their students; current feedback practices; and how authentic and engaging opportunities for learning occurs. Findings, as reported on in this article, showed academic staff are acutely aware of the central role they play in meeting their students' needs and have a strong commitment towards student success. Nonetheless, data also highlighted some clear tensions and constraints for academic staff, including lack of time, high workloads, insufficient support, and inadequate resources. The authors suggest in addition to accessing professional learning opportunities, that overcoming some of these challenges may require fundamental, high level changes within vocational education institutions.

Ciavaldini-Cartaut, S. (2020). **Affects et émotions en entretien de tutorat des enseignants en formation.** *Recherche & formation*, (95), 75-88. <https://doi.org/10.4000/rechercheformation.7219>

La place des émotions dans le développement de l'activité des enseignants en difficulté au cours de leur formation professionnelle initiale en master MEEF est rarement abordée en situation de tutorat. Cette contribution s'intéresse aux conditions d'une prise en compte constructive des affects et des émotions en situation d'entretien de conseil pédagogique. Elle repose sur une illustration clinique en éducation physique et sportive. L'analyse de données est issue d'une observation située et d'une approche « orientée activité » de l'expérience émotionnelle vécue de l'enseignement. Les résultats aboutissent à des questions adressées à la formation des futurs étudiants en difficulté ou insatisfaits face aux urgences de la classe et à propos desquels les tuteurs peinent à conseiller.

Cour des comptes. (2022). **Les inspecteurs territoriaux des premier et second degrés de l'éducation nationale.** Consulté à l'adresse <https://www.ccomptes.fr/fr/documents/59588>

Cummins, Arbogast, McGrew, & Bahr. (2022). **Barriers and Facilitators for Mid- and Later-Life Community College Students: The Role of Faculty.** *Community College Journal of Research and Practice*, 46(6), 431-434. <https://doi.org/10.1080/10668926.2021.1876783>

This qualitative study of students in mid- and later-life (MLL; age 40 and older) sought to address the role faculty play in facilitating student success and how institutions support faculty, especially adjunct faculty. Adjunct faculty teach a majority of classes at community colleges but are not provided the same professional development opportunities as tenure track faculty and are often not well integrated into the college system. Data were collected in focus groups with faculty (both adjunct and tenured) and students, supplemented by key informant interviews, at multiple community colleges in a Midwestern state. MLL students are a heterogeneous group and often have more demands on their time than do younger students. Our findings on the critical role faculty members play in helping MLL students succeed suggest that providing additional support for faculty is a valuable investment for community colleges.

Davids, N. (2022). **Governance in South African schools: Democratic advancement or hindrance?** *Educational Management Administration & Leadership*, 50(3), 436-451. <https://doi.org/10.1177/1741143220937306>

The introduction of school governing bodies in South African schools has largely been motivated by a democratic discourse of communal participation, belonging and accountability. How this has been interpreted has seemingly been limited to understandings of parental participation in the daily functioning of schools. In turn, research on school governing bodies has focused extensively on two contrasting narratives, underscored by an imbalance of power – that is, either the incapacity of parents to fulfil their mandate, or a dominance of parental involvement, which often undermines the principal's authority. Very little, if any, attention has been afforded to the role of school governing bodies in relation to democratising and diversifying schools. By paying particular attention to the roles and responsibilities of parents on school governing bodies, this article considers two inter-related questions. Do current practices and actions of school governing bodies promote or hamper the democratising agenda, necessary for the transformation of schools? How can school governing bodies, and specifically parents, contribute to the transformation of schools that extend beyond parochial conceptions of parental involvement?

Dixon, L. L., Pham, L. D., Henry, G. T., Corcoran, S. P., & Zimmer, R. (2022). **Who Leads Turnaround Schools? Characteristics of Principals in Tennessee's Achievement School District and Innovation Zones.** *Educational Administration Quarterly*, 58(2), 258-299. <https://doi.org/10.1177/0013161X211055702>

Purpose: While previous research has examined the impact of school turnaround models, less is known about the principals who lead these turnaround schools. This study examines the personal demographics, experience, educational background, prior school performance, salaries, and turnover of principals who led two turnaround models in Tennessee's lowest performing schools: a state-run Achievement School District (ASD) that has not yielded positive nor negative effects and local Innovation Zones (iZones) that averaged positive effects on student achievement over six years. Methods: We analyze longitudinal, administrative data from the Tennessee Department of Education from 2006–2007 to 2017–2018 to compare pre- and post-reform means and trends in principal characteristics between ASD, iZone, and similarly low-performing comparison schools. Results: ASD schools had higher principal turnover rates and lost principals whose

schools performed higher while iZone schools retained more principals and lost principals whose schools performed lower. Moreover, iZone schools employed more experienced principals, more Black principals, and principals with higher graduate degree attainment and paid their principals more than ASD schools. Salary differences between ASD and iZone schools were not explained by principals' characteristics, such as years of experience. Implications: Our findings reveal differences in leadership characteristics between iZone and ASD schools that were consistent with differences in the effectiveness of the two turnaround approaches.

Dulce-Salcedo, O. V., Maldonado, D., & Sánchez, F. (2022). **Is the proportion of female STEM teachers in secondary education related to women's enrollment in tertiary education STEM programs?** *International Journal of Educational Development*, 91, 102591. <https://doi.org/10.1016/j.ijedudev.2022.102591>

There is significant underrepresentation of women majoring in science, technology, engineering, and math (STEM) internationally as well as in Colombia. This study analyzes the relation between being exposed to female STEM teachers during secondary education and female graduates' enrollment in tertiary STEM programs. For this purpose, the study uses data from secondary education graduates from Bogotá between 2010 and 2013, and employs a linear probability model. The results indicate that female students that were exposed to a higher proportion of female STEM teachers during secondary education have a higher probability of enrollment in tertiary STEM programs, while such a relation is not observed for men. However, this relation does not fully offset the lower rate of women's enrollment in STEM. We perform additional exercises that allow to argue that the relation is in line with the hypothesis that female STEM teachers influence field career decisions of female secondary education graduates and not those of male students.

Escalié, G., Legrain, P., & Becerra-Labrador, T. (2022). **Former les enseignants « à et par la coopération » : préconisations pour une démarche de recherche professionnalisante en éducation physique et sportive.** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série 5), 67-87. <https://doi.org/10.4000/ejrieps.8063>

Au cours de leur formation, les enseignants sont peu sensibilisés aux différents dispositifs qu'ils sont susceptibles d'utiliser pour « organiser et assurer un mode de fonctionnement du groupe favorisant l'apprentissage et la socialisation des élèves » (BO n° 30 du 25 juillet 2013). À partir de deux études portant sur la formation des enseignants à et par la coopération, cet article vient illustrer une démarche de recherche visant à accompagner le changement des pratiques enseignantes. Notamment, il s'agit de discuter en quoi certaines conditions de mise en œuvre de la recherche peuvent s'avérer favorables à l'exploitation des résultats obtenus dans cette étude par les enseignants au service de l'optimisation de leurs pratiques professionnelles. Plus particulièrement, la démarche adoptée apparaît déterminante pour faciliter l'appropriation par les enseignants des résultats de la recherche ainsi que leur diffusion professionnelle. Celle-ci implique la délimitation d'un objet à la fois signifiant scientifiquement et professionnellement, l'implication des enseignants dans la conception des dispositifs coopératifs mis en œuvre par la suite en classe, et le recueil des données portant à la fois sur l'activité des enseignants d'éducation physique et sportive et sur les acquisitions des élèves.

Evans, L. (2022). **Is leadership a myth? A 'new wave' critical leadership-focused research agenda for recontouring the landscape of educational leadership.** *Educational Management Administration & Leadership*, 50(3), 413-435.  
<https://doi.org/10.1177/17411432211066274>

Intentionally provocative, this article identifies weaknesses in mainstream educational leadership scholarship, and draws upon 'new wave' critical leadership studies to propose a new, potentially paradigm-shifting, direction for the field. The central argument is that educational leadership researchers, in focusing predominantly on how institutional heads and other formal 'leaders' may best 'do' leadership, are addressing the wrong questions and setting off from the wrong departure point. The unit of analysis should shift, it is argued, from leadership to influence, within a new research agenda that replaces surface-level, causality-assumptive 'how?' and 'why?' questions that have shaped mainstream educational leadership research for over thirty years, with more fundamental 'who?' and 'what?' questions, aimed at identifying who is in fact doing the influencing. An aspect of such inquiry is leadership scepticism and agnosticism, which confronts the question: Does leadership exist, or is it a myth that we have reified? A highly original feature of the proposed new research agenda is the adoption of the author's theoretical notion of a singular unit of micro-level influence as an 'epistemic object' – a concept derived from STEMM research, denoting a vague and undefined potential focus of inquiry that may (or may not) turn out to be significant.

Fuchs, M., & Herzog, S. (2022). **Die «profilerte» Lehrperson: eine konzeptionelle Antwort auf berufsimmanente Widersprüche.** *Swiss Journal of Educational Research*, 44(1), 35-47.  
<https://doi.org/10.24452/sjer.44.1.3>

The question of how primary school teachers need to be qualified is discussed in this article based on an analysis of their tasks and the framework conditions at primary schools. Overall, a contradiction between the polyvalence necessary for teaching and the specialisation required for professionalisation and the quality of teaching becomes apparent. With the notion of the « profiled » teacher, an approach is presented on the conceptual level that takes up the contradictions inherent in the teaching profession. The associated challenges require a qualification that is more strongly oriented towards professional biographies, an intensified interlocking of teacher education and developments in the school field, as well as an increase in the evidence-based nature of future-oriented and audacious reforms.

Goldhaber, D., Krieg, J., Theobald, R., & Liddle, S. (2022). **Lost to the System? A Descriptive Exploration of Teacher Candidates' Career Paths.** *Educational Researcher*, 51(4), 255-264.  
<https://doi.org/10.3102/0013189X221077042>

We use data on over 14,000 teacher candidates in Washington state, merged with employment data from the state's public schools and Unemployment Insurance system, to investigate the career paths of recently certified teacher candidates in the state. About two thirds of these candidates are observed as public school teachers at some point within 5 years after completing student teaching, many of whom transition from nonteaching education positions into public school teaching positions within a few years of student teaching. We also find that candidates with STEM endorsements and candidates who graduated after the Great Recession are far more likely to be employed in public K–12 teaching positions within the first several years after student teaching.

Henry, J. (2022). **The spatial imaginaries of international volunteer teachers: Contrapuntal and disconnected geographies.** *Education, Citizenship and Social Justice*, 17(2), 171-187. <https://doi.org/10.1177/1746197921999315>

Scholars argue that international volunteering must not be framed as altruism or charity; rather, it should invoke themes from decolonial justice theorizing. Volunteers who have benefited from colonial-imperial structural advantages should understand their labor as a kind of reparation for ongoing structural dispossession. I argue that spatial imaginaries are central to this project. Volunteers can better situate themselves with decolonial intentionality if they adopt what Edward Said called contrapuntal theories of geography. The volunteer orientation phase is the best time to instill this spatial imaginary. This study analyzes how volunteers theorize "home" and "away" as they become teachers in Namibia. Drawing from a "netnographic" discourse analysis of their public blogs, I find that volunteers are likely to subscribe to a geographical imaginary of atomized and disconnected spaces, lacking the conceptual tools needed to grapple with decolonial justice and to implement dues-paying volunteering in their classrooms.

Jarraud, F. (2022, mai 8). **Qui évaluera les enseignants demain ?** Consulté 19 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/05/09/qui-evaluera-les-enseignants-demain/>

L'évaluation des enseignants des premier et second degré pourrait évoluer rapidement avec le nouveau quinquennat. La publication par la Cour des Comptes d'un référé de janvier 2022 sur les inspecteurs du 1er et du 2d degré relance un débat déjà instruit par le Grenelle de l'éducation. La Cour recommande la révision des accords PPCR et...

Klein, E. D., & Schwanenberg, J. (2022). **Ready to lead school improvement? Perceived professional development needs of principals in Germany.** *Educational Management Administration & Leadership*, 50(3), 371-391. <https://doi.org/10.1177/1741143220933901>

As a result of reforms in the governance of schools, the role of principals in Germany has changed from a teacher with additional administrative tasks to a leader of school improvement. However, many principals in Germany did not receive any substantial formal training for management and leadership tasks. Using the results of a survey of 1240 principals in nine German states, we investigated in which areas of school improvement German principals had professional development needs and how their needs were related to individual and school-related factors. Despite a lack of training and in contrast to studies from other countries, principals reported only moderate professional development needs, and these were influenced, only to a limited extent, by their training and experience and, to a greater extent, by the individual self-efficacy and the perception of teachers in schools. The results might indicate that the normatively postulated change of the principal's role has not yet permeated their practice.

Li, J., & Craig, C. J. (2023). **A beginning teacher's living of counter stories in a high-needs school in rural China.** *Research Papers in Education*, 38(1), 1-20. <https://doi.org/10.1080/02671522.2021.1941215>

This narrative inquiry explores a beginning teacher's counter story experiences in a high-needs secondary school in rural China. The study examines storied data culled from interviews, observations, and digital photos and videos of the participant's daily life. The research intent was to discover how the participant teacher lived counter stories with his students and teacher colleagues amid the competing and conflicting dominant narratives inside and outside the school. The study discusses how teacher reflection,

'intelligent rebellion', and teacher community are related to a teacher's sense of self and construction of counter stories. This research provides local, national and international insights into teacher retention and development in a professionally challenging rural school landscape.

Lopez, R. (2020). **La formation des regents de Calandreta : un pari sur la dévolution de la pédagogie institutionnelle.** *Recherche & formation*, (95), 89-105. <https://doi.org/10.4000/rechercheformation.7229>

Cette recherche interroge la dévolution de la pédagogie institutionnelle (PI), après la formation initiale des enseignants des Calandretas, écoles primaires d'enseignement laïque immersif occitan. Elle s'inscrit dans une approche qualitative des processus d'appropriation du dispositif mis en place avec une observation ethnographique diachronique de plusieurs classes et des entretiens avec leurs enseignants. Les résultats démontreraient que si, pour certains regents, un risque de dévoiement existe, d'autres s'engagent dans un réel processus institutionnalisant devenant ainsi auteurs de leur pédagogie.

Maillet, É., Moal, C., & Daguzon, M. (2020). **L'entrée dans le métier des professeurs stagiaires en situation de reconversion professionnelle (FSE-R).** *Recherche & formation*, (95), 9-23. <https://doi.org/10.4000/rechercheformation.7149>

Comment les professeurs des écoles débutants en situation de reconversion professionnelle s'emparent-ils de la formation initiale au métier d'enseignant ? Outillés conceptuellement par la didactique professionnelle, nous étudions le discours de fonctionnaires stagiaires étudiants (FSE) en situation de reconversion professionnelle (FSE-R). Nos résultats permettent d'identifier l'ambivalence de l'influence de leur vécu professionnel antérieur pour faciliter (ou compliquer) la réussite de cette formation « initiale ». Notre discussion porte alors sur l'origine de cette ambivalence en lien avec la construction de la nouvelle identité professionnelle du sujet.

Maulini, O., & Perrenoud, M. (2022). **Une ambition sans prétention ? Visées d'intégration et division du travail dans l'enseignement primaire de Suisse romande.** *Swiss Journal of Educational Research*, 44(1), 48-60. <https://doi.org/10.24452/sjer.44.1.4>

Primary teachers are responsible for students basic training all over the world. How are their status and work changing as social expectations increase? A survey conducted in the seven cantons of French-speaking Switzerland shows how a curriculum presented as ambitious copes with generalist teachers' profession and training, who in turn are required to moderate their pretensions. The data collected reveal tensions and locally negotiated compromises between pedagogical aims of integration on the one hand, and reality of teachers' division of labour in each canton (or school) on the other. The comparison makes it possible to categorize four main types of statutory scales: those defining a generalist teacher respectively sanctuarized, concentrated, stratified, increased. These results raise questions about actors' ambivalences but can also inform their debates and future decisions.

Mili, I. (2022). **Le/La généraliste en orchestrateur : le cas de l'enseignement des disciplines artistiques à Genève.** *Swiss Journal of Educational Research*, 44(1), 78-89. <https://doi.org/10.24452/sjer.44.1.6>

The teacher of the republican school (Coutel, 1999) is a conveyor of culture and, potentially, of encyclopaedic knowledge: a generalist! However, the generalist

orchestrates interventions that are complementary to his or her own: traffic safety education, sex education, support for allophone pupils, rhythmic lessons, etc. In addition, cultural institutions welcome generalists and their classes. Through observations and interviews with 12 actors in these collaborations, this case study examines how, in Geneva, generalists and others educational actors define their collaboration - in the artistic and cultural field; and how the generalists consider their role within such a network of educational actions.

Mili, I., & Maulini, O. (2022). **Les enseignants primaires et leurs spécialisations. Entre division des compétences et renforcement des formations.** *Swiss Journal of Educational Research*, 44(1), 1-21. <https://doi.org/10.24452/sjer.44.1.1>

Nandwani, B., & org, C. (2022). **Female representation in school management and school quality** [Indira Gandhi Institute of Development Research, Mumbai Working Paper]. Consulté à l'adresse Indira Gandhi Institute of Development Research, Mumbai, India website: <https://econpapers.repec.org/paper/indigiwpp/2022-002.htm>

Using administrative data (2012-18) of schools in India, in this paper we construct a large panel comprising of more than 6 million observations to examine the extent to which female representation in school management is associated with improvement in school quality. We exploit the variation in number of female members in committees that govern government funded school activity to study our research question. Using a fixed effects methodology, we show that increased female representation in school management committees is associated with improvement in school quality, measured in terms of number of teachers hired, qualification of teachers, academic resources and student enrollment. The results are robust to including initial school characteristics interacted with year. Besides, using individual level data on learning outcomes for rural India, we provide suggestive evidence of positive association between female representation in schools management committees and learning outcomes of children, particularly for girls.

Ravez, C. (2022). **Enseigner, c'est quoi le métier ?** *Édubref*, 1-4. Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/EB-Veille/Edubref-mai-2022.pdf>

Depuis l'explosion scolaire des années 1960, penser l'enseignement en termes de métier a modifié le regard des sciences sociales sur les instituteurs·trices de l'école primaire, associé·es à l'imaginaire des « hussards noirs de la République », d'un côté, et sur les professeur·es de l'enseignement secondaire, héritage du lycée napoléonien, de l'autre. Au début des années 1990, les modalités de recrutement et de formation initiale, les statuts et la rémunération des professeur·es des écoles, des collèges et des lycées se sont rapprochés. Trente ans après, à l'heure de nouvelles mutations, les enseignant·es constituent toujours un groupe professionnel oscillant entre convergences et pluralité.

Revai, N. (2021). **Les dynamiques des savoirs professionnels des enseignants dans des réseaux sociaux** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-03667936>

La thèse explore le rôle des réseaux et des processus sociaux dans les dynamiques du savoir des enseignants à travers deux questions de recherche. Premièrement, comment peut-on caractériser les différentes dynamiques du savoir professionnels des enseignants ? La thèse examine la façon dont les enseignants mobilisent et construisent du savoir collectivement, et les mécanismes de diffusion de ce savoir au sein de leur communauté de pratique et dans leur réseau plus large. Deuxièmement, comment les processus sociaux influencent-ils la dynamique du savoir des enseignants ? Le travail

s'intéresse à mettre en évidence la complexité des processus sociaux et la manière dont ceux-ci contribuent aux différentes dynamiques du savoir. Une étude à méthode mixte a été menée dans le cadre d'un supra-réseau d'établissements en France. L'élément quantitatif consiste en deux questionnaires – un adressant les enseignants, un les chefs d'établissement. Les données sont analysées à l'aide de la modélisation par équations structurelles et d'une analyse du ego-réseau des écoles. L'élément qualitative consiste en des études de cas menées dans deux collèges.

Sahlfeld, W., & Antonini, F. (2022). **Formazione e profilo dell'insegnante elementare come docente (quasi) generalista in Ticino: una storia lunga**. *Swiss Journal of Educational Research*, 44(1), 61-77. <https://doi.org/10.24452/sjer.44.1.5>

The article is a contribution to the discussion about vocational training of teachers in Italian-speaking Switzerland (Canton Ticino). The first part contains historical information about primary teacher training in Ticino, the second one describes the Bachelor in primary teaching of Dipartimento formazione e apprendimento (DFA) in Ticino's professional university (SUPSI). The article focuses on why we still train, on the primary level, teachers able to teach all matters (generalist teachers) and not teachers specialised in some curriculum matters (specialist teachers).

Samson, S., Hutchings, C., Goolam Hoosen, T., & Thesen, L. (2022). **'I am everywhere all at once': pipelines, rhizomes and research writing**. *Higher Education*, 83(6), 1207-1223. <https://doi.org/10.1007/s10734-021-00738-z>

The research process is usually construed as linear, from registration to graduation, defined by completion within a certain period. This notion of a linear 'pipeline' has been critiqued for its embeddedness in a managerial discourse and the way it constrains transformation. Here, we focus on how writing support gets ensnared in 'pipeline thinking', partly because of the dominant image of communication as a conduit, an image that shapes approaches to teaching research writing. Our experiences with the design, teaching and research of an online writing course unsettle fixed views of writing as a stable signifier of a position within, and completion of, the pipeline. We use Deleuze and Guattari's concept of the rhizome as a way of showing the paradox of research journeys—of keeping moving, while being located here, there and somewhere else. There is always an excess, something that spills out from pipelines. We offer snapshots of different kinds of data that express a 'both-and' rather than an 'either-or' logic: both course and resource, engagements within and beyond the course and writing as both process and product. Rhizomatic thinking allowed us to reflect on participants' research journeys, our course design and research process, as dynamic encounters with the potential for creativity and transformation. This yielded questions about writing and literacy where the emergent qualities of curriculum, writer identities and textual 'products-for-now' are embraced rather than suppressed.

Seck, C. (2022). **Témoignage d'un enseignant expatrié aux États-Unis**. Consulté à l'adresse [https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343251516&utm\\_source=phplist&utm\\_campaign=message\\_33451&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343251516&utm_source=phplist&utm_campaign=message_33451&utm_medium=email&utm_content=lienTitre)

Ce livre est un témoignage sur une douloureuse et singulière expérience vécue aux États-Unis, un pays de démocratie avancée, dit-on. L'auteur revient avec une certaine émotion sur les fragments marquants de sa longue expérience en tant qu'enseignant



dans le système éducatif américain de 2000 à 2020, une expérience révélatrice des graves dysfonctionnements de ce système et les multiples dangers qui planent quotidiennement au-dessus de la tête des professeurs. Ce sont les déboires qu'il a éprouvés dans un système éducatif pas comme les autres, dans des rapports autoritaires, voire méprisants avec les gestionnaires de l'institution éducative qu'il tient à révéler publiquement.

Tan, C. Y., Gao, L., & Shi, M. (2022). **Second-order meta-analysis synthesizing the evidence on associations between school leadership and different school outcomes.** *Educational Management Administration & Leadership*, 50(3), 469-490. <https://doi.org/10.1177/1741143220935456>

The present study addresses the question of whether school leadership matters. It employs second-order meta-analysis to synthesize results from 12 first-order meta-analyses examining school leadership effects published 2003–2019. These meta-analyses collectively examined 512 primary studies published across four decades (1978–2019). Results showed that the overall mean effect size for school leadership was small in magnitude ( $r = .33$ ). Effect sizes for leadership models were larger than those for leadership practices, thereby indicating the utility of examining models as compared to practices for understanding leadership influence. Relatedly, findings of significant positive effects for eight different school leadership practices underscore the need to examine comprehensively the scope of school leaders' work beyond that related to teaching-and-learning. Additionally, leaders require myriad competencies and skills including how to galvanize, motivate and equip teachers to achieve school goals. The substantially larger mean effect sizes for organizational and teacher as compared to student outcomes challenge the assertion by some that principals are less consequential than teachers in contributing to school effectiveness. Indeed, the larger effect sizes for principals as compared to other types of leaders reflect the key role they play in leading schools.

Valencia, E. (2022). **Gender-biased evaluation or actual differences? Fairness in the evaluation of faculty teaching.** *Higher Education*, 83(6), 1315-1333. <https://doi.org/10.1007/s10734-021-00744-1>

How do we know if a faculty teaching evaluation is biased? Biasing factors studies are an influential source of evidence for arguing about biased teaching evaluations. These studies examine existing evaluation data and compare the results by gender, race, or ethnicity, interpreting a significant difference between subgroups as evidence of bias. However, only a difference explained by irrelevant aspects embedded in the evaluation would compromise its fairness. The study aims to amend how practitioners and researchers address gender bias concerns in faculty teaching evaluations by defining fairness, disparate impact, and statistical bias from an educational measurement standpoint. The study illustrates the use of differential item functioning (DIF) analysis, a strategy to examine whether the meaning of an item changes depending on the gender of the instructor. The study examines instructor's gender bias using responses to a course evaluation questionnaire from education graduate students from two academic departments within the same institution. In one of the departments, the analysis suggested a fair evaluation and no gender gap. In the other department, four of the eight items in the rating scale were easier for women than men with similar teaching ability, and women achieved better evaluations than men. The discussion addresses the conceptual and methodological advantages of adopting an educational

measurement perspective on fairness in faculty teaching evaluation. Findings encourage practitioners and administrators to use the best available tools to strengthen the credibility of faculty teaching evaluations and prevent unfair personnel decisions affecting underrepresented subgroups in academia by gender, race, or ethnicity.

Vermeulen, M., Kreijns, K., & Evers, A. T. (2022). **Transformational leadership, leader-member exchange and school learning climate: Impact on teachers' innovative behaviour in the Netherlands.** *Educational Management Administration & Leadership*, 50(3), 491-510. <https://doi.org/10.1177/1741143220932582>

Despite the fact that innovative behaviour of teachers is important for the quality of teaching in our knowledge society, there is still little research into leadership and organizational factors that influence teachers' innovative behaviour. By combining self-concept leadership theory, social exchange theory and a hierarchical model of the distance of variables to human behaviour from an interactive perspective, we tried to unravel the relationships between school organization and teacher variables. Based on longitudinal data (2011, 2012, 2013) from a select sample of 597 teachers (being part of a research panel), a structural equation model (Mplus) was used for testing the relationship between transformational leadership, the school learning climate, the quality of teacher-leadership relationships (leader-member exchange), teachers' inquiry habit of mind and teachers' innovative behaviour. The findings show a very good fit for the model and contribute to confirmation of the combined used theories and concepts of leadership in education, leaderships' influence on the organizational learning climate, the crucial mediating role of leader-member exchange between organizational variables and teacher variables, and the mediating dispositional variable of teachers' inquiry habit of mind between leader-member exchange and innovative behaviour. This study adds to our insights into the complexity of innovation in school organizations.

Vieux Lamine Sane, M. (2022). **Impact of the evaluation of teaching devices on the professional conceptions of teachers and school administrations in Senegal: the case of five groups of elementary school in Dakar.** *British Journal of Education*, 10(5), 40-58. <https://doi.org/10.37745/bje.2013/vol10no5pp.40-58>

The purpose of this article is to identify characteristics of the work situation that could encourage or increase the commitment of teachers and curriculum is defined according to two modalities characterizing the organization of teaching work in the school facility: cellular versus integrated. A process for evaluating teachers' and school administrations' conceptions is then developed with reference to this organization of school career paths. The empirical study focuses on 5 primary school teams trained for three years in the development and evaluation of their collective arrangements. An analysis of the responses (N == 64) to a questionnaire enabled us to compare the trainees' conceptions with those of other teachers. The results show that the tested system modifies the perceptions of the practitioners in order to better take into account the inputs of the two professional groups (teachers and principals) involved in the curriculum, the diversity of the learners and the inclusion of a personal practice improvement dynamic.

Yurkofsky, M. (2022). **From Compliance to Improvement: How School Leaders Make Sense of Institutional and Technical Demands When Implementing a Continuous Improvement Process.** *Educational Administration Quarterly*, 58(2), 300-346. <https://doi.org/10.1177/0013161X211053597>

Purpose: A recurring frustration in educational research is the tendency for school leaders to implement reforms in ways that prioritize compliance over more substantive improvements to practice. Drawing on new institutional theory and sensemaking theory, this article explores the different ways leaders respond to continuous improvement (CI) reforms and why they frequently privilege external compliance over the perceived needs of their schools. Methods: This study used interviews, observations, and artifacts to analyze how six leaders across two midwestern school districts led the implementation of a CI method. Data analysis involved an iterative process of identifying emergent themes, refining themes based on existing research, and evaluating their usefulness in explaining differences within and across school leaders, in order to understand the different ways leaders responded to CI and what factors caused them to prioritize compliance over substantive improvement. Findings: Findings illuminate six different responses to CI that vary across three dimensions: whether leaders prioritize bridging or buffering, the form or the function of reform, and concerns for external legitimacy or internal improvement. Leaders' professional identities, their beliefs about the usefulness of CI, and their perception of district regulation contributed to whether they implemented CI in a way that prioritized concerns for legitimacy over improvement. Implications: These findings trace the shallow reach of recent reform efforts to the ways leaders make sense of the complex institutional and technical demands of their role, offer an integrative typology of leaders' different approaches to implementation, and identify factors that support more productive responses to district reform.

## Numérique et éducation

Adinda, D., Marquet, P., Dalle, J.-M., & Dion, G. (2022). **Effets de situations à problèmes sur l'autodirection des étudiants: le cas d'une formation hybride à l'entrepreneuriat.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 160-173. <https://doi.org/10.18162/ritpu-2022-v19n2-11>

André, A., & Yvard, P. (2022). **Effets d'un dispositif d'analyse vidéo sur le style motivationnel des enseignants stagiaires d'Éducation Physique et Sportive.** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série 5), 10-30. <https://doi.org/10.4000/ejrieps.7955>

Combinant les apports de la théorie de l'autodétermination (TAD, Deci & Ryan, 2002) et du rôle de la vidéo dans le développement professionnel, l'objectif de cette recherche est d'étudier les effets d'un dispositif de formation d'analyse vidéo sur l'évolution du style motivationnel (Reeve & al., 2014) des enseignants novices (EN) d'Éducation Physique et Sportive au cours d'un semestre. 15 EN du groupe expérimental ont participé au dispositif de formation d'analyse vidéo alors que 15 autres ont constitué le groupe témoin. La dimension relative au soutien de l'autonomie du style motivationnel des EN a été mesurée à l'aide d'un questionnaire au début et à la fin de l'expérimentation. Les résultats ont indiqué que les EN du groupe expérimental ont appris à davantage soutenir l'autonomie de leurs élèves contrairement à ceux du groupe témoin.

Augeri, J. (2021). **Origines, enjeux et inflexions des Learning Spaces dans un système d'Enseignement Supérieur: le cas du Japon** (Phdthesis, Sorbonne Université). <https://doi.org/10/document>

Après une décennie marquée par l'essor et les promesses d'un enseignement dématérialisé, les années 2010 ont vu sur les campus l'émergence d'espaces physiques

d'apprentissage innovants – communément appelés Learning Spaces – qui semblent avoir formalisé un retour vers le physique. Active Learning Classrooms, Collaborative Lecture Theaters, Learning Commons et autres Learning Centers ont ainsi progressivement intégré le langage des praticiens, mais aussi des gouvernances. Ces espaces portent la double ambition d'une modernisation des lieux d'apprentissage visant à s'adapter aux nouveaux modes de vie quotidiens des étudiants, et d'une innovation pédagogique. Pourtant, ils fascinent autant par leur matérialité qu'ils interrogent par rapport à la réalité de leurs usages. Dans ce mouvement global, le Japon a lui aussi vu les Learning Spaces s'imposer dans les perspectives stratégiques de ses universités. Notre démarche vise à mettre en lumière les dynamiques internes et externes qui ont guidé et guident encore leur mise en place sur ce territoire, dans un schéma d'interrelation complexe et multidimensionnelle avec le système d'Enseignement Supérieur dans lequel ils évoluent. Elle positionne ces espaces à l'intersection d'enjeux à la fois distincts, interconnectés, parfois contradictoires, et héritant d'une historique particulière, tout en s'articulant avec des aspects socio-culturels eux aussi spécifiques. Elle questionne par ailleurs leur finalité réelle, et une vocation qui outrepasserait les questions pédagogiques pour notamment répondre à des tensions institutionnelles. Elle liste enfin des enseignements tirés de ce cas, en les confrontant à une transposition potentielle.

Brasher, A., Whitelock, D., Holmes, W., Pozzi, F., Persico, D., Manganello, F., ... Sangrà, A. (2022). **Comparing the comparators: How should the quality of education offered by online universities be evaluated?** *European Journal of Education*, 57(2), 306-324. <https://doi.org/10.1111/ejed.12497>

Comparing universities and courses is of interest to a variety of stakeholders including potential students, policy makers, news and media organisations, ranking providers, and universities themselves. There are a range of existing university ranking schemes that provide comparisons (e.g. Academic Ranking of World Universities) but typically these are designed with face-to-face teaching and learning in mind. There is also a growing number of quality assurance tools and approaches aimed at ensuring the quality of online education. This article reports on an analysis of a range of quality assurance systems for online higher education institutions and courses, together with variety of ranking systems targeting conventional universities—with the aim of establishing what they measure, and the metrics used to assess quality. The findings from this analytical study were compared with a meta-analysis of the literature about how students choose their university in order to understand how these instruments influence current student opinion and can be used more proactively by universities themselves. The findings reveal: (1) current ranking systems are of limited value for most potential undergraduate students, particularly with reference to online education, (2) comparison systems that can be of value to students from a variety of different backgrounds are likely to be complex to set up and run, and (3) quality indicators that promote both formative and summative evaluation may be beneficial to both institutions and students.

Cai, Z., Mao, P., Wang, D., He, J., Chen, X., & Fan, X. (2022). **Effects of Scaffolding in Digital Game-Based Learning on Student's Achievement: a Three-Level Meta-analysis.** *Educational Psychology Review*, 34(2), 537-574. <https://doi.org/10.1007/s10648-021-09655-0>

Previous empirical studies on the effect of scaffolding in game-based learning environments have shown inconsistent findings. In this study, we conducted a meta-

analysis to examine the effect of scaffolding in digital game-based learning (DGBL) and to explore a range of moderating factors that may have contributed to the inconsistencies of primary studies. We used the three-level meta-analysis method to analyze the data for handling data non-dependency issues of multiple effect sizes in one study. A total of 49 primary studies and 154 effect sizes were identified through systematic literature search. The results show that scaffolding in DGBL could effectively improve learning ( $g = 0.43$ , 95% CI: [0.30, 0.56]), and the heterogeneity among studies was significant ( $Q = 708.99$ ,  $p < 0.001$ ). Furthermore, our results indicate that the studies involving elementary school students and university students showed larger effect sizes of scaffolding than those involving secondary school students. Scaffolding also appeared to be differentially effective in different types of games: more effective in adventure, puzzle, and simulation games than in role-playing and strategy games. Future studies should pay attention to the design of scaffolding mechanisms in educational digital games and to the influence of scaffolding on behavioral patterns and learning processes of learners engaged in DGBL.

Coulibaly, B. (2022). **Pédagogie universitaire numérique : quelles perspectives à l'ère des usages multiformes des réseaux sociaux pour apprendre? – Introduction au numéro thématique.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 1-6. <https://doi.org/10.18162/ritpu-2022-v19n2-01>

Dounla, M. F. (2022). **WhatsApp et continuité pédagogique à l'ère de la COVID 19 : l'exemple de l'Université internationale Jean-Paul II et de l'Institut universitaire royal de Baboutcha-Nintcheu (Cameroun).** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 61-73. <https://doi.org/10.18162/ritpu-2022-v19n2-05>

Drot-Delange, B., Messaoui, A., Redondo, C., & Tort, F. (2022, mai 9). **Activités des enseignants avec et sur les ressources éducatives dans des formations supérieures courtes de techniciens. Le cas des IUT en France.** Présenté à ACFAS. Consulté à l'adresse <https://hal.science/hal-03663372>

Notre recherche s'intéresse aux pratiques des enseignants avec et sur les ressources pédagogiques numériques au sein de formations supérieures courtes de technicien, peu investiguées par la recherche, malgré leur existence depuis plus de cinquante ans. Notre questionnement porte sur les processus à l'œuvre dans la sélection, la transformation ou la création de ressources pédagogiques par les enseignants dans leur activité. Ces processus sont d'autant plus importants que les enseignants doivent identifier et s'approprier les pratiques des secteurs d'activité visés par les formations, pour transmettre à leurs étudiants des savoirs actualisés, en phase avec leur futur environnement professionnel. Nous avons mené 22 entretiens d'explicitation auprès d'enseignants de différentes filières de formation. Une démarche d'analyse de contenu a été menée sur le corpus constitué visant à identifier les justifications des enseignants (explicites ou implicites) concernant la manière dont ils sélectionnent, transforment, créent leurs ressources. Les résultats intermédiaires obtenus nous permettent de faire émerger des récurrences mais aussi des singularités dans les discours des enseignants. Ainsi, le processus de sélection met en avant les caractéristiques de ressources qui possèderaient un capital professionnalisant, de ressources dites de référence, ou bien encore de ressources à éviter. C'est cette typification qui fera l'objet de notre communication.

Guillon, S., & Kennel, S. (2022). **Le tutorat étudiant en contexte de pandémie de COVID-19: quelles modalités d'accompagnement pour quels besoins exprimés?** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 131-147. <https://doi.org/10.18162/ritpu-2022-v19n2-09>

Hodge, M. A., Chan, E., Sutherland, R., Ong, N., Bale, G., Cramsie, J., ... Silove, N. (2022). **Tele-Assessments in Rural and Remote Schools – Perspectives of Support Teachers.** *Journal of Psychoeducational Assessment*, 40(3), 360-380. <https://doi.org/10.1177/07342829211059640>

Tele-assessments may enable specialist evaluation of students in schools and their progress following intervention. The aim of this project was to evaluate the feasibility of using videoconferencing technology to assess students with reading difficulties in the school setting and obtain the perspectives of teachers supporting the students during the assessment. Teachers (n = 57) of 71 primary school age students participated in the study. Teachers provided feedback on the tele-assessment by completing questionnaires about students' behaviours and the quality of the technology and assessment process. Randomly selected teachers (n = 24) were invited to participate in a semi-structured interview to provide qualitative feedback. Tele-assessments were completed in 93.4% of the sample. Support teachers reported satisfaction with the audio and visual quality as well as the assessment process. The majority of students completed the tele-assessment with good compliance, engagement and attention. Feedback from support teachers also reflected the strengths of tele-assessments, such as better access to service, cost saving and convenience. Barriers to tele-assessments included technical difficulties, assessment limitations and equipment issues at schools. Tele-assessment is a feasible method of objectively measuring outcomes of students following an intervention. Tele-assessment at school is largely accepted by teachers who supported students in this study. Feedback obtained from this research may be used to offer guidance on undertaking tele-assessments with students in the school setting.

Holo, A. K., & Koné, T. (2022). **Usages des réseaux et médias sociaux par les étudiants en contexte d'apprentissage à l'Université virtuelle de Côte d'Ivoire (UVCI).** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 148-159. <https://doi.org/10.18162/ritpu-2022-v19n2-10>

Li, F., Wu, F., & Wang, Z. (2022). **Distance higher education and regional equality in China.** *European Journal of Education*, 57(2), 273-288. <https://doi.org/10.1111/ejed.12502>

Distance higher education plays a critical role in the promotion of regional equality in China by contributing to the availability of higher education. However, unbalanced regional development of distance higher education can lead to a widening of educational inequity. The study on which this article reports sheds light on the issue of unbalanced regional development of distance higher education in China, using provincial data that spans from 2008 to 2018. A dual-index method with Gini coefficient and Theil index was employed to measure regional inequality of distance higher education in China. The findings show that tertiary correspondence education and tertiary radio and television education represent a comparatively small percentage of the regional inequality in distance higher education. Online tertiary education contributes to a greater extent to regional inequality in distance higher education. Intra-regional inequality constituted a large percentage of the total inequality. Also, intra-regional inequality in tertiary correspondence education has increased in western, and

central China from 2008 to 2018. Inequality in tertiary radio and television education has also increased in central China from 2008 to 2016. Intra-regional inequality in online tertiary education was marked in all three regions, while inter-regional inequality in online tertiary education decreased from 2008 to 2018.

Marty, S., & Vasquez, K. (2022). **Complexité des usages de Facebook – WhatsApp – Google Drive, dans une junior-entreprise universitaire, en contexte de COVID-19.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 88-106. <https://doi.org/10.18162/ritpu-2022-v19n2-07>

Nouhou, A. M., Kalmé, B.-F., & Goza, N. A. (2022). **Les facteurs déterminants de l'adoption des réseaux sociaux en formation à distance par les étudiants au Niger: la leçon de la pandémie de COVID-19.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 25-42. <https://doi.org/10.18162/ritpu-2022-v19n2-03>

Omarchevska, Y., Lachner, A., Richter, J., & Scheiter, K. (2022). **Do Video Modeling and Metacognitive Prompts Improve Self-Regulated Scientific Inquiry?** *Educational Psychology Review*, 34(2), 1025-1061. <https://doi.org/10.1007/s10648-021-09652-3>

Guided inquiry learning is an effective method for learning about scientific concepts. The present study investigated the effects of combining video modeling (VM) examples and metacognitive prompts on university students' (N = 127) scientific reasoning and self-regulation during inquiry learning. We compared the effects of watching VM examples combined with prompts (VMP) to watching VM examples only, and to unguided inquiry (control) in a training and a transfer task. Dependent variables were scientific reasoning ability, hypothesis and argumentation quality, and scientific reasoning and self-regulation processes. Participants in the VMP and VM conditions had higher hypothesis and argumentation quality in the training task and higher hypothesis quality in the transfer task compared to the control group. There was no added benefit of the prompts. Screen captures and think aloud protocols during the two tasks served to obtain insights into students' scientific reasoning and self-regulation processes. Epistemic network analysis (ENA) and process mining were used to model the co-occurrence and sequences of these processes. The ENA identified stronger co-occurrences between scientific reasoning and self-regulation processes in the two VM conditions compared to the control condition. Process mining revealed that in the VM conditions these processes occurred in unique sequences and that self-regulation processes had many self-loops. Our findings show that video modeling examples are a promising instructional method for supporting inquiry learning on both the process and the learning outcomes level.

Pélissier, C., Roelens, C., & Cégli, A. de. (2022, mai 3). **Nature de l'injonction au numérique en confinement: retours d'enseignants et d'apprenants.** Présenté à RUNED 2022. Consulté à l'adresse [https://runed22.sciencesconf.org/data/pages/Recueil\\_resumes\\_VF3.pdf](https://runed22.sciencesconf.org/data/pages/Recueil_resumes_VF3.pdf)

Plateau, J.-F. (2022). **Pédagogie et réseaux sociaux à l'épreuve du confinement.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 107-130. <https://doi.org/10.18162/ritpu-2022-v19n2-08>

Rafalow, M. H., & Puckett, C. (2022). **Sorting Machines: Digital Technology and Categorical Inequality in Education**. *Educational Researcher*, 51(4), 274-278. <https://doi.org/10.3102/0013189X211070812>

Existing scholarship suggests that schools do the work of social stratification by functioning as “sorting machines,” or institutions that determine which populations of students are provided educational resources needed to help them get ahead. We build on this theory of social reproduction by extending it to better understand how digital technology use is implicated in this process of unequal resource allocation in schools. We contend that educational resources, like digital technologies, are also sorted by schools. Drawing on scholarship from both education research and science and technology studies, we show how educational institutions have long played a role in constructing the value of technologies to different ends, by constructing hierarchies of technological activity, like “vocational” and “academic” computer use, even when strikingly similar. We then apply this lens to three areas of inquiry in education research: the use of digital technologies for instruction, school use of student data, and college admissions. Each illustrates how education scholars can view technologies as part of school sorting processes and with implications for inequality within and beyond the classroom.

Tapsoba, E. (2021). **Enjeux des usages et de la perception d'internet sur la scolarité des élèves des lycées et collèges du Burkina Faso** (Phdthesis, Université Michel de Montaigne - Bordeaux III). Consulté à l'adresse <https://theses.hal.science/tel-03629783>

Le téléphone mobile rythme la vie de plus de 80 % de Burkinabè (Union internationale des Télécommunications (UIT), 2017). Avec l'internet mobile, notamment la 3G, les ménages ont de plus en plus accès aux services du réseau interconnecté au Burkina Faso. Les Technologies de l'Information et de la Communication (TIC) étant donc en expansion progressive, il est intéressant désormais d'étudier les pratiques technologiques des différentes populations dans cette partie de l'Afrique. A ce sujet, cette recherche se focalise sur les enjeux de l'utilisation et de la perception du web social par les scolaires des collèges et lycées, étant donné, leur engouement pour le numérique. Les enquêtes empiriques menées dans le cadre de notre thèse révèlent des modes d'appropriation de cet outil sont tout aussi variés que les représentations qui en découlent. Ces nouveaux moyens d'accès à l'information présentent de nombreuses opportunités en matière d'éducation. Les TIC peuvent constituer légitimement des outils à potentiel cognitif (Depover, et al., 2007). Les questions qui se posent sont donc les suivantes : que représentent internet pour les élèves ? Peut-on prouver que les élèves qui utilisent à bon escient les outils du web 2.0 ont forcément perçu leur fonction cognitive ou les utilisent-ils seulement de façon intuitive ? Quel rapport y-a-t-il entre leurs usages d'internet et leurs performances scolaires ? Notre postulat est que les élèves qui perçoivent la fonction cognitive des outils numériques développent des usages permettant de remplir cette fonction. Ceux-ci se connectent par exemple aux réseaux socionumériques (RSN) pour apprendre, chercher des informations, etc. Aussi les usages allant dans ce sens augmentent-ils les performances des élèves à l'école. A contrario, les élèves qui ne perçoivent que la fonction ludique d'internet ont des usages qui freinent leurs performances. Ce qui nous permet d'avancer clairement qu'il y a un lien entre les usages de ces réseaux et les performances des élèves. Au Burkina Faso, ce sujet est peu documenté. A l'heure où les TIC, et précisément les RSN sont au cœur des débats, les réformes du système éducatif ne prennent pas forcément en compte le rapport entre l'utilisation des outils numériques et la réussite des élèves notamment du post-primaire et du secondaire. Les résultats des enquêtes montrent que les représentations de ces outils



divisent les enseignants et les élèves. Le profit cognitif des TIC ne fait pas l'unanimité à l'école.

Tiemtoré, W. Z. (2022). **Utilisation de l'application WhatsApp dans l'enseignement supérieur au Burkina Faso et au Sénégal: quelles contributions aux processus d'apprentissage des étudiants?** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 74-87. <https://doi.org/10.18162/ritpu-2022-v19n2-06>

Trestini, M., Rossini, I., & Kabore, D. S. P. (2022). **Vers un usage coordonné des réseaux sociaux numériques et institutionnels dans l'enseignement supérieur en période de crise sanitaire.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 43-60. <https://doi.org/10.18162/ritpu-2022-v19n2-04>

## Orientation scolaire et professionnelle

Daway-Ducanes, S. L. S., Pernia, E. E., & Ramos, V. J. R. (2022). **On the "income advantage" in course choices and admissions: Evidence from the University of the Philippines.** *International Journal of Educational Development*, 91, 102578. <https://doi.org/10.1016/j.ijedudev.2022.102578>

The empirical evidence in developed economies suggests a rise in inequality of access to higher education in favor of students from higher-income households. Is this 'income advantage' also pronounced in developing economies like the Philippines, where there have been recent deliberate efforts by the government to democratize access to higher education? Using quantitative (logistic regression) analysis on proprietary admissions data from the country's largest and foremost state university – the University of the Philippines (UP) System (whose students are labeled locally as "Scholars of the People") – for the period 2006–2015, we find that there is an 'income advantage' not only in terms of being admitted to the UP System, but also in being admitted to the first-choice course cluster: Applicants coming from richer households have higher probabilities of being admitted to UP. However, no such 'income advantage' is apparent with regard to the choice of a Science and Technology (S&T) course over a non-S&T course. Other significant determinants of admission to the UP system and to one's first-choice course cluster are being male, high school grade weighted average, high school type, and high school region. Our results suggest that the new free tuition policy at public universities and colleges, including the UP system, is more likely to disproportionately benefit students coming from higher-income families.

Goastellec, G. (2022). **Ethnicity on top of social class? Inclusion and diversity in access to higher education degrees in Europe (1950–2010).** *European Journal of Education*, 57(2), 218-234. <https://doi.org/10.1111/ejed.12505>

The massification of higher education has been an important development across education systems in Europe over the second half of the 20th century. Nurtured by political, economic and social goals, including the improvement of social justice in education and beyond, massification has been associated with inclusion as a goal of higher education systems. Generally, it has been construed as the realisation of a democratic project. This article reports on a study that examined the extent to which higher education systems effectively have moved towards a better inclusion of the various social groups composing national populations. Based on a quantitative analysis

using data from the European Social Survey, this article presents an assessment of the level of inequalities in access to higher education degrees by employing indicators that are traditionally used by countries participating in the survey (gender, socio-economic background) and indicators that are not as widely shared (ethnic belonging, religion) in order to offer an original and comprehensive analysis of the extent to which national social diversities are represented in higher education. A comparison of three generations (born 1930–1949, 1950–1964 and 1965–1979) shows a development of decreasing inequality between the first two generations, but a slowing or interruption of this development in the 1980s. Also, the effect of social belongings on educational trajectories became more complex. The importance of ethnic belonging increased, underscoring the importance to consider ethnicity in addition to socio-economic dimensions in sociological research. The study outcomes highlight differences in individual country trajectories in relation to the geopolitical reconfiguration of political territories.

Jaoul-Grammare, M. (2022). **Reforms and inequalities in selective fields of higher education in France: Measuring the impacts using a dual approach.** *European Journal of Education*, 57(2), 255-272. <https://doi.org/10.1111/ejed.12498>

One of the specificities of French higher education is that there is no single higher education system but two compartmentalised and hierarchical higher education systems comprising (1) universities and (2) grande école higher education institutions. Competing for a place in the latter requires that students have succeeded in classe préparatoire studies at the undergraduate level (an intensive foundation degree). While access to university is open to all students, access to classe préparatoire is very selective and remains the source of many inequalities. Thus, in 2018, only 7% of students studying in classe préparatoire programmes had a working-class father, compared with 50% whose father was a manager, and less than 43% were women, 30% of whom were in the science stream (RERS, 2018). Numerous reforms have been implemented over the past thirty years to mitigate inequalities associated with gender, social and cultural status, as well as geographical location. This study analysed the impact of reforms on the evolution of inequalities. With focus on social and gender inequalities, I use a dual approach to analyse questions pertaining to access and the impact of reforms; specifically, (1) a cliometric approach, based on a quantitative historical analysis of long time series, and (2) a microeconomic approach that relies on individual series. I show that despite measures aimed at opening access to students of different gender and social backgrounds, the grandes écoles higher education institutions remain a relatively compartmentalised system that perpetuates the reproduction of social and gender inequalities.

## Politique de l'éducation et système éducatif

Alazmi, A. A., & Al-Mahdy, Y. F. H. (2022). **Principal authentic leadership and teacher engagement in Kuwait's educational reform context.** *Educational Management Administration & Leadership*, 50(3), 392-412. <https://doi.org/10.1177/1741143220957339>

Scholars have asserted that a school principal's authentic leadership can raise the engagement of teachers under their charge. This paper delves into this consideration, within the context of Kuwaiti educational reform, by investigating the extent to which principal authentic leadership (PAL) affects teacher engagement (TE) by enhancing

their occupational self-efficacy (OSE). The study used a non-experimental, predictive survey design, obtaining data from 333 teachers in 25 primary schools in Kuwait. The study tested a set of hypotheses drawn from a conceptualized model developed from previous research studies using structural equation modelling (SEM). Results indicated the validation of this model describing how PAL affects teacher OSE and TE. Data analysis from this study indicated that PAL has a significant, positive effect upon TE, as does OSE. Furthermore, OSE mediates the relationship between PAL and TE. These findings contribute to our understanding for the effects of authentic leadership in Kuwait. As such, this study offers insight into how Kuwaiti policymakers may improve and support school leadership practices to realize the aims of the nation's educational reform goals. Additionally, this study builds upon, and extends, the foundations established in earlier research endeavours regarding school principal leadership within centralized education systems and outside Western society.

Ambrosetti, A., Petrucci, F., Fenaroli, S., & Egloff, M. (2022). **The school effect on mathematics performance in PISA 2012: A comparison between two cantons in Switzerland.** *Swiss Journal of Educational Research*, 44(1), 90-102. <https://doi.org/10.24452/sjer.44.1.7>

Through this research, we explored the relationship between student achievement and school environment. We compared mathematics scores from the PISA test in Ticino and Geneva. We discovered that in both cantons there is a significant but moderate school effect on student mathematics performance (around 7% of the variance is attributable to school affiliation). Based on our results, we rejected the hypothesis that the context effect was a social and/or academic compositional one. We identified other factors, related to the teaching staff (seniority) and to the organization (class size), which may partly explain the between-school variance. However, we did not identify a systematic effect, since none of the variables analyzed were found to be statistically significant in both cantons.

An, D. H. (2022). **Performance of universities in Vietnam.** *International Journal of Educational Development*, 91, 102588. <https://doi.org/10.1016/j.ijedudev.2022.102588>

The current study uses surveyed data on 134 public and private universities operating in Vietnam during 2013–2020 and applies the Malmquist Index method to examine performance of the universities. Although performance of the universities in Vietnam make progress during the study period, it can be further improved by improving the managerial and technological performance. In addition, private universities perform better than their public counterparts; universities located in urban areas perform better than those located in suburban areas; universities in the South and North regions perform better than their counterparts in the Central region. Results from the truncated regression model show that the number of enrolments and economic growth really help improve performance of the universities. Policy and practical recommendations are made based on the findings.

Aravena, F. (2022). **Principal succession in schools: A literature review (2003–2019).** *Educational Management Administration & Leadership*, 50(3), 354-370. <https://doi.org/10.1177/1741143220940331>

Principal succession is an inevitable phenomenon in school systems. Given the relevance of principal succession for leadership quality and school improvement, there has been a lack of research in recent decades that has synthesized principal succession. This study

aims to review the literature from 2003 to 2019 on principal succession in schools. Using a systematic review as the methodological approach, the eight core educational management and administration leadership journals were selected to collect the sources. Among this corpus of data, four main topics emerged: (a) factors affecting principal succession; (b) the dilemma between change and continuity; (c) the impact of principal succession on teachers; and (d) the evaluation of succession programs. We found that the volume of evidence on principal succession in K-12 schools is low and narrow, even with the importance of the topic. Given the increasingly common pattern of principal movements across the school system, it is urgent to research principal succession in greater detail. Otherwise, the association between principal succession and school failure will be maintained.

Araya-Córdova, P., Contreras, D., Rodríguez, J., & Sepulveda, P. (2021). **Getting Teachers Back to School: Teacher Incentives and Student Outcomes** [Working Paper]. Consulté à l'adresse University of Chile, Department of Economics website: <https://econpapers.repec.org/paper/udcwpaper/wp530.htm>

Rewarding teachers on the basis of student performance is a growing trend in educational policy. This paper estimates the effects of a policy that ties payments with teachers' pedagogical skills instead. We study a large-scale reform in Chile that introduced financial incentives tied to a teacher evaluation system. Using a unique administrative data set of over 500,000 student-teacher-year matches, we estimate the effect of the policy on student performance exploiting the program's gradual roll-out through a differences-in-differences analysis. We document precise, null effects of the policy on student math and language standardized test scores. Estimating a structural model of teacher skills and student performance, we show that by making incentives more homogeneous across the distribution of teacher characteristics policymakers can improve the policy's effects on student performance and overall welfare.

Barakate, H., Ben Abid-Zarrouk, S., & Mabrou, A. (2021). **Regards croisés sur le tutorat à l'université : quelle efficacité dans le contexte universitaire marocain ?** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.6408>

Cette contribution, qui résulte d'un processus de triangulation, a pour objectif de rendre compte de l'efficacité des pratiques tutorales à travers le regard des acteurs qui y participent. Il s'agit plus précisément d'identifier le rapport qui existe entre les représentations que se font les étudiants (tuteurs et tutorés) du tutorat et l'efficacité de cet accompagnement pédagogique en contexte marocain. À partir d'une enquête qualitative et quantitative menée auprès de neuf tuteurs et de 115 étudiants tutorés de la Faculté des lettres et des sciences humaines de l'université Ibn Zohr, nous avons pu déduire que le recours au tutorat est un élément significatif dans la réussite des primo-entrants. Toutefois, son image en tant que forme de faction au niveau de la perception des étudiants constitue un facteur de non-recours à ce dispositif d'aide à la réussite dans le contexte universitaire marocain.

Barrett, N., Carlson, D., Harris, D. N., & Lincove, J. A. (2022). **When the Walls Come Down: Evidence on Charter Schools' Ability to Keep Their Best Teachers Without Unions and Certification Rules.** *Educational Evaluation and Policy Analysis*, 44(2), 283-312. <https://doi.org/10.3102/01623737211047265>

Theories of market-based school reform suggest that teacher labor markets may be inefficient because schools lack autonomy to incentivize performance in hiring,

retention, and compensation. We test this empirically by comparing teacher exits in the deregulated market of New Orleans with neighboring traditional school districts. We find that the relationship between teacher performance and retention is stronger in the deregulated market. We also find positive associations between salary and performance, but only when teachers transfer from one charter school to another. While teacher retention is more closely tied to performance in New Orleans, this did not yield a net gain in teacher quality, because new teachers in New Orleans were of lower average quality than their peers in neighboring districts.

Baudry, M. (2022). **Projections des effectifs dans l'enseignement supérieur pour les rentrées de 2021 à 2030**. Note d'information du SIES, (22.04). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2022-04/ni-sies-2022-04-17984.pdf>

Les inscriptions dans l'enseignement supérieur auraient augmenté de 1,6 % à la rentrée 2021, soit de 45 600 étudiants en un an. L'enseignement supérieur pourrait compter 2,99 millions d'étudiants en 2025 (+3,3 % par rapport à 2020) et plus de 3 millions en 2030 (+3,7 %), essentiellement du fait de la forte croissance de l'apprentissage en STS et du dynamisme des écoles de commerce et d'ingénieur.

Beblavy, M., & Kazlauskaitė, D. (2022). **Policy measures to monitor and mitigate the negative impact of COVID-19 and COVID-19 related policy measures on education**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3581> (p. 64) [Report]. Consulté à l'adresse European Expert Network on Economics of Education (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/73ee69e4-a348-11ec-83e1-01aa75ed71a1>

This Analytical Report extends beyond analysing the negative impact on children's education of the COVID-19 pandemic and the measures imposed in relation to it and goes on to describe the various policy responses implemented to counter these threats. The report focuses on seven EU Member States (Denmark, France, Italy, Lithuania, the Netherlands, Slovakia and Sweden) but is also informed by global experience and uses several examples from other countries. It covers response at the level of primary, secondary and higher education, looking at topics such as preparedness and subsequent policy learning, the relationship between adaptability and decentralisation, measures to support connectivity, as well as mitigation measures after the end of lockdowns. Voir aussi le résumé analytique en français (pdf, 9 pages), intitulé Mesures politiques pour surveiller et atténuer les impacts négatifs de la COVID-19 et des mesures politiques liées à la COVID-19 sur l'éducation. (pdf, 66 pages)

Ben Hamouda, L. (2022, mai 11). **Repenser la démocratie scolaire pour sauver la démocratie ?** Consulté 19 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/05/11/repenser-la-democratie-scolaire-pour-sauver-la-democratie/>

«Faut-il en finir avec l'organisation de la Ve République d'essence foncièrement plus bonapartiste que républicaine, et avoir pour cela une organisation ad hoc de l'école républicaine où chacun est effectivement formé à être « co-souverain » ? », demande Claude Lelièvre dans The Conversation. Il relève le caractère autoritaire du fonctionnement de l'école française et...

Berera, F., & Rolland, D. (2022). **Évaluation du dispositif des Centres d'excellence de formation technique à l'étranger (CEFTE)**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3598> [Report]. Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: <https://www.education.gouv.fr/media/113787/download>

L'éducation nationale a été partenaire, puis pilote, depuis vingt ans du dispositif des centres d'excellence de formation technique à l'étranger. Le rapport en dresse un bilan et propose des pistes d'évolutions pour lui permettre de s'intégrer efficacement dans le paysage actuel de la formation professionnelle.

Billings, S. B., Macartney, H., Park, G., & Singleton, J. (2022). **Self-Interest in Public Service: Evidence from School Board Elections** (NBER Working Paper N° 29791). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29791.htm>

In this paper, we show that the election of a new school board member causes home values in their neighborhood to rise. This increase is identified using narrowly-decided contests and is driven by non-Democratic members, whose neighborhoods appreciate about 4% on average relative to those of losing candidates. We find that student test scores in the neighborhood public schools of non-Democratic winners also relatively increase, but this effect is driven by changing student composition, including via the manipulation of attendance zones, rather than improvements in school quality (as measured by test score value-added). Notably, we detect no differential changes when comparing neighborhood or scholastic outcomes between winning and losing Democratic school board candidates. These results suggest that partisan affiliation is correlated with private motivations for seeking public office.

Bordry, G., Flamand, B., & Gellé, G. (2022). **La rénovation du deuxième cycle « arts appliqués et métiers d'art »**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3596> (Report N° 2022-054). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: <https://www.education.gouv.fr/media/113909/download>

De l'étude ciblée sur le diplôme supérieur d'arts appliqués (DSAA) est apparue une donnée jusqu'alors insuffisamment identifiée. Les éléments chiffrés démontrent une répartition inattendue des étudiants qui se dirigent vers les diplômes publics de la création appliquée dès Parcoursup : ils se répartissent en premier cycle pour 13 % vers le diplôme national art du ministère de la culture et 87 % vers le diplôme nation métiers d'art et design rattaché au ministère en charge de l'enseignement supérieur et opéré en EPLE sous la responsabilité du ministère en charge de l'éducation nationale. Dans ce contexte singulier se pose la question des politiques territoriales de site à partir d'une réelle mise en réseau des acteurs et des établissements, mais également celle du soutien à une professionnalisation cohérente vis-à-vis du tissu économique, et enfin se pose la question du besoin d'une meilleure visibilité à l'international, préalable à la plus grande mobilité des étudiants. En regard de l'ensemble de ces enjeux, le deuxième cycle de la filière design et métiers d'art peut logiquement s'inscrire dans le paysage européen en se déployant de manière exigeante et structurante. Cette évolution aura pour effet d'interagir de manière positive sur l'offre portée par le ministère de la culture, mais aussi sur celle du privé qui ne cesse de croître, et cela au bénéfice des étudiants et de la diversité sociale. L'enjeu de la recherche dans ces nombreux domaines innovants et prometteurs du design et des métiers d'art doit s'accompagner d'un positionnement

plus visible des parcours de formation pour être mieux identifiés en Europe et à l'international, dans le souci de mettre en cohérence les cursus de formation et le rayonnement de l'économie créative française. SOMMAIRE Synthèse Liste des préconisations Introduction 1. L'état de l'art du DSAA de 1983 à 2022 1.1. Un contexte historique et innovant au MENJS 1.1.1. Le DSAA créé pour les écoles supérieures d'arts appliqués s'est déployé depuis vingt ans sur l'ensemble du territoire 1.1.2. Le DSAA est inscrit dans le second cycle de l'enseignement supérieur depuis 2002, puis reconnu au niveau 7 en 2012 1.2. Un positionnement vers la recherche engagée depuis 2012 1.2.1. Une cartographie des territoires stabilisée (implantation, nombre de parcours, nombre d'étudiants). 1.2.2. La réingénierie a intégré un mémoire de recherche pour répondre aux exigences d'un 2e cycle 1.2.3. Une forte pression à l'entrée du DSAA 1.2.4. L'expérimentation qualitative de l'alternance en DSAA 1.2.5. Des parcours DSAA prolongés par défaut par une deuxième année de master 1.3. Une professionnalisation réussie et un excellent taux d'insertion 1.3.1. Cartographie de l'insertion professionnelle des DSAA 1.3.2. Un trop fort tropisme pour le design à élargir aux métiers d'art 1.3.3. Une mobilité étudiante contrastée 1.4. Le DNMADE et son articulation avec le deuxième cycle 1.4.1. Une offre de formation nationale stabilisée 1.4.2. Un diplôme avec une identité bicéphale design et métiers d'art 1.4.3. Une ingénierie qui intègre les critères de l'enseignement supérieur 1.4.4. Le lien avec les universités présent mais à consolider 2. L'offre de formation dans les secteurs de la création appliquée en France nécessite de stabiliser la politique publique pour une meilleure lisibilité globale 2.1. Des parcours de formation en design complémentaires et harmonisés grâce à l'adossement recherche et au grade 2.1.1. L'offre du réseau des écoles du ministère de la Culture 2.1.2. Une offre publique limitée qui laisse une trop large place aux établissements privés hors contrat 2.1.3. Le grade (licence-master) donne de la lisibilité à l'offre de formation en création appliquée en France mais aussi à l'international 2.1.4. Le positionnement complexe de la recherche en création en France 2.2. Inscrire le DSAA dans l'espace européen par une reconnaissance du grade master 2.2.1. Le DSAA un diplôme du cycle 2 qui répond pour l'essentiel aux critères du grade de master 2.2.2. Analyse croisée du DSAA du grade de master et les conditions de son attribution 2.2.3. Une comparaison objectivée des évaluations du HCÉRES du grade de master des mêmes domaines 2.3. Un grade de master pour le DSAA pour favoriser la diversité des publics 2.3.1. Soutenir une politique territoriale de site grâce au grade et la recherche en création appliquée (design – métiers d'art – mode et métiers connexes) 2.3.2. Les possibilités d'un portage innovant du DSAA valant grade master par le terrain grâce au réseau territorial universités / France universités 2.3.3. Deux typologies envisagées avec leurs contraintes et leurs avantages 2.3.4. Une proposition réaliste et innovante du grade master pour le DSAA avec modalités d'accréditation, d'évaluation et d'évolution de la RH 2.3.5. Mise en conformité du décret et de l'arrêté du DSAA pour une articulation avec le DNMADE et actualisation des fiches RNCP Conclusion Annexes

Bordry, G., & Vieaux, G. (2020). **Les enseignements artistiques au collège** (N° 2019-076; p. 45). Consulté à l'adresse IGÉSR website: <https://www.ih2ef.gouv.fr/les-enseignements-artistiques-au-college>

Ce rapport présente un état des lieux des trois enseignements artistiques assurés au collège dans la scolarité obligatoire de tous les élèves : les arts plastiques, l'éducation musicale et l'histoire des arts. L'étude intègre également d'autres enseignements artistiques, qu'ils soient facultatifs ou partenariaux.

Brasher, A., Whitelock, D., Holmes, W., Pozzi, F., Persico, D., Manganello, F., ... Sangrà, A. (2022). **Comparing the comparators: How should the quality of education offered by online universities be evaluated?** *European Journal of Education*, 57(2), 306-324. <https://doi.org/10.1111/ejed.12497>

Comparing universities and courses is of interest to a variety of stakeholders including potential students, policy makers, news and media organisations, ranking providers, and universities themselves. There are a range of existing university ranking schemes that provide comparisons (e.g. Academic Ranking of World Universities) but typically these are designed with face-to-face teaching and learning in mind. There is also a growing number of quality assurance tools and approaches aimed at ensuring the quality of online education. This article reports on an analysis of a range of quality assurance systems for online higher education institutions and courses, together with variety of ranking systems targeting conventional universities—with the aim of establishing what they measure, and the metrics used to assess quality. The findings from this analytical study were compared with a meta-analysis of the literature about how students choose their university in order to understand how these instruments influence current student opinion and can be used more proactively by universities themselves. The findings reveal: (1) current ranking systems are of limited value for most potential undergraduate students, particularly with reference to online education, (2) comparison systems that can be of value to students from a variety of different backgrounds are likely to be complex to set up and run, and (3) quality indicators that promote both formative and summative evaluation may be beneficial to both institutions and students.

Brint, S. (2022). **Challenges for higher education in the United States: The cost problem and a comparison of remedies.** *European Journal of Education*, 57(2), 181-198. <https://doi.org/10.1111/ejed.12496>

The costs of attending four-year colleges and universities in the United States have steadily increased over four decades leading to high levels of student debt and many obstacles for low-income students. The analysis presented appraises the extent of the cost and affordability problems, debunking the sensationalistic claims that are common in mass media. It considers the sources of cost increases such as the growth of administration and the decline of state subsidies and their consequences for low-income students, including growing income gaps in completion rates and declining enrolment in more expensive institutions. By reviewing and synthesizing the existing literature, possible remedies for the cost problem are examined. These possible remedies include cost containment strategies, the possibility that universities can pursue alternative revenue sources, performance funding policies to improve productivity, increased state investment in institutional support, and financial aid reforms. Financial aid reforms provide the most feasible solution to the cost problem. These reforms should include doubling the size of grants to low-income students and the expansion of income-contingent loan repayment plans.

Bulman, G., & Fairlie, R. (2022). **The Impact of COVID-19 on Community College Enrollment and Student Success: Evidence from California Administrative Data** (IZA Discussion Paper N° 15196). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15196.htm>

Although enrollment at California's four-year public universities mostly remained unchanged by the pandemic, the effects were substantial for students at California Community Colleges, the largest higher education system in the country. This paper



provides a detailed analysis of how the pandemic impacted the enrollment patterns, fields of study, and academic outcomes of these students through the first four semesters after it started. Consistent with national trends, enrollment dropped precipitously during the pandemic – the total number of enrolled students fell by 11 percent from fall 2019 to fall 2020 and by another 7 percent from fall 2020 to fall 2021. The California Community College system lost nearly 300,000 students over this period. Our analysis reveals that enrollment reductions were largest among African- American and Latinx students, and were larger among continuing students than first-time students. We find no evidence that having a large online presence prior to the pandemic protected colleges from these negative effects. Enrollment changes were substantial across a wide range of fields and were large for both vocational courses and academic courses that can be transferred to four-year institutions. In terms of course performance, changes in completion rates, withdrawal rates, and grades primarily occurred in the spring of 2020. These findings of the effects of the pandemic at community colleges have implications for policy, impending budgetary pressures, and future research.

Caglia, D., & Knoll, A. (2022). «E sin rumantsch?» Vom Umgang mit Mehrsprachigkeit, Rätromanischförderung und der Dominanz des Deutschen in mehrsprachigen Schulklassen im Kanton Graubünden. *Swiss Journal of Educational Research*, 44(1), 116-128. <https://doi.org/10.24452/sjer.44.1.9>

The article focuses on how multilingualism is dealt with in two-way-immersive German-Romansh school classes in the canton of Grisons. It asks what linguistic resources teachers bring into the classroom, what linguistic demands they make on the pupils, and what position Romansh takes in relation to German. The study was carried out from an ethnographic research perspective, with participant observation of lessons in three intermediate school classes in spring 2019. Overall, a heterogeneous picture emerged of language practices on the part of the teachers and with regard to the linguistic demands on the pupils, but also a pronounced dominance of German in the classroom.

Chaîné, F., Lepage, C., & Marceau, C. (2021). **Place et rôle de l'enseignement de l'art dramatique au Québec : perspectives pour un monde en transformation.** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.5810>

L'art dramatique s'enseigne depuis plus de cinquante ans dans le système scolaire québécois. Dès 1969, le rapport Rioux revendique l'importance de l'art à l'école par le « faire artistique et par le contact avec des œuvres d'art » (Rioux, 1969, vol. 2, p. 20). Ce texte fondateur a été le tremplin d'une succession de programmes d'études en art dramatique. Cet essai pose un regard rétrospectif sur l'évolution du modèle québécois, mais cherche également à anticiper comment l'enseignement et l'apprentissage du théâtre à l'école peuvent contribuer à la formation d'un élève citoyen créatif, ouvert et responsable et ainsi mieux l'outiller à faire face à un monde complexe et incertain. Dans une prospective d'évolution des pratiques, nous avons également ciblé des approches pédagogiques et des gestes professionnels de l'artiste pédagogue qui sont favorables au développement de compétences transformatives dans la classe d'art dramatique. Cette réflexion a été réalisée par trois professeures-chercheuses qui interviennent à la formation des enseignants spécialistes en art dramatique.

Chen, L., Yu, Y., Addis, A. K., & Guo, X. (2022). **Empirical Assessment and Comparison of Educational Efficiency between Major Countries across the World** [MPRA Paper].

Consulté à l'adresse University Library of Munich, Germany website: <https://econpapers.repec.org/paper/pramprapa/112562.htm>

Education is a fundamental factor to enhance a country's comprehensive national strength and international competitiveness. Recently, several governments have been attracting investments in educational sectors in contemplation of meliorating a country's overall strength. This study empirically assesses and compares the educational efficiency of 29 major countries across the world using panel data for 2010–2016 by employing data envelopment analysis (DEA) and the super-slacks-based measure (super-SBM) model at the static level combined with the Malmquist index (MI) to investigate educational efficiency at the dynamic level. The results indicate, inter alia, huge average education efficiency differences existed among the studied countries, the highest being Japan (3.2845) and lowest Norway (0.4137), there are differences in the bias of technological progress among the studied countries during the sample period and technological progress directly affects the sustainability of educational efficiency, the growth rate of total factor productivity (TFP) index has been reduced in 2010–2013 but increased in 2014–2016 and techno-logical progress has been the dominant factor influencing the rise of the education TFP index. Based on the results, this study identifies the merits and drawbacks of education efficiency across the sample countries and presents relevant recommendations to promote investment in the education sector and human capital.

Colyar, J., Tischcoff, R., & Deakin, J. (2022). **Qui décerne les grades? Survol du paysage évolutif des titres de compétences en Ontario**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3604> [Report]. Consulté à l'adresse Conseil ontarien de la qualité de l'enseignement supérieur (Canada) website: <https://heqco.ca/wp-content/uploads/2022/04/Credentials-Who-Grants-Degrees-FR.pdf>

Un nouveau rapport du Conseil ontarien de la qualité de l'enseignement supérieur (COQES) décrit les influences qui ont façonné les offres de titres de compétences dans les collèges et les universités de l'Ontario au cours des dernières décennies. Le rapport *Qui décerne les grades? Survol du paysage évolutif des titres de compétences en Ontario* explore les facteurs qui ont influencé la décision initiale du gouvernement d'étendre l'octroi de grades dans le secteur collégial et décrit comment le secteur postsecondaire a évolué depuis. Cette toile de fond permet de contextualiser les changements que le ministère des Collèges et Universités (MCU) envisage d'apporter à la gamme de titres de compétences disponibles pour les étudiants du postsecondaire en Ontario, notamment en élargissant l'octroi de grades décernés par les collèges. Il met également en lumière les questions liées aux titres de compétences qui devront être examinées dans les mois et les années à venir. Introduction Survol : L'évolution des titres de compétences postsecondaires en Ontario Le contexte économique de l'Ontario, 1985-1997 Changements dans l'idéologie gouvernementale et les visions de l'éducation Augmentation des inscriptions en Ontario : la double cohorte Stratégies de revendication des collèges et des universités Le paysage postsecondaire de l'Ontario depuis la Loi de 2000 Le Cadre de classification des titres de compétence de l'Ontario (CCTCO) Mécanismes d'assurance qualité pour le CCTCO Un regard vers l'avenir : éclairer les décisions du gouvernement sur l'attribution des grades en Ontario

Comi, S., Grasseni, M., & Origo, F. (2022). **Sometimes It Works! The Effect of a Reform of the Short Vocational Track on School-to-Work Transition** (IZA Discussion Paper N° 15176).

Consulté à l'adresse Institute of Labor Economics (IZA) website:  
<https://econpapers.repec.org/paper/izaizadps/dp15176.htm>

This paper studies the impact on the length of school-to-work transition of a reform that extended from two to three years the short vocational track in Italy in the early 2000s. In the empirical analysis we use the Two Way Fixed Effect methodology to estimate the impact of the reform, exploiting its staggered implementation across regions. The analysis is restricted to graduates from the short vocational track before and after the reform. The results show that the reform had a positive impact and reduced school-to-work transition by around 5 months (a 24% reduction). Moreover, the new short vocational track proved to be extremely effective for migrants and females, whose school-to-work transition was reduced by 1.4 years and 0.9 years, respectively. In implementing the new short vocational track, some regions adopted a quasi-market organization in which private training institutions competed with public schools. This model proved to be more effective in shortening school-to-work transitions, in particular for migrants. This study makes an important contribution to the literature on the labor-market effect of vocational education by showing that lengthening the short vocational track, and changing the overall content of curricula, can speed up school-to-work transition.

Conseil d'orientation des Politiques de jeunesse. (2021). **Les colos, un enjeu éducatif pour tous!** Consulté à l'adresse Conseil d'orientation des politiques de jeunesse website:  
<https://www.vie-publique.fr/sites/default/files/rapport/pdf/284990.pdf>

Corle, T., Ocean, M., Spencer, E., Saboe, M., Condliffe, S., & Hazen, K. (2022). **Beyond Hierarchies: An Anti-Oppressive Public Community College and University Research Collaboration.** *Community College Journal of Research and Practice*, 46(6), 448-451.  
<https://doi.org/10.1080/10668926.2021.1920069>

Community colleges, who are dependent on state and federal funding directly and through need-based student grants, have limited power in higher education. Similarly, public universities continue to lose decision-making authority as the neo-liberal philosophy permeates higher education broadly. This is an opportune time for public community colleges and universities to enhance inter-institutional partnerships. To this end, we, a team of community college employees and university-based researchers, conducted anti-oppressive, grant funded research collaboratively. In this article, we detail the five key elements to successful anti-oppressive community college and university research including transparency, efficiency, respect, sharing resources, and trust. We argue that community colleges and their constituents should not be relegated to passive role of subject in research. Rather they should be valued as co-creators of knowledge to enhance research findings and build coalitions across public institutions of higher education.

Davids, N. (2022). **Governance in South African schools: Democratic advancement or hindrance?** *Educational Management Administration & Leadership*, 50(3), 436-451.  
<https://doi.org/10.1177/1741143220937306>

The introduction of school governing bodies in South African schools has largely been motivated by a democratic discourse of communal participation, belonging and accountability. How this has been interpreted has seemingly been limited to understandings of parental participation in the daily functioning of schools. In turn, research on school governing bodies has focused extensively on two contrasting narratives, underscored by an imbalance of power – that is, either the incapacity of

parents to fulfil their mandate, or a dominance of parental involvement, which often undermines the principal's authority. Very little, if any, attention has been afforded to the role of school governing bodies in relation to democratising and diversifying schools. By paying particular attention to the roles and responsibilities of parents on school governing bodies, this article considers two inter-related questions. Do current practices and actions of school governing bodies promote or hamper the democratising agenda, necessary for the transformation of schools? How can school governing bodies, and specifically parents, contribute to the transformation of schools that extend beyond parochial conceptions of parental involvement?

Desbuissons, G., & Sidokpohou, O. (2022). **Suivi du Plan mathématiques** (N° 2021-228). Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: <https://www.education.gouv.fr/media/113784/download>

Deschepper, C. (2021). **Comment et pourquoi questionner les grilles d'évaluation de l'oral ? Description d'un dispositif de formation initiale et perspectives pour la recherche.** e-JIREF, 7(2), 61-78. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/314>

The aim of this article is to present a pre-service training program designed to make future teachers aware of the teaching and learning of oral language for 5-8 year old students. For this purpose, students are involved in a collaborative research process. The article first presents the different stages of the project. Then, it focuses on the results of a group of students in order to describe their approach and to highlight their results. The discussion shows the effects of the device on the learners, based on verbatim from their reflective portfolios and their graduate thesis.

Djennadi, L. (2021). **Finalités, contenus et démarches pédagogiques des écoles d'ingénieurs en Algérie face aux enjeux environnementaux** (Phdthesis, HESAM Université ; Ecole Nationale Supérieure de Management (Koléa)). Consulté à l'adresse <https://theses.hal.science/tel-03664706>

Le XXI<sup>e</sup> siècle est marqué par la mise sous tension des ressources naturelles et de la biodiversité, et par la multiplication des problèmes environnementaux et des catastrophes naturelles. L'Algérie est particulièrement impactée par le réchauffement climatique, les méga feux et le stress hydrique. Le changement de nos comportements pour la réalisation d'un développement durable s'impose d'une manière cruciale. Un tel objectif et sa transmission aux générations futures requiert l'intégration de cet enjeu dans les formations d'ingénieurs afin de préparer les étudiants à créer et développer des outils durables avec une posture critique, créatrice, ouverte d'esprit et qui s'adapte aux changements. Les formations d'ingénieurs sont particulièrement concernées car les futurs diplômés auront à prendre en charge les grands défis sociotechniques nationaux. L'objectif de ce travail de recherche est de comprendre comment les écoles d'ingénieurs intègrent les enjeux environnementaux dans leurs offres curriculaires et si les différents acteurs se soucient de former des ingénieurs qui sauront faire face aux défis environnementaux. Dans le cadre d'une sociologie du curriculum, une enquête qualitative a été menée entre 2018 et 2020, constituée d'une part d'une analyse des offres de formation de trois écoles d'ingénieurs algériennes et d'autre part de 24 entretiens menés avec des enseignants et des responsables pédagogiques. L'analyse des programmes montre que certaines écoles proposent depuis plusieurs années des unités d'enseignement et des spécialités qui traitent des enjeux environnementaux et

sociaux. Néanmoins, la priorité dans les trois écoles n'est pas de former les ingénieurs aux enjeux environnementaux et au développement durable, sauf pour les spécialités qui touchent directement à ces questions. Les entretiens révèlent que les interviewés ne sont pas tous sensibilisés et conscients de l'importance de l'intégration des problématiques environnementales dans les curricula. L'analyse des textes institutionnels montre que le Ministère de l'Environnement est censé être impliqué dans toutes les formations qui touchent aux questions environnementales. Nos recherches révèlent les limites de cette implication et la grande autonomie des enseignants dans les initiatives.

Duval, H., & Arnaud-Bestieu, A. (2021). **Comment et par qui la danse en éducation prépare-t-elle les jeunes aux défis de demain ? Perspectives de la France et du Québec pour l'horizon 2030.** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.5701>

L'Organisation de coopération et de développement économique (OCDE) a publié en 2018 un rapport qui s'intitule *Futur de l'éducation et des compétences : Projet Éducation 2030* invitant ses 38 pays membres à tenir compte prioritairement de l'acquisition de compétences « transformatives » au sein de leur politique éducative. Dans cette contribution Québec (Canada) – France, nous avons recensé des résultats de recherche les plus pertinents des trente dernières années qui décrivent comment et à quelles conditions se développent certaines composantes des compétences dites transformatives en milieu scolaire. Comment peuvent être développés complémentaires à l'enseignement-apprentissage de la danse le bien-être personnel, le sens de la collectivité, l'inclusivité, la capacité d'adaptation, la créativité, et l'ouverture d'esprit ? Et comment former les enseignants de danse pour ce faire ? Après avoir exposé les résultats de l'analyse du contenu des écrits (L'Écuyer, 1987 ; Bardin, 1998), nous formulons des recommandations quant à la formation des enseignants de danse pour qu'ils et elles puissent développer des compétences transformatives chez les élèves, les placer au fondement de leur capacité d'agir.

Égert, B., de la Maisonneuve, C., & Turner, D. (2022). **A new macroeconomic measure of human capital exploiting PISA and PIAAC: Linking education policies to productivity** (OECD Economics Department Working Paper N° 1709). Consulté à l'adresse OECD Publishing website: <https://econpapers.repec.org/paper/oecedeoaaa/1709-en.htm>

This paper provides a new measure of human capital using PISA and PIAAC surveys, and mean years of schooling. The new measure is a cohort-weighted average of past PISA scores (representing the quality of education) of the working age population and the corresponding mean years of schooling (representing the quantity of education). In contrast to the existing literature, the relative weights of each component are not imposed or calibrated but directly estimated. The paper finds that the elasticity of the stock of human capital with respect to the quality of education is three to four times larger than for the quantity of education. The new measure has a strong link to productivity with the potential for productivity gains being much greater from improvements in the quality than quantity component of human capital. The magnitude of these potential gains in MFP is comparable to a similarly standardised improvement in product market regulation, but the effects materialise with much longer lags. The paper demonstrates through the example of pre-primary education, how to simulate the impact of a particular reform to education policy on human capital and productivity.

Emerick, M. R. (2022). **Diversity Ideology and School Leadership: Obscuring Inequities for Emergent Bilingual Students in Career and Technical Education.** *Educational Administration Quarterly*, 58(2), 223-257. <https://doi.org/10.1177/0013161X211052510>

Purpose: The purpose of this article is to examine the ways in which school leaders in career and technical education (CTE) conceptualized diversity and inclusion for emergent bilingual students (EBs) and how their beliefs about diversity manifested in institutional support (or lack thereof) for EBs. Research Method: This study draws on data collected during a year-and-a-half long qualitative case study at a large, nationally recognized CTE center. The primary sources of data were interviews with administrators, teachers, and students; local artifacts, student records, and state-level enrollment data were also used. Findings: CTE administrators adhered to diversity ideology when discussing issues of diversity and EBs' inclusion at their institution and believed that they cultivated an inclusive educational environment. This ideology resulted in superficial diversity and inclusion initiatives that did not ensure that EBs had equitable access to CTE program nor that teachers had a sufficient system of support to ensure EBs' academic success, despite the administration's stated commitment to equal opportunity and inclusion. Implications: These findings suggest the need for administrators to critically examine their conceptualization of diversity and equity when considering how to support EBs in CTE programs.

Espinosa, G., Barthélémy, V., & Dejaiffe, B. (2021). **Du devenir du ressenti et de la parole de l'enfant : l'exemple des activités périscolaires dans une ville en France.** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.6250>

La loi française sur les rythmes scolaires (MEN, 2013) vise notamment la réussite de tous les élèves à l'école primaire et institue les nouvelles activités périscolaires (NAP). Ces NAP font aujourd'hui partie de l'expérience scolaire de l'élève. Si l'enfant, cible et acteur principal de ces NAP, est exclu des débats et décisions le concernant (MEN, 2017), nos travaux le considèrent comme un informateur privilégié. L'objectif de cet article est de contribuer à une meilleure connaissance de ce que les enfants participant aux NAP disent y vivre et y ressentir afin de mieux comprendre les raisons de leur goût et leur intérêt pour ces NAP. Vingt-six enfants ont été entretenus. Nos analyses révèlent la capacité des enfants à être à l'écoute de leurs sensations internes et à s'exprimer sur ces sensations, présentant des raisons de leur goût et leur intérêt pour les NAP et soulignant le paradoxe de la non-prise en compte de leur parole dans les décisions concernant ces NAP. Nous discutons alors des raisons de cette non-prise en compte.

Eurydice. (2022). **Towards equity and inclusion in higher education in Europe.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3585> (p. 110) [Report]. Consulté à l'adresse Eurydice (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/fa946919-b564-11ec-b6f4-01aa75ed71a1>

This Eurydice report focuses on the topic of equity and inclusion in higher education in Europe. It analyses the current level of alignment of European higher education systems with the ten 'Principles and Guidelines agreed by all EHEA countries' as a blueprint to take forward the commitment of improving the social dimension. There are ten chapters, addressing each Principle. Each chapter opens with the full exposition of the relevant Principle and its accompanying Guidelines. Following that is a succinct explanation of how the particular Principles and Guidelines relate to equity, the methodological challenges that are addressed, and the choice of the indicators. Finally, the data

collected is presented mostly in the form of maps. A scoreboard indicator at the end of each chapter summarises how the European countries perform based on the extent of implementation of the particular Guidelines. This gives the reader a clear visual picture of the current level of attention in European systems to equity and inclusion in higher education. Finally, a concluding chapter recaps the main findings of the report. The report's prime source is information on top-level regulations and policies collected from Eurydice National Units, representing 38 education systems across 36 European countries, with the academic year 2020/2021 as a reference. (pdf, 118 pages)

Evans, L. (2022). **Is leadership a myth? A 'new wave' critical leadership-focused research agenda for recontouring the landscape of educational leadership.** *Educational Management Administration & Leadership*, 50(3), 413-435. <https://doi.org/10.1177/17411432211066274>

Intentionally provocative, this article identifies weaknesses in mainstream educational leadership scholarship, and draws upon 'new wave' critical leadership studies to propose a new, potentially paradigm-shifting, direction for the field. The central argument is that educational leadership researchers, in focusing predominantly on how institutional heads and other formal 'leaders' may best 'do' leadership, are addressing the wrong questions and setting off from the wrong departure point. The unit of analysis should shift, it is argued, from leadership to influence, within a new research agenda that replaces surface-level, causality-assumptive 'how?' and 'why?' questions that have shaped mainstream educational leadership research for over thirty years, with more fundamental 'who?' and 'what?' questions, aimed at identifying who is in fact doing the influencing. An aspect of such inquiry is leadership scepticism and agnosticism, which confronts the question: Does leadership exist, or is it a myth that we have reified? A highly original feature of the proposed new research agenda is the adoption of the author's theoretical notion of a singular unit of micro-level influence as an 'epistemic object' – a concept derived from STEMM research, denoting a vague and undefined potential focus of inquiry that may (or may not) turn out to be significant.

Finlayson, A., Moso-Diez, M., & Lovren Violeta, O. (2022). **Impact of COVID-19 on ESD in the context of twin transition.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3582> [Report]. Consulté à l'adresse European Expert Network on Economics of Education (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/3e201fa1-a34b-11ec-83e1-01aa75ed71a1>

The COVID-19 pandemic is a global crisis which has demonstrated how interconnected societies, human systems, and environmental systems are. It is an example of a sustainability challenge of responding to a crisis and preparing for the aftermath of such and future crises. This report focuses on one human system – that of education, and the changes and potential role Education for Sustainable Development (ESD) did or could have made. The report analyses challenges and opportunities created by the pandemic taking into account, where possible, the EU economy twin transition – digital and green, as well as other relevant EU initiatives and policies. Other considerations were global initiatives such as the sustainable development goals (SDGs) and the UNESCO 2020-2030 Strategic Objectives for Education for Sustainable Development (ESD). Voir aussi le résumé analytique en français (pdf, 15 pages), intitulé Impact de la COVID-19 sur l'éducation au développement durable (EDD) dans le contexte de la double transition. (pdf, 72 pages)

Fournier, Y., & Rakocevic, R. (2022). **Objectifs éducation et formation 2030 de l'UE : où en est la France ?** *Note d'information*, (22.13), 1-4. <https://doi.org/10.48464/ni-22-13>

En 2021, l'Union européenne s'est fixé sept objectifs à l'horizon 2030 en matière d'éducation et de formation, dont cinq font l'objet d'un suivi statistique à ce jour. Par rapport à ces objectifs mais aussi en comparaison avec les résultats des pays de l'Union, la France présente davantage de jeunes enfants en éducation, moins de sorties précoces de formation et un accès plus élevé à des diplômes du supérieur. Elle a par ailleurs déjà dépassé les cibles collectives dans ces domaines. Toutefois, en matière de compétences des jeunes, la France, comme la quasi-majorité des pays de l'Union, est en retard sur les objectifs communs pour 2030.

Hemelt, S. W., & Swiderski, T. (2022). **College Comes to High School: Participation and Performance in Tennessee's Innovative Wave of Dual-Credit Courses.** *Educational Evaluation and Policy Analysis*, 44(2), 313-341. <https://doi.org/10.3102/01623737211052310>

We analyze the rollout of a Statewide Dual-Credit (SDC) program intended to expand access to college-level courses during high school. We find that SDC increased early postsecondary course-taking among students in the middle of the achievement distribution, especially through courses in vocational subjects, without decreasing participation in Advanced Placement (AP). However, SDC was mostly offered by schools already providing courses in similar subject areas and was less frequently offered in small relative to large schools, thus doing little to ameliorate place-based gaps in course-taking opportunities. Furthermore, a majority of students failed the end-of-course exams necessary to secure college credit, and those who passed closely resemble students who pass AP exams. Low SDC exam pass rates predict school-level discontinuation of SDC courses over and above a range of other factors that reflect student demand and staffing capacity.

Hodge, M. A., Chan, E., Sutherland, R., Ong, N., Bale, G., Cramsie, J., ... Silove, N. (2022). **Tele-Assessments in Rural and Remote Schools – Perspectives of Support Teachers.** *Journal of Psychoeducational Assessment*, 40(3), 360-380. <https://doi.org/10.1177/07342829211059640>

Tele-assessments may enable specialist evaluation of students in schools and their progress following intervention. The aim of this project was to evaluate the feasibility of using videoconferencing technology to assess students with reading difficulties in the school setting and obtain the perspectives of teachers supporting the students during the assessment. Teachers (n = 57) of 71 primary school age students participated in the study. Teachers provided feedback on the tele-assessment by completing questionnaires about students' behaviours and the quality of the technology and assessment process. Randomly selected teachers (n = 24) were invited to participate in a semi-structured interview to provide qualitative feedback. Tele-assessments were completed in 93.4% of the sample. Support teachers reported satisfaction with the audio and visual quality as well as the assessment process. The majority of students completed the tele-assessment with good compliance, engagement and attention. Feedback from support teachers also reflected the strengths of tele-assessments, such as better access to service, cost saving and convenience. Barriers to tele-assessments included technical difficulties, assessment limitations and equipment issues at schools. Tele-assessment is a feasible method of objectively measuring outcomes of students following an intervention. Tele-



assessment at school is largely accepted by teachers who supported students in this study. Feedback obtained from this research may be used to offer guidance on undertaking tele-assessments with students in the school setting.

Holmqvist, M. (2022). **Economics as symbolic capital: The consecration of elite business schools.** *Theory and Society*, 51(3), 435-455. <https://doi.org/10.1007/s11186-021-09455-z>  
Ever since the first elite business schools were founded in Europe and the United States during the late 1800s and early 1900s, they have enjoyed an intimate relationship with economics. Despite some notable analyses of economics' importance for the successful institutionalization of business schools, an understanding of the relation between economics and elite business schools requires further development. As such, this paper focuses on 'economics as symbolic capital' for the consecration of business schools as elite settings, with particular emphasis on the symbolic aspects of economics' cultural and social capital. Consecration can be seen as critical to the institutionalization of elite business schools; in contrast to the primary focus of previous studies on the material significance of economics in business schools, my chief concern is the discipline's symbolic power and importance for business schools' status as elite institutions in many countries today. Data from a study on Sweden's elite business school, The Stockholm School of Economics (SSE), were based on both historical and contemporary sources, including archival material, biographies, statistics, participant observations, and interviews with faculty and students. The SSE is one of the world's oldest elite business schools where economics has played a critical role ever since its establishment; the SSE's economics faculty has a unique relation to the ultimate source of capital for contemporary global economics, namely, The Nobel Prize in Economics, which exerts a significant influence on the discipline's general standing and status today.

Hunault, O., & Poncelet, Y. (2022). **L'enseignement en cours moyen : état des lieux et besoins.** Consulté à l'adresse Inspection générale de l'Éducation, du Sport et de la Recherche (IGÉSR) website: <https://www.ih2ef.gouv.fr/lenseignement-en-cours-moyen-etat-des-lieux-et-besoins>

Les deux dernières années de l'école primaire sont une étape clef de la scolarité obligatoire permettant de préparer les élèves à l'entrée dans le second degré.

Isenberg, E., Max, J., Gleason, P., & Deutsch, J. (2022). **Do Low-Income Students Have Equal Access to Effective Teachers?** *Educational Evaluation and Policy Analysis*, 44(2), 234-256. <https://doi.org/10.3102/01623737211040511>

We examine access to effective teachers for low-income students in 26 geographically dispersed school districts over a 5-year period. We measure teacher effectiveness using a value-added model that accounts for measurement error in prior test scores and peer effects. Differences between the average value added of teachers of high- and low-income students are 0.005 standard deviations in English/language arts and 0.004 standard deviations in math. Differences between teachers of Black, Hispanic, and White students are also small. Rearranging teachers to obtain perfect equity would do little to narrow the sizable student achievement gap between low- and high-income students. We also show that a higher proportion of novice teachers in high-poverty schools contributes negligibly to differences in access to effective teachers.

Jabbar, H., & Menashy, F. (2022). **Economic Imperialism in Education Research: A Conceptual Review.** *Educational Researcher*, 51(4), 279-288. <https://doi.org/10.3102/0013189X211066114>

In this review, we explore economic imperialism, a concept that captures the phenomenon of a single discipline's power over so many facets of social life and policy—including education. Through a systematic search, we examine how economic imperialism has been conceptualized and applied across fields. We uncovered three key, interconnected elements of economic imperialism that hold relevance for education research. First, economics has colonized other disciplines, narrowing the lens through which policymakers have designed education reforms. Second, an overreliance on economic rationales for human behavior neglects other explanations. Third, a focus on economic outcomes of education has subjugated other important aims of education. We share implications for researchers to use economic theory in ways that are interdisciplinary but not imperialist.

Jaoul-Grammare, M. (2022). **Reforms and inequalities in selective fields of higher education in France: Measuring the impacts using a dual approach.** *European Journal of Education*, 57(2), 255-272. <https://doi.org/10.1111/ejed.12498>

One of the specificities of French higher education is that there is no single higher education system but two compartmentalised and hierarchical higher education systems comprising (1) universities and (2) grande école higher education institutions. Competing for a place in the latter requires that students have succeeded in classe préparatoire studies at the undergraduate level (an intensive foundation degree). While access to university is open to all students, access to classe préparatoire is very selective and remains the source of many inequalities. Thus, in 2018, only 7% of students studying in classe préparatoire programmes had a working-class father, compared with 50% whose father was a manager, and less than 43% were women, 30% of whom were in the science stream (RERS, 2018). Numerous reforms have been implemented over the past thirty years to mitigate inequalities associated with gender, social and cultural status, as well as geographical location. This study analysed the impact of reforms on the evolution of inequalities. With focus on social and gender inequalities, I use a dual approach to analyse questions pertaining to access and the impact of reforms; specifically, (1) a cliometric approach, based on a quantitative historical analysis of long time series, and (2) a microeconomic approach that relies on individual series. I show that despite measures aimed at opening access to students of different gender and social backgrounds, the grandes écoles higher education institutions remain a relatively compartmentalised system that perpetuates the reproduction of social and gender inequalities.

Klein, E. D., & Schwanenberg, J. (2022). **Ready to lead school improvement? Perceived professional development needs of principals in Germany.** *Educational Management Administration & Leadership*, 50(3), 371-391. <https://doi.org/10.1177/1741143220933901>

As a result of reforms in the governance of schools, the role of principals in Germany has changed from a teacher with additional administrative tasks to a leader of school improvement. However, many principals in Germany did not receive any substantial formal training for management and leadership tasks. Using the results of a survey of 1240 principals in nine German states, we investigated in which areas of school improvement German principals had professional development needs and how their needs were related to individual and school-related factors. Despite a lack of training and in contrast

to studies from other countries, principals reported only moderate professional development needs, and these were influenced, only to a limited extent, by their training and experience and, to a greater extent, by the individual self-efficacy and the perception of teachers in schools. The results might indicate that the normatively postulated change of the principal's role has not yet permeated their practice.

Le Fanu, G., Schmidt, E., & Virendrakumar, B. (2022). **Inclusive education for children with visual impairments in sub-Saharan Africa: Realising the promise of the Convention on the Rights of Persons with Disabilities.** *International Journal of Educational Development*, 91, 102574. <https://doi.org/10.1016/j.ijedudev.2022.102574>

According to the Convention on the Rights of Persons with Disabilities, children with disabilities are entitled to an education that is longitudinally, locationally, pedagogically, environmentally, and consequentially inclusive. The evidence base shows children with visual impairments in various sub-Saharan African contexts are not yet able to access such provision. To improve this situation, development actors need to appreciate the multi-layered educational needs of these children and promote child-centred, contextually appropriate forms of provision. This in turn will require sustained investments in education systems, along with changes to development modalities and mind-sets.

Li, F., Wu, F., & Wang, Z. (2022). **Distance higher education and regional equality in China.** *European Journal of Education*, 57(2), 273-288. <https://doi.org/10.1111/ejed.12502>

Distance higher education plays a critical role in the promotion of regional equality in China by contributing to the availability of higher education. However, unbalanced regional development of distance higher education can lead to a widening of educational inequity. The study on which this article reports sheds light on the issue of unbalanced regional development of distance higher education in China, using provincial data that spans from 2008 to 2018. A dual-index method with Gini coefficient and Theil index was employed to measure regional inequality of distance higher education in China. The findings show that tertiary correspondence education and tertiary radio and television education represent a comparatively small percentage of the regional inequality in distance higher education. Online tertiary education contributes to a greater extent to regional inequality in distance higher education. Intra-regional inequality constituted a large percentage of the total inequality. Also, intra-regional inequality in tertiary correspondence education has increased in western, and central China from 2008 to 2018. Inequality in tertiary radio and television education has also increased in central China from 2008 to 2016. Intra-regional inequality in online tertiary education was marked in all three regions, while inter-regional inequality in online tertiary education decreased from 2008 to 2018.

Liu, Y., Huang, Y., & Shen, W. (2022). **Building Halos: How do Chinese elites seek distinction through (mis) recognising studying abroad?** *International Journal of Educational Development*, 91, 102589. <https://doi.org/10.1016/j.ijedudev.2022.102589>

Why do Chinese elite graduates choose to study abroad? How do they construct boundaries of distinction? We first conceptualise distinction-making as a complex social process which connects individual agency and educational processes with organisational intermediaries. We use a case study of Peking University and draw upon original data consisting of 36 individual interviews, one-month documentation of a poster culture and observational data from eleven study-abroad events. We find a pattern of 'building triple halos', which encompasses dual processes of educational emulation and

(mis-)recognition. By not recognising those from outside their 'halos' (i.e., elite schools, PKU and the Ivy League scholarship-holders), these elites signal superiority by gradually narrowing the circle of 'us' and excluding aspirational 'others'. This individual level of distinction-making is coordinated with collective 'consensus', and organisational intermediaries in seeking, justifying, and (mis-)recognising studying abroad as a pathway to distinction. We further reveal the complexity of the 'identities' of the PKU elites as both possessors and challengers of distinction. During this process, the agents of the study-abroad industry not only consolidate their client base in PKU but also pursue a new business route of accommodating the challengers.

Long, R., & Roberts, N. (2022). **The Special Educational Needs and Disabilities and Alternative Provision Green Paper.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3603> [Report]. Consulté à l'adresse House of Commons Library website: <https://researchbriefings.files.parliament.uk/documents/CBP-9526/CBP-9526.pdf>

In September 2019, the Government announced a review of the system of support for children and young people with Special Educational Needs and Disabilities (SEND) in England. The system supports children and young people aged 0-25, and aims to unify support across education, healthcare, and social services. The current system was introduced in 2014, and five years after its inception the review aimed to take a wholesale look at how the system was functioning, with particular focus on issues such as: • How the system could provide the highest quality support • The balance of funding between mainstream and specialist education settings • Incentives and accountability for schools, colleges, and local authorities • Understanding rising numbers of children and young people receiving formal Education, Health, and Care Plans (EHCPs) for support

SOMMAIRE 1. Special Educational Needs and Disability: Support in England2. The SEND Review and call for evidence on funding3. Alternative Provision4. The SEND Review Green Paper5. Reaction to the Green Paper6. Annex: statistics

Maruyama, T., Kageyama, A., & Kunieda, N. (2022). **Region-wide initiative to expand girls' enrollment in primary education in Niger: A case of collective impact for educational development.** *International Journal of Educational Development*, 91, 102580. <https://doi.org/10.1016/j.ijedudev.2022.102580>

In the 2000s, access to primary education for girls expanded rapidly in Niger. From 2006 to 2009, the gross intake ratio in the first grade of primary school increased by 30 percentage points. Local communities, educational offices, and other actors in a region undertook to expand girls' enrollment and implemented mutually reinforcing activities. This study examines the impact of this region-wide initiative through an interrupted time-series analysis, and it reviews the process of establishing collective impact. The case of Niger demonstrates that collaboration among different actors can accelerate girls' enrollment and suggests the potential of collective impact in educational development.

Master, B. K., Schwartz, H., Unlu, F., Schweig, J., Mariano, L. T., Coe, J., ... Berglund, T. (2022). **Developing School Leaders: Findings From a Randomized Control Trial Study of the Executive Development Program and Paired Coaching.** *Educational Evaluation and Policy Analysis*, 44(2), 257-282. <https://doi.org/10.3102/01623737211047256>

Principals are the second-largest school-based contributor to K-12 students' academic progress. However, there is little research evaluating whether efforts to develop principals' skills improve school effectiveness. We conducted randomized controlled trial

studies of the impacts of a professional development program called the Executive Development Program (EDP) and of the incremental effects of coaching to help principals implement the EDP curriculum. We find that the EDP alone influenced principals' practices, but not student achievement, within 3 years. Coaching had a small positive effect on students' English Language Arts achievement, but no effect on math achievement or on principals' practices. Coaching had the largest effects in disadvantaged schools. We hypothesize that coaching enhanced the quality of implementation of recommended practices.

Maurer, M., & Morshed, M. M. (2022). **Promoting the recognition of prior learning in the context of development cooperation: The case of Bangladesh.** *International Journal of Educational Development*, 91, 102592. <https://doi.org/10.1016/j.ijedudev.2022.102592>

In view of the growing importance of the 'recognition of prior learning' (RPL) in educational development in lower- and middle-income countries, and of the dearth of research on this new trend, this article presents a study of vocational education and training (VET) in Bangladesh. It examines the evolution of RPL in this country in terms of causal factors and implementation challenges. Based on an analysis of policy documents, practices and qualitative interviews, we develop our argument around Margaret Archer's model of morphogenetic educational change. The findings suggest that RPL in Bangladesh has grown in the context of considerable general growth in its educational system, but has not been caused by this. More important for RPL's expansion has been its inclusion in what McGrath calls the "VET policy toolkit", which donor agencies have started to actively promote in Bangladesh. At the same time, our reading shows that key actors in the development of the country's VET system have resisted any alterations of the pathways to existing VET qualifications, as they continue to be of the view that access to established VET programmes should be limited to those who have passed eight years of formal schooling (even though many of these graduates still lack solid literacy and numeracy skills). The article argues that global-level actors might need to take such concerns more seriously.

Merceron, Herd-Clark, Mavour, & Santiago. (2022). **Strategies in Implementing Equality, Integrity, and Community Involvement in Two-Year Institutional Classrooms.** *Community College Journal of Research and Practice*, 46(6), 439-443. <https://doi.org/10.1080/10668926.2021.1896398>

Civic engagement and social justice are topics that maintain the ability to impact individuals personally, professionally, and academically. This article outlines the importance of having discussions centered on equality, integrity, and community involvement in two-year institutional classrooms. Examinations are conducted on moments in history that connect to current events and promotes students to address existing issues of public concern. The focus is then shifted to gender influences in business and the possible complications that exist currently. Lastly, we assure students that their experiences are meaningful through speech when adopting the benefits of connecting in civic engagement and social justice conversations. Instructors who incorporate this practice into their classrooms can increase the desire for civic responsibility among students. The goal of this article is to provide college educators with an interdisciplinary perspective on the benefits of highlighting the connections between course material and the students' civic responsibilities.

Miller, C., & Weiss, M. J. (2022). **Increasing Community College Graduation Rates: A Synthesis of Findings on the ASAP Model From Six Colleges Across Two States.** *Educational Evaluation and Policy Analysis*, 44(2), 210-233.  
<https://doi.org/10.3102/01623737211036726>

This paper presents new estimates of the effects of the City University of New York's (CUNY's) Accelerated Study in Associate Programs (ASAP) model, evaluated using a randomized controlled trial first in New York and later through a replication in Ohio. It presents longer-term effects of CUNY ASAP in New York, showing that the program's effect on associate's degree receipt persisted through 8 years and likely represents a permanent increase in degree receipt. It also presents an analysis from the pooled study samples in New York and Ohio. The findings indicate that the program had consistent effects on degree receipt across the two states but also for somewhat different levels of service contrast, such as the number of additional advising visits.

Monroy-Gómez-Franco, L., Vélez-Grajales, R., & López-Calva, L. F. (2022). **The potential effects of the COVID-19 pandemic on learnings.** *International Journal of Educational Development*, 91, 102581. <https://doi.org/10.1016/j.ijedudev.2022.102581>

In this paper, we use a new database for Mexico to model the possible long-run effects of the pandemic on learning. First, based on the framework of Neidhöffer et al. (2021), we estimate the loss of schooling due to the transition from in-person to remote learning using data from the National Survey on Social Mobility (ESRU-EMOVI-2017), census data, and national statistics of COVID-19 incidence. In this estimation, we account for the attenuation capacity of households by reconsidering the parental educational attainment and the economic resources available to the household in the calculation of the short-run cost. Secondly, we estimate the potential long-run consequences of this shock through a calibrated learning profile for five Mexican regions following Kaffenberger and Pritchett (2020a, 2020b). Assuming the distance learning policy adopted by the Mexican government is entirely effective, our results indicate that a learning loss equivalent to the learning during a third of a school year in the short run translates into a learning loss equivalent to an entire school year further up the educational career of students. On the other hand, if the policy was ineffective, the short-run loss increases to an entire school year and becomes a loss of two years of learning in the long run. Our results suggest substantial variation at the regional level, with the most affected region, the South experiencing a loss thrice as large as that of the least affected region, the Centre region.

Nandwani, B., & org, C. (2022). **Female representation in school management and school quality** [Indira Gandhi Institute of Development Research, Mumbai Working Paper]. Consulté à l'adresse Indira Gandhi Institute of Development Research, Mumbai, India website: <https://econpapers.repec.org/paper/indigiwpp/2022-002.htm>

Using administrative data (2012-18) of schools in India, in this paper we construct a large panel comprising of more than 6 million observations to examine the extent to which female representation in school management is associated with improvement in school quality. We exploit the variation in number of female members in committees that govern government funded school activity to study our research question. Using a fixed effects methodology, we show that increased female representation in school management committees is associated with improvement in school quality, measured in terms of number of teachers hired, qualification of teachers, academic resources and student enrollment. The results are robust to including initial school characteristics interacted with

year. Besides, using individual level data on learning outcomes for rural India, we provide suggestive evidence of positive association between female representation in schools management committees and learning outcomes of children, particularly for girls.

Ndiaye, S. A. R. (2022). **Beyond the Sankoré University - Lessons from Pre-colonial higher-education in Sub-Saharan Africa**. Consulté à l'adresse [https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140262500&utm\\_source=phplist&utm\\_campaign=message\\_33451&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140262500&utm_source=phplist&utm_campaign=message_33451&utm_medium=email&utm_content=lienTitre)

This work completes a trilogy on Higher Education in Sub-Saharan Africa, where are examined the different phases of its development in the Pre-colonial, colonial, and post-Independence periods. It is an attempt to understand the dynamics that explain the successes or failures in the different periods considered, to draw lessons and provide a basis to rethink the current archetype of higher education systems in sub-Saharan Africa.

OCDE. (2022). **Quality assurance and improvement in the early education and care sector**. <https://doi.org/10.1787/774688bf-en>

A diverse range of policies and practices are needed to promote quality assurance and improvement in early childhood education and care (ECEC) provision. These policies and practices need to be comprehensive, cover both structural and process aspects of quality and rely on strong institutions and data systems. They can satisfy the need for public accountability while also providing feedback on the strengths and weaknesses of individual services and the sector as a whole in order to inform further actions for improvement. Quality assurance and improvement policies are particularly important in the ECEC sector, which is often characterised by a "market approach" with a heavy reliance on private providers.

OECD. (2022). **Pathways to Professions: Understanding Higher Vocational and Professional Tertiary Education Systems**. Consulté à l'adresse [https://www.oecd-ilibrary.org/fr/education/pathways-to-professions\\_a81152f4-en](https://www.oecd-ilibrary.org/fr/education/pathways-to-professions_a81152f4-en)

Higher vocational and professional tertiary education includes programmes with very different design features and functions, ranging from two-year programmes in tertiary institutions through professional bachelor degrees to free-standing professional...

Parente, S. L., Sáenz, L. F., & Seim, A. (2022). **Income, education and democracy**. *Journal of Economic Growth*, 27(2), 193-233. <https://doi.org/10.1007/s10887-022-09203-7>

In this paper we argue that a potentially important mechanism by which modernization leads to democratization is a rise in de facto power as more of the population becomes educated. Analyzing a model in which the polity dictates the pace of modernization through its choice of public education expenditures, we first show that (i) an autocrat must eventually fund public education as long as the masses begin with some de facto power even though it lowers the income of the group he represents, and (ii) an autocrat never relinquishes power unless de facto power increases as the economy modernizes. We then present evidence that increases in education and de facto power have very often preceded the transitions of autocratic regimes to democratic ones.

Parra, J. D. (2022). **Decentralisation and school-based management in Colombia: An exploration (using systems thinking) of the Full-Day Schooling programme**. *International*

*Journal of Educational Development*, 91, 102579.  
<https://doi.org/10.1016/j.ijedudev.2022.102579>

We discuss the findings of an evaluation of the implementation process of the Colombian Full-Day Schooling programme. The assessment draws on a systems thinking-based approach to delve into the complexities of this social intervention, seen as a system operating within a decentralised governance system. Our research design allowed us to link deficiencies in how the programme arrives at subregions with contradictions between its design -which highly depends on school autonomy- and structural tendencies in Colombia towards recentralising decision-making in national authorities. Questions about how policy debates at different levels -including the international one- shape national education systems are left open.

Pettalangi, A., Rusdin, R., Afwan, Muh. N., & Uswatun Hasanah, S. (2022). **Religious Culture Implementation Model for Elementary School Students in the City of Palu Indonesia.** *British Journal of Education*, 10(5), 22-39. <https://doi.org/10.37745/bje.2013/vol10no5pp.22-39>

This study investigates the model of religious culture implementation in an integrated Islamic elementary school in Indonesia. This study used a qualitative method in which data were collected through direct observation in the case field in-depth interviews with the school principal, teachers, and students. Written materials were also analyzed to understand the model used in religious culture implementation in the school. The results show that religious culture implemented in integrated Islamic elementary schools impacts the development of better character and attitudes of the students. The students also have mature emotional intelligence so that they have an attitude of tolerance and mutual respect for their peers despite different religions and ethnicities. The results of the study also concluded that the models of religious culture implementation at Islamic elementary schools include structural, mechanical, and organic models.

Roegman, R., Perkins-Williams, R., Budzyn, M., Killian-Tarr, O., & Allen, D. (2022). **How Conceptions of Equity Inform Principal Data Use: A Purposeful Examination of Principals From Four School Districts.** *Educational Administration Quarterly*, 58(2), 183-222. <https://doi.org/10.1177/0013161X211056084>

In this study, we examine principals' data use within four districts are engaged in district-level professional learning around equity. Drawing on Gutierrez's framework for dimensions of equity, we consider how principals engage in data use in light of the dimensions of access, achievement, identity, and power. Findings suggest each district had its own definition of equity and engaged in work at advancing equity based on this unique definition. We conclude with implications for policy, preparation, and practice related to these different understandings of equity.

Samuels & Miller. (2022). **An Inventory of Community College Business and Administrative Organizational Operations.** *Community College Journal of Research and Practice*, 46(6), 435-438. <https://doi.org/10.1080/10668926.2021.1876784>

Community colleges reflect the unique needs of their communities, and as societal expectations of education and training change, so does the functioning of the college. A little studied yet critically important element of college leadership is the senior business officer, the individual responsible for the variety of services that allow instructors to be paid, buildings to be maintained, and among other activities, campuses to be safe, welcoming environments that offer the amenities that compliment student learning. With increasingly complex rules and regulations impacting community colleges, it is important



to understand what these senior business operations positions have oversight for. The exploratory study was conducted to examine organizational structures among senior business officers' divisions in community colleges. Using a content analysis of 60 different comprehensive community colleges similarities were identified across urban, suburban, and rural institutions, but there was also considerable variation in reporting units. Findings also identified areas for further research in order to gain a better understanding of the organizational structure of the senior business officer position.

Swanwick, R., Fobi, D., Fobi, J., & Appau, O. (2022). **Shaping the early care and education of young deaf children in Ghana.** *International Journal of Educational Development*, 91, 102594. <https://doi.org/10.1016/j.ijedudev.2022.102594>

Early childhood care and education (ECCE) for deaf<sup>11</sup>For the purposes of this manuscript, the term "deaf" is used as an inclusive term to refer to children and adults, that encompasses individuals with various hearing levels, different linguistic and cultural experiences, and communication preferences. Medicalised terms such as 'hearing loss' and 'deafness' are used specifically in the reporting of global statistics, audiological explanations relating to early intervention, and to describe societal attitudes children is facilitated in economically rich countries by early identification and prompt access to family-centred intervention. For most low-income countries, this starting point cannot be assumed, and context-sensitive models are needed. Interviews with caregivers of deaf children in Ghana highlight the value of understanding the influence of the environment on caregiver-child relationships and supportive interaction as a basis for the development of ECCE.

Tan, C. Y., Gao, L., & Shi, M. (2022). **Second-order meta-analysis synthesizing the evidence on associations between school leadership and different school outcomes.** *Educational Management Administration & Leadership*, 50(3), 469-490. <https://doi.org/10.1177/1741143220935456>

The present study addresses the question of whether school leadership matters. It employs second-order meta-analysis to synthesize results from 12 first-order meta-analyses examining school leadership effects published 2003–2019. These meta-analyses collectively examined 512 primary studies published across four decades (1978–2019). Results showed that the overall mean effect size for school leadership was small in magnitude ( $r = .33$ ). Effect sizes for leadership models were larger than those for leadership practices, thereby indicating the utility of examining models as compared to practices for understanding leadership influence. Relatedly, findings of significant positive effects for eight different school leadership practices underscore the need to examine comprehensively the scope of school leaders' work beyond that related to teaching-and-learning. Additionally, leaders require myriad competencies and skills including how to galvanize, motivate and equip teachers to achieve school goals. The substantially larger mean effect sizes for organizational and teacher as compared to student outcomes challenge the assertion by some that principals are less consequential than teachers in contributing to school effectiveness. Indeed, the larger effect sizes for principals as compared to other types of leaders reflect the key role they play in leading schools.

Tao, Y. (2022). **Understanding the interactions between multiple actors in network governance: Evidence from school turnaround in China.** *International Journal of Educational Development*, 91, 102590. <https://doi.org/10.1016/j.ijedudev.2022.102590>

This study explores network governance in education in China, using the phenomenon of school turnaround as a research window. Drawing on data collected from document analysis, observation, and interviews in Shanghai, this qualitative empirical study examines the complexity of interactions between schools, local governments, and third-party actors in school turnaround through network governance. The findings identify three network governance patterns – government-led, third-party-led, and school-led networks. In different patterns, the tripartite actors play different roles (schools as obedient follower, reserved implementer, or conscious striver; local governments as dominator, accommodator, or facilitator; and third parties as government representative, self-interested leader, or supportive partner) and adopt different coping strategies in their interactions. Based on its analysis of the interactions between the tripartite actors, this article suggests network governance as a differentiated leadership practice. In this practice, network actors can, depending on their configuration, exercise different extents of powers and have different degrees of asymmetric power relations (i.e., unequal power distribution between actors), with different actors exercising leadership as the most powerful or influential actor in different networks.

Ubachs, G. (2021). **Envisioning report for empowering universities**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3579> [Report]. Consulté à l'adresse European Association of Distance Teaching Universities (Transnational) website: [https://empower.eadtu.eu/images/report/Envisioning\\_Report\\_for\\_Empowering\\_Universities\\_2021\\_5th\\_edition.pdf](https://empower.eadtu.eu/images/report/Envisioning_Report_for_Empowering_Universities_2021_5th_edition.pdf)

Le programme EMPOWER, mis en œuvre par l'EADTU, soutient les établissements d'enseignement supérieur européens dans leur transition vers de nouvelles modalités d'enseignement et d'apprentissage. Assorti d'études de cas (Pays-Bas, Royaume-Uni, Irlande, Grèce, Espagne, Portugal, Turquie et Finlande), ce cinquième rapport du groupe d'experts du programme vise à présenter les transformations au temps de la COVID-19 et les derniers développements et tendances en matière d'apprentissage et d'enseignement tels que l'apprentissage hybride, les applications de l'intelligence artificielle dans l'enseignement supérieur, la réalité augmentée, l'intégration des MOOCs dans les curricula... mais aussi les défis de l'université. (résumé Liseo - FEI) pdf, 56 p.

Venegas-Muggli. (2022). **The Effects of First-Generation Status and Financial Aid on Technical College Students' Academic Performance: A Longitudinal Study**. *Community College Journal of Research and Practice*, 46(6), 416-430. <https://doi.org/10.1080/10668926.2020.1863878>

This article examines the role of first-generation status and financial aid on the academic performance of technical college students who are beneficiaries of a fee-free policy. Students enrolled in two-year technical programs in 2017 at Chile's largest higher education institution were considered. A quantitative panel longitudinal design was used as the effect of first-generation status and financial aid on students' academic results was estimated over their four terms of study. The results suggest that first-generation students have lower average marks than their continuing-generation counterparts. Likewise, it can be seen that beneficiaries of the fee-free policy perform worse academically than non-beneficiaries. It can also be seen that the negative effect of first-generation status is greater for women than men and that the magnitude of financial aid's negative effect is greater for women and older students. Policy implications are discussed.

Vermeulen, M., Kreijns, K., & Evers, A. T. (2022). **Transformational leadership, leader-member exchange and school learning climate: Impact on teachers' innovative behaviour in the Netherlands.** *Educational Management Administration & Leadership*, 50(3), 491-510. <https://doi.org/10.1177/1741143220932582>

Despite the fact that innovative behaviour of teachers is important for the quality of teaching in our knowledge society, there is still little research into leadership and organizational factors that influence teachers' innovative behaviour. By combining self-concept leadership theory, social exchange theory and a hierarchical model of the distance of variables to human behaviour from an interactive perspective, we tried to unravel the relationships between school organization and teacher variables. Based on longitudinal data (2011, 2012, 2013) from a select sample of 597 teachers (being part of a research panel), a structural equation model (Mplus) was used for testing the relationship between transformational leadership, the school learning climate, the quality of teacher-leadership relationships (leader-member exchange), teachers' inquiry habit of mind and teachers' innovative behaviour. The findings show a very good fit for the model and contribute to confirmation of the combined used theories and concepts of leadership in education, leaderships' influence on the organizational learning climate, the crucial mediating role of leader-member exchange between organizational variables and teacher variables, and the mediating dispositional variable of teachers' inquiry habit of mind between leader-member exchange and innovative behaviour. This study adds to our insights into the complexity of innovation in school organizations.

Villouta, E. V., & Villarreal, E. T. (2022). **University access policies for persons with disabilities: Lessons from two Chilean universities.** *International Journal of Educational Development*, 91, 102577. <https://doi.org/10.1016/j.ijedudev.2022.102577>

Access to universities is still unequal for certain social groups as well as for those with disabilities. This study aims to find out the characteristics of the admission policies at two universities that have achieved a level of access for a significant proportion of this group, and which are pioneers in allowing said access. A literature review is presented to frame the study. A qualitative case study methodology is used that includes a documentary analysis of institutional policies and interviews with professors and students with disabilities. The results indicate that there are facilitators and barriers in the access of this group. Furthermore, admission policies are idiosyncratic to each institution. In view of this, the participants suggested proposals for promoting access to university for persons with disabilities.

Winters, M. A., & Shanks, C. (2022). **The Effect of Attending a Charter School in Newark, New Jersey, on Student Test Scores.** *Educational Evaluation and Policy Analysis*, 44(2), 342-350. <https://doi.org/10.3102/01623737211036463>

We exploit information about parental preference and a randomized component in the assignment of students to schools within a deferred acceptance (DA) mechanism to estimate the causal effect of enrolling in a charter school in Newark, New Jersey, on student test scores. The estimates incorporate variation from students attending about 70% of the city's charter schools, accounting for about 85% of charter school enrollment. Enrolling in a Newark charter school that participated in the DA assignment process leads to a large and statistically significant increase in math and English Language Arts (ELA) scores. Enrolling in a charter school that is operated by either the Knowledge Is Power Program (KIPP) or Uncommon charter school networks has an especially large effect.

Wong, K. L., Lee, J. C.-K., & Kennedy, K. J. (2022). **School leadership for civic learning: The case of socio-political turbulence in Hong Kong.** *Educational Management Administration & Leadership*, 50(3), 511-530. <https://doi.org/10.1177/1741143220933903>

Currently, the challenges deriving from the complex and dynamic socio-political context in Hong Kong influence principals' and teachers' relationships and interactions. Academic autonomy in Hong Kong secondary schools is not simply granted by the principals, it is influenced by the society, school conditions and key stakeholders. This study employed qualitative methods to examine how principals negotiate the political context surrounding citizenship education and how these practices influence the civic learning in schools. The results revealed that in school citizenship education, when principals lacked a clear vision of citizenship education, most teachers were compliant and avoided discussing controversial political topics with their students. Such teachers had less autonomy and consequently less self-efficacy. When principals mediated the diverse needs of students and balanced the different expectations of school stakeholders, there were both compliant and critical teachers. Teacher autonomy and self-efficacy were also affected by the current socio-political context in Hong Kong. When principals had a clear school civic mission, the results differed across schools. These findings suggest that principals have to reflect on their own understanding of the purposes and perspectives of citizenship education significantly to meet the multiple demands of a complicated and turbulent socio-political environment.

Xu, Z., Backes, B., Oliveira, A., & Goldhaber, D. (2022). **Ready for College? Examining the Effectiveness of Targeted Interventions in High School.** *Educational Evaluation and Policy Analysis*, 44(2), 183-209. <https://doi.org/10.3102/01623737211036728>

Kentucky's Targeted Interventions (TI) program is a statewide intervention intended to prepare non-college-ready high school students for college-level coursework. Using a difference-in-regression discontinuity design, we find that TI reduces the likelihood that students enroll in remedial courses by 8 to 10 percentage points in math. These effects are similar or stronger among students who are eligible for free/reduced-price lunch, students with remediation needs in multiple subjects, and students in lower performing schools. TI also increases the likelihood that students enroll in and pass college math before the end of the first year in 4-year universities by 4 percentage points and by 9 percentage points among free/reduced-price lunch eligible students. However, we do not find evidence of TI affecting credit accumulation or persistence.

Yurkofsky, M. (2022). **From Compliance to Improvement: How School Leaders Make Sense of Institutional and Technical Demands When Implementing a Continuous Improvement Process.** *Educational Administration Quarterly*, 58(2), 300-346. <https://doi.org/10.1177/0013161X211053597>

Purpose: A recurring frustration in educational research is the tendency for school leaders to implement reforms in ways that prioritize compliance over more substantive improvements to practice. Drawing on new institutional theory and sensemaking theory, this article explores the different ways leaders respond to continuous improvement (CI) reforms and why they frequently privilege external compliance over the perceived needs of their schools. Methods: This study used interviews, observations, and artifacts to analyze how six leaders across two midwestern school districts led the implementation of a CI method. Data analysis involved an iterative process of identifying emergent themes, refining themes based on existing research, and evaluating their usefulness in explaining

differences within and across school leaders, in order to understand the different ways leaders responded to CI and what factors caused them to prioritize compliance over substantive improvement. Findings: Findings illuminate six different responses to CI that vary across three dimensions: whether leaders prioritize bridging or buffering, the form or the function of reform, and concerns for external legitimacy or internal improvement. Leaders' professional identities, their beliefs about the usefulness of CI, and their perception of district regulation contributed to whether they implemented CI in a way that prioritized concerns for legitimacy over improvement. Implications: These findings trace the shallow reach of recent reform efforts to the ways leaders make sense of the complex institutional and technical demands of their role, offer an integrative typology of leaders' different approaches to implementation, and identify factors that support more productive responses to district reform.

Zaffran, J., & Vollet, J. (2021). **Ce que ne mesurent pas les politiques publiques. L'exemple français des dispositifs de lutte contre le décrochage scolaire.** *Recherches sociologiques et anthropologiques*, 52(2), 115. <https://doi.org/10.4000/rca.5094>

La lutte contre le décrochage scolaire fait partie de la vague d'évaluation des politiques publiques (EPP) lancée en 2012 par le Secrétariat général pour la modernisation de l'action publique (SGMAP). Alors que 110 000 jeunes quittent chaque année le système éducatif sans avoir obtenu de diplôme, certains d'entre eux rattrapent, quelques mois ou quelques années après leur rupture avec l'école, à un dispositif palliatif du décrochage scolaire. L'évaluation de ces dispositifs porte toujours sur la capacité du dispositif à insérer ses bénéficiaires sur le marché du travail, parfois sur les effets in itinere de l'accompagnement réalisé, mais jamais sur les effets subjectifs ex post. En s'appuyant sur des entretiens réalisés avec des jeunes ayant eu recours à des dispositifs palliatifs au décrochage scolaire, on montre qu'il y a un intérêt à apprécier, autrement que par les chiffres, ce que le dispositif fait aux bénéficiaires après qu'ils s'en sont servis, pour ne conclure ni à son inanité ni à son inefficacité.

Zhang, L., Kirschner, P. A., Cobern, W. W., & Sweller, J. (2022). **There is an Evidence Crisis in Science Educational Policy.** *Educational Psychology Review*, 34(2), 1157-1176. <https://doi.org/10.1007/s10648-021-09646-1>

There is a considerable gap between many of the findings from educational psychology research and educational practice. This gap is especially notable in the field of science education. In this article, the implications of three categories of research and their findings for science educational policy in the USA and other jurisdictions were reviewed. We indicate that a particular category of research that we call "Program-Based Studies," has dominated the formulation of educational standards while a large number of critical findings from randomized, controlled studies and correlational studies that overwhelmingly show minimal support for the suggested policy have been marked as irrelevant and excluded. The current blanket-emphasis on program-based studies at the expense of the other types of research is misplaced. Educational standards should represent a balanced view of the available data including findings from controlled and correlational studies. Finally, we indicate how these different forms of research might inform each other and provide coherent and consistent implications for educational procedures.

## Pratiques enseignantes

Adinda, D., Marquet, P., Dalle, J.-M., & Dion, G. (2022). **Effets de situations à problèmes sur l'autodirection des étudiants: le cas d'une formation hybride à l'entrepreneuriat.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 160-173. <https://doi.org/10.18162/ritpu-2022-v19n2-11>

Akinwamide, C. O. (2022). **The Quest for Better Pedagogical and Boosting Learning Outcomes in Mathematics Education: The Enhanced Collaborative Strategy Paradigm.** *British Journal of Education*, 10(5), 1-15. <https://doi.org/10.37745/bje.2013/vol10no5pp.1-15>

The study investigated the effects of enhanced collaborative teaching strategy on senior secondary school students' learning outcomes in Mathematics in Ekiti State, Nigeria. The research determined the extent to which the application of teaching strategies enhanced better performance in and attitude of students to Mathematics. The study compared the outcomes of the effects of a teaching strategy on students with another set of students that were taught conventionally. The study adopted the quasi-experimental research design of the pre-test, post-test control group design. The population comprised all Senior Secondary Class II students in public secondary schools in Ekiti State. The sample consisted of 117 Senior Secondary School students purposively selected. Two null hypotheses were generated. The instruments used to collect data were Mathematics Performance Test (MPT) and Students' Attitude Towards Mathematics Questionnaire (SATMQ). Hypotheses were tested at 0.05 level of significance and analysed using Analysis of Covariance (ANCOVA). The results of the study showed that there was significant difference between the pre-test and post-test mean scores of the students in the experimental group, while the pre-test and post-test mean scores of the control group showed less significant difference. It was found that there was significant difference in the post-test of the experimental and control group. The results showed that enhanced collaborative strategy improved students' performance in Mathematics and changed students' attitude towards Mathematics. Enhanced collaborative strategy was found to be highly effective in improving students' behaviour during Mathematics classes. Based on the findings of the study, it was recommended that Mathematics teachers should encourage their students to work collaboratively. Teachers should be encouraged to use enhanced collaborative strategy during classroom interaction.

Alazmi, A. A., & Al-Mahdy, Y. F. H. (2022). **Principal authentic leadership and teacher engagement in Kuwait's educational reform context.** *Educational Management Administration & Leadership*, 50(3), 392-412. <https://doi.org/10.1177/1741143220957339>

Scholars have asserted that a school principal's authentic leadership can raise the engagement of teachers under their charge. This paper delves into this consideration, within the context of Kuwaiti educational reform, by investigating the extent to which principal authentic leadership (PAL) affects teacher engagement (TE) by enhancing their occupational self-efficacy (OSE). The study used a non-experimental, predictive survey design, obtaining data from 333 teachers in 25 primary schools in Kuwait. The study tested a set of hypotheses drawn from a conceptualized model developed from previous research studies using structural equation modelling (SEM). Results indicated the validation of this model describing how PAL affects teacher OSE and TE. Data analysis

from this study indicated that PAL has a significant, positive effect upon TE, as does OSE. Furthermore, OSE mediates the relationship between PAL and TE. These findings contribute to our understanding for the effects of authentic leadership in Kuwait. As such, this study offers insight into how Kuwaiti policymakers may improve and support school leadership practices to realize the aims of the nation's educational reform goals. Additionally, this study builds upon, and extends, the foundations established in earlier research endeavours regarding school principal leadership within centralized education systems and outside Western society.

Allard, C., Horoks, J., & Pilet, J. (2022). **Principes de travail collaboratif entre chercheur e s et enseignant e s : le cas du LéA RMG.** *Éducation & didactique*, 16(1), 49-66. <https://doi.org/10.4000/educationdidactique.9644>

André, A., & Yvard, P. (2022). **Effets d'un dispositif d'analyse vidéo sur le style motivationnel des enseignants stagiaires d'Education Physique et Sportive.** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série 5), 10-30. <https://doi.org/10.4000/ejrieps.7955>

Combinant les apports de la théorie de l'autodétermination (TAD, Deci & Ryan, 2002) et du rôle de la vidéo dans le développement professionnel, l'objectif de cette recherche est d'étudier les effets d'un dispositif de formation d'analyse vidéo sur l'évolution du style motivationnel (Reeve & al., 2014) des enseignants novices (EN) d'Éducation Physique et Sportive au cours d'un semestre. 15 EN du groupe expérimental ont participé au dispositif de formation d'analyse vidéo alors que 15 autres ont constitué le groupe témoin. La dimension relative au soutien de l'autonomie du style motivationnel des EN a été mesurée à l'aide d'un questionnaire au début et à la fin de l'expérimentation. Les résultats ont indiqué que les EN du groupe expérimental ont appris à davantage soutenir l'autonomie de leurs élèves contrairement à ceux du groupe témoin.

Asloun, N., Veyrac, H., Murillo, A., & Blanc, J. (2022). **La conception de vidéoformation pour les proviseurs adjoints dans une approche collaborative inscrite dans un LéA.** *Éducation & didactique*, 16(1), 103-117. <https://doi.org/10.4000/educationdidactique.9754>

Blanchouin, A., Grapin, N., Mounier, É., & Sayac, N. (2022). **Les pratiques d'évaluation en mathématiques à l'école primaire : deux dispositifs de recherche formation.** *Éducation & didactique*, 16(1), 67-86. <https://doi.org/10.4000/educationdidactique.9660>  
Description En couverture : The Linder Gallery, auteur inconnu, 1620 (env.). Crédits akg-images / Rabatti & Domingie

Boizumault, M. (2020). **Le toucher en éducation physique et sportive : analyse d'une démarche de formation pour développer la pensée critique des enseignants stagiaires.** *Recherche & formation*, (95), 41-55. <https://doi.org/10.4000/rechercheformation.7189>  
Cette étude analyse un dispositif formatif auprès d'étudiants de deuxième année (professeurs stagiaires et étudiants) en master Métiers de l'enseignement, de l'éducation et de la formation – Éducation physique et sportive (EPS) pour développer leur pensée critique. Onze vidéos prises en classe, dans lesquelles les enseignants d'EPS entrent en contact avec leurs élèves ont été présentées. Puis, à l'issue du contact, deux scénarios de réaction d'élèves étaient exposés et illustrés. Les étudiants devaient se positionner, via un questionnaire interactif, sur la légitimité du contact, les réactions probables des

élèves et l'adoption ou non d'un comportement semblable à celui de l'enseignant. À partir des réponses projetées au tableau, un débat a été engagé. Ce dispositif formatif semble pertinent afin de favoriser l'émergence d'une pensée critique chez les étudiants et pour optimiser leurs choix professionnels par l'adoption (ou le rejet) de gestes professionnels assumés.

Boloré, S. (2022). **De la configuration didactico-pédagogique au potentiel d'apprentissage organisationnel : analyse d'une formation continue interprofessionnelle par simulation et de son impact sur les compétences relatives à la sécurité des patients** (Phdthesis, Normandie Université). Consulté à l'adresse <https://theses.hal.science/tel-03667314>

La formation par simulation interprofessionnelle s'est imposée ces dernières années avec pour perspective le développement des compétences relatives à la sécurité des patients. Néanmoins, l'incidence des événements indésirables liés aux soins concerne encore un patient hospitalisé sur dix. Cette thèse contribue à éclairer le rapport travail-formation, plus précisément le rapport entre la configuration didactico-pédagogique et le potentiel d'apprentissage organisationnel. Elle s'appuie sur une méthode mixte intégrée, combinant un ensemble d'analyses qui traite des composantes de l'acte éducatif, de la pluralité des situations professionnelles qui en constitue la référence, de l'évolution des compétences perçues qui en découlent. Le dispositif étudié est caractérisé par un mode transmissif davantage qu'interactif, par un faible partage de la réflexivité de la part des apprenants, et par des débats centrés très largement sur des éléments favorables à un apprentissage simple boucle plutôt que double boucle. Le suivi en quatre temps de l'évolution des compétences perçues montre un développement limité dans le temps de la plupart des domaines de compétences relatives à la sécurité des patients. Exploiter le potentiel d'apprentissage organisationnel en simulation interprofessionnelle et renforcer les compétences relatives à la sécurité des patients par leur ampleur et leur durée, impliquent une consolidation de l'articulation entre le travail et la formation, d'une part en soutenant le positionnement des apprenants à partir de leurs richesses d'expérience, d'autre part en abordant l'environnement de simulation comme un lieu de réflexivité sur l'activité, propice à la transformation des pratiques.

Bringuier, P. (2022). **Comment motiver ses élèves? - Boîte à idées pédagogiques**. Consulté à l'adresse [https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343256030&utm\\_source=phplist&utm\\_campaign=message\\_33804&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782343256030&utm_source=phplist&utm_campaign=message_33804&utm_medium=email&utm_content=lienTitre)

Burrows, A.-H., & Pradeau, C. (2022). **Co-construire le savoir sur l'action enseignante : résultats et perspectives d'une enquête conduite avec des formateurs du contrat d'intégration républicaine**. *Études de linguistique appliquée : revue de didactologie des langues-cultures*, (205), 51. <https://doi.org/10.3917/ela.205.0055>

Cet article propose une analyse de l'action enseignante de formateurs de FLE intervenant dans le contrat d'intégration républicaine. Les sept participants ont été interviewés à deux reprises. Les premiers entretiens visaient à recueillir des récits de vie professionnelle, et à créer un espace de partage pour donner à voir des pratiques passées sous silence. Ces entretiens ont par la suite été représentés sous forme de carte mentale individuelle, présentant les actions glottopolitiques et les imaginaires de chaque participant. Cette cartographie a été présentée dans un deuxième entretien, dans une



logique de co-construction du sens accordé aux expériences professionnelles. Ce travail a permis d'identifier des conflits entre identité professionnelle et personnelle, et parfois de reconstruire la diachronie personnelle d'actions enseignantes. L'article propose un bilan de cette enquête, des questionnements méthodologiques et des perspectives de recherche pour mener une immersion glottopolitique dans une démarche interventionniste co-construite, reposant sur des pactes de recherches équitables entre les participants et les chercheurs.

Carlyon, T., & Naufahu, M. (2022). **Academic staff within vocational education responding to learners needs.** *International Journal of Training and Development*, 26(2), 364-379. <https://doi.org/10.1111/ijtd.12262>

The establishment of Te Pūkenga—New Zealand Institute of Skills and Technology, in 2019 was a result of the Review of Vocational Education (ROVE) undertaken in Aotearoa New Zealand. ROVE was committed to hearing the voices of all stakeholders to ensure excellence for all New Zealanders in vocational education. Against the backdrop of this review, research was undertaken by an Institute of Technology Polytechnic to learn more about how academic staff perceive they respond to their learners needs. In particular, the research focussed on the relationships academic staff have with their students; current feedback practices; and how authentic and engaging opportunities for learning occurs. Findings, as reported on in this article, showed academic staff are acutely aware of the central role they play in meeting their students' needs and have a strong commitment towards student success. Nonetheless, data also highlighted some clear tensions and constraints for academic staff, including lack of time, high workloads, insufficient support, and inadequate resources. The authors suggest in addition to accessing professional learning opportunities, that overcoming some of these challenges may require fundamental, high level changes within vocational education institutions.

Chakrin, J., & Campbell, T. (2022). **Preservice science teachers' epistemological framing in their early teaching.** *Journal of the Learning Sciences*, 31(4-5), 545-593. <https://doi.org/10.1080/10508406.2022.2105649>

**Background** In the context of recent research in science education and continued struggles to understand how best to support science teachers, epistemological frames, made up of sets of epistemological resources teachers activate, have emerged as an important focus of research. However, at the time of this writing no research was available to identify the epistemological frames activated by preservice science teachers (PSTs). **Methods** In this research, using qualitative research methods, we studied and applied a coding scheme to identify 10 PSTs' epistemological framing in their early teaching as part of a science teaching methods course. Three observations and three interviews of each PST served as primary data sources. **Findings** We found three main epistemological frames activated. Further, we identified the contexts in which these frames were activated, where contexts can be understood as situations characterized by different possible dimensions within which resources are activated. We also described dynamics noted by PSTs related to the activation of specific epistemological resources and identified frames. **Contribution** This research is a relatively new application of the epistemological framing framework that has potential to help science teacher educators better understand and support PST learning and practice.

Cintero, J. (2022). **Organiser le consentement au co-enseignement: un processus de traduction.** 33. Consulté à l'adresse <https://shs.hal.science/halshs-03659015>

Comité de rédaction d'Éducation & Didactique. (2022). **Un laboratoire pour les recherches collaboratives en éducation : le réseau des LéA (Lieux d'éducation Associés à l'IFÉ) revient sur une décennie d'expérimentations.** *Éducation & didactique*, 16(1), 31-31. <https://doi.org/10.4000/educationdidactique.9908>

Contreras, D., González, L., Láscar, S., & López, V. (2022). **Negative teacher–student and student–student relationships are associated with school dropout: Evidence from a large-scale longitudinal study in Chile.** *International Journal of Educational Development*, 91, 102576. <https://doi.org/10.1016/j.ijedudev.2022.102576>

Although formal schooling is still the main tool for social inclusion, school dropout is a pervasive problem in many countries. Given its individual and societal costs, effective policy and practices interventions are needed. However, these have mostly emphasized individual forms of academic support, with less attention on universal, whole-school approaches that support all students and prevent risk behaviors from developing, which include improving teacher–student relationships and students' peer relationships. We examined the association between eighth-grade Chilean students' and their teachers' perception of relational climate, defined as the quality of student–teacher and peer interpersonal relationships, and their odds of dropping out in ninth grade, controlling for individual, family, and school characteristics. Multilevel logit regression analyses performed on administrative records showed that students' and teachers' perception of a negative relational climate increased the probability of school dropout (OR = 1.11 and 1.20, respectively). Students' coefficients were higher for those who stayed in the same school from eighth to ninth grade (OR = 1.24). In contrast to conventional strategies to prevent school dropout that focus on individual students and academic compensation, our findings suggest that an universal school climate strategy that emphasizes relationships in classrooms is an important part of school dropout prevention policies.

Coulibaly, B. (2022). **Pédagogie universitaire numérique : quelles perspectives à l'ère des usages multiformes des réseaux sociaux pour apprendre? – Introduction au numéro thématique.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 1-6. <https://doi.org/10.18162/ritpu-2022-v19n2-01>

Cummins, Arbogast, McGrew, & Bahr. (2022). **Barriers and Facilitators for Mid- and Later-Life Community College Students: The Role of Faculty.** *Community College Journal of Research and Practice*, 46(6), 431-434. <https://doi.org/10.1080/10668926.2021.1876783>

This qualitative study of students in mid- and later-life (MLL; age 40 and older) sought to address the role faculty play in facilitating student success and how institutions support faculty, especially adjunct faculty. Adjunct faculty teach a majority of classes at community colleges but are not provided the same professional development opportunities as tenure track faculty and are often not well integrated into the college system. Data were collected in focus groups with faculty (both adjunct and tenured) and students, supplemented by key informant interviews, at multiple community colleges in a Midwestern state. MLL students are a heterogeneous group and often have more demands on their time than do younger students. Our findings on the critical role faculty members play in helping MLL students succeed suggest that providing additional support for faculty is a valuable investment for community colleges.

Dahn, M. (2022). **Voice as an interactional accomplishment in art making about social issues.** *Journal of the Learning Sciences*, 31(4-5), 594-629. <https://doi.org/10.1080/10508406.2022.2091442>

Background Art making is a personal and social process in which learners make meaning for themselves and audiences through the production of artifacts. In classrooms, this personal and social process is made concrete through dialogue. Methods This paper presents an illustrative case study of how sixth-grade student, Jo, developed voice through interaction with peers in a classroom context while making art about social issues. Interaction analysis methods supported inquiry into Jo's talk about art making as she talked with peers in designed conversation spaces (i.e., intentional structures and opportunities to talk about artwork while making it). Findings Jo's voice development illustrates the collaborative nature of voice as an interactional accomplishment; having a unique voice is something students might strive to achieve as artists, yet that voice is co-constructed through collective social interaction as students take up, appropriate, and build on others' ideas. Artistic and political dimensions of art making were generative. Contribution Pedagogical implications are discussed for designing socially supported learning experiences in arts classrooms. What Jo's case makes evident is that voice can be supported in classrooms through intentional pedagogical choices that create the conditions for that voice to develop through interactions with peers and materials.

De Coninck, K., Keppens, K., Valcke, M., Dehaene, H., De Neve, J., & Vanderlinde, R. (2023). **Exploring the effectiveness of clinical simulations to develop student teachers' parent-teacher communication competence.** *Research Papers in Education*, 38(1), 69-101. <https://doi.org/10.1080/02671522.2021.1961291>

This study investigated the effectiveness of clinical simulations (CS) as an instructional strategy to prepare student teachers to conduct parent-teacher conferences. A pre-test/post-test study was set up in order to study the impact of online (n = 181) and face-to-face CS (n = 95) on student teachers' parent-teacher communication competence (PTCC). Assessment of PTCC development was based on a video-based instrument and a self-efficacy scale. Results suggested that both types of CS are effective instructional strategies to improve student teachers' PTCC. Both student teachers' self-efficacy beliefs and situation-specific skills regarding parent-teacher communication improved. Implications and directions for future research are discussed.

Deschepper, C. (2021). **Comment et pourquoi questionner les grilles d'évaluation de l'oral ? Description d'un dispositif de formation initiale et perspectives pour la recherche.** *e-JIREF*, 7(2), 61-78. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/314>

The aim of this article is to present a pre-service training program designed to make future teachers aware of the teaching and learning of oral language for 5-8 year old students. For this purpose, students are involved in a collaborative research process. The article first presents the different stages of the project. Then, it focuses on the results of a group of students in order to describe their approach and to highlight their results. The discussion shows the effects of the device on the learners, based on verbatim from their reflective portfolios and their graduate thesis.

Djavadi, A. (2022, mai 5). **Dossier : À l'école, des initiatives pour réinventer la classe.** Consulté 19 janvier 2023, à l'adresse The Conversation website:

<http://theconversation.com/dossier-a-lecole-des-initiatives-pour-reinventer-la-classe-181914>

Comment repenser la classe pour mieux préparer les élèves à un monde qui change ? Retour sur quelques initiatives et réflexions de chercheurs, de la pédagogie de l'empathie à l'école en plein air.

Djennadi, L. (2021). **Finalités, contenus et démarches pédagogiques des écoles d'ingénieurs en Algérie face aux enjeux environnementaux** (Phdthesis, HESAM Université ; Ecole Nationale Supérieure de Management (Koléa)). Consulté à l'adresse <https://theses.hal.science/tel-03664706>

Le XXI<sup>e</sup> siècle est marqué par la mise sous tension des ressources naturelles et de la biodiversité, et par la multiplication des problèmes environnementaux et des catastrophes naturelles. L'Algérie est particulièrement impactée par le réchauffement climatique, les méga feux et le stress hydrique. Le changement de nos comportements pour la réalisation d'un développement durable s'impose d'une manière cruciale. Un tel objectif et sa transmission aux générations futures requiert l'intégration de cet enjeu dans les formations d'ingénieurs afin de préparer les étudiants à créer et développer des outils durables avec une posture critique, créatrice, ouverte d'esprit et qui s'adapte aux changements. Les formations d'ingénieurs sont particulièrement concernées car les futurs diplômés auront à prendre en charge les grands défis sociotechniques nationaux. L'objectif de ce travail de recherche est de comprendre comment les écoles d'ingénieurs intègrent les enjeux environnementaux dans leurs offres curriculaires et si les différents acteurs se soucient de former des ingénieurs qui sauront faire face aux défis environnementaux. Dans le cadre d'une sociologie du curriculum, une enquête qualitative a été menée entre 2018 et 2020, constituée d'une part d'une analyse des offres de formation de trois écoles d'ingénieurs algériennes et d'autre part de 24 entretiens menés avec des enseignants et des responsables pédagogiques. L'analyse des programmes montre que certaines écoles proposent depuis plusieurs années des unités d'enseignement et des spécialités qui traitent des enjeux environnementaux et sociaux. Néanmoins, la priorité dans les trois écoles n'est pas de former les ingénieurs aux enjeux environnementaux et au développement durable, sauf pour les spécialités qui touchent directement à ces questions. Les entretiens révèlent que les interviewés ne sont pas tous sensibilisés et conscients de l'importance de l'intégration des problématiques environnementales dans les curricula. L'analyse des textes institutionnels montre que le Ministère de l'Environnement est censé être impliqué dans toutes les formations qui touchent aux questions environnementales. Nos recherches révèlent les limites de cette implication et la grande autonomie des enseignants dans les initiatives.

Dounla, M. F. (2022). **WhatsApp et continuité pédagogique à l'ère de la COVID 19 : l'exemple de l'Université internationale Jean-Paul II et de l'Institut universitaire royal de Baboutcha-Nintcheu (Cameroun)**. *Revue internationale des technologies en pédagogie universitaire*, 19(2), 61-73. <https://doi.org/10.18162/ritpu-2022-v19n2-05>

Doussot, S. (2022). **La question de la preuve dans les recherches didactiques. Comparer les approches, prouver par comparaison**. *Éducation & didactique*, 16(1), 147-151. <https://doi.org/10.4000/educationdidactique.9805>

Drot-Delange, B., Messaoui, A., Redondo, C., & Tort, F. (2022, mai 9). **Activités des enseignants avec et sur les ressources éducatives dans des formations supérieures**

**courtes de techniciens. Le cas des IUT en France.** Présenté à ACFAS. Consulté à l'adresse <https://hal.science/hal-03663372>

Notre recherche s'intéresse aux pratiques des enseignants avec et sur les ressources pédagogiques numériques au sein de formations supérieures courtes de technicien, peu investiguées par la recherche, malgré leur existence depuis plus de cinquante ans. Notre questionnement porte sur les processus à l'œuvre dans la sélection, la transformation ou la création de ressources pédagogiques par les enseignants dans leur activité. Ces processus sont d'autant plus importants que les enseignants doivent identifier et s'approprier les pratiques des secteurs d'activité visés par les formations, pour transmettre à leurs étudiants des savoirs actualisés, en phase avec leur futur environnement professionnel. Nous avons mené 22 entretiens d'explicitation auprès d'enseignants de différentes filières de formation. Une démarche d'analyse de contenu a été menée sur le corpus constitué visant à identifier les justifications des enseignants (explicites ou implicites) concernant la manière dont ils sélectionnent, transforment, créent leurs ressources. Les résultats intermédiaires obtenus nous permettent de faire émerger des récurrences mais aussi des singularités dans les discours des enseignants. Ainsi, le processus de sélection met en avant les caractéristiques de ressources qui possèderaient un capital professionnalisant, de ressources dites de référence, ou bien encore de ressources à éviter. C'est cette typification qui fera l'objet de notre communication.

Dumis-Lidolf, S. (2021). **Impact d'un nouveau dispositif technologique pour l'enseignement et l'apprentissage sur le développement professionnel des formateurs(trices) d'enseignant(es)** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse <https://theses.hal.science/tel-03627795>

La digitalisation du monde a posé la question de la formation des citoyens à la littératie technologique, puis celle de la formation des enseignants aux technologies, avant de conduire à repenser la formation des formateurs d'enseignants. Dans ce contexte, un nouveau dispositif technologique, la classe laboratoire, est créée à l'École Supérieure du Professorat et de l'Éducation de l'Université de Franche-Comté. L'objectif de notre thèse est d'étudier son impact sur le développement professionnel des formateurs d'enseignants. Le concept central de développement professionnel associé aux technologies éducatives (DPTÉ) permet de passer d'une vision techno-centrée de la formation aux technologies à une approche sociotechnique à visée transformative. Le DPTÉ étudie le développement professionnel des enseignants associé à une utilisation pédagogiquement appropriée de la technologie en classe, à partir de trois approches théoriques, basées sur la technologie, sur l'innovation ou sur les interactions socioculturelles. La conception de notre dispositif de recherche appliquée repose sur la mobilisation simultanée de trois postures des formateurs d'enseignants (d'apprenant, de concepteur et de chercheur), identifiées dans notre revue systématique de la littérature comme favorisant le DPTÉ des enseignants du supérieur. Notre approche méthodologique, inspirée de la théorie ancrée, s'appuie sur des données mixtes (vidéo, entretiens), collectées auprès de 9 formateurs d'enseignants, qui avaient le choix entre un engagement individuel dans le dispositif, en binômes ou en participant à des activités collectives. L'analyse qualitative des données aboutit à trois études de cas. Les résultats décrivent les changements constatés pour chacun d'eux : l'évolution de leurs attitudes, de leurs pratiques, et les répercussions de leur changement sur l'écosystème éducatif. Nos résultats questionnent la pertinence d'une stratégie de changement révolutionnaire par rapport à une stratégie évolutive, révélant l'importance d'une prise en compte de l'acculturation dans le processus de DPTÉ des formateurs d'enseignants : il ne suffit pas

de transformer leurs pratiques d'enseignement ; l'acculturation de l'écosystème (dont celle des étudiants) doit aussi être pris en compte. Quelques recommandations pratiques concernant l'accompagnement du DPTÉ des formateurs d'enseignants sont fournies : nous examinons les éléments du dispositif expérimenté ayant le plus favorisé le DPTÉ et nous identifions trois rôles principaux de l'accompagnement des formateurs d'enseignants, associés à trois étapes critiques de leur parcours de DPTÉ. Enfin, nous justifions l'importance de mobiliser simultanément, et non successivement, les trois postures (d'apprenant, de concepteur et de chercheur) pour favoriser le DPTÉ des formateurs d'enseignants. En conclusion, nous préconisons deux pistes principales pour les recherches futures : (1) déplacer le questionnement scientifique vers l'étude du processus d'acculturation dans le DPTÉ des formateurs d'enseignants, et (2) relever les défis de la « recherche en partenariat » [ou design-based implementation research], de manière à prendre en compte dans la conception collaborative des futurs dispositifs de DPTÉ et de recherche, la durabilité et la diffusion du changement de modèle éducatif, dans des contextes variés et à différents niveaux d'échelle.

Gagnon, R., Guillemain, S., Ducrey-Évequoz, C., Ticon, J., & Bourdages, R. (2021). **Évaluer la production « spontanée » de récits oraux au secondaire obligatoire : Un design de validation d'outils d'évaluation.** *e-JIREF*, 7(2), 39-60. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/313>

In this article, we focus on the part of the design research project devoted to the conception and experimentation of a sequence. For secondary one students, the sequence is based on the transformation of a very short story into an oral narrative. The contribution develops the teaching and the evaluation of the spontaneous short oral narrative. We also focus on the teachers' reception of assessment tools. Our analysis reveals that teachers recognize the relevance of the dimensions of the evaluation grid, while wishing to give extra points to the criteria relating to orality, to the detriment of the elements belonging to the narrative structure. The recording of productions and peer co-assessment are seen as bulwarks against the difficulties of assessing oral language in the classroom.

Gaudillere, N., & Loizon, D. (2020). **Le savoir mis en circulation par le tuteur EPS durant l'entretien-conseil : une étude de cas en didactique clinique.** *Recherche & formation*, (95), 57-73. <https://doi.org/10.4000/rechercheformation.7209>

Notre étude s'intéresse à l'activité didactique des tuteurs EPS en établissement. Notre choix s'est arrêté sur leur pratique au cours de l'entretien-conseil, dispositif central dans la formation des enseignants stagiaires en situation. Nous nous appuyons sur les travaux en didactique clinique qui prennent en compte l'inconscient dans les interventions de l'enseignant. L'objectif est d'identifier les écarts existants entre le savoir à enseigner et le savoir effectivement enseigné par le tuteur. Nous observons cette transmission de savoirs au travers de l'analyse des intentions et décisions prises par le tuteur lors de l'entretien-conseil. Nous illustrons notre démarche à partir d'une étude de cas. Dans cet article, nous discutons la manière dont la compréhension des dynamiques qui structurent l'activité décisionnelle des tuteurs est susceptible de devenir une source d'indicateurs utiles pour l'intervention des formateurs.

Gomes, L. (2022). **Passer de ce que disent les élèves à l'interprétation de ce qu'ils font en classe d'histoire ? Comment « faire preuve » ?** *Éducation & didactique*, 16(1), 163-172. <https://doi.org/10.4000/educationdidactique.9833>

Graveleau, É. (2021). **Vers un référentiel pour l'UPE2A lycée: cadre théorique FLE/FLM/FLS/FLSCO et contraintes institutionnelles** (Phdthesis, Université Rennes 2). Consulté à l'adresse <https://theses.hal.science/tel-03622605>

Le champ de la recherche en didactique du français aux élèves allophones concerne les enfants nouvellement arrivés en France, inscrits en classe dite « ordinaire », et qui bénéficient de cours de français en UPE2A. Spécifiquement centrée sur le lycée, notre étude montre que la prise en charge linguistique est très inégale sur le territoire, malgré une circulaire nationale publiée en 2012. Les contraintes institutionnelles sont très fortes, car les structures d'accueil restent rares, limitées à une année scolaire, et plafonnées au niveau B1. Quant aux questionnements théoriques, ils ont pris au moins deux directions : d'une part, dans la recherche académique, le français langue de scolarisation (FLSCO) est défini comme une fonction de la langue en contexte scolaire, un « continuum » entre le français langue étrangère (FLE) et le « français langue maternelle » (FLM), tendant vers le français sur objectif spécifique (FOS). D'autre part, le « français langue seconde » (FLS) est considéré par le ministère de l'Éducation nationale comme une rupture avec le FLE, et se trouve rattaché au FLM. Notre analyse des textes institutionnels montre en outre que le Ministère ne précise pas quels contenus enseigner aux élèves allophones, ni sur quels programmes s'appuyer, ni comment aborder le français des disciplines dites « non linguistiques » : la didactique du français en UPE2A reste donc à construire. Nous partons du cadre théorique du FLE/FLS/FLSCO/FLM/FOS, nous présentons ensuite le cadre institutionnel de l'UPE2A et ses contraintes, pour travailler sur l'analyse de besoins des lycéens allophones. L'objectif final de ce travail est une proposition de référentiel pour l'UPE2A lycée.

Guillon, S., & Kennel, S. (2022). **Le tutorat étudiant en contexte de pandémie de COVID-19: quelles modalités d'accompagnement pour quels besoins exprimés?** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 131-147. <https://doi.org/10.18162/ritpu-2022-v19n2-09>

Hayashi, A. (2022). **Teaching Expertise in Three Countries: Japan, China, and the United States.** Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/chicago/T/bo141940699.html>

A comparison of the development of expertise in preschool teaching in China, Japan, and the United States. In *Teaching Expertise in Three Countries*, Akiko Hayashi shows how teachers from Japan, China, and the United States think about what it means to be an expert teacher. Based on interviews with teachers conducted over the span of fifteen years and videos taken in their classrooms, Hayashi gives us a valuable portrait of expert teachers in the making. While Hayashi's research uncovered cultural variations in the different national contexts, her analysis of how teachers adapted their pedagogy throughout their careers also revealed many cross-national similarities. Younger teachers often describe themselves as being in a rush, following scripts, and "talking too much," while experienced teachers describe themselves as being quieter, knowing children better, and being more present. Including a foreword by scholar of early childhood education Joseph Tobin, *Teaching Expertise in Three Countries* provides a foundation for understanding the sequence and pathways of development over the first decade of teaching in three national contexts, demonstrating the value of the field of comparative education in the process.

Hodge, M. A., Chan, E., Sutherland, R., Ong, N., Bale, G., Cramsie, J., ... Silove, N. (2022). **Tele-Assessments in Rural and Remote Schools – Perspectives of Support Teachers.** *Journal of Psychoeducational Assessment*, 40(3), 360-380. <https://doi.org/10.1177/07342829211059640>

Tele-assessments may enable specialist evaluation of students in schools and their progress following intervention. The aim of this project was to evaluate the feasibility of using videoconferencing technology to assess students with reading difficulties in the school setting and obtain the perspectives of teachers supporting the students during the assessment. Teachers (n = 57) of 71 primary school age students participated in the study. Teachers provided feedback on the tele-assessment by completing questionnaires about students' behaviours and the quality of the technology and assessment process. Randomly selected teachers (n = 24) were invited to participate in a semi-structured interview to provide qualitative feedback. Tele-assessments were completed in 93.4% of the sample. Support teachers reported satisfaction with the audio and visual quality as well as the assessment process. The majority of students completed the tele-assessment with good compliance, engagement and attention. Feedback from support teachers also reflected the strengths of tele-assessments, such as better access to service, cost saving and convenience. Barriers to tele-assessments included technical difficulties, assessment limitations and equipment issues at schools. Tele-assessment is a feasible method of objectively measuring outcomes of students following an intervention. Tele-assessment at school is largely accepted by teachers who supported students in this study. Feedback obtained from this research may be used to offer guidance on undertaking tele-assessments with students in the school setting.

Holo, A. K., & Koné, T. (2022). **Usages des réseaux et médias sociaux par les étudiants en contexte d'apprentissage à l'Université virtuelle de Côte d'Ivoire (UVCI).** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 148-159. <https://doi.org/10.18162/ritpu-2022-v19n2-10>

Hora, Chhabra, & Smolarek. (2022). **Exploring the Factors that Influence How (And Why) Community College Instructors Teach Communication and Teamwork Skills in Computer Technology Courses.** *Community College Journal of Research and Practice*, 46(6), 396-415. <https://doi.org/10.1080/10668926.2020.1859417>

In the field of network administration and programming, mastery of technical skills as well as non-technical or soft skills, such as teamwork, problem-solving, self-regulated learning, and communication, are increasingly emphasized both in practice and research. While little research exists concerning the instructional practices of such skills within community colleges, even less is known about community college instructors' conceptions of these crucial 21st century skills. This paper reports a qualitative, exploratory study examining how community college instructors defined and taught communication and teamwork competencies in their computer technology classrooms. The data was collected from multiple data sources – instructor interviews, observations of classroom teaching, and student focus group discussions about their learning. Main findings include the influence of instructor backgrounds on their teaching practices, the situational nature of how instructors defined and conceptualized communication and teamwork skills, and the prominent use of teacher-centered practices in the teaching of communication and teamwork skills. We conclude that while faculty participants in this study considered teamwork and communication skills to be important, their classroom teaching was insufficiently student-centered to truly cultivate these skills. Thus, we argue that more



training, resources, and support structures are needed for community college instructors in order to better cultivate the communication and teamwork skills of their students. This paper adds empirical evidence to the national conversations on the critical issues of skills, student employment, and pedagogy, and also utilizes a triangulating approach to better document faculty teaching practices.

Inoue, A., & Tanaka, R. (2022). **Do Teachers' College Majors Affect Students' Academic Achievement in the Sciences? A Cross-Subfields Analysis with Student-Teacher Fixed Effects** (IZA Discussion Paper N° 15101). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15101.htm>

We examine whether and how teachers' major fields of study affect students' achievement, exploiting within-student variation across subfields in natural science (i.e., physics, chemistry, biology, and Earth science). Using middle-school students' data from the Trends in International Mathematics and Science Study and controlling student-teacher fixed effects, we find that teachers with college majors in natural sciences improve students' achievement of subfields in natural sciences corresponding to their subfields of college majors. Teaching practices explain about half of the effect of teachers' major fields. Most of the effects of teaching practices are accounted for by teachers' preparation for teaching science topics. The results are robust to potential endogenous matching between students and teachers.

Institut coopératif de l'école moderne ICEM. (2022). **La pédagogie Freinet de la maternelle à l'université - Témoignages de pratiques**. Consulté à l'adresse [https://www.editions-harmattan.fr/index\\_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140252600&utm\\_source=phplist&utm\\_campaign=message\\_33804&utm\\_medium=email&utm\\_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140252600&utm_source=phplist&utm_campaign=message_33804&utm_medium=email&utm_content=lienTitre)

De la maternelle à l'université, la pédagogie Freinet peut concerner tous les niveaux et toutes les disciplines. L'originalité de ce livre est de proposer des pratiques aussi bien dans le premier et le second degré que dans l'enseignement supérieur, ainsi qu'une déclinaison dans le domaine de la pédagogie sociale. Leur diversité, dans une pluralité de contextes, repose sur une philosophie commune de la coopération avec un même idéal d'émancipation. Les éducateurs, éducatrices et enseignant.e.s Freinet, ancré.e.s dans la réalité sociale, revendiquent pour chacun.e la possibilité de créer pour déployer les diverses facettes de son potentiel, apprendre à son rythme, s'exprimer, développer son sens critique, se responsabiliser, coopérer, expérimenter et s'ouvrir sur le monde.

Jodry, G. (2022). **Un LéA en collège : une naissance et des évolutions déterminantes**. *Éducation & didactique*, 16(1), 119-143. <https://doi.org/10.4000/educationdidactique.9789>

Kamal Osman Sharfi, M. (2022). **Critical Thinking as a Crucial Issue in Education: The Effect of the Teacher's Performance and Cross-Culture Response**. *British Journal of Education*, 10(5), 59-66. <https://doi.org/10.37745/bje.2013/vol10no5pp.59-66>

The movement to the information age has focused attention on good thinking as an important element of life success (Huitt, 1995; Thomas & Smoot, 1994). These changing conditions require new outcomes, such as critical thinking, to be included as a focus of schooling. Old standards of simply being able to score well on a standardized test of basic skills, though still appropriate, cannot be the sole means by which we judge the

academic success or failure of our students. The purpose of this brief overview is to review what we know about critical thinking, how it might be differentiated from creative thinking, and to suggest future research and implementation activities.

Kras. (2022). **Nature-Based Learning at an Urban Community College: A Case Study at the Central Park Zoo.** *Community College Journal of Research and Practice*, 46(6), 452-456. <https://doi.org/10.1080/10668926.2021.1931557>

There is rapidly growing research on the multiple benefits of nature-based experiences. Some institutions of higher education have incorporated these types of experiences in areas such as building design, travel offerings, residential programs, green spaces, field trips, wellness centers, and freshman orientation programs. Unfortunately, urban community college students often do not receive the chance to participate in these type of experiences due to lack of opportunity and lack of time outside of class due to their multiple responsibilities. One way to help mitigate some of these challenges, is for community college faculty to embed nature-based learning experiences into their courses. This paper presents a case study of a nature-based learning experience that took place at the Central Park Zoo as part of a required first year course.

Lachner, A., Hoogerheide, V., van Gog, T., & Renkl, A. (2022). **Learning-by-Teaching Without Audience Presence or Interaction: When and Why Does it Work?** *Educational Psychology Review*, 34(2), 575-607. <https://doi.org/10.1007/s10648-021-09643-4>

Teaching the contents of study materials by providing explanations to fellow students can be a beneficial instructional activity. A learning-by-teaching effect can also occur when students provide explanations to a real, remote, or even fictitious audience that cannot be interacted with. It is unclear, however, which underlying mechanisms drive learning by non-interactive teaching effects and why several recent studies did not replicate this effect. This literature review aims to shed light on when and why learning by non-interactive teaching works. First, we review the empirical literature to comment on the different mechanisms that have been proposed to explain why learning by non-interactive teaching may be effective. Second, we discuss the available evidence regarding potential boundary conditions of the non-interactive teaching effect. We then synthesize the available empirical evidence on processes and boundary conditions to provide a preliminary theoretical model of when and why non-interactive teaching is effective. Finally, based on our model of learning by non-interactive teaching, we outline several promising directions for future research and recommendations for educational practice.

Le Briquer, Y., & Lafont, L. (2022). **Co-construction et diffusion des savoirs issus d'expérimentations et d'observations en classe : l'exemple du GPR de l'académie de Bordeaux.** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série 5), 88-114. <https://doi.org/10.4000/ejrieps.8105>

Cet article retrace l'itinéraire d'une expérience collaborative destinée à concevoir et mettre en œuvre des dispositifs d'enseignement par situations complexes (Sco) en EPS au sein d'un groupe pluri catégoriel. Nos propos visent en premier lieu à témoigner de l'activité du groupe et à traduire le plus fidèlement possible son fonctionnement ainsi que la production de dispositifs pédagogiques dans le cadre de l'enseignement par compétences et situations complexes. De plus, l'organisation locale du GPR et la diffusion de ses travaux dans des revues professionnelles ou lors de conférences ont favorisé l'étayage des formations continue et initiale en EPS. Par ailleurs, la contribution

du groupe à l'émergence de travaux de recherche (i.e., M2R et Thèses) conduits par plusieurs praticiens membres du collectif, montre en quoi et comment les deux entités que sont le domaine de la recherche et le domaine de l'enseignement, peuvent se nourrir mutuellement. Les connaissances scientifiques et méthodologiques des uns enrichissent les pratiques qui en retour constituent un terreau expérientiel. Forts de cette histoire collective, nous en dégagerons des principes visant à enrichir les modèles de construction et d'utilisation des connaissances pour l'intervention en EPS (Belkhodja, Amara, Landry, & Ouimet, 2007).

Loisy, C., Metz, S. M. V., Bénech, P., Heili, V., Inza, S., Estour, S., & Bourrin, F. (2022). **INO : un travail collectif de recherche sur l'identité numérique et l'orientation**. *Éducation & didactique*, 16(1), 87-101. <https://doi.org/10.4000/educationdidactique.9684>

Mabilon-Bonfils, B., & Lapostolle, G. (2022). **(Re)Connaître le vécu scolaire des lycéens pour être bienveillant**. *Tréma*, (57). <https://doi.org/10.4000/trema.7493>

La société change, l'Ecole change. Avec la seconde modernité, la « fiction nécessaire » indispensable au fonctionnement scolaire a vécu. Avec la massification scolaire des collèges et des lycées, la légitimité en valeur du système a changé, remplacée par une légitimité en termes d'efficacité. Dès lors, le sens des études n'est plus donné. Il est à construire par chacun. Responsable, l'élève, sous la pression des familles, des enseignants, des adultes, est sommé de réussir et ses échecs renvoient à ses « qualités intrinsèques. » Ces parcours génèrent des émotions des élèves face à leur scolarité qui mérite donc d'être posée. Il s'agit de se demander quelle(s) émotion(s) ils expriment, quels sentiments les animent et de repérer dans le parcours scolaire de ces élèves, de la maternelle au lycée. Nous avons repéré que l'expression des émotions négatives issues de souffrances ordinaires des élèves à l'Ecole dans les moments dans lesquels ils se sont sentis particulièrement vulnérables ou émotionnellement fragiles. Il s'est donc agi d'identifier ce qu'ont vécu les élèves mais aussi ces moments et ces circonstances qui ont pu leur poser problème et générer des souffrances, que ces moments et ces circonstances soient liés à ou non à des événements de leur vie scolaire ou extra-scolaire. Le corpus est constitué d'entretiens non directifs menés auprès de lycéens et a pour objet de saisir la nature et l'expression des émotions des élèves en lien avec leur parcours scolaire.

Mache, B. D. (2021). **Pratiques pédagogiques des enseignants et résultats des élèves dans un dispositif de formation continue basée sur la classe inversée** (Phdthesis, CY Cergy Paris Université). Consulté à l'adresse <https://theses.hal.science/tel-03663754>

La classe inversée (flipped classroom en Anglais) est une nouvelle méthode d'enseignement présentée comme plus performante que l'enseignement magistral classique. Elle est née du souci de deux enseignants américains Jonathan Bergmann et Aaron Sams de mettre à la disposition de certains de leurs apprenants, trop souvent absents, des vidéos leur permettant de suivre le cours à distance au moment où ils le souhaitent. Cette pédagogie consiste à faire la partie théorique du cours hors classe et à réserver le temps de classe aux activités pratiques. De patientes recherches nord-américaines et européennes mais aussi de plus en plus asiatiques et africaines ont été menées à propos dans le but d'en évaluer la plus-value sur le processus enseignement/apprentissage. Mais les conclusions auxquelles les chercheurs sont parvenus restent sujettes à controverse entre partisans et détracteurs de l'enseignement inversé. Alors que certains y voient une pédagogie nouvelle et prometteuse en termes

d'amélioration des rendements scolaires, d'autres estiment qu'il s'agit juste d'un effet de la mode qui tire profit des possibilités offertes par les TIC pour ressusciter des pratiques pédagogiques anciennes. Se situant dans le prolongement de ces travaux, la présente recherche essaie de répondre au questionnement suivant : sur quels principes repose la pédagogie inversée ? Quels effets significatifs un dispositif de formation continue à la classe inversée a-t-il sur les pratiques pédagogiques des enseignants et les résultats des élèves ? En prenant appui sur le contexte camerounais marqué entre autres par des réformes curriculaires, la recherche des méthodes pédagogiques les plus susceptibles de favoriser l'amélioration des résultats scolaires et la professionnalisation des enseignements, on se pose la question de savoir ce qu'on peut attendre de cette approche pédagogique dans le système éducatif endogène. Nous émettons l'hypothèse selon laquelle la formation à la classe inversée entraîne des effets positifs notables sur les pratiques des enseignants et les résultats des élèves. L'objectif général est d'évaluer le retentissement de la pédagogie inversée sur les pratiques de classe des enseignants d'une part et sur les performances des élèves d'autre part. Pour y parvenir, nous avons recouru à la démarche de recherche quasi expérimentale.

Magendie, É., Boizmault, M., & Darnis, F. (2021). **La coanalyse entre pairs en formation initiale des enseignants : une opportunité d'apprentissages professionnels.** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.6515>

L'objet de cette étude exploratoire, conduite dans le contexte de la formation initiale des enseignants, est de mettre en évidence les transformations suscitées par un environnement de formation reposant sur une situation de coanalyse entre pairs, afin de savoir si cette dernière offre des occasions d'apprentissages professionnels. La démarche s'attache à identifier les traces de réélaboration de l'expérience qui ressortent des échanges réalisés par les étudiants durant le temps de coanalyse. Elle consiste ensuite à repérer les traces des apprentissages dans l'activité d'enseignement des formés. Deux étudiants en deuxième année de master des métiers de l'enseignement et de la formation, préalablement formés au rôle de tuteur (observateur/analyste), ont participé à l'étude. Les résultats montrent que la situation leur permet, sous certaines conditions, de s'approprier et consolider des savoirs professionnels. Il convient notamment que les propositions coconstruites se rattachent aux préoccupations des étudiants, répondent à des problèmes soulevés par le tutoré, et soient formulées par le tutoré. L'étayage d'un formateur paraît également nécessaire. Des retombées sur la formation sont ensuite envisagées.

Maillet, É., Moal, C., & Daguzon, M. (2020). **L'entrée dans le métier des professeurs stagiaires en situation de reconversion professionnelle (FSE-R).** *Recherche & formation*, (95), 9-23. <https://doi.org/10.4000/rechercheformation.7149>

Comment les professeurs des écoles débutants en situation de reconversion professionnelle s'emparent-ils de la formation initiale au métier d'enseignant ? Outillés conceptuellement par la didactique professionnelle, nous étudions le discours de fonctionnaires stagiaires étudiants (FSE) en situation de reconversion professionnelle (FSE-R). Nos résultats permettent d'identifier l'ambivalence de l'influence de leur vécu professionnel antérieur pour faciliter (ou compliquer) la réussite de cette formation « initiale ». Notre discussion porte alors sur l'origine de cette ambivalence en lien avec la construction de la nouvelle identité professionnelle du sujet.

Marrot, G. G., Brière-Guenoun, F., & Poggi, M.-P. (2022). **Enjeux didactiques des transitions codiques : caractéristiques, dynamiques et effets différentiels.** *Swiss Journal of Educational Research*, 44(1), 141-157. <https://doi.org/10.24452/sjer.44.1.11>

This article presents the study of a specific point in the communicational dimension of didactic interaction: codic transitions, point where interactants slide from one communication channel to another. Our work, part of descriptive and comprehensive research, is anchored in an anthropological and comparative approach in didactics. It articulates three temporal and analytical scales to trace the joint dynamics of these codic transitions in their relationship with the transmission / diffusion of knowledge. Our results reveal that the codic transitions are described around several characteristics whose production has a different impact on the didactic process and reveal how they constitute a tool of analysis.

Marty, S., & Vasquez, K. (2022). **Complexité des usages de Facebook – WhatsApp – Google Drive, dans une junior-entreprise universitaire, en contexte de COVID-19.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 88-106. <https://doi.org/10.18162/ritpu-2022-v19n2-07>

Mercier, A., & Philip-Liger, G. (2022). **Les dimensions didactiques des actions de la mère et des jeunes, lorsque les petits chimpanzés sauvages apprennent à casser des noix. Première partie : observer la transmission d'une technique.** *Éducation & didactique*, 16(1), 9-30. <https://doi.org/10.4000/educationdidactique.9404>

Morais, S. (2021). **Renouer avec le vivant. De l'analyse réflexive d'une expérience de création vers une pédagogie artistique sensible dans une perspective énaïve.** *Questions Vives. Recherches en éducation*, (35). <https://doi.org/10.4000/questionsvives.5871>

Que peuvent les enseignements artistiques dans notre contexte de crise écologique qui met en danger les générations futures, la qualité de nos existences et celle de l'environnement ? Pour répondre à cette question délicate, nous en faisons l'hypothèse, nous avons besoin d'une pédagogie qui renoue avec le vivant, une pédagogie artistique qui cherche à rétablir le fil sensible qui relie les êtres vivants à l'environnement, les uns aux autres et à eux-mêmes. Cet article présente l'analyse réflexive de notre recherche de création artistique : Arborecence. Les verbes du vivant, une analyse qui esquisse les contours d'une pédagogie artistique « sensible » dans une perspective énaïve. L'analyse de théorisation-en-action de l'expérience de création s'appuie sur la double pratique professionnelle d'artiste et de pédagogue de l'enseignant des arts, et permet de mieux comprendre comment elles s'enrichissent l'une l'autre.

Morellato, M. (2022). **Les effets du travail coopératif : production de « voir-comme » partagés, au service de l'enseignement, de la formation et de la recherche.** *Éducation & didactique*, 16(1), 33-48. <https://doi.org/10.4000/educationdidactique.9548>

Nomme, K., & Pollock, C. (2022). **The Successful TA: A Practical Approach to Effective Teaching.** Consulté à l'adresse <https://press.uchicago.edu/ucp/books/book/distributed/S/bo156867172.html>

A practical guide to teaching for TAs. Maybe you're an undergraduate or graduate student who's just been appointed a Teaching Assistant (TA). Or maybe you're a postdoctoral student or new hire with limited teaching experience. In either case, you'll

be expected—with little to no training—to excel at teaching and to enhance the learning experience of your students. Kathy Nomme and Carol Pollock draw on decades of experience in teaching and TA training to offer practical advice on interacting with course instructors, dealing with nerves and anxiety, preparing for the first session, supporting student learning, developing learning exercises, engaging students with diverse needs and backgrounds, using technology in the classroom, and assessing student work and providing feedback. The lessons and scenarios in this short, accessible guide can be applied to any discipline or teaching venue—from large lecture halls to smaller labs, studios, seminars, and tutorials. This book not only demystifies expectations for TAs but also sets the stage for developing a lifelong teaching practice.

Nouhou, A. M., Kalmé, B.-F., & Goza, N. A. (2022). **Les facteurs déterminants de l'adoption des réseaux sociaux en formation à distance par les étudiants au Niger : la leçon de la pandémie de COVID-19.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 25-42. <https://doi.org/10.18162/ritpu-2022-v19n2-03>

Plateau, J.-F. (2022). **Pédagogie et réseaux sociaux à l'épreuve du confinement.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 107-130. <https://doi.org/10.18162/ritpu-2022-v19n2-08>

Poffé, C. (2022). **Communauté d'apprentissage : implémentation d'un dispositif en formation initiale d'enseignants en sciences et identification des retombées en termes de développement professionnel** (Doctorat en sciences, Université de Liège). Consulté à l'adresse <https://orbi.uliege.be/handle/2268/290277>

Le développement professionnel des enseignants est considéré comme un levier puissant afin d'améliorer l'enseignement, notamment des sciences. Dès lors, nous nous sommes questionné sur les potentialités, en termes de développement professionnel, de la mise en place d'un dispositif de communauté d'apprentissage dans la formation initiale de futurs enseignants. Cette communauté d'apprentissage présente l'originalité de rassembler deux publics de futurs professionnels qui enseignent respectivement aux deux extrémités du cursus obligatoire, du préscolaire (2,5 à 5 ans) au secondaire supérieur (de 15 à 18 ans). La première partie de notre travail a consisté en l'élaboration des modalités de fonctionnement les plus efficaces pour ce dispositif. Après un éclairage théorique sur les trois notions qui ont structuré notre questionnement (développement professionnel, communauté d'apprentissage, démarche de recherche en sciences), nous présentons le dispositif que nous avons mis en place, ainsi que toutes les évolutions que ce dispositif a connues au fil de notre recherche. Afin de développer le dispositif et pour analyser ses retombées en termes de développement professionnel, nous avons mobilisé un cadre particulier : le cadre des trois dimensions de la communauté d'apprentissage (affective, cognitive et idéologique). C'est au travers de ce cadre que nous avons pu analyser des témoignages fournis par les futurs enseignants et recueillis par le biais de questionnaires réflexifs administrés en ligne. Dans le but de consolider les constats posés, nous avons également analysé des fiches de préparation de séquences d'enseignement en éveil scientifique, produites par les futurs enseignants pour des enfants de préscolaire (2,5 à 5 ans). Dans la seconde partie de nos recherches, nous nous sommes intéressé aux effets de la participation de notre public particulier à la communauté d'apprentissage sur l'évolution de leurs représentations de futurs enseignants à propos des sciences, des sciences en classe et de l'importance de l'enseignement des sciences. Ainsi, nous avons pu montrer que la participation des

futurs enseignants au dispositif de communauté d'apprentissage tel que nous l'avons conçu, permet bien l'amorce d'un développement professionnel et ce, dès leur formation initiale. Cela se traduit par un élargissement du répertoire de leurs pratiques et par une évolution des représentations de ces futurs enseignants. Nous avons également pu montrer l'importance de la prise en compte de la dimension affective de la communauté d'apprentissage pour permettre la réalisation de progrès relevant des dimensions cognitive et idéologique.

Rapanta, C., & Felton, M. K. (2022). **Learning to Argue Through Dialogue: a Review of Instructional Approaches.** *Educational Psychology Review*, 34(2), 477-509. <https://doi.org/10.1007/s10648-021-09637-2>

Over the past 20 years, a broad and diverse research literature has emerged to address how students learn to argue through dialogue in educational contexts. However, the variety of approaches used to study this phenomenon makes it challenging to find coherence in what may otherwise seem to be disparate fields of study. In this integrative review, we propose looking at how learning to argue (LTA) has been operationalized thus far in educational research, focusing on how different scholars have framed and fostered argumentative dialogue, assessed its gains, and applied it in different learning contexts. In total, 143 studies from the broad literature on educational dialogue and argumentation were analysed, including all educational levels (from primary to university). The following patterns for studying how dialogue fosters LTA emerged: whole-class 'low structure' framing with a goal of dialogue, small-group 'high structure' framing with varied argumentative goals, and studies with one-to-one dialectic framing with a goal of persuasive deliberation. The affordances and limitations of these different instructional approaches to LTA research and practice are discussed. We conclude with a discussion of complementarity of the approaches that emerged from our analysis in terms of the pedagogical methods and conditions that promote productive and/or constructive classroom interactions.

Reichenbach, R. (2022). **Generalist\*in oder Spezialist\*in? Über Dichotomien im Diskurs der Bildung. Ein Essay.** *Swiss Journal of Educational Research*, 44(1), 23-34. <https://doi.org/10.24452/sjer.44.1.2>

The motivation behind the considerations are the rather less reasonable grounds on which the distinction between general and special education is made – seemingly “in a conceptual manner.” The phenomenal world is not divided into general objects on the one side and special objects on the other. This (conceptual-)analytical division, which is surely able to prove its cognitive function, misleads to the less plausible opinion that the amalgam of education and the educational process may be divided into its aspects. In the face of the social, political, economic, legal, but also individual-biographic and esthetic consequences or effects of such divisions and the thinking habits connected to them, there is an educational philosophy demand to question faintly reflected lacks of alternatives.

Sauvage, B., Genaud, S., Habibi, A., Loechner, V., & Simonard, P.-O. (2022, mai 30). **Émergence d'un leadership distribué pour la construction d'un enseignement.** Présenté à AIPU22 - 32ème Congrès de l'Association Internationale de Pédagogie Universitaire. Consulté à l'adresse <https://hal.inria.fr/hal-03653969>

En première année de licence de mathématique et informatique, à l'Université de Strasbourg, les étudiants débutent l'informatique en suivant un enseignement intitulé « algorithmique et programmation ». L'équipe pédagogique est nombreuse, et constituée d'enseignants aux profils variés. Dans cette communication, nous présentons le travail collectif réalisé par l'équipe pédagogique pour remanier en profondeur l'enseignement, en changeant le langage de programmation et la méthode pédagogique (classe inversée). Nous analysons l'organisation de ce travail collectif, caractérisé par des décisions collaboratives, des réalisations coopératives et un leadership distribué. Nous discutons de l'efficacité de cette organisation, et des effets observés sur plusieurs années.

Stordeur, M.-F., Nils, F., & Colognesi, S. (2021). **Sept dilemmes rencontrés par les enseignants du primaire quand ils évaluent les exposés oraux des élèves**. *e-JIREF*, 7(2), 7-37. Consulté à l'adresse <https://journal.admee.org/index.php/ejiref/article/view/312>

The assessment of speaking, especially in speaking situations, is complex for both teachers and students. This is due in particular to the fact that speaking involves dimensions relating to the individual. For teachers, the question of « how » to evaluate remains unanswered, especially since they do not have a specific tool for evaluating speaking or presentations and must choose both the objects of speaking to be evaluated and the forms of evaluation to be used. A research question will be at the heart of our paper: How do elementary school teachers evaluate their students' oral presentations and what dilemmas do they encounter in this task? To answer this question, we conducted interviews with 16 late elementary school teachers in French-speaking Belgium with different profiles and at different career stages. A content analysis was applied to the recorded remarks and the evaluation grids collected. The results show that teachers are confronted with 7 dilemmas when they have to assess an oral presentation. These dilemmas concern (1) the function of the assessment, (2) the involvement of the speaker and/or (3) the peers, (4) the modalities, (5) the tools used, (6) the timing, and (7) taking into account the emotional load of the students. Although they may occur in other subjects, we have shown how these dilemmas are more present in oral assessment.

Terré, N., & Adé, D. (2022). **L'appropriation d'outils de la recherche par les enseignants d'Éducation Physique : illustration dans une leçon d'escalade**. *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série 5), 115-140. <https://doi.org/10.4000/ejrieps.8128>

Nous proposons dans cet article une voie de renouvellement des relations entre le monde de l'enseignement et le monde de la recherche fondée sur la possibilité pour les enseignants de se muer en chercheur dans leurs propres cours. En prenant appui sur le programme de recherche empirique et technologique du cours d'action, les conditions d'une appropriation par l'enseignant de notions et de méthodes habituellement mobilisées dans la recherche sont discutées dans la perspective d'offrir aux enseignants des possibilités nouvelles d'analyse de l'activité des élèves. S'ensuit la présentation d'une étude menée par un enseignant volontaire au cours d'une leçon d'EP en escalade. Les bénéfices et limites de cette enquête menée à partir de notions et de méthodes de la recherche sont mis en perspective avec l'évolution du métier d'enseignant et de la formation initiale.



Thiel, C., & Rott, D. (2022). **Wissenstransfer: Eine wissenschaftstheoretische Problemskizze.** *Swiss Journal of Educational Research*, 44(1), 129-140. <https://doi.org/10.24452/sjer.44.1.10>

The paper discusses the transfer model that underlies the current German-speaking educational research discourse on knowledge transfer. This model, that can be described as an hourglass model, is sketched out. The problems of this model are expounded against the background of the epistemological premises of analytical descriptive research as well as of pragmatistic action research. From neither perspective is it plausible to assume that educational practice can be rationalized through scientific knowledge. Hence, it is proposed to focus on alternative transfer models. It is stated that design-based research projects studying such alternative transfer models could provide convincing rationales for the necessity of knowledge transfer.

Tiemtoré, W. Z. (2022). **Utilisation de l'application WhatsApp dans l'enseignement supérieur au Burkina Faso et au Sénégal: quelles contributions aux processus d'apprentissage des étudiants?** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 74-87. <https://doi.org/10.18162/ritpu-2022-v19n2-06>

Trestini, M., Rossini, I., & Kabore, D. S. P. (2022). **Vers un usage coordonné des réseaux sociaux numériques et institutionnels dans l'enseignement supérieur en période de crise sanitaire.** *Revue internationale des technologies en pédagogie universitaire*, 19(2), 43-60. <https://doi.org/10.18162/ritpu-2022-v19n2-04>

Vacher, Y. (2023). **Construire une pratique réflexive.** Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807335370-construire-une-pratique-reflexive>

L'indispensable pour comprendre la pratique réflexive, agir en formation pour son développement et améliorer l'accompagnement des professionnels.

Verscheure, I., & Amans-Passaga, C. (2022). **Une recherche collaborative pour penser des pratiques didactiques favorables à la construction de pouvoirs d'agir des élèves en EPS au cours préparatoire.** *eJRIEPS. Ejournal de la recherche sur l'intervention en éducation physique et sport*, (Hors-série 5), 31-66. <https://doi.org/10.4000/ejrieps.8018>

Dans le cadre d'une recherche collaborative longitudinale, nous avons proposé à l'équipe pédagogique d'un groupe scolaire de co-construire des ateliers afin de conduire et accompagner le changement des pratiques didactiques d'enseignantes du 1er degré en éducation physique et sportive (EPS). Dans cet article, l'étude de cas présentée concerne une enseignante (Carine) avec sa classe de CP (élèves de 6-7 ans) en volley-ball. Nous nous sommes attachées à rendre compte de la co-construction des savoirs dans la classe à partir d'observations in situ et analysons l'action didactique conjointe de cette enseignante et de ses élèves, confrontés à des objets de savoirs émancipateurs. La recherche collaborative longitudinale a engendré des effets positifs sur la direction d'étude du professeur, notamment un sens didactique professoral plus aiguisé, d'une part au regard des milieux didactiques offrant des potentialités, et d'autre part en termes de pertinence des régulations didactiques effectuées in situ.

Vieux Lamine Sane, M. (2022). **Impact of the evaluation of teaching devices on the professional conceptions of teachers and school administrations in Senegal: the case of**

**five groups of elementary school in Dakar.** *British Journal of Education*, 10(5), 40-58.  
<https://doi.org/10.37745/bje.2013/vol10no5pp.40-58>

The purpose of this article is to identify characteristics of the work situation that could encourage or increase the commitment of teachers and curriculum is defined according to two modalities characterizing the organization of teaching work in the school facility: cellular versus integrated. A process for evaluating teachers' and school administrations' conceptions is then developed with reference to this organization of school career paths. The empirical study focuses on 5 primary school teams trained for three years in the development and evaluation of their collective arrangements. An analysis of the responses (N = 64) to a questionnaire enabled us to compare the trainees' conceptions with those of other teachers. The results show that the tested system modifies the perceptions of the practitioners in order to better take into account the inputs of the two professional groups (teachers and principals) involved in the curriculum, the diversity of the learners and the inclusion of a personal practice improvement dynamic.

Weber, C. (2021). **Oral, évaluation et réflexivité. Vers un mode intégratif des marques d'oralité.** *e-JIREF*, 7(2), 79-94. Consulté à l'adresse  
<https://journal.admee.org/index.php/ejiref/article/view/315>

Even if evaluation methods have evolved thanks to research in the field of didactics and education, this contribution aims to go beyond the recurrent tensions of the oral/evaluation binomial. This contribution offers to open up the field of observables of oral evaluation to the attention of the teacher of French as a foreign language (FLE). In this contribution, we will focus on evaluation by taking into account observable (voice, head, body, postures) that are naturally present and indispensable for a successful exchange. This part of the teacher's reflexivity (in the sense of Schön (1996)) will be illustrated by examples of a research training device for teachers.

Wisshak, S., & Barth, D. (2022). **Perceptions of accountability for the transfer of training by leadership trainers.** *International Journal of Training and Development*, 26(2), 209-227.  
<https://doi.org/10.1111/ijtd.12255>

Schlenker's model of responsibility was used in this study to investigate to what extent leadership trainers consider themselves accountable for the transfer of training. We conducted 15 semi-structured interviews and evaluated the answers using qualitative content analysis. With respect to the responsibility links of Schlenker's model, the trainers described two out of three links as being rather strong. The interview data suggest that transfer-enhancing strategies were mostly clear to the trainers. They also reported feeling personally obliged to support trainees in their transfer efforts. Regarding the third link, the trainers perceived limited control over several transfer determinants. They explained that they could facilitate transfer but not produce it. The trainers identified the trainees, their supervisors, and the organisations as other responsible parties. The concept of trainers as transfer managers was scarcely reported among the data. Our findings suggest that client organisations could strengthen accountability by setting adequate and feasible training objectives and by monitoring their achievement. We discuss the theoretical and practical implications with regard to the promotion of transfer.

## Relation formation-emploi

Cultrera, L., Mahy, B., Rycx, F., & Vermeylen, G. (2022). **Educational and Skills Mismatches: Unravelling Their Effects on Wages across Europe** (IZA Discussion Paper N° 15108).

Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15108.htm>

This paper is among the firsts to investigate the impact of overeducation and overskilling on workers' wages using a unique pan-European database covering twenty-eight countries for the year 2014, namely the CEDEFOP's European Skills and Jobs (ESJ) survey. Overall, the results suggest a wage penalty associated with overeducation. When interacting educational mismatch with skills mismatch into apparent overeducation and genuine overeducation, the results suggest that the highest wage penalty is reached for workers that are both overeducated and overskilled.

Guri, F., Kokthi, E., Maire, M., & Muco, E. (2021). **How to adapt the education offer to job market needs—A case study of territory reform in Albania.** *Journal of Economy and Agribusiness/FEA*, 14(2), 95. Consulté à l'adresse <https://hal-univ-montpellier3-paul-valery.archives-ouvertes.fr/hal-03658315>

Higher Education Institutions (HEIs) in developing countries are faced with new and updated demands from the job market and must adapt their offering accordingly. This paper provides a methodological framework to adapt study and training programmes to address labour market needs. The case of territory administrative reform in Albania and the identification of the new skills required will be an illustrative example of that methodological framework. Albania has undertaken important reform that has completely modified its territory planning process from the traditional urban planning approach to a more holistic one referred to as territorial planning and development. However, a successful reform application must be focused on well-trained professionals. The main objective of this research is to address changing job market needs to be induced by new and forthcoming Albanian public policies on sustainable territory administration. Open interviews and structured questionnaires have been used to identify the required skills and competencies. Three skill clusters have been identified: 1) territory management skills, 2) environmental management skills, and 3) rural development policy skills with some specificities related to the scale of activity (central vs local). The results show that a corpus of skills appears to be transversal and useful for a large range of job descriptions at a local and central level.

Marini, G. (2022). **The employment destination of PhD-holders in Italy: Non-academic funded projects as drivers of successful segmentation.** *European Journal of Education*, 57(2), 289-305. <https://doi.org/10.1111/ejed.12495>

In high-income countries in recent years, the non-academic labour market destination of PhD-holders, i.e., the segmentation by industry sector of destination, has emerged as an issue. Universities and other research-intensive institutions can no longer absorb the major share of PhD-holders. Their employment has become a matter of segmentation both horizontally in terms of the economy and vertically in terms of income. The article reports on outcomes from analysis that tested what factors segment labour market outcomes in two dimensions: (1) the economic sector and (2) income. Findings suggest that scientific mobility and type of funding during PhD studies do not play a notable role. Instead, some types of experiences such as a postdoctoral research position, predict exit from academic employment and also a higher income overall. The most significant experiences that contribute to segmentation are in fact projects funded by private companies or international organisations in postdoctoral periods. Implications for policy making are relevant for both PhD-holders, universities and external organisations. For

instance, maximising collaborations between non-academic employers and universities is likely to produce beneficial outcomes for PhD-holders.

Marques, P., Suleman, F., & Costa, J. M. (2022). **Moving beyond supply-side arguments to explain over-qualification: The ability to absorb graduates in different models of capitalism.** *European Journal of Education*, 57(2), 342-360. <https://doi.org/10.1111/ejed.12500>

This study examines how the rise in the share of higher education graduates leads to over-qualification, by focusing on the demand-side drivers. We propose that the benefits of investments in higher education depend on the levels of innovation and economic growth in each national economy. We use a configurational method (Fuzzy Set Qualitative Comparative Analysis) to identify combinations of factors that lead to a high incidence of over-qualification in 17 European countries. The results show that over-qualification is greater in countries in which an increase in the number of graduates is accompanied by a failure to transition to a knowledge-based economy and poor economic growth. Furthermore, a low weight of high-tech manufacturing sectors in the GDP is a necessary condition for over-qualification to occur. These arguments explain the more pronounced mismatch in Southern Europe and Austria compared to other European countries. As for policy implications, this study shows that investment in education did not lead to expected benefits in some countries because this investment did not boost competitiveness in high-tech sectors. Thus, alternative policies must be implemented. Besides investment in education, some kind of industrial policy seems necessary in a number of European countries.

van den Elsen, J., Vermeeren, B., & Steijn, B. (2022). **Valence of formal learning, employability and the moderating roles of transformational leadership and informal learning in the public sector.** *International Journal of Training and Development*, 26(2), 266-284. <https://doi.org/10.1111/ijtd.12258>

This article examines the relationship between the valence of formal learning (perceived usefulness of the outcomes of formal learning for daily work and ambitions) and the employability-related competences of public sector employees. Furthermore, the moderating roles of social informal learning and transformational leadership (TFL) are investigated. We conducted hierarchical linear regression analyses, using secondary cross-sectional data from Dutch public service employees (n = 8858). The results show that the valence of formal learning increases employees' employability competences. Additionally, TFL strengthens this relationship for two of the employability competences. However, TFL also negatively moderated the relation between valence and one of the employability competences. Social informal learning was found not to have a moderating effect but to directly contribute to the development of employability competences. The results question the predominant focus in research on participating in formal learning to increase employability competences and adds new insights by introducing the valence of formal learning to the employability literature. Some implications for future research are given related to the limitations of this article, such as the use of cross-sectional data. The findings show the relevance of formal learning with high valence for boosting employability. Therefore, employers should encourage formal learning and employees should carefully consider its expected valence. Furthermore, the results show that employers should enhance transformational leadership styles and stimulate employees to learn informally. This study provides further evidence for the relationship between formal learning and employability competences by considering

the valence of formal learning rather than focusing on whether or not someone has participated in formal learning. Furthermore, it extends previous employability research by considering the moderating roles of social informal learning and of TFL.

## Réussite scolaire

Akinwamide, C. O. (2022). **The Quest for Better Pedagogical and Boosting Learning Outcomes in Mathematics Education: The Enhanced Collaborative Strategy Paradigm.** *British Journal of Education*, 10(5), 1-15. <https://doi.org/10.37745/bje.2013/vol10no5pp.1-15>

The study investigated the effects of enhanced collaborative teaching strategy on senior secondary school students' learning outcomes in Mathematics in Ekiti State, Nigeria. The research determined the extent to which the application of teaching strategies enhanced better performance in and attitude of students to Mathematics. The study compared the outcomes of the effects of a teaching strategy on students with another set of students that were taught conventionally. The study adopted the quasi-experimental research design of the pre-test, post-test control group design. The population comprised all Senior Secondary Class II students in public secondary schools in Ekiti State. The sample consisted of 117 Senior Secondary School students purposively selected. Two null hypotheses were generated. The instruments used to collect data were Mathematics Performance Test (MPT) and Students' Attitude Towards Mathematics Questionnaire (SATMQ). Hypotheses were tested at 0.05 level of significance and analysed using Analysis of Covariance (ANCOVA). The results of the study showed that there was significant difference between the pre-test and post-test mean scores of the students in the experimental group, while the pre-test and post-test mean scores of the control group showed less significant difference. It was found that there was significant difference in the post-test of the experimental and control group. The results showed that enhanced collaborative strategy improved students' performance in Mathematics and changed students' attitude towards Mathematics. Enhanced collaborative strategy was found to be highly effective in improving students' behaviour during Mathematics classes. Based on the findings of the study, it was recommended that Mathematics teachers should encourage their students to work collaboratively. Teachers should be encouraged to use enhanced collaborative strategy during classroom interaction.

Anderson, O. (2022). **Walking the line: Does crossing a high stakes exam threshold matter for labour market outcomes?** (CEPEO Working Paper Series N° 22-05). Consulté à l'adresse UCL Centre for Education Policy and Equalising Opportunities website: <https://econpapers.repec.org/paper/uclcepeow/22-05.htm>

This paper offers new insight into the link between success in high stakes exams and subsequent education and labour market outcomes. It is the first study to look holistically at the impact of crossing an important high stakes threshold on both academic and vocational education choices and ultimately labour market outcomes. It does so by comparing those either side of a formerly important threshold in the English education system at the end of compulsory schooling (achieving five general certificate of secondary education A\* to C passes) which was commonly regarded as the minimum benchmark for continuing into post-compulsory education. I find that crossing this threshold led to an 6.3-6.7 percentage point increase in the proportion of men and women (respectively) going on to take academic qualifications, with little change in the proportion taking vocational qualifications, leading to a net increase in those staying on

after compulsory schooling. Women's daily earnings in 2017-18 (11-13 years after leaving compulsory schooling) were 3.1 percentage points higher for those just crossing the threshold, but men's early labour market outcomes were unchanged. The results for men can be explained by low returns to academic qualifications for marginal learners. The findings for women do not disappear after accounting for subsequent education choices, suggesting that crossing the threshold may play a signalling role for employers as well as education institutions.

Armagnague, M. (2021). **La méritocratie face à l'« indisponibilité scolaire » : l'école des enfants migrants**. In M. Armagnague, C. Cossée, C. Mendonça Dias, I. Rigoni, & S. Tersigni, *Les enfants migrants à l'école* (p. 171). Consulté à l'adresse <https://shs.hal.science/halshs-03657029>

Bulman, G., & Fairlie, R. (2022). **The Impact of COVID-19 on Community College Enrollment and Student Success: Evidence from California Administrative Data** (IZA Discussion Paper N° 15196). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15196.htm>

Although enrollment at California's four-year public universities mostly remained unchanged by the pandemic, the effects were substantial for students at California Community Colleges, the largest higher education system in the country. This paper provides a detailed analysis of how the pandemic impacted the enrollment patterns, fields of study, and academic outcomes of these students through the first four semesters after it started. Consistent with national trends, enrollment dropped precipitously during the pandemic – the total number of enrolled students fell by 11 percent from fall 2019 to fall 2020 and by another 7 percent from fall 2020 to fall 2021. The California Community College system lost nearly 300,000 students over this period. Our analysis reveals that enrollment reductions were largest among African- American and Latinx students, and were larger among continuing students than first-time students. We find no evidence that having a large online presence prior to the pandemic protected colleges from these negative effects. Enrollment changes were substantial across a wide range of fields and were large for both vocational courses and academic courses that can be transferred to four-year institutions. In terms of course performance, changes in completion rates, withdrawal rates, and grades primarily occurred in the spring of 2020. These findings of the effects of the pandemic at community colleges have implications for policy, impending budgetary pressures, and future research.

Cai, Z., Mao, P., Wang, D., He, J., Chen, X., & Fan, X. (2022). **Effects of Scaffolding in Digital Game-Based Learning on Student's Achievement: a Three-Level Meta-analysis**. *Educational Psychology Review*, 34(2), 537-574. <https://doi.org/10.1007/s10648-021-09655-0>

Previous empirical studies on the effect of scaffolding in game-based learning environments have shown inconsistent findings. In this study, we conducted a meta-analysis to examine the effect of scaffolding in digital game-based learning (DGBL) and to explore a range of moderating factors that may have contributed to the inconsistencies of primary studies. We used the three-level meta-analysis method to analyze the data for handling data non-dependency issues of multiple effect sizes in one study. A total of 49 primary studies and 154 effect sizes were identified through systematic literature search. The results show that scaffolding in DGBL could effectively improve learning ( $g = 0.43$ , 95% CI: [0.30, 0.56]), and the heterogeneity among studies was

significant ( $Q = 708.99$ ,  $p < 0.001$ ). Furthermore, our results indicate that the studies involving elementary school students and university students showed larger effect sizes of scaffolding than those involving secondary school students. Scaffolding also appeared to be differentially effective in different types of games: more effective in adventure, puzzle, and simulation games than in role-playing and strategy games. Future studies should pay attention to the design of scaffolding mechanisms in educational digital games and to the influence of scaffolding on behavioral patterns and learning processes of learners engaged in DGBL.

Contreras, D., González, L., Láscar, S., & López, V. (2022). **Negative teacher–student and student–student relationships are associated with school dropout: Evidence from a large-scale longitudinal study in Chile.** *International Journal of Educational Development*, 91, 102576. <https://doi.org/10.1016/j.ijedudev.2022.102576>

Although formal schooling is still the main tool for social inclusion, school dropout is a pervasive problem in many countries. Given its individual and societal costs, effective policy and practices interventions are needed. However, these have mostly emphasized individual forms of academic support, with less attention on universal, whole-school approaches that support all students and prevent risk behaviors from developing, which include improving teacher–student relationships and students' peer relationships. We examined the association between eighth-grade Chilean students' and their teachers' perception of relational climate, defined as the quality of student–teacher and peer interpersonal relationships, and their odds of dropping out in ninth grade, controlling for individual, family, and school characteristics. Multilevel logit regression analyses performed on administrative records showed that students' and teachers' perception of a negative relational climate increased the probability of school dropout (OR = 1.11 and 1.20, respectively). Students' coefficients were higher for those who stayed in the same school from eighth to ninth grade (OR = 1.24). In contrast to conventional strategies to prevent school dropout that focus on individual students and academic compensation, our findings suggest that an universal school climate strategy that emphasizes relationships in classrooms is an important part of school dropout prevention policies.

Cummins, Arbogast, McGrew, & Bahr. (2022). **Barriers and Facilitators for Mid- and Later-Life Community College Students: The Role of Faculty.** *Community College Journal of Research and Practice*, 46(6), 431-434. <https://doi.org/10.1080/10668926.2021.1876783>

This qualitative study of students in mid- and later-life (MLL; age 40 and older) sought to address the role faculty play in facilitating student success and how institutions support faculty, especially adjunct faculty. Adjunct faculty teach a majority of classes at community colleges but are not provided the same professional development opportunities as tenure track faculty and are often not well integrated into the college system. Data were collected in focus groups with faculty (both adjunct and tenured) and students, supplemented by key informant interviews, at multiple community colleges in a Midwestern state. MLL students are a heterogeneous group and often have more demands on their time than do younger students. Our findings on the critical role faculty members play in helping MLL students succeed suggest that providing additional support for faculty is a valuable investment for community colleges.

Inoue, A., & Tanaka, R. (2022). **Do Teachers' College Majors Affect Students' Academic Achievement in the Sciences? A Cross-Subfields Analysis with Student-Teacher Fixed**

**Effects** (IZA Discussion Paper N° 15101). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15101.htm>

We examine whether and how teachers' major fields of study affect students' achievement, exploiting within-student variation across subfields in natural science (i.e., physics, chemistry, biology, and Earth science). Using middle-school students' data from the Trends in International Mathematics and Science Study and controlling student-teacher fixed effects, we find that teachers with college majors in natural sciences improve students' achievement of subfields in natural sciences corresponding to their subfields of college majors. Teaching practices explain about half of the effect of teachers' major fields. Most of the effects of teaching practices are accounted for by teachers' preparation for teaching science topics. The results are robust to potential endogenous matching between students and teachers.

Landaud, F., Maurin, E., Willage, B., & Willén, A. L. P. (2022). **Getting Lucky: The Long-Term Consequences of Exam Luck** (CESifo Working Paper Series N° 9570). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9570.htm>

This paper studies the impact of exam luck on individuals' education and labor market success. We leverage unique features of the Norwegian education system that produce random variation in the content of the exams taken by students at the end of high school. Lucky students take exams in subjects they are better at, and we show that this generates significant improvements in both their high school GPA and diploma probability. Subsequently, exam luck generates substantial and persistent wage differentials across otherwise identical individuals. These luck-induced wage effects are of a similar magnitude as those generated by well-known education inputs, such as parental education and teacher quality.

Mahoukou, A. F. (2021). **Le métier de l'étudiant international, entre intégration sociale et académique: le cas d'étudiants congolais décrocheurs à l'Université de Strasbourg** (Phdthesis, Université de Strasbourg). Consulté à l'adresse <https://theses.hal.science/tel-03666695>

Cette thèse en sciences de l'éducation s'inscrit dans la foulée des travaux s'intéressant aux facteurs responsables du décrochage des étudiants internationaux en France, le cas d'étudiants congolais décrocheurs à l'Université de Strasbourg. Elle propose une analyse du métier d'étudiant international, qui vise à croiser, de manière diachronique dans le champ de la pédagogie universitaire, des histoires de vécus d'étudiants congolais, dans des contextes nationaux et universitaires, qui recouvrent, des réalités parfois radicalement différentes d'un étudiant à l'autre et d'un pays à l'autre. La question qui se pose avec force, ici, est celle de l'affiliation des étudiants de la République démocratique du Congo (Kinshasa) et de la République du Congo (Brazzaville) à l'Université de Strasbourg, de leur réussite, de leur échec en rapport aux questions relatives à la sociabilité étudiante et à la construction d'un nouveau rapport aux études pour les uns et d'un réapprentissage du métier d'étudiant pour les autres, ceux qui ont déjà poursuivi des études supérieures dans les deux Congo. Nous sommes partis du constat selon lequel beaucoup d'étudiants congolais, qui venaient poursuivre leurs études en France, sortent de l'Université de Strasbourg sans diplômes et peu d'entre eux retournent dans leur pays d'origine. Il s'agit de comprendre ce phénomène et d'essayer de voir comment et pourquoi ils échouent. Pourquoi choisissent-ils, en majorité, de partir en France ? Comment s'y déroulent leurs études et surtout comment réapprennent-ils le métier d'étudiant ? Notre échantillon est constitué de 50 personnes avec lesquelles nous



avons mené des entretiens semi-directifs. Nous avons établi une liste de variables et de facteurs explicatifs de l'abandon ou de la réussite afin de repérer leurs effets sur l'intégration sociale et académique considérant que ces deux types d'intégration sont liés entre elles : • L'échec universitaire de notre public de décrocheurs peut-il s'expliquer par la non-affiliation au métier d'étudiant mis en évidence par Coulon (2005) ? • Qu'est-ce qui distingue ceux qui demeureront étudiants de ceux qui échouent ? La motivation du voyage ? La diversité des parcours de départ (L M D ou Campus France) ? Les conditions de vie ? Le type de formation ? Le déficit d'intégration académique ou sociale ? • Quel est le poids des caractéristiques sociodémographiques sur leur décision ? • Quelles sont les stratégies d'affiliation au monde intellectuel mettent-ils en place ? • Pensent-ils retourner au Congo après l'université ? . Enfin, quel est le sens de ce « mouvement » vers l'étranger : s'agit-il d'une migration durable laquelle eût signifié une rupture avec le pays d'origine, ou plutôt d'un passage motivé par l'acquisition de diplômes français dont l'issue eût été le retour après l'université ? Telles ont été les interrogations de cette recherche où les publics, les carrières et les conditions de vie des étudiants se sont diversifiés et fractionnés, engendrant un éclatement des formes de l'expérience étudiant...

Placklé, I., Könings, K. D., Jacquet, W., Libotton, A., van Merriënboer, J. J. G., & Engels, N. (2022). **Improving student achievement through professional cultures of teaching in Flanders.** *European Journal of Education*, 57(2), 325-341. <https://doi.org/10.1111/ejed.12504>

Student performance in general subjects such as language and mathematical skills is poor in secondary vocational education. A professional culture of teaching—including recruitment of well qualified teachers, effective teacher collaboration and effective teaching practice—could be the key to success. To what extent is there a professional culture of teaching in vocational education? Do differences in the professional culture of teaching affect student achievement? National achievement tests on functional language skills, mathematical skills and information processing were administered to third grade students (N = 3,381) in 116 secondary schools offering vocational education across Flanders. Their teachers (N = 184) completed an online questionnaire about their collaboration and teaching practice. We found evidence that teacher collaboration and effective teaching practices are strongly correlated. Positive correlations were found between combinations of characteristics of a professional culture of teaching and student achievement. However, in many schools a professional culture of teaching is not yet a reality. Our findings demonstrate a need for continually providing support within a professional culture of teaching to prevent teachers from leaving. Improving professional growth for teachers and their teaching teams is also needed, as well as a shift in education policies to support these needs.

Roche, K. M., Huebner, D. M., Lambert, S. F., & Little, T. D. (2022). **COVID-19 Stressors and Latinx Adolescents' Mental Health Symptomology and School Performance: A Prospective Study.** *Journal of Youth and Adolescence*, 51(6), 1031-1047. <https://doi.org/10.1007/s10964-022-01603-7>

This study addressed the need for research examining impacts of the Coronavirus-19 (COVID) pandemic on Latinx adolescents' adjustment. Survey data for a probability sample of 547 Latinx adolescents (Mage = 13.71, SD = 0.86; 55.2% female) were collected from 2018 to 2021, including two times both prior to, and during, COVID. Independent variables assessed COVID-related household hospitalization, job/income loss, and

adolescents' increased childcare responsibility. Structural Equation Model results indicated that COVID-related increases in adolescent childcare responsibility were associated with increased internalizing and externalizing symptoms and declines in school performance. COVID hospitalization and job/income loss were associated indirectly, through childcare responsibilities, to worse adolescent outcomes. Family adversities may harm adolescents' adjustment by burdening adolescents with responsibilities such as caring for children.

Turner, E. (2023). **Dialogic feedback and literary disciplinary knowledge in L2 writing instruction: how attitude to feedback influences academic achievement.** *Research Papers in Education*, 38(1), 21-44. <https://doi.org/10.1080/02671522.2021.1941216>

Recent research has foregrounded the importance of student engagement with feedback on writing (Quinton & Smallbone, 2010; Zhang & Hyland, 2018; Handley, Price, & Millar, 2011). At the same time, there is a small but growing body of scholarship exploring the role that feedback plays in developing discipline-specific competencies in student writers in an L2 context (Hyland, 2013). This study aims to contribute to this burgeoning field by exploring the complex relationship between student attitude to peer and teacher feedback, academic achievement, and dialogic engagement with such feedback, with particular focus on the development of literary disciplinary knowledge in an L2 context. The findings of this mixed-method exploratory study reveal a positive correlation between student attitude to feedback pertaining to disciplinary knowledge development, and achievement within the field of literary studies. This stands in contrast to other findings in this study which see only a weak correlation between attitudes to both peer and teacher feedback, and writing performance. Furthermore, this study argues that active engagement with feedback is linked to greater levels of discipline-specific writing competencies.

## Valeurs

Ahmed, E. I., & Mohammed, A. (2022). **Evaluating the impact of global citizenship education programmes: A synthesis of the research.** *Education, Citizenship and Social Justice*, 17(2), 122-140. <https://doi.org/10.1177/17461979211000039>

Given the calls to reinforce the accountability of education programmes, this review evaluated studies that evaluated K-12 global citizenship education (GCED) programmes to assess the evidence that such programmes improved the students' global learning. There are no current reviews assessing the impact of GCED programmes in the US. The authors conducted an electronic search in the educational databases to review the studies that addressed the impact of GCED programmes between 2000 and 2019. We reviewed the abstracts based on specific criteria: 33 studies met the inclusion criteria. Most of the studies were rejected because they did not provide the whole information about the programmes. The final 22 studies were selected because they provided the complete description about the evaluation programme of GCED. The review examined the components and the measures of the programmes, the approaches for collecting and analyzing data. The outcomes of the evaluated programmes support the claim that these programmes succeeded in improving students' global learning. However, our analysis revealed flaws in the studies evaluating the impact of the GCED programmes.

Coelho, D. P., Caramelo, J., & Menezes, I. (2022). **Global citizenship and the global citizen/consumer: Perspectives from practitioners in development NGOs in Portugal.**

*Education, Citizenship and Social Justice*, 17(2), 155-170.  
<https://doi.org/10.1177/1746197921999639>

This paper makes an empirical contribution to the debate about the pluralism of global citizenship. This is considered a crucial aspect for research, not only because charity and social justice standpoints coexist, but also in the light of growing examples of neoliberal understandings about global citizenship education and the global citizen. Informed by critical and postcolonial thinking and with a special focus on Andreotti's discursive orientations, this paper analyses discourses of practitioners of global citizenship education who work in development NGOs in Portugal. Findings suggest that humanist views are predominant, although intertwined with neoliberal and postcolonial perspectives. They also point to an archetypical vision of the global citizen and a prevalence of the responsible citizen-consumer as an agent of social change.

Crook, D. J., & Cox, P. (2022). **A case for complexity-informed participatory action research with young people.** *Education, Citizenship and Social Justice*, 17(2), 188-202.  
<https://doi.org/10.1177/1746197921995153>

This article addresses the fundamental issue of using qualitative research methods that encourage young people's participation in settings that more commonly promote neoliberalism at the expense of social justice. Through a case study in an English primary school, it demonstrates how complexity-informed participatory action research could be advanced to enable young people's participation rights, by building intergenerational relationships that reposition young people and adults within systems and by revealing local and global complexities involved in conceptualising transformational resistance. The developing method is discussed providing an original contribution to knowledge and practice in research with young people, with potential to reconcile schooling and socially just strategy.

Eschenauer, S. (2021). **Oser la performance théâtrale plurilingue à l'école pour une éducation au développement durable.** *Questions Vives. Recherches en éducation*, (35).  
<https://doi.org/10.4000/questionsvives.5641>

Cet article s'intéresse plus particulièrement à la dimension sociale des objectifs du développement durable affichés par l'OCDE (2018). Pour les atteindre, il devient urgent de (re)donner une place centrale à l'intelligence sensible ou « esthétique » à l'école, c'est-à-dire sensorielle et émotionnelle. Le sensible est nécessaire au développement d'une littérature empathique. Nous définissons ainsi une empathie équilibrée tant sur le plan émotionnel que cognitif. Elle permettra de développer aussi bien des compétences de haut niveau cognitif (abstraction, analyse, esprit critique, etc.) que des habiletés prosociales indispensables aux visées de paix et de réduction des écarts entre les individus. Des résultats d'études nous permettront enfin d'attester que pour construire une société équilibrée et équitable, la pratique des disciplines artistiques dans différentes langues, et particulièrement du théâtre plurilingue en tant qu'« art social et polyesthétique », devrait trouver une place de choix dans l'école française, ce qui n'est pas le cas aujourd'hui. Nous éclairerons les effets d'une telle pratique à l'aune du champ de l'éducation en éducation.

Fu, J. (2022). **Online citizenship learning of Chinese young adults.** *Education, Citizenship and Social Justice*, 17(2), 141-154. <https://doi.org/10.1177/1746197921999758>

This paper explores the citizenship learning of Chinese young adults through examining their participation on Weibo (the biggest micro-blogging service in China). Interview

data collected from 31 young mainland Chinese adults contained their reflections on their everyday online participation on Weibo. Using the theory of communities of practice, this paper describes the citizenship learning that occurred in the context of their online participation in two intersecting dimensions. One dimension is their learning of digital citizenship in the Weibo community, manifested in their understanding and grasp of language, values, attitudes and shared commitment in this virtual space. The other is their learning of Chinese citizenship which is embodied in their understanding of Chinese society arising from their reflections of their internet-mediated social participation. This paper brings new insights into the concept of citizenship exhibited in the everyday online participation of Chinese young people, and the mutually constitutive relationship between their learning of citizenship and the forging of new citizenship. The implications of this informal learning for the content and pedagogy of formal citizenship education is discussed.

Henry, J. (2022). **The spatial imaginaries of international volunteer teachers: Contrapuntal and disconnected geographies.** *Education, Citizenship and Social Justice*, 17(2), 171-187. <https://doi.org/10.1177/1746197921999315>

Scholars argue that international volunteering must not be framed as altruism or charity; rather, it should invoke themes from decolonial justice theorizing. Volunteers who have benefited from colonial-imperial structural advantages should understand their labor as a kind of reparation for ongoing structural dispossession. I argue that spatial imaginaries are central to this project. Volunteers can better situate themselves with decolonial intentionality if they adopt what Edward Said called contrapuntal theories of geography. The volunteer orientation phase is the best time to instill this spatial imaginary. This study analyzes how volunteers theorize “home” and “away” as they become teachers in Namibia. Drawing from a “netnographic” discourse analysis of their public blogs, I find that volunteers are likely to subscribe to a geographical imaginary of atomized and disconnected spaces, lacking the conceptual tools needed to grapple with decolonial justice and to implement dues-paying volunteering in their classrooms.

Merceron, Herd-Clark, Mavour, & Santiago. (2022). **Strategies in Implementing Equality, Integrity, and Community Involvement in Two-Year Institutional Classrooms.** *Community College Journal of Research and Practice*, 46(6), 439-443. <https://doi.org/10.1080/10668926.2021.1896398>

Civic engagement and social justice are topics that maintain the ability to impact individuals personally, professionally, and academically. This article outlines the importance of having discussions centered on equality, integrity, and community involvement in two-year institutional classrooms. Examinations are conducted on moments in history that connect to current events and promotes students to address existing issues of public concern. The focus is then shifted to gender influences in business and the possible complications that exist currently. Lastly, we assure students that their experiences are meaningful through speech when adopting the benefits of connecting in civic engagement and social justice conversations. Instructors who incorporate this practice into their classrooms can increase the desire for civic responsibility among students. The goal of this article is to provide college educators with an interdisciplinary perspective on the benefits of highlighting the connections between course material and the students' civic responsibilities.

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Muetterties, C. C. (2022). **What kind of global citizen? A framework for best practices in world history civic education.** *Education, Citizenship and Social Justice*, 17(2), 103-121. <https://doi.org/10.1177/17461979211038502>

Scholars have long identified fostering democratic citizenship as a primary purpose of public schooling in the United States, as schools should intentionally prepare students with the knowledge and skills needed for active, informed democratic citizenship. In addition, global interconnectedness has reshaped needed civic competencies to participate in civic life. This conceptual article considers the intersections between civic and world history education, assessing the relationship between the two disciplines in order to create a framework of best practices in world history civic education. Global citizenship discourse is analyzed using this framework, considering how different forms may reinforce or undermine world history's purpose of preparing students with pluralist understandings for global democratic living. Drawing on components of history education, world history, and global citizenship education scholarship, this article seeks to establish epistemological clarity as to how world history can contribute to meaningful civic education and vice versa.

Wong, K. L., Lee, J. C.-K., & Kennedy, K. J. (2022). **School leadership for civic learning: The case of socio-political turbulence in Hong Kong.** *Educational Management Administration & Leadership*, 50(3), 511-530. <https://doi.org/10.1177/1741143220933903>

Currently, the challenges deriving from the complex and dynamic socio-political context in Hong Kong influence principals' and teachers' relationships and interactions. Academic autonomy in Hong Kong secondary schools is not simply granted by the principals, it is influenced by the society, school conditions and key stakeholders. This study employed qualitative methods to examine how principals negotiate the political context surrounding citizenship education and how these practices influence the civic learning in schools. The results revealed that in school citizenship education, when principals lacked a clear vision of citizenship education, most teachers were compliant and avoided discussing controversial political topics with their students. Such teachers had less autonomy and consequently less self-efficacy. When principals mediated the diverse needs of students and balanced the different expectations of school stakeholders, there were both compliant and critical teachers. Teacher autonomy and self-efficacy were also affected by the current socio-political context in Hong Kong. When principals had a clear school civic mission, the results differed across schools. These findings suggest that principals have to reflect on their own understanding of the purposes and perspectives of citizenship education significantly to meet the multiple demands of a complicated and turbulent socio-political environment.