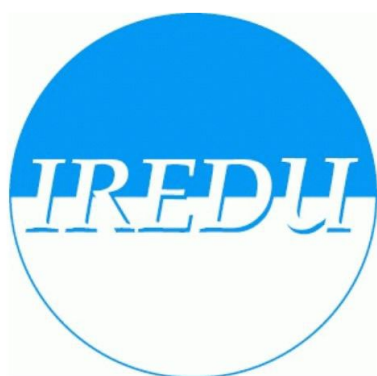


Veille de l'IREDU



Sommaire :

Acquisition de compétences	2
Aspects économiques de l'éducation	12
Aspects psychologiques de l'éducation	20
Aspects sociaux de l'éducation	32
Climat de l'école.....	56
Évaluation des dispositifs d'éducation-formation.....	61
Formation continue	63
Marché du travail	73
Métiers de l'éducation	73
Numérique et éducation	84
Orientation scolaire et professionnelle	96
Politique de l'éducation et système éducatif.....	100
Pratiques enseignantes	132
Relation formation-emploi	159
Réussite scolaire	161
Valeurs	172



[Accédez au groupe Zotéro qui recense toutes les références citées depuis la veille n°121](#)

Acquisition de compétences

Agustian, H. Y., Finne, L. T., Jørgensen, J. T., Pedersen, M. I., Christiansen, F. V., Gammelgaard, B., & Nielsen, J. A. (2022). **Learning outcomes of university chemistry teaching in laboratories: A systematic review of empirical literature.** *Review of Education*, 10(2), e3360. <https://doi.org/10.1002/rev3.3360>

Laboratory work has been a common element of science courses at university level for around two centuries, but its practice has been criticised by scholars in the field and related stakeholders. Mainly on a rationale of financial justification and educational efficacy, more evidence for learning has been called for. The aims of this systematic review were to characterise learning in the laboratory and substantiate learning outcomes associated with laboratory instructions in university chemistry. Analysis of 355 empirical studies revealed that students develop five clusters of laboratory-related competences pertaining to experimental competences, disciplinary learning, higher-order thinking and epistemic learning, transversal competences as well as affective domain. These competences were specified into related constructs measured in the studies. Synthesis of published studies led to a substantiated view on multidimensional learning in the laboratory and its implications for research, practice and theory are suggested. Representations of research areas that deserve appraisals and further investigations are also proposed. The video abstract for this article is available at <https://video.ku.dk/secret/76185334/73665cb966315601404b793ffc234a77>. Context and implications

Rationale for this study To provide comprehensive evidence for learning outcomes associated with laboratory work. Why the new findings matter Our research synthesis substantiates a multidimensional view of laboratory learning. There is a large scope for empirical and theoretical development in this complex setting. Implications for researchers and practitioners Future research should be directed towards a more comprehensive and rigorous inquiry into student learning that considers a more holistic view. Focus on higher-order competences is needed. Practice wise, laboratory curricula should better accommodate students' learning progression throughout their higher education. Assessment and feedback practices should be revisited.

Aksay Aksezer, E., Yağmur, K., & Van de Vijver, F. J. R. (2022). **Informal learning experiences of Turkish sojourners in Europe: An exploration of their intercultural competence within the Erasmus student exchange scheme.** *International Review of Education*, 68(1), 33-54. <https://doi.org/10.1007/s11159-022-09939-9>

This article analyses the intercultural competence of students from Turkey who participated in the European Community Action Scheme for the Mobility of University Students (Erasmus). Intercultural competence is an important aspect of 21st-century skills and lifelong learning. The study presented here also considered antecedent factors such as participants' cultural capital and home–host domains as well as identity-related issues. It aimed to understand the dynamics of relating to the new destination/culture: awareness of one's own culture/society/surroundings; availability of social networks and support; approach to learning (language, practical matters, relevant cultural information, etc.), and communication. The researchers' findings demonstrate constructive change in terms of learning, communication-connection, self-management and cultural awareness. They confirm the importance of various layers of friendship networks (but not necessarily ethnic ties), as well as a balanced composition of home and host domain resources. Regarding identity issues, students were observed to cling to universal identities, such as being an international/exchange student, and/or strategic

personal ones, rather than religious, ethnic and national identities. The sojourn period can be defined as an academic but more notably a sociocultural engagement towards becoming more conversant in daily routines and personal gains in a transnational space. This highlights the importance of informal educational experiences.

Blömeke, S., Jentsch, A., Ross, N., Kaiser, G., & König, J. (2022). **Opening up the black box: Teacher competence, instructional quality, and students' learning progress.** *Learning and Instruction*, 79, 101600. <https://doi.org/10.1016/j.learninstruc.2022.101600>

Existing research indicates inconsistent or at best weak predictive effects of teacher knowledge on student achievement. Data from Germany were used to examine the relation between teachers' content and pedagogical content knowledge, their perception, interpretation, and decision-making skills, the instructional quality implemented in class, and students' learning progression in mathematics. Rather than direct effects of teacher knowledge on students, we hypothesized an effect chain with multiple mediation processes while controlling for school type and student background. Multi-level modeling with 3496 students from 154 classrooms revealed a mediating role of teachers' skills and their instructional quality for the relation between teacher knowledge and students' learning progress. Effect sizes were medium to strong, and the model explained a large amount of variance. No direct effects of teachers' knowledge on student progress were found. We discuss our findings with respect to the teacher-competence-as-a-continuum model and with respect to future research.

Costas-Fernández, J., & Morando, G. (2022). **The Effect of Foreign Students on Native Students' Outcomes in Higher Education** (IZA Discussion Paper N° 15187). Consulté à l'adresse [Institute of Labor Economics \(IZA\) website: https://econpapers.repec.org/paper/izaizadps/dp15187.htm](https://econpapers.repec.org/paper/izaizadps/dp15187.htm)

This paper offers new evidence of the role of immigration in shaping the educational and labour market outcomes of natives. We use administrative data on the entire English higher education system and exploit the idiosyncratic variation of foreign students within university-degree across four cohorts of undergraduate students. Foreign peers have zero to mild effects on natives' educational outcomes, such as graduation probability and degree classification. Large effects are found on displacement across universities and degree types after enrolment, although these outcomes are rare occurrences. In line with the mild effects on education outcomes, we also find little effect of foreign peers affecting early labour market outcomes of native graduates.

Coville, M., Rampnoux, O., & Vétel, B. (2022). **Le numérique au service de la valorisation des compétences des jeunes adultes.** *Interfaces numériques*, 11(3). <https://doi.org/10.25965/interfaces-numeriques.4974>

Cette contribution questionne les modalités d'apprentissage des jeunes utilisateurs d'interfaces numériques. À la suite d'Auray (2016), nous analysons les aptitudes à maîtriser les environnements numériques, en discutant la typologie en 4 compétences qu'il propose. Parmi elles, nous nous focalisons surtout sur la compétence dite géographique. Elle regroupe 2 sous-compétences : topologique, une position d'action tactique réorientée de proche en proche et cartographique, une position d'action stratégique et surplombante envisagée en présence de connaissances exhaustives sur une situation. Pour mener ce travail comparatif, nous croisons les apprentissages inscrits dans deux domaines institutionnalisés : l'université et la santé. Des données empiriques issues de deux enquêtes menées dans ces contextes permettent de compléter l'analyse

des inégalités sociales face au numérique par celle des handicaps cognitifs liés à l'autisme et physiques liés à des douleurs chroniques.

Di Pietro, G. (2022). **International internships and skill development: A systematic review**. *Review of Education*, 10(2), e3363. <https://doi.org/10.1002/rev3.3363>

An increasing number of students complete an internship during their higher education studies in a country different from that of their home institution. A main advantage of this type of mobility is that it responds to employers' need for graduates with both hands-on experience and global skills. In this paper, we attempt to review existing research on the types of skills higher education students gain through their participation in international internships. While there are several systematic reviews on study abroad programmes, this is, to the best of our knowledge, the first focusing on internship programmes abroad. Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) approaches were used to explore four electronic databases (Scopus, Google Scholar, ScienceDirect and Resources Information Center). From these, 31 relevant studies were identified, and data were examined using a combination of thematic and content analysis. Intrapersonal skills (e.g., open mindedness, self-confidence) are found to be the most frequently cited skills learned by participants. Many of the reviewed studies also report learning gains in terms of practical knowledge and language proficiency. On the other hand, there is less evidence suggesting that international internships enhance cognitive skills and leadership skills. The large majority of the reviewed studies, however, have methodological problems. A future research agenda is outlined, along with suggestions for improving the research methodology. Context and implications Rationale for this study Despite the growing popularity of international internships, there is no systematic review that sums up the evidence on the learning gains from this specific type of mobility experience. Why the new findings matter The findings highlight the large breadth of skills higher education students can acquire during international internships. They also outline the important role that this type of mobility experience may play in supporting the development of intrapersonal skills. Implications for educators and researchers This article explores international internship programmes' potential in terms of enhancing participants' skills. The results of such an exercise may provide educators with insights about how to develop these programmes so that they can best support students in their learning. Additionally, this review provides researchers with suggestions on sound methodologies to be used to evaluate the effect of international internships. Several potential directions for future research are also identified.

Domitrovich, C. E., Harris, A. R., Syvertsen, A. K., Morgan, N., Jacobson, L., Cleveland, M., ... Greenberg, M. T. (2022). **Promoting Social and Emotional Learning in Middle School: Intervention Effects of Facing History and Ourselves**. *Journal of Youth and Adolescence*, 51(7), 1426-1441. <https://doi.org/10.1007/s10964-022-01596-3>

There are fewer evidence-based social and emotional learning programs for middle school students compared to younger grades. This randomized controlled trial tests the effectiveness of Facing History and Ourselves (hereafter, Facing History) with a sample of 694 (Facing History n = 437; Comparison n = 257) students from a low-resourced school district. Youth self-identified as female (59%), Black/African American (61%), Hispanic/Latinx (18%), White (2%), and multi-racial or some other race/ethnicity (19%). Intervention students perceived their classrooms as more caring and democratic than students in the comparison group. They reported higher levels of empathy, prosocial

behavior, and stronger participatory citizenship beliefs. This study expands the evidence-based of effective SEL programs available to schools.

Fillmore, I., & McMahon, S. (2022). **The Effect of Federal Grants on Student Outcomes** (Working Paper N° 2022-011). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://econpapers.repec.org/paper/hkawpaper/2022-011.htm>

Federal financial aid depends on a student's Expected Family Contribution (EFC)--the higher her EFC, the less aid a student receives. We estimate the effect of increasing federal aid on student outcomes by leveraging an increase in the income threshold for an « automatic zero EFC, » which qualifies students for the most generous federal aid. We find little evidence that expanding eligibility for an automatic zero EFC affected student outcomes. We argue this may be due to the volatility of federal aid from year to year and highlight this as an important dimension for future research.

Itié, C. (2022). **Compétences émotionnelles**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 101-106). <https://doi.org/10.3917/dbu.jorro.2022.01.0101>

Jarraud, F. (2022, mai 23). **Développer les compétences socio-comportementales n'est pas efficace avec tous**. Consulté 23 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/05/23/developper-les-competences-socio-comportementales-nest-pas-efficace-avec-tous/>

« 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 », écrit l'Injep dans un numéro d'Analyses et synthèses. « Les résultats de l'évaluation conduite entre 2014 et 2019 indiquent un impact positif sur les résultats scolaires, en particulier...

Jones, A., Wilson, I., McClean, S., Kerr, D., & Breen, C. (2022). **Supporting the learning experience of health-related profession students during clinical placements with technology: A systematic review**. *Review of Education*, 10(2), e3364. <https://doi.org/10.1002/rev3.3364>

High quality clinical education is a fundamental component of undergraduate health-related professions programmes. Technological interventions offer potential to support and enhance student learning experiences during clinical placements, i.e. away from the university setting. This review aims to systematically explore, evaluate and summarise the range of technological strategies within the literature regarding support of the student learning experience during clinical placements. A systematic review was conducted using defined search terms, educational and medical subject headings (MeSH). Relevant databases were searched alongside hand searching of citations and grey literature. Experimental studies with technological strategies designed to support student learning during clinical placements were included. A modified version of Kirkpatrick's levels (Barr et al., *Effective interprofessional education: Assumption, argument and evidence*. Blackwell, 2005) was used to evaluate strategies. Twenty-one papers met inclusion criteria. Heterogeneity existed in terms of strategies and their usage e.g. whether synchronous or asynchronous; targeting individual students or groups A wide range of technological strategies may be employed to support the student learning experience during placements. However, none were identified as being of high quality

therefore further research is required to provide stronger evidence to support their use. Consideration should be given to the underlying purpose of the strategy as well as the potential barriers for implementation e.g. acceptability and connectivity. Students should be clearly informed of strategy purpose and requirements, with opportunities to practice prior to placements. Review findings may provide insight to assist educators to develop future support strategies for students on clinical placements during challenging circumstances such as the COVID-19 pandemic. Context and implications Rationale for this study This systematic review aimed to establish and describe technological methods that are currently being used during clinical placements to support the learning experience of undergraduate students of health-related professions. Why the new findings matter The findings indicate that a broad range of technological strategies may be utilised to support the student learning experience during placements, with numerous learner benefits including improved clinical knowledge, increased reflection upon practice, increased peer and staff support, and reduced sense of isolation during placements. Implications for educators Educators should clearly explain the strategy purpose and requirements of the student should be clearly explained, with opportunities provided for students prior to placements to practice its use. Balance is required in terms of (a) encouraging student engagement without over burdening the student and (b) moderator involvement to facilitate student engagement without stifling contributions. When selecting a technological support strategy, consideration should be given to (a) potential technological difficulties, such as accessing platforms and (b) acceptability of the strategy for use within a clinical context.

Kolm, A., de Nooijer, J., Vanherle, K., Werkman, A., Wewerka-Kreimel, D., Rachman-Elbaum, S., & van Merriënboer, J. J. G. (2022). **International Online Collaboration Competencies in Higher Education Students: A Systematic Review**. *Journal of Studies in International Education*, 26(2), 183-201. <https://doi.org/10.1177/10283153211016272>

The COVID-19 pandemic has been forcing people to work remotely in virtual teams around the globe. Global virtual teamwork will continue, and people are not sufficiently prepared for this, resulting in reduced team commitment and lower performance. Higher education institutions need to equip their graduates with International Online Collaboration Competencies (IOCCs), but research into these is fragmented, lacking even a definition of these competencies. This study was systematically reviewing empirical studies on IOCCs. 516 studies were reviewed, and data from 14 full texts were analyzed. Six competence domains emerged from the literature. Most studies focused on single domains of IOCCs, and none of the studies covered all domains. Results indicate that this preliminary framework for higher education students provides a first overview of the fragmented literature on IOCCs. Methods to teach and evaluate IOCCs acquisition are underdeveloped but urgently needed to equip professionals for global virtual teamwork.

Lani-Bayle, M., Passeggi, M., & Vasconcellos, S. (Éd.). (2022). **Des écoliers racontent leur vie : découvertes, jeux, apprentissages**. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9782140262838&utm_source=phplist&utm_campaign=message_33451&utm_medium=email&utm_content=lienTitre

Que représente, pour les enfants, ce qu'ils font et vivent à l'école ? Comment y construisent-ils des savoirs ? Ce livre montre ce qu'ils en disent eux-mêmes. Sont présentés, ici, des cahiers écrits à chaud et couvrant les cinq années de leur vécu

scolaire en primaire. Nous vivons, grâce à ces textes, leurs découvertes, apprentissages et amusements. L'enfant raconte ce qui compte pour lui. Et, en relatant ses souvenirs de scolarité, il devient à la fois personnage, narrateur et auteur de l'histoire évoquée. Opération qui se montre constructrice autant que révélatrice de savoirs, tout en nourrissant la confiance et l'estime de soi. Un enseignement inédit sur ce que les jeunes élèves font de l'école telle qu'elle leur est proposée, comment ils y apprennent et pas toujours, ni seulement, ce qui constitue le « programme ».

Lefevre, G. (2022). **Compétences professionnelles**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 107-111). <https://doi.org/10.3917/dbu.jorro.2022.01.0107>

McCarthy, K. S., Yan, E. F., Allen, L. K., Sonia, A. N., Magliano, J. P., & McNamara, D. S. (2022). **On the basis of source: Impacts of individual differences on multiple-document integrated reading and writing tasks**. *Learning and Instruction*, 79, 101599. <https://doi.org/10.1016/j.learninstruc.2022.101599>

Few studies have explored how general skills in both reading and writing influence performance on integrated, source-based writing. The goal of the present study was to consider the relative contributions of reading and writing ability on multiple-document integrative reading and writing tasks. Students in the U.S. (n = 94) completed two tasks in which they read text sets about a socioscientific issue, generated constructed responses while reading, and then composed integrated essays. They also completed individual difference measures (general knowledge, reading skill, reading strategy use) and wrote independent essays to assess their writing ability. Mixed effect models revealed that general knowledge and reading skills contributed to integrated essay performance, but that once general writing ability was entered into the model, it became the strongest predictor of integrated writing scores. These results suggest the need for deeper consideration of the role of writing skills in integrated reading and writing tasks.

Mihut, G., McCoy, S., & Maître, B. (2022). **A capability approach to understanding academic and socio-emotional outcomes of students with special educational needs in Ireland**. *Oxford Review of Education*, 48(3), 271-288. <https://doi.org/10.1080/03054985.2021.1973982>

Using data from Ireland's national longitudinal study of children, this paper employs a capabilities approach to disability to understand how individual characteristics as well as home and school environmental factors at age 9 relate to academic and socio-emotional outcomes of students with special educational needs (SEN) at age 17. Results suggest that young people with SEN register both lower average scores and make less academic progress between the age of 9 and their national lower secondary examination, with the exception of young people with a physical SEN. Both home and school environmental factors at 9 years have long-term associations with the academic outcomes of young people with SEN, after controlling for individual characteristics and prior academic achievement. Home and school environmental factors had less consistent associations with the socio-emotional outcomes of young people with SEN. By using rigorous nationally representative longitudinal data, this paper offers a more holistic understanding of the development of young people with SEN. The paper also provides important evidence that a more inclusive approach for supporting students with additional needs, their parents, and their schools is needed.

Ndubuisi, A., Marzi, E., Mohammed, D., Edun, O., Asare, P., & Slotta, J. (2022). **Developing Global Competence in Global Virtual Team Projects: A Qualitative Exploration of Engineering Students' Experiences.** *Journal of Studies in International Education*, 26(2), 259-278. <https://doi.org/10.1177/10283153221091623>

The incorporation of digital learning and teaching tools has been recognized as presenting an opportunity to maximize access, quality, and inclusion, especially when it comes to international education. Unanticipated events, such as the COVID 19 pandemic, can result in profound disruptions to teaching and learning, and the use of these tools can provide mitigation to these disruptions. This paper reports on the design and study of an InVEST global virtual team (GVT) program that incorporates global competency training modules (GCMs) and leverages digitization to engage engineering students across multiple locations deeply in global collaborative work — a skillset that is critical for 21st-century engineers. Study results showed the GCMs were effective in helping students develop the global competencies necessary for international virtual collaboration. We also highlight challenges and provide recommendations for practice.

Preusler, S., Zitzmann, S., Baumert, J., & Möller, J. (2022). **Development of German reading comprehension in two-way immersive primary schools.** *Learning and Instruction*, 79, 101598. <https://doi.org/10.1016/j.learninstruc.2022.101598>

Two-way immersion (TWI) is a variant of the increasingly popular bilingual instruction. Most TWI research lacks longitudinal data or the consideration of background variables to control for possible selection effects. This article examines the development of German reading comprehension of TWI students (N = 984) from fourth to sixth grade compared to conventionally taught students (N = 992). The latent growth curve models showed that immersion students reached the same level of German reading comprehension over the three measurement points, even if background variables like first language, socioeconomic background, and cognitive ability were included. Despite reduced instruction in German, TWI students showed the same reading comprehension level as students in regular instruction while having the advantage of learning an additional language. Although the level of reading comprehension differed between language groups (L1 German speakers, L1 partner language speakers, simultaneous bilinguals), the learning trajectories of reading comprehension were similar.

Pulles, S. M., & Burns, M. K. (2022). **Alignment of K-8 mathematics interventions with strands of mathematical proficiency in meta-analytic research.** *Psychology in the Schools*, 59(6), 1192-1208. <https://doi.org/10.1002/pits.22676>

The purpose of this paper was to examine current mathematics interventions designed for students in kindergarten through eighth grade to determine how often they incorporated the five strands of mathematical proficiency identified by the National Research Council (2001). The five strands are conceptual understanding, procedural knowledge, strategic competence, adaptive reasoning, and productive disposition. A systematic review of the literature resulted in 13 meta-analyses of that studied a total of 19 unique interventions. The five strands of mathematical proficiency were then compared to each intervention to determine with which strand(s) the intervention aligned. None of the 19 interventions contained all five strands, but interventions could be combined to enhance math proficiency. The strands of mathematics proficiency could provide a framework with which to meaningfully combine intervention components.

Selznick, B. S., Mayhew, M. J., Zhang, L., & McChesney, E. T. (2022). **Building Women's Innovation Capacities Through Undergraduate Experiences**. *Research in Higher Education*, 63(4), 567-588. <https://doi.org/10.1007/s11162-021-09659-3>

This study examines how collegiate climates and practices can promote innovation capacities among an international longitudinal sample of undergraduate women. Using a pre-test/post-test quantitative design with a reliable and valid dependent measure of innovation capacities, this study employs structural equation modeling to robustly estimate collegiate effects over-and-above students' entry characteristics and personality traits. Results indicate that curricular practices (e.g., faculty challenge, course-taking patterns) and co-curricular engagement (e.g., connecting experiences) spur the development of innovation capacities among our sample of women. Findings are discussed and implications for theory, research, and practice are provided.

Turgeon, E., Armand, F., Gosselin-Lavoie, C., & Mc Kinley, S. (2022). **Effet de la lecture indiciaire sur le développement de conduites discursives orales d'enfants de maternelle 5 ans en milieu pluriethnique et plurilingue**. *Éducation et francophonie*, 50(1). <https://doi.org/10.7202/1088544ar>

À l'éducation préscolaire, un nombre grandissant de personnes chercheuses suggèrent de mettre l'accent sur le développement des habiletés de compréhension orale des récits afin de soutenir les habiletés en émergence de l'écrit des jeunes enfants. Cet article présente une partie des résultats d'une recherche-action qui visait à soutenir le développement langagier oral et écrit d'enfants de maternelle 5 ans en milieu pluriethnique et plurilingue. Dans le cadre de celle-ci, une intervention a été mise en oeuvre dans 10 classes de maternelle 5 ans. Cette dernière poursuivait l'objectif de développer la compréhension orale au moyen de la lecture indiciaire – un type de lecture interactive qui mise sur l'adoption, par les enfants, d'une posture active de construction de sens à travers la mobilisation de conduites discursives orales, à savoir la formulation d'hypothèses, leur justification et leur validation. Pour mesurer l'effet des lectures indiciaires sur le développement de ces conduites, un devis quasi expérimental avec prétest et post-test a été utilisé. Nos résultats indiquent que les gains du groupe expérimental sont significativement supérieurs à ceux du groupe témoin en ce qui concerne la formulation des hypothèses et leur justification, ce qui suggère un effet positif de l'intervention sur ces deux types de conduite.

UNICEF : Fonds des Nations unies pour l'enfance. (2022). **Are children really learning? Exploring foundational skills in the midst of a learning crisis**. Consulté à l'adresse https://data.unicef.org/wp-content/uploads/2022/03/UNICEF_Are-children-really-learning_Report_2022_English.pdf

La multiplication des fermetures d'écoles et autres perturbations du système éducatif ont très fortement aggravé la crise de l'apprentissage. Le rapport propose une analyse unique de sa portée grâce à une visualisation précise des enfants les plus à risque de ne pas acquérir les apprentissages fondamentaux dans 32 pays et territoires. Dans la plupart des pays analysés, la majorité des enfants ne maîtrise toujours pas les compétences fondamentales en lecture et en calcul lorsqu'ils entrent en troisième année. Dans plus de la moitié des pays, moins de 30 % des enfants maîtrisent les compétences fondamentales en lecture et moins de 18 % les compétences fondamentales en calcul. Les enfants ayant des difficultés fonctionnelles et les enfants concernés par le travail ont les niveaux les plus faibles.

Véronneau, M.-H., Serbin, L. A., Kennedy-Turner, K., Stack, D. M., Ledingham, J. E., & Schwartzman, A. E. (2022). **Promoting Postsecondary Education in Low-Income Youth: The Moderating Role of Socio-Behavioral and Academic Skills in the Context of a Major Educational Reform.** *Journal of Youth and Adolescence*, 51(7), 1317-1332. <https://doi.org/10.1007/s10964-021-01541-w>

Governments around the world are pressed to invest in postsecondary education. However, little research exists to document whether large-scale educational reforms aimed at increasing rates of postsecondary attendance benefit youth's developmental outcomes. This study tested whether an educational reform occurring in Québec, Canada, in the 1960s increased educational levels, and whether it benefitted some youth more than others. In the 1970's, 4109 low-income youth (50% females) aged 7–13 years old were recruited at Time 1 from first, fourth, and seventh grade classes (Mage = 10.6, SD = 2.5). Socio-behavioral characteristics and academic skills at Time 1 were examined as predictors of educational attainment at Time 2, three decades later, on 3883 of the same participants. Multinomial logistic regressions were used to examine the likelihood of youth obtaining a diploma from the newly created, accessible, and affordable colleges ("cégeps"). Low-educated groups (high school dropouts and high school graduates) presented a higher early risk profile than did college graduates. Interactions revealed that social withdrawal protected youth from disadvantaged neighborhoods, helping them graduate from college. Likeability helped academically weaker girls go beyond college and access university, and helped academically competent boys graduate from college. Aggressive behavior decreased the odds of university attendance for academically competent boys. Policies promoting higher education for disadvantaged youth should be supplemented with early interventions integrating academic and socio-behavioral objectives.

Webster, A., & Roberts, J. (2022). **Implementing the school-wide autism competency model to improve outcomes for students on the autism spectrum: a multiple case study of three schools.** *International Journal of Inclusive Education*, 26(8), 796-814. <https://doi.org/10.1080/13603116.2020.1735540>

The rising number of students in schools identified as being on the autism spectrum has placed pressure on school leaders and staff to gain knowledge and take on new practice. A school-wide autism competency (SAC) approach utilises the research on elements of effective practice to build the capacity of school leaders and staff to create inclusive school cultures, implement evidence-based strategies, and improve outcomes for students on the autism spectrum. This paper reports on the experiences of three schools as they implemented the SAC approach in Queensland, Australia. A multiple case study design was utilised to examine the factors that influenced the implementation process and outcomes achieved at each school. Factors that influenced each school's ability to transform their practice for students on the autism spectrum included engagement of leaders, support from an external coach, involvement of parents, realignment of resources and staff, and the ability to manage change and competing priorities. Findings revealed that although all three schools increased staff's knowledge of students on the autism spectrum, the engagement and actions of leaders and the underlying culture of the school influenced the degree to which changes were implemented and outcomes were realised for students on the autism spectrum.

Wildhagen, T. (2022). **The hidden curriculum; first generation students at legacy universities.** *British Journal of Educational Studies*, 70(2), 255-256. <https://doi.org/10.1080/00071005.2021.1977547>

Wright, A. M., Salas, J. A., Carter, K. E., & Levin, D. T. (2022). **Eye Movement Modeling Examples guide viewer eye movements but do not improve learning.** *Learning and Instruction*, 79, 101601. <https://doi.org/10.1016/j.learninstruc.2022.101601>

Recent research has tested whether Eye Movement Modeling Examples (EMMEs) can effectively cue attention and improve learning. However, the effects of EMMEs are variable, and the degree to which viewers follow these cues remains unclear. In the current paper, we compared screen-captured instructional videos that included an EMME in the form of a transparent circular overlay depicting the instructor's gaze location with identical videos that lacked this cue. We observed that EMMEs drove viewer saccades to cued locations and resulted in shorter distances between viewer gaze and the EMME, but learning performance and video preference were unaffected by the presence of an EMME. We argue that EMMEs can effectively guide attention, but the range of circumstances under which they improve learning may be limited.

Wu, D. (2021). **L'étude de la stratégie d'apprentissage par cœur des étudiants chinois dans le contexte de l'enseignement supérieur français** (Phdthesis, Université de Lyon). Consulté à l'adresse <https://theses.hal.science/tel-03678761>

Depuis les années 90 du siècle dernier, les approches d'apprentissage des étudiants chinois ont attiré l'attention de certains chercheurs occidentaux. Ces derniers ont développé deux représentations par rapport à ce groupe d'apprenants. D'un côté, les étudiants chinois ont été considérés comme intelligents, parce qu'ils réussissaient bien dans les différents tests internationaux. D'un autre côté, les étudiants chinois ont été vus comme recourant largement à l'apprentissage par cœur. Ces deux visions opposées ont contribué à un paradoxe de l'apprenant chinois : « how is it possible that students with an orientation to rote learning, which is negatively correlated with achievement, achieve so highly ? » (Marton, Watkins et Tang, 1997, p.24). Certains auteurs occidentaux ont essayé de résoudre ce paradoxe. Dans ces recherches précédentes, nous avons constaté que les explications du paradoxe de l'apprenant chinois ne proviennent pas des descriptions du par cœur selon la perspective des étudiants chinois eux-mêmes. Ainsi, l'originalité de notre recherche tient au fait que nous avons repris ce paradoxe, en essayant de le résoudre à partir de l'interprétation de l'apprentissage par cœur des étudiants chinois continentaux. L'investigation de l'interprétation du par cœur des étudiants chinois continentaux s'est déroulée ici en France. Aujourd'hui, l'enseignement supérieur est fortement internationalisé. Dans ce contexte-là, il y a un grand nombre d'étudiants chinois qui poursuivent leurs études à l'étranger. Dans notre recherche, nous avons questionné l'influence du contexte français sur les manières d'apprendre des étudiants chinois. Nous avons investigué comment ils ajustent leurs stratégies d'apprentissage pour s'adapter au contexte de l'enseignement supérieur français. Les résultats montrent que les ajustements faits par les étudiants chinois en France concernent non seulement l'apprentissage par cœur, mais aussi d'autres stratégies d'apprentissage.

Zembylas, M. (2023). **The affective ideology of the OECD global competence framework: implications for intercultural communication education.** *Pedagogy, Culture & Society*, 31(2), 305-323. <https://doi.org/10.1080/14681366.2022.2164336>

This paper adds to the growing literature that critically examines the cultural politics of the OECD's framework of global competence by turning our attention to the 'affective ideology' underlying this framework, namely, how affect is used ideologically to produce specific subjectivities and moralities in students. Building upon the work of affect theories in education policy, this paper explores how the concept of global and intercultural competences, as it is manifested in the OECD global competence framework, constitutes a site of affective sense-making and affective governance. In particular, the analysis reveals two ways in which this happens: first, by capitalising on global and intercultural competencies as self-centred, emotional skills to sell policy and pedagogical ideas and tools; second, by using certain affects as moral imperatives to shape global competence in intercultural communication education. The paper concludes with a discussion of the research, policy, and pedagogy implications for intercultural communication education.

Aspects économiques de l'éducation

Arold, B., Woessmann, L., & Zierow, L. (2022). **Can Schools Change Religious Attitudes? Evidence from German State Reforms of Compulsory Religious Education** (CESifo Working Paper Series N° 9504). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9504.htm>

We study whether compulsory religious education in schools affects students' religiosity as adults. We exploit the staggered termination of compulsory religious education across German states in models with state and cohort fixed effects. Using three different datasets, we find that abolishing compulsory religious education significantly reduced religiosity of affected students in adulthood. It also reduced the religious actions of personal prayer, church-going, and church membership. Beyond religious attitudes, the reform led to more equalized gender roles, fewer marriages and children, and higher labor-market participation and earnings. The reform did not affect ethical and political values or non-religious school outcomes.

Ásgeirsdóttir, T. L., Gylfason, G., & Zoega, G. (2022). **Iceland's Natural Experiment in Education Reform** (CESifo Working Paper Series N° 9613). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9613.htm>

We use a change in Iceland's education system as a natural experiment to measure the effect of years spent in upper secondary school on subsequent first year outcomes at university. The duration of Iceland's upper-secondary education was shortened by one year through compression of the curriculum. The study benefits from a large variation in the age within both the treatment and the control groups, allowing us to separate the effects of shorter upper-secondary education from the effect of age when university studies are initiated. We find that shorter upper-secondary education, three years instead of the previous four, leads to first-year university students completing fewer credits, getting a lower average grade in completed courses, and being more likely to drop out. Results indicate that the effects are partly explained by the age at university enrollment. This applies particularly to women while men are adversely affected even when age is accounted for.

Bagorski, R. (2022). **Économie de la formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 141-144). <https://doi.org/10.3917/dbu.jorro.2022.01.0141>

Beaton, T., Kidd, M. P., & Sandi, M. (2022). **School Indiscipline and Crime** (CESifo Working Paper Series N° 9526). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9526.htm>

This paper studies the impact of compulsory schooling on in-school violence using individual-level administrative data matching education and criminal records from Queensland. Exploiting a dropout age reform in 2006, it defines a series of regression-discontinuity specifications. While police records show that property and drug offences decrease, education records indicate that in-school violence increases. Effects concentrate among students with prior criminal records and their classmates, with greater exposure to in-school violence leading to increased criminality at older ages. Dropout age reforms may alter the school environment and prior studies that fail to consider in-school behaviour may over-estimate their short-run crime-reducing impact.

Biasi, B., & Ma, S. (2022). **The Education-Innovation Gap** (CESifo Working Paper Series N° 9653). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9653.htm>

This paper documents differences across higher-education courses in the coverage of frontier knowledge. Comparing the text of 1.7M syllabi and 20M academic articles, we construct the "education-innovation gap," a syllabus's relative proximity to old and new knowledge. We show that courses differ greatly in the extent to which they cover frontier knowledge. More selective and better funded schools, and those enrolling socio-economically advantaged students, teach more frontier knowledge. Instructors play a big role in shaping course content; research-active instructors teach more frontier knowledge. Students from schools teaching more frontier knowledge are more likely to complete a PhD, produce more patents, and earn more after graduation.

Bizopoulou, A., Megalokonomou, R., & Simion, S. (2022). **Do Second Chances Pay Off? Evidence from a Natural Experiment with Low-Achieving Students** (CESifo Working Paper Series N° 9620). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9620.htm>

In several countries, students who fail end-of-high-school high-stakes exams are faced with the choice of retaking them or forgoing postsecondary education. We explore exogenous variation generated by a 2006 policy that imposed a performance threshold for admission into postsecondary education in Greece to estimate the effect of retaking exams on a range of outcomes. Using a fuzzy regression discontinuity design and novel administrative data, we find that low-achieving students who retake national exams improve their performance by half a standard deviation, but do not receive offers from higher quality postsecondary placements. The driving mechanism for these results stems from increased competition.

Blanden, J., Doepke, M., & Stuhler, J. (2022). **Educational Inequality** (Working Paper N° 2022-013). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://econpapers.repec.org/paper/hkawpaper/2022-013.htm>

This chapter provides new evidence on educational inequality and reviews the literature on the causes and consequences of unequal education. We document large achievement gaps between children from different socioeconomic backgrounds, show how patterns of educational inequality vary across countries, time, and generations, and establish a link between educational inequality and social mobility. We interpret this evidence from the perspective of economic models of skill acquisition and investment in

human capital. The models account for different channels underlying unequal education and highlight how endogenous responses in parents' and children's educational investments generate a close link between economic inequality and educational inequality. Given concerns over the extended school closures during the Covid-19 pandemic, we also summarize early evidence on the impact of the pandemic on children's education and on possible long-run repercussions for educational inequality.

Boring, A., & Brown, J. (2021). **Gender and Choices in Higher Education**. In *Sciences Po publications* (N° 122). Consulté à l'adresse Sciences Po website: <https://ideas.repec.org/p/spo/wpmain/infohdl2441-1ta425q4ev9o6a76uep4hjlunc.html>
Data on the labor market outcomes of university graduates show that gender pay gaps appear soon after graduation in nearly every field of study. We provide descriptive evidence of a plausible cause of the gender starting-salary gap: choices within an educational setting that differ between male and female students, even after accounting for academic specialization. We examine the choices of undergraduate students at a selective French university who are competing for seats at foreign universities to fulfill a mandatory exchange program requirement. Holding fixed students' field of study, we find that average and high-ability female students request exchange universities that are worse-ranked than their male peers. A survey eliciting students' preferences suggests that male students prioritize the academic characteristics of potential exchange universities more often, whereas similar female students consider both the academic and non-academic characteristics of exchange destinations. We explore the short-term consequences of these differing preferences using a simulation that assigns students to exchange seats solely on university ranking and students' academic performance. Female students' assignment improves almost uniformly, whereas top-performing male students face increased competition for seats and male students with average grades face less competition as high-achieving female students shift towards better-ranked assignments.

Costas-Fernández, J., & Morando, G. (2022). **The Effect of Foreign Students on Native Students' Outcomes in Higher Education** (IZA Discussion Paper N° 15187). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15187.htm>
This paper offers new evidence of the role of immigration in shaping the educational and labour market outcomes of natives. We use administrative data on the entire English higher education system and exploit the idiosyncratic variation of foreign students within university-degree across four cohorts of undergraduate students. Foreign peers have zero to mild effects on natives' educational outcomes, such as graduation probability and degree classification. Large effects are found on displacement across universities and degree types after enrolment, although these outcomes are rare occurrences. In line with the mild effects on education outcomes, we also find little effect of foreign peers affecting early labour market outcomes of native graduates.

Cultrera, L., Mahy, B., Rycx, F., & Vermeylen, G. (2022). **Educational and Skills Mismatches: Unravelling Their Effects on Wages Across Europe** (LIDAM Discussion Papers IRES N° 2022008). Consulté à l'adresse Université catholique de Louvain, Institut de Recherches Economiques et Sociales (IRES) website: <https://econpapers.repec.org/paper/ctlouvir/2022008.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.

Fillmore, I., & McMahon, S. (2022). **The Effect of Federal Grants on Student Outcomes** (Working Paper N° 2022-011). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://econpapers.repec.org/paper/hkawpaper/2022-011.htm>

Federal financial aid depends on a student's Expected Family Contribution (EFC)--the higher her EFC, the less aid a student receives. We estimate the effect of increasing federal aid on student outcomes by leveraging an increase in the income threshold for an « automatic zero EFC, » which qualifies students for the most generous federal aid. We find little evidence that expanding eligibility for an automatic zero EFC affected student outcomes. We argue this may be due to the volatility of federal aid from year to year and highlight this as an important dimension for future research.

Givord, P. (2021). **How age at school entry affects future educational and socioemotional outcomes: Evidence from PISA** [Post-Print]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/haljournal/hal-03386582.htm>

This study provides new empirical evidence of birthday effects over a range of educational and socioemotional outcomes. It relies on data from the recent cycles of the Program for International School Assessment (PISA) for six European countries. Age at entry has a significant and sizeable impact on cognitive outcomes for 15-year-old students as measured in PISA. The magnitude of the birthday effects on socioemotional skills varies, but overall the results suggest that those students who enter school relatively younger have more negative relationships with their teachers and peers at school. These students also have lower intrinsic motivation and self-esteem and have less ambitious educational expectations than their peers who entered school older.

Hannum, E., Liu, X., & Wang, F. (2022). **Estimating the Effects of Educational System Consolidation: The Case of China's Rural School Closure Initiative** [Paper]. Consulté à l'adresse arXiv.org website: <https://econpapers.repec.org/paper/arxpapers/2203.17101.htm>

Global trends of fertility decline, population aging, and rural outmigration are creating pressures to consolidate school systems, with the rationale that economies of scale will enable higher quality education to be delivered in an efficient manner, despite longer travel distances for students. Yet, few studies have considered the implications of system consolidation for educational access and inequality, outside of the context of developed countries. We estimate the impact of educational infrastructure consolidation on educational attainment using the case of China's rural primary school closure policies in the early 2000s. We use data from a large household survey covering 728 villages in 7 provinces, and exploit variation in villages' year of school closure and children's ages at closure to identify the causal impact of school closure. For girls exposed to closure during their primary school ages, we find an average decrease of 0.60 years of schooling by 2011, when children's mean age was 17 years old. Negative effects

strengthen with time since closure. For boys, there is no corresponding significant effect. Different effects by gender may be related to greater sensitivity of girls' enrollment to distance and greater responsiveness of boys' enrollment to quality.

Hardt, D., Nagler, M., & Rincke, J. (2022). **Tutoring in (Online) Higher Education: Experimental Evidence** (CESifo Working Paper Series N° 9555). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9555.htm>

Demand for personalized online tutoring in higher education is growing but there is little research on its effectiveness. We conducted an RCT offering remote peer tutoring in micro- and macroeconomics at a German university teaching online due to the Covid-pandemic. Treated students met in small groups, in alternating weeks with and without a more senior student tutor. The treatment improved study behavior and increased contact to other students. Tutored students achieved around 30% more credits and a one grade level better GPA across treated subjects. Our findings suggest that the program reduced outcome inequality. We find no impacts on mental health.

Jarraud, F. (2022, mai 19). **La richesse, héritage et diplômes...** Consulté 20 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/05/19/la-richeesse-heritage-et-diplomes/>

« Les enfants de familles aisées ont trois fois plus de chances d'être parmi les 20 % les plus aisés que ceux issus de familles modestes », affirme l'Insee avec la publication d'une enquête mesurant la mobilité intergénérationnelle. » Les inégalités se reproduisent donc en partie d'une génération à l'autre. Cependant, pour un même niveau de revenu...

Johnson, I. (2022). **Merit Aid and Retention: Mediation and Moderation**. *Research in Higher Education*, 63(4), 713-739. <https://doi.org/10.1007/s11162-021-09661-9>

When institutions introduce financial aid policies, researchers have an opportunity to study these policies within the framework of a natural experiment. For this methodological note, I use a natural experiment that occurred at the public university when institutional scholarship for all first-time freshmen meeting a minimum high school grade point average and test score requirements was introduced. Scholarship renewal was contingent on credit hour accumulation and grade point averages while in college. I compare students with the same high school grades and test scores before and after the new policy implementation to evaluate the mechanisms of the associations among policy, loss of merit aid eligibility or failure to maintain grades or to accumulate credit hours, and retention. I suggest that mediation describes the association between the new policy and retention of high achieving in-state students. After the policy was implemented, these students were more likely to maintain their grades and full-time enrollment to remain scholarship eligible and, therefore, had greater return rates. Moderation helps to explain the association between merit aid and retention of out-of-state students. The effect of failure to maintain grades or full-time enrollment on departure was stronger for out-of-state students once financial aid was at stake. Limitations of inferring causation from natural experiments are discussed.

Kaganovich, M., Taylor, M., & Xiao, R. (2022). **Gender Differences in Persistence in a Field of Study: This Isn't All about Grades** (CAEPR Working Paper N° 2022-008 Classification-I23, I24, J24, D21). Consulté à l'adresse Center for Applied Economics and Policy Research, Department of Economics, Indiana University Bloomington website: <https://econpapers.repec.org/paper/inucaep/2022008.htm>

Weaker retention of women in quantitatively oriented fields, particularly STEM2 is widely seen in US higher education. Focusing particularly on STEM, the literature documents the fact of less generous grading practices in these fields compared to most other disciplines, as well as the phenomenon of gender gap in student persistence in these fields in response to their grade performance there. We examine student persistence in a wide spectrum of academic fields using a rich Indiana University Learning Analytics dataset. To explore the mechanisms that underlie the gender gaps in persistence in different fields we explicitly decompose them into components attributable to the tastes for a field and for the grades in it. We demonstrate that these differences vary in magnitude as well as direction across disciplines. We find that it is women's (or men's) weaker preference for a field of study, rather than their possible lower tolerance for bad grades per se, that is predominantly responsible for making them relatively more responsive to bad grades received in it; in fact, we find that men have stronger taste for grades than do women in each of the major academic categories at the University. In particular, we estimate that STEM-starting women are less averse to low grades there than men but have weaker taste for STEM, resulting in their overall lower retention there. Finally, we undertake a counterfactual experiment of relaxing grading standards in STEM and find that, depending on specific structure of students' taste for grades, this will have at best little effect on women's inferior retention, and may exacerbate it.

Landaud, F., & Maurin, E. (2022). **Tracking When Ranking Matters** (IZA Discussion Paper N° 15157). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15157.htm>

This paper investigates the effect of grouping students by prior achievement into different classes (or schools) in settings where students are competing for admission to programs offering only a limited number of places. We first develop a model that identifies the conditions under which the practice of tracking students by prior achievement increases inequalities between students that do not initially have the same academic background, such as may exist between students with different social backgrounds. We then test our model using new data on the competitive entrance exams to elite scientific higher education programs in France. We find that 70% of the inequality in success in these exams between students from different social backgrounds can be explained by the practice of tracking students by prior achievement that prevails during the years of preparation for these exams.

Lovenheim, M., & Smith, J. (2022). **Returns to Different Postsecondary Investments: Institution Type, Academic Programs, and Credentials** (NBER Working Paper N° 29933). Consulté à l'adresse National Bureau of Economic Research, Inc website: <https://econpapers.repec.org/paper/nbrnberwo/29933.htm>

Early research on the returns to higher education treated the postsecondary system as a monolith. In reality, postsecondary education in the United States and around the world is highly differentiated, with a variety of options that differ by credential (associates degree, bachelor's degree, diploma, certificate, graduate degree), the control of the institution (public, private not-for-profit, private for-profit), the quality/resources of the institution, field of study, and exposure to remedial education. In this Chapter, we review the literature on the returns to these different types of higher education investments, which has received increasing attention in recent decades. We first provide an overview of the structure of higher education in the U.S. and around the world, followed by a model that helps clarify and articulate the assumptions employed by different estimators

used in the literature. We then discuss the research on the return to institution type, focusing on the return to two-year, four-year, and for-profit institutions as well as the return to college quality within and across these institution types. We also present the research on the return to different educational programs, including vocational credentials, remedial education, field of study, and graduate school. The wide variation in the returns to different postsecondary investments that we document leads to the question of how students from different backgrounds sort into these different institutions and programs. We discuss the emerging research showing that lower-SES students, especially in the U.S., are more likely to sort into colleges and programs with lower returns as well as results from recent U.S.-based interventions and policies designed to support success among students from disadvantaged backgrounds. The Chapter concludes with some broad directions for future research.

Oates, C. (2022). **Social Return on Investment: An open invitation for researchers.** *Management in Education*, 36(3), 150-152. <https://doi.org/10.1177/08920206211045537>

OECD. (2022). **Private philanthropy for development – data for action** (Second edition). <https://doi.org/10.1787/cdf37f1e-en>

Ce rapport analyse 205 fondations - dont 189 sont actives dans le domaine de l'éducation - afin de mettre en lumière les caractéristiques et les tendances émergentes de la philanthropie pour le développement. Concernant l'éducation, une grande partie des fondations privées actives dans le domaine de l'éducation s'engagent dans le plaidoyer dans l'intention d'éclairer les politiques de l'éducation ou de promouvoir le changement de normes sociales. Nombre d'entre elles considèrent la recherche et l'innovation comme des piliers essentiels de leur approche. La plupart des fondations (plus de 80 %) évaluent au moins 50 % de leurs programmes et/ou financements. Cependant, l'accent semble mis sur l'évaluation de la conception et de la mise en œuvre des programmes plutôt que sur leur impact. Les fondations nationales sont de plus en plus reconnues et acquièrent davantage de visibilité.

Plassard, J.-M., & Zamel, E. (2022). **Ni trop, ni pas assez mais pas... la bonne éducation ?. Economique de l'inadéquation horizontale entre formation et emploi.** Consulté à l'adresse <https://www.decitre.fr/livres/ni-trop-ni-pas-assez-mais-pas-la-bonne-education-economique-de-l-inadequation-horizontale-entre-formation-et-emploi-9782361702571.html>

L'inadéquation des compétences de la main-d'oeuvre aux besoins de l'économie constitue une question sociale récurrente. Le thème de la suréducation (ou de « l'inadéquation verticale : ie un écart enregistré entre le niveau d'éducation du travailleur et le niveau d'éducation requis par son emploi ») tend aujourd'hui à céder la place à la question de « l'inadéquation horizontale » définie par un décalage entre le type de formation reçue par le travailleur (spécialité, discipline) et le domaine de l'emploi exercé. Question sociale d'actualité, celle-ci s'est transformée en question de recherche par les différentes sciences sociales. L'ouvrage tente de faire le point sur les divers enjeux du problème de l'inadéquation horizontale entre formation et emploi, en investissant une littérature économique récente mais dense et ouverte aux débats contradictoires aussi bien sur les faits que sur les interprétations. Au plan théorique, l'objet d'analyse s'avère encore rétif à toute tentative d'interprétation générale. Aussi l'ouvrage présente-il en les discutant les différents corpus théoriques, avancés par l'économie du travail et l'économie de l'éducation, susceptibles de fournir des

interprétations plausibles mais souvent partielles des causes et des conséquences de la suréducation. Un balayage des outils méthodologiques spécifiques proposés et des principaux résultats enregistrés par les nombreuses études nationales et internationales sur la question est aussi effectué. Ce dernier pointe les divers aspects de cet appariement imparfait enregistré entre le domaine d'éducation des travailleurs et le domaine des emplois dont l'ampleur, les causes et les diverses conséquences sur le marché du travail restent encore entachées de beaucoup d'incertitude.

Reny, P. J. (2022). **Efficient Matching in the School Choice Problem**. *American Economic Review*, 112(6), 2025-2043. <https://doi.org/10.1257/aer.20210240>

Efficient Matching in the School Choice Problem by Philip J. Reny. Published in volume 112, issue 6, pages 2025-43 of *American Economic Review*, June 2022, Abstract: Stable matchings in school choice needn't be Pareto efficient and can leave thousands of students worse off than necessary. Call a matc...

Riordan, S. (2022). **Improving teaching quality to compensate for socio-economic disadvantages: A study of research dissemination across secondary schools in England**. *Review of Education*, 10(2), e3354. <https://doi.org/10.1002/rev3.3354>

Since 2011, schools in England have received funds designated for improving the educational outcomes of students facing socio-economic disadvantages (SED). In response to concerns regarding the effective expenditure of these funds, school leaders have been increasingly required to justify their spending decisions and to demonstrate how decisions are informed by research evidence. As a consequence, schools appear to be increasingly attempting to reduce SED attainment gaps by improving the quality of teaching across the school. This article reviews this endeavour to bring research evidence to bear on classroom practice. It draws upon data from a large qualitative study of interviews with 167 school staff and a survey at 285 schools. In addition, I report on a review of 100 school policy documents, a review of the evidence, and a study of examination data and teacher attitudes at one school. I argue that the mechanisms to put research into practice are failing in this case. A wide variety of practices are being justified by a small number of studies of questionable relevance. In some schools, attempts to be guided by research have not had the expected positive impact, which has caused weariness and frustration. I also present evidence that, in some contexts, certain kinds of improvements to teaching may widen SED attainment gaps. I conclude that there are bureaucratic and linguistic faults in the mechanisms to disseminate research evidence in this case and argue that education researchers should incorporate these mechanisms more comprehensively into their field of study.

Tavares, O., Sà, C., Sin, C., & Amaral, A. (2022). **Equity policies in global higher education: reducing inequality and increasing participation and attainment**. Consulté à l'adresse <https://link-springer-com.proxy-bu2.u-bourgogne.fr/content/pdf/10.1007/978-3-030-69691-7.pdf>

Malgré l'idée selon laquelle la massification de l'enseignement supérieur aurait au moins atténué les différences d'accès à l'enseignement supérieur liées à l'origine sociale des étudiants et de leurs familles, on constate que l'équité n'est pas atteinte. S'appuyant sur une série d'études de cas portant sur les États-Unis, le Brésil et un certain nombre de pays européens, l'ouvrage présente un aperçu des politiques et des pratiques visant à promouvoir un accès équitable à l'enseignement supérieur. Chaque chapitre propose une analyse critique des politiques d'accès et des raisons pour lesquelles elles ont réussi

ou échoué à promouvoir l'équité au sens de justice, c'est-à-dire à assurer l'élimination des obstacles à la réalisation du potentiel éducatif résultant de facteurs personnels et sociaux.

Aspects psychologiques de l'éducation

Allahverdi, F. Z. (2022). **Relationship between perceived social media addiction and social media applications frequency usage among university students.** *Psychology in the Schools*, 59(6), 1075-1087. <https://doi.org/10.1002/pits.22662>

The study adds to the literature by analyzing data from Kuwait University, a public university in the Gulf region of the Middle East, where research in the area of social media is relatively new. The study is the first to quantify the relationship of different social media applications frequency usage with perceived social media addiction among university students. Specifically, the relationship between gender, area of study, social media applications frequency usage, and the social media addiction as self-perceived were quantified. A total of 380 university students were asked how often they use the following applications: Instagram, Facebook, YouTube, Twitter, Pinterest, LinkedIn, TikTok, Snapchat, and WhatsApp. The response rate was 85%, with 322 students responding to the survey that was handed out as a hard copy. The data were collected by picking random classes to implement random sampling. Descriptive results indicated that around 70% of students believed they were addicted to social media somewhere between 75 and 100%. This was followed by utilizing multiple hierarchical regression for data analysis. Results indicated a significant relationship between the area of study (science, engineering, and social sciences), gender, and social media applications of Instagram, Facebook, and Twitter. Female students perceived themselves as about 5% more addicted to social media. Social science and engineering students perceived themselves as about 17% and 12% more addicted than science students, respectively. Furthermore, Instagram, Facebook, and Twitter contributed up to about 12%, 11%, and 10%, respectively, to the perceived social media addiction.

Archambault, I., Pascal, S., Olivier, E., Dupéré, V., Janosz, M., Parent, S., & Pagani, L. S. (2022). **Examining the contribution of student anxiety and opposition-defiance to the internal dynamics of affective, Cognitive and Behavioural Engagement in Math.** *Learning and Instruction*, 79, 101593. <https://doi.org/10.1016/j.learninstruc.2022.101593>

Anxiety and opposition-defiance in children are negatively linked to their classroom performance. However, little is known about the additive contribution of these difficulties on student engagement in math, especially in children living in low-income neighbourhoods. Using a sample of 460 students from grades 3 to 5, this study examines whether the link between student anxiety and opposition-defiance at the beginning of the school year and their affective, cognitive, and behavioural engagement in math by the end of the subsequent school year is mediated by shorter-term level of engagement. Results of the path analyses suggest that anxiety and opposition-defiance can predict a hierarchically structured downward spiral in student engagement. Such result is worrisome, given that fostering and honing good social, emotional, and cognitive academic skills in children forecast personal and economic success during the life course. Implications for theory and practice are discussed.

Bailey, C. S., Ondrusek, A. R., Curby, T. W., & Denham, S. A. (2022). **Teachers' consistency of emotional support moderates the association between young children's regulation capacities and their preschool adjustment.** *Psychology in the Schools, 59*(6), 1051-1074. <https://doi.org/10.1002/pits.22659>

Preschool teachers' consistency of warm, sensitive, and responsive interactions with children may be more important than average levels and may moderate the association between children's cognitive and emotion regulation and their preschool adjustment. A sample of 312 boys and girls aged 32–68 months in 44 classrooms at 16 privately-funded centers and Head Starts completed assessments of emotion and cognitive regulation and were rated by their teachers using measures of social-emotional functioning. Teacher–child interactions were rated for emotional support. Multilevel structural equation modeling was used to simultaneously explore three aspects of preschool adjustment. Children who were the least regulated were more adjusted to preschool in classrooms where teachers were more consistent in their emotional support, over and above mean emotional support and after controlling for child- and preschool-level covariates. Consistency matters for children's preschool adjustment perhaps even more so than average levels of emotional support.

Başokçu, T. O., & Güzel, M. A. (2022). **Beyond counting the correct responses: Metacognitive monitoring and score estimations in mathematics.** *Psychology in the Schools, 59*(6), 1105-1121. <https://doi.org/10.1002/pits.22665>

This study investigated how well students differentiate their responses' accuracies (metacognitive monitoring) and estimate their test scores beyond counting—and counting on—the number of correct responses alone. Monitoring abilities of 2832 sixth-graders (1410 male and 1422 female native in Turkish) at an 11-item Program for International Student Assessment (PISA)-equivalent mathematics test were measured via response-contingent Type-2 signal detection theory. The students also made score estimations right before and immediately after completing the test (pre- and posttest estimations, respectively). Although high-scoring students underestimated and low-scoring ones overestimated how they would perform in the test, high-scorers were accurate in their posttest estimations unlike the low-scoring group, where the latter retained their overestimation tendencies. Having better monitoring performance, the high-scoring group could subsequently calibrate their posttest estimations. Additional assessment methods such as measuring monitoring and score estimations seem to have the potential to reveal how mathematics students behave before, during, and after responding.

Brown, M., Sowl, S., & Steigleder, K. M. (2022). **Competing Alternatives: Science and Math Identity Recognition and Credit Accrual in the Trajectory of STEM Major Plans.** *Innovative Higher Education, 47*(3), 413-433. <https://doi.org/10.1007/s10755-021-09583-5>

It is estimated that over a third of college students switch majors at least once (Astorne-Figari & Speer, *Economics of Education Review* 70:75–93, 2019), but the impact of this switching behavior on students' pathways towards a science, technology, engineering, or math (STEM) degree are not well understood. In this study, using panel data from the Pathways through College Research Network, we explore how initial science identity-related beliefs about math and science recognition relate to students' STEM major plans over time- that is are students more likely to maintain their plan, switch among STEM majors, or leave STEM fields altogether? We account for students' motivational beliefs in pursuing STEM, their experiences of high-impact practices on campus, and the “additive

effect" of credit accrual on persistence and maintaining aspirations. Using competing risk event history analysis, we test influential factors in the decision to leave a STEM major or switch among STEM majors in the first three years of undergraduate education at three institutions (n = 518). We observe that credit accrual was significantly related to lower odds of students either leaving or switching, and that different forms of science and math recognition predict significant differences in odds of switching among and leaving STEM majors. We observe significantly different sets of influences on switching and leaving behaviors which suggests that students who depart STEM might be fundamentally different from students who switch among fields, but who do not stay in their original field of interest.

Cabot, I. (2022). **Utilisateurs et non-utilisateurs des centres d'aide en français au postsecondaire : une étude comparative par la méthode d'appariement cas-témoin.** *Canadian Journal of Higher Education*, 52(1), 125-138. <https://doi.org/10.47678/cjhe.v52i1.189121>

Given the lack of formal information that helps to identify the effectiveness of post-secondary academic support centres, questions have been raised about what distinguishes students who use those services from those who do not. In order to examine the potential effectiveness of these success support structures, a comparative exploration of users and non-users of French language help centres (FHCs) was conducted at four higher education institutions. The case-control matching method was applied in order to optimize control for six confounding variables, determined by linear regression analysis. Thus, comparative analyses were conducted using paired group t-tests. The variables compared were motivation to use CFO services, fear of negative judgement, and performance in French classes. The main results indicate that expectations of interest in the activities determine students' tendencies to request them. Among users, the usefulness attributed to the services received was lower than what they initially expected. Nevertheless, at the end of the semester, their performance in French courses was higher than that of their non-user peers. These results are discussed in terms of the need to make the effectiveness of help centres more explicit to students, and lead to practical recommendations for doing so. Further studies should explore the effectiveness of various post-secondary academic help centres (disciplinary or multidisciplinary) in Canada in order to maximize their potential for positive impact on academic success.

Connors, E. H., Moffa, K., Carter, T., Crocker, J., Bohnenkamp, J. H., Lever, N. A., & Hoover, S. A. (2022). **Advancing mental health screening in schools: Innovative, field-tested practices and observed trends during a 15-month learning collaborative.** *Psychology in the Schools*, 59(6), 1135-1157. <https://doi.org/10.1002/pits.22670>

Schools are well positioned to facilitate early identification and intervention for youth with emerging mental health needs through universal mental health screening. Early identification of mental health concerns via screening can improve long-term student development and success, but schools face logistical challenges and lack of pragmatic guidance to develop local screening policies and practices. This study summarizes mental health screening practices tested by six school districts participating in a 15-month learning collaborative. Qualitative analysis of 42 Plan-Do-Study-Act cycles revealed that districts tested quality improvement changes across seven screening practice areas, with all teams conducting at least one test to (1) build a foundation and (2) identify resources, logistics, and administration processes. Quantitative data

indicated that the average percentage of total students screened increased from 0% to 22% (range = 270–4850 students screened at follow-up). Together, these results demonstrate how school districts not currently engaged in mental health screening can apply small, specific tests of change to develop a locally-tailored, practical, and scalable process to screen for student mental health concerns. Lessons learned are provided to inform future directions for school-based teams.

DeBoer, J. L., Allouche, S. F., Vasquez, J. I., & Rhodes, J. (2022). **Equitable practices in school mental health.** *Psychology in the Schools*, 59(6), 1222-1238. <https://doi.org/10.1002/pits.22678>

Given the prevalence and negative outcomes associated with untreated mental health concerns, there is an urgent need for schools to enhance their capacity to prevent, identify, and address these needs. This is particularly important for students from culturally and linguistically diverse backgrounds, who are more likely to be underserved and face barriers to mental health treatment. Current methods of addressing mental health at school are reactive and insufficient, failing to address the needs of all students. Without an explicit focus on dismantling systemic racism and inequity within schools, our society will continue to underserve those already disenfranchised. As such, this paper outlines the challenges as well as the importance of incorporating culture into a conceptualization of universal mental health in schools. We include state-, district-, and school-level solutions in this conceptualization. Specifically, we propose sample solutions to the implementation of equity-focused, comprehensive mental health practices within a multitiered system of support, focusing predominantly on universal (i.e., tier 1 level) practices.

Demol, K., Verschueren, K., ten Bokkel, I. M., van Gils, F. E., & Colpin, H. (2022). **Trajectory Classes of Relational and Physical Bullying Victimization: Links with Peer and Teacher-Student Relationships and Social-Emotional Outcomes.** *Journal of Youth and Adolescence*, 51(7), 1354-1373. <https://doi.org/10.1007/s10964-021-01544-7>

Bullying victimization is a prevalent problem in upper elementary school that predicts various detrimental outcomes. Increasing evidence suggests that interindividual differences in the severity of these outcomes result from differences in victimization experiences. However, longitudinal research largely overlooked victimization forms. Additionally, it is unclear how the quality of students' relationships with peers and teachers functions as a risk or protective factor for different patterns of victimization development. This one-year longitudinal study investigated joint trajectories of relational and physical victimization and examined differences between these trajectory classes regarding classroom social relationships as possible antecedents and social-emotional well-being as a possible outcome. A sample of 930 fourth to sixth graders (55 classes, 53.1% girls, Mage = 10.55, SD = 0.90) completed self-reports about relational and physical victimization and social-emotional outcomes (i.e., depressive symptoms, self-esteem). Peer nominations were used to measure the social antecedents (i.e., peer rejection and acceptance, teacher-student closeness and conflict). A 3-step approach including Latent Class Growth Analyses and Growth Mixture Modeling yielded two trajectory classes. Most students experienced low, decreasing relational and physical victimization. A smaller group experienced higher, generally stable victimization, more relational than physical. Younger students and girls were more likely to be members of the latter class. This class was more rejected, less accepted, reported more depressive symptoms and lower self-esteem. Teacher-student closeness and conflict were similar across classes. The

current study showed that relational and physical victimization followed a largely parallel development. Low social status was found to be a risk factor for belonging to a victimization trajectory that is characterized by stable levels of both relational and physical victimization, with higher levels of the relational form.

Domitrovich, C. E., Harris, A. R., Syvertsen, A. K., Morgan, N., Jacobson, L., Cleveland, M., ... Greenberg, M. T. (2022). **Promoting Social and Emotional Learning in Middle School: Intervention Effects of Facing History and Ourselves.** *Journal of Youth and Adolescence*, 51(7), 1426-1441. <https://doi.org/10.1007/s10964-022-01596-3>

There are fewer evidence-based social and emotional learning programs for middle school students compared to younger grades. This randomized controlled trial tests the effectiveness of Facing History and Ourselves (hereafter, Facing History) with a sample of 694 (Facing History $n = 437$; Comparison $n = 257$) students from a low-resourced school district. Youth self-identified as female (59%), Black/African American (61%), Hispanic/Latinx (18%), White (2%), and multi-racial or some other race/ethnicity (19%). Intervention students perceived their classrooms as more caring and democratic than students in the comparison group. They reported higher levels of empathy, prosocial behavior, and stronger participatory citizenship beliefs. This study expands the evidence-based of effective SEL programs available to schools.

Dudley, M. J., Nickerson, A. B., Kim, S., & Livingston, J. A. (2022). **School-based child abuse prevention: The role of school climate in intervention outcomes for teachers.** *Psychology in the Schools*, 59(6), 1158-1174. <https://doi.org/10.1002/pits.22674>

School climate is an important potential mechanism by which school-based prevention and intervention efforts exert their effects, although this is rarely examined in the context of child abuse prevention programs. The current study evaluated the effectiveness of a school-based child abuse prevention curriculum; the Second Step Child Protection Unit (CPU), on improving teachers' knowledge and attitudes toward reporting suspected child abuse and the potential role school climate has on teachers' reporting behaviors. The sample included 162 school teachers participating in a randomized controlled trial who completed assessment measures at three time-points (pretest, posttest, and 6-month follow-up). Results from the current study revealed that the Second Step CPU significantly improved teachers' knowledge and attitudes toward reporting suspected child abuse and there was a partial mediation effect of school climate on teacher outcomes at 6-month follow-up. These findings add to the literature on child abuse prevention by indicating that a comprehensive child safety intervention is not only effective for improving targeted outcomes, but also for improving the overall school climate. Therefore, understanding school climate as a mechanism of change may promote the successful implementation of school-based child abuse prevention programs.

Givord, P. (2021). **How age at school entry affects future educational and socioemotional outcomes: Evidence from PISA** [Post-Print]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/haljournal/hal-03386582.htm>

This study provides new empirical evidence of birthday effects over a range of educational and socioemotional outcomes. It relies on data from the recent cycles of the Program for International School Assessment (PISA) for six European countries. Age at entry has a significant and sizeable impact on cognitive outcomes for 15-year-old students as measured in PISA. The magnitude of the birthday effects on socioemotional

skills varies, but overall the results suggest that those students who enter school relatively younger have more negative relationships with their teachers and peers at school. These students also have lower intrinsic motivation and self-esteem and have less ambitious educational expectations than their peers who entered school older.

Gobin, P., Baltazart, V., Simoes-Perlant, A., & Stefaniak, N. (2021). **Émotions et apprentissages**. Consulté à l'adresse <https://www.dunod.com/sciences-humaines-et-sociales/emotions-et-apprentissages>

Gokuladas, V. K., & Baby Sam, S. K. (2022). **Student Satisfaction In Secondary Education: An Empirical Study Of Indian Expatriate Students**. *Journal of Research in International Education*, 21(1), 73-83. <https://doi.org/10.1177/14752409221093245>

Children who live abroad with their parents are exposed to a wide diversity of cultural and educational influences. They face various challenges as they live in a different country and experience a different culture. It is therefore important to understand their perceptions with respect to factors that could potentially enhance their satisfaction with schooling and subsequent positive engagement. The main aim of this paper is to understand what factors lead to school experiences of secondary school expatriate Indian students which in turn could lead to their better engagement. Data were gathered relating to perceptions of 1786 expatriate Indian students experiencing secondary education in the Sultanate of Oman with respect to organizational support, teachers' support, peer support, school satisfaction and student engagement. Correlation and regression analyses carried out on this data revealed that variables including organizational support, teachers' support, and peer support were highly significant in predicting school satisfaction of these students. It was also revealed that there exists a highly significant relationship between school satisfaction and student engagement which is not moderated by the location – rural or urban – of the school.

Hen, M. (2022). **Mothers' and teachers' experience of school re-entry after a child's prolonged absence due to severe illness**. *Psychology in the Schools*, 59(6), 1122-1134. <https://doi.org/10.1002/pits.22666>

School re-entry of children who have been absent from school due to severe illness is a complex process and requires effort and adjustment from the child and his parents, teachers, school systems, and classmates. To contribute to the understanding and accuracy of the school re-entry process of ill children, and to the development of re-entry programs in Israel, the present study examined the re-entry experience from the viewpoint of mothers and teachers. The study included 27 semi-structured interviews with mothers and teachers of children who re-entered school after a prolonged absence due to childhood cancer. The study findings suggest that changes in the child's self-perception, physical limitations brought on by the illness, as well as social difficulties, and altered academic abilities make it very difficult to re-enter school. School re-entry is more optimal when the sick child's relationship with the teacher and classmates is maintained during the absence, and when it is tailored and continuous learning support from the school. These findings emphasize the importance of maintaining an ongoing relationship during the ill child's absence from school and setting a clear re-entry plan by the school in accordance with the child and his parents.

Jarrell, A., Lajoie, S. P., Hall, N. C., & Horrocks, P. T. M. (2022). **Antecedents and Consequences of Emotion Regulation in STEM Degree Programs.** *Innovative Higher Education*, 47(3), 493-514. <https://doi.org/10.1007/s10755-021-09587-1>

There to date exists limited research on how emotion regulation shapes students' emotional experiences and academic development in higher education. The purpose of this study was to address this gap by examining how students in STEM (Science, Technology, Engineering, Math) degree programs (N=174) use emotion regulation strategies related to their achievement emotions, approaches to learning, and exam performance. Data was collected across four phases pertaining to a required STEM course at the beginning of the semester, while studying for a midterm exam, and within 48 h following the exam. Results suggested that while emotion regulation while studying did not predict students' emotions more than control and value appraisals, their emotion regulation specific to the exam predicted their emotions above and beyond control and value appraisals. Findings also showed cognitive reappraisal to correspond with more positive emotions, less negative emotions, more complex approaches to learning, and better exam performance. Conversely, suppression was associated with poorer exam performance. Results additionally showed that associations between cognitive reappraisal and emotions were stronger during exams than while studying. Overall, these findings indicate that how post-secondary students choose to regulate their emotions in STEM degree programs has important implications for how they feel, learn, and perform.

Karababa, A. (2022). **School engagement and self-esteem among Turkish secondary school students: A moderated-mediation model for academic achievement and gender.** *Psychology in the Schools*, 59(6), 1088-1104. <https://doi.org/10.1002/pits.22663>

The study aimed to examine the direct relationships between school engagement, academic achievement, and self-esteem, and whether academic achievement mediated the relationship between school engagement and self-esteem among Turkish secondary school students. An additional aim of the study was also to test whether these associations were moderated by gender. The study sample consisted of 402 adolescents (207 female–195 male) studying at the secondary school, aged from 11 to 14 years old. The study findings showed both the significant direct positive associations among the studied variables and the mediating role of academic achievement in the relationship between school engagement and self-esteem. It also found that the direction, strength, and structure of the direct and indirect relationships among the studied variables did not differ between the two gender groups. In conclusion, students who have higher levels of school engagement tend to show improvements in their academic achievement, and achieving better educational performance promotes higher self-esteem. Directions for future research and application were discussed.

Núñez-Regueiro, F., Jamain, L., Laurent-Chevalier, M., & Nakhili, N. (2022). **School Engagement in Times of Confinement: A Stress Process Approach.** *Journal of Youth and Adolescence*, 51(7), 1257-1272. <https://doi.org/10.1007/s10964-022-01621-5>

The first COVID-19 confinement induced dramatic changes in the lives of adolescents, but little is known about the processes that affected youth engagement with school during this period. This study addressed this issue by uncovering a stress process model of school engagement during confinement, based on confinement stressors and adolescent resources. Data were collected from 406 French adolescents and their parents (grades 6 through 9, 47% girls). The results showed that multiple stressors (parental anxiety, lack of Internet or computer, low relevant and unclear school activities) and

resources (academic self-concept, parental support and teacher support) affected engagement, and that some effects intertwined (e.g., effects of low relevant and unclear school activities were moderated and mediated by academic self-concept). Implications are drawn on ways to tackle stress processes and help adolescents stay engaged with schoolwork during confinement.

Pilato, K. A., Law, M. P., Hay, J. A., Narushima, M., & Moore, S. A. (2022). **Stress Testing the University Fall Break Policy: Understanding the Impact on Student Mental Health.** *Canadian Journal of Higher Education*, 52(1), 70-82. <https://doi.org/10.47678/cjhe.v52i1.189453>

Attempting to support student mental health, many Canadian universities have implemented a fall break with the assumption it would be helpful in alleviating students' stress and anxiety. However, there is no baseline data regarding stress level or mental illness burden of students to understand its effectiveness. Using case study methodology with mixed methods, this research sought to appraise, given a lack of baseline data, the impact of a fall break on student mental health. While the surveys revealed that students overwhelmingly liked the break and perceived it to reduce their school related stress, the focus groups revealed key insights into understanding stress and coping among university students about how students like to de-stress that have practical implications for any policy aimed at promoting students' mental wellness. This research offers practical policy suggestions to help post-secondary institutions determine whether a fall break week can be effective in addressing students' stress and anxiety.

Raviv, T., Smith, M., Hurwitz, L., Gill, T. L., Baker, S., Torres, S. A., ... Cicchetti, C. (2022). **Supporting school-community collaboration for the implementation of a multi-tiered school mental health program: The Behavioral Health Team model.** *Psychology in the Schools*, 59(6), 1239-1258. <https://doi.org/10.1002/pits.22683>

Investing in school mental health programs has the potential to improve youths' access to mental health services. Barriers to the implementation of school mental health programs include limited workforce capacity, competing priorities, and lack of coordinated care. The current paper describes the history, development, and key components of the Behavioral Health Team (BHT) model that was established to promote implementation of school mental health programming. The BHT is a multi-disciplinary team designed to maximize resources and collaboration, provide early identification of students with behavioral health needs, and match and connect students to the indicated interventions using data-informed decision making. BHTs are tasked with selecting appropriate interventions, assuring fidelity of implementation, monitoring student progress and making adjustments based on data to enhance the sustainability and dissemination of evidence-based prevention and intervention in schools. The paper reviews two case examples to illustrate how this model has been applied both within a large urban school district and a medium-sized suburban school district. Results demonstrate that district support facilitates sustainability and expansion of the BHT model over time. Schools implementing this model demonstrate improvement in implementation of the BHT key components.

Redmond, G., García-Moya, I., Moreno, C., Mooney, A., & Brooks, F. (2022). **Gender Differences in the Relationship between Pressure from Schoolwork and Health Complaints: a Three Country Study.** *Child Indicators Research*, 15(3), 763-780. <https://doi.org/10.1007/s12187-021-09879-0>

Pressure from schoolwork is associated with health complaints in primary and high school students. Girls are more likely to report high levels of pressure and experience frequent health complaints. However, the moderating effect of gender on the relationship between pressure and health complaints has not been fully explored. Logistic regression was used to examine the association between pressure from schoolwork and health complaints for a sample of 11–12 and 13–14-year-olds in Australia (N = 4723), England (N = 2734) and Spain (N = 3743), moderating for gender and controlling for family affluence and teacher support. Across the entire sample, a significant relationship between pressure and frequent health complaints was found (OR = 3.03, $p < .001$). Among students reporting a lot of pressure, differences between boys and girls in marginal odds of frequent health complaints were greater in Spain than in Australia or England (difference in log odds: Australia 0.426, $p = .211$; England 0.445, $p = .821$; Spain 1.044, $p < .001$). Pressure from schoolwork is an important issue for student mental health. This study suggests that the role of gender in moderating this relationship differs across countries. Differing national approaches to testing and grade repetition, as well as differences in macro-economic and social contexts, especially between Australia and England on the one hand, and Spain on the other, are discussed as possible explanations for these gender differences. More research is needed on how these factors influence boys' and girls' perceptions of pressure and stress associated with schoolwork.

Samuel, R., & Kamenetsky, S. B. (2022). **Help-Seeking Preferences and Factors Associated with Attitudes Toward Seeking Mental Health Services Among First-Year Undergraduates.** *Canadian Journal of Higher Education*, 52(1), 30-50. <https://doi.org/10.47678/cjhe.v52i1.189245>

Many first-year university students experience stressors that impact their adjustment and well-being. Their help-seeking attitudes and preferred sources of support may be associated with various factors. The purpose of the present study was to (1) examine help-seeking preferences amongst first-year university students, (2) explore factors associated with students' attitudes toward seeking mental health services, and (3) identify perceived barriers associated with accessing formal sources of support. First-year students at a Canadian university (N = 167) completed a survey assessing help-seeking attitudes and preferences, as well as challenges associated with seeking support. Participants also provided information about their perceived levels of social support, personality characteristics, and their tendency to experience positive and negative affect. Findings suggest that social support and negative affect were significantly associated with positive attitudes toward seeking mental health services. However, students were more inclined to rely on informal sources of support, such as family members and friends, compared to formal sources of support available through on- or off-campus mental health services. For those students who are inclined to access formal mental health support, barriers may impede access to care. Perceived barriers include cost and concerns about the availability of services and their overall effectiveness. These findings call for the creation of more opportunities for on-campus informal support in addition to better access to on-campus mental health services.

Smith, J., Paquin, S., St-Amand, J., Singh, C., Moreau, D., Bergeron, J., & Leroux, M. (2022). **A remediation measure as an alternative to grade retention: A study on achievement motivation.** *Psychology in the Schools*, 59(6), 1209-1221. <https://doi.org/10.1002/pits.22677> This study investigates the effects of an alternative approach to grade retention, known as a "remediation measure." This measure was tested in 2010–2011 in two high schools in

Quebec (Canada) and its effects on students' achievement motivation were analyzed. Specifically, the evolution of general and domain-specific expectancy and value perceptions of 74 students who failed Grade 8 and experienced this measure (Mage = 14.81 years) were compared with those of 42 same-age peers (Mage = 14.84 years) who graduated to Grade 9. This evolution was also examined as a function of teachers' support and friends' school attitudes. This measure appeared to have a favorable effect on competence beliefs, in general, and in French. However, the results did not reveal any moderating effects of teacher support and friends' school attitudes. Findings are discussed in light of research evidence concerning the role of social influence on achievement motivation.

Sullivan, K., Dodge, J., Williamson, V., Alves-Costa, F., Barr, N., Kintzle, S., ... Castro, C. (2022). **Preliminary Exploration of the Relationship between Veteran Family Membership, School Climate, and Adverse Outcomes among School-Aged Youth.** *Education and Urban Society*, 54(5), 605-628. <https://doi.org/10.1177/00131245211027363>

Little is known about the functioning of children in veteran-connected families, who may experience a unique constellation of stressors including exposure to parental mental health symptoms and unemployment. Further, research has not previously considered the role of school climate in counteracting these stressors for veteran-connected students. This preliminary study examines the relationship between veteran parent's mental health and employment with adverse outcomes for their school-age children, as well as the potential moderating effect of safe school climate. Participants were 218 veteran parents of children in K-12 schools, who completed the Chicago Veterans Survey, including measures of PTSD and depression, unemployment, a school safety scale drawn from the California School Parent Survey, and an adverse child functioning screening tool. Regression models suggest that depression symptomatology and perceptions of less safe school climate were significantly associated with adverse outcomes among veteran-connected students. Safe school climate buffered against the negative effects of parents' depression symptoms, particularly at lower levels of depression severity. Findings suggest the need for future research to explore the potentially crucial role for schools, including teachers, administrators, and particularly school-based mental health providers, in supporting the healthy functioning of veteran-connected students and their families.

Tayfur, S. N., Prior, S., Roy, A. S., Maciver, D., Forsyth, K., & Fitzpatrick, L. I. (2022). **Associations between Adolescent Psychosocial Factors and Disengagement from Education and Employment in Young Adulthood among Individuals with Common Mental Health Problems.** *Journal of Youth and Adolescence*, 51(7), 1397-1408. <https://doi.org/10.1007/s10964-022-01592-7>

Transition to adulthood can be a challenging developmental task for adolescents with common mental health problems and is linked to adverse outcomes such as 'not in education, employment or training' (NEET). This study investigated longitudinal associations between adolescent psychosocial factors (e.g., self-esteem, aspirations, bullying, physical activity) and later NEET status among individuals with common mental health problems (i.e., depression and anxiety). A secondary data analysis of the Next Steps cohort study was completed using waves 2 and 8. Psychosocial factors, mental health, and background characteristics were captured when participants were aged 15–16 years (wave 2) while still in compulsory education. The 12-item General Health Questionnaire was used to identify adolescents with common mental health problems.

The study population consisted of 2224 participants (females 66.8%) of which 1473 (66.2%) were aged 15 years and 751 (33.8%) were aged 16 years in wave 2. The outcome was NEET status at ages 25–26 years (wave 8). The results showed that after adjusting for background characteristics, adolescent self-esteem, locus of control, bullying, physical activity, job aspirations, and attitudes to school predicted NEET status. Educational aspirations, substance use, and behavioural problems were not significantly associated with NEET status. These findings provide new insights into the role of adolescent psychosocial factors in the context of education and employment outcomes for youth at risk and highlight the necessity of targeted mental health support to improve life chances.

Teuber, Z., Tang, X., Sielemann, L., Otterpohl, N., & Wild, E. (2022). **Autonomy-related Parenting Profiles and their Effects on Adolescents' Academic and Psychological Development: A Longitudinal Person-oriented Analysis.** *Journal of Youth and Adolescence*, 51(7), 1333-1353. <https://doi.org/10.1007/s10964-021-01538-5>

The important role of parenting is widely acknowledged, but as most studies have understood and examined it as a stable attribute (e.g., parenting style), the stability of and changes in parenting are less well understood. Using longitudinal person-oriented approaches (i.e., latent profile analyses and latent transition analyses), this study aimed to examine the stability of and changes in autonomy-related parenting profiles and their effects on adolescents' academic and psychological development. Four autonomy-related dimensions (i.e., autonomy support, warmth, psychological control, conditional regard) were chosen to identify parenting profiles on the basis of Self-Determination Theory. Using five-year longitudinal data from 789 German secondary school students (50.06% female, Mage at T1 = 10.82 years, age span = 10–17), four autonomy-related parenting profiles were found: Supportive (~17%), Controlling (~31%), Unsupportive-Uncontrolling (~17%), and Limited Supportive (~35%). The results suggest that the Supportive profile contributes to adolescents' positive academic and psychological development, whereas the Controlling profile, which thwarts autonomy development, exacerbates the development of psychopathology, and impairs academic achievement. More importantly, the Limited Supportive profile is as maladaptive as the Unsupportive-Uncontrolling profile. Regarding parenting profiles' stability and changes, the results showed that about half of each profile stayed in the same group. Overall, it could be observed that parents became more supportive and less controlling over time. However, the findings also indicate that parenting profiles are less stable than expected and can still change during early-to-mid adolescence.

Thien, L. M. (2022). **Psychometric analysis of a Malay language version of the Principal Instructional Management Rating Scale.** *Educational Management Administration & Leadership*, 50(4), 711-733. <https://doi.org/10.1177/1741143220942514>

The extent to which the Principal Instructional Management Rating Scale (PIMRS) is sensitive and appropriate to be used in different cultural contexts remains underexplored in the literature. To address this research gap, this study attempts to validate a Malay language version of PIMRS by assessing convergent, discriminant, and criterion validity from a hierarchical perspective. Data were collected from 375 primary school teachers from 30 selected schools in Penang and Kedah, Malaysia. Data were analysed using partial least squares structural equation modelling approach with SmartPLS 3.2.9 software. Findings revealed that four items had to be excluded to ensure the construct validity of the third-, second-, and first-order constructs. Convergent validity and

discriminant validity were established for all the second- and first-order constructs with the statistic estimates exceeding the respective threshold. Redundancy analysis confirmed the establishment of the convergent validity of instructional leadership as a formative third-order construct. Criterion validity was established with the significant and positive effect of instructional leadership on collective teacher efficacy (CTE) ($\beta = 0.578$, $t = 14.206$). Local and international educational researchers could replicate the current validation approach in future psychometric PIMRS validation studies in a different research context.

Wang, M., & Xia, J. (2022). **A scale for measuring teacher leadership in early childhood education in China: Development and validation.** *Educational Management Administration & Leadership*, 50(4), 649-671. <https://doi.org/10.1177/1741143220949546>

This article describes the development of a teacher leadership scale (TLS) that can be utilized in early childhood education in China. A mixed methods research design was developed to meet the research aim, and both qualitative and quantitative data on the perceptions of teacher leadership from both middle leaders (i.e. vice-principal, key stage coordinator, subject leader) and classroom teachers were collected. In the qualitative study, semi-structured interviews with seven middle leaders and seven classroom teachers were conducted. The qualitative findings were then used for item pool generation in a quantitative study to create the TLS in four stages of development. The TLS questionnaire was distributed to 175 respondents and then to a further 419 respondents for exploratory factor analysis. The scale was further validated by confirmatory factor analysis with another 597 respondents. Its concurrent validity was also examined: teacher leadership was found to be positively associated with job satisfaction and the principal's authority openness. The article demonstrates that a four-factor model of teacher leadership as follows is psychometrically sound: (a) leading teaching and professional development; (b) characteristics of teacher leaders; (c) participating in school-wide decision-making; and (d) diversity and continuous improvement.

Wang, X., Wang, L., Zhang, J., & Wang, J. (2022). **A multilevel analysis on the evaluation and promotion of emotional intelligence among Chinese school adolescents.** *Youth & Society*, 54(3), 481-500. <https://doi.org/10.1177/0044118X20982316>

Emotional intelligence (EI) is closely connected with mental health, academic achievement, and social adaptation. The purpose of this cross-sectional study is to evaluate EI and explore its associated factors in Chinese adolescents in school. Self-reported questionnaires were distributed to participants—a total of 2,058 students aged 10 to 18 years and 114 homeroom teachers. A hierarchical linear model was used to test the effects of individual and class level variables on EI, respectively. The study found that the participants exhibited slightly higher EI scores than their Western counterparts and that EI levels varied between classes. Students' prosocial behaviors, study pressure, left-behind status (at the individual level) as well as the homeroom teachers' gratitude, job rewards, negative teacher-student relationships, and perceived organizational support (at the class level) were significantly associated with EI. Therefore, the emotional expressions and working situations of homeroom teachers should be promoted to facilitate the development of adolescents.

Wright, M. F., Wachs, S., & Gámez-Guadix, M. (2022). **The Role of Perceived Gay-Straight Alliance Social Support in the Longitudinal Association Between Homophobic**

Cyberbullying and LGBTQIA Adolescents' Depressive and Anxiety Symptoms. *Journal of Youth and Adolescence*, 51(7), 1388-1396. <https://doi.org/10.1007/s10964-022-01585-6>

There has been little research attention given to how Gay-Straight Alliances might mitigate mental health consequences associated with experiencing homophobic cyberbullying. To address this gap in knowledge, the purpose of this one-year longitudinal study was to investigate the moderating effect of perceived social support from Gay-Straight Alliances in the relationships among homophobic cyberbullying victimization and bystanding and depressive and anxiety symptoms among 466 LGBTQIA adolescents (Mage = 15.76; 52% female). The findings revealed that perceived social support was related negatively to homophobic cyberbullying involvement and depressive and anxiety symptoms. Homophobic cyberbullying involvement was related positively to depressive and anxiety symptoms. High perceived social support buffered against the depressive and anxiety symptoms resulting from homophobic victimization and bystanding among LGBTQIA adolescents but low levels and average levels did not moderate these associations. These findings highlight the importance of expanding Gay-Straight Alliances in schools.

Yan, J., Sim, L., Song, J., Chen, S., & Kim, S. Y. (2022). **Reconsidering the “Acculturation Gap”: Mother-Adolescent Cultural Adaptation Mis/Matches and Positive Psychosocial Outcomes among Mexican-Origin Families.** *Journal of Youth and Adolescence*, 51(7), 1409-1425. <https://doi.org/10.1007/s10964-022-01606-4>

Previous studies have linked parent-child cultural adaptation mismatches with adolescents' maladjustment without addressing how intergenerational mis/matches are related to positive aspects of adolescent development and parental outcomes. Using data from 604 Mexican-origin families (adolescent sample: 54% female, Mage = 12.41, range = 11 to 15), response surface analysis was conducted to investigate how mother-child mis/matches in cultural adaptation (acculturation, enculturation, English and Spanish proficiency) are associated with adolescents' and mothers' resilience and life meaning. Adolescents and mothers reported greater resilience and meaning when they matched at higher, versus lower, levels of acculturation, enculturation and English proficiency; adolescents reported more resilience when they were more acculturated than mothers. The findings provide a strengths-based understanding of parent-child cultural adaptation mis/matches and elucidate how Mexican-origin families thrive in the cultural adaptation process.

Aspects sociaux de l'éducation

Andres, L. (2022). **Higher Education and the Marriage Market: Educational Attainment, Educational Homogamy, and Inequality.** *Canadian Journal of Higher Education*, 52(1), 51-69. <https://doi.org/10.47678/cjhe.v52i1.189265>

The purpose of this article is to examine if educational homogamy patterns are associated intergenerationally, the extent to which today's couples are homogamous, and how this translates into levels of family income and financial and overall well-being. To examine these relationships, 28 years of longitudinal data from the British Columbia Paths on Life's Way project are employed. First, changes in marital status, educational completion, and homogamy are examined with the goal of defining these constructs more precisely. Through descriptive statistics, the relationship between educational attainment and related homogamy levels of Paths respondents and their parents is established. Then, the technique of correspondence analysis is used to determine the

relationship between assortative mating and the nature and extent of inequality experienced by Paths respondents. Findings reveal that educational homogamy and its intergenerational associations exist and the extent to which it exacerbates inequality in terms of family income levels, contributions to registered investment plans, and physical, mental, and financial well-being in the sample. The findings of this article highlight the value of a post-secondary education in relation to marriage strategies, and the reproduction of inequalities.

Bahr, P. R., Boeck, C. A., & Cummins, P. A. (2022). **Is Age Just a Number? A Statewide Investigation of Community College Students' Age, Classroom Context, and Course Outcomes in College Math and English.** *Research in Higher Education*, 63(4), 631-671. <https://doi.org/10.1007/s11162-021-09660-w>

Students 25 years of age and older comprise one-third of the population in public two-year institutions, and these students face significant disadvantages in first-year retention and eventual graduation. Successfully passing college math and college English are important steps for adult students in building momentum toward a degree. Classroom context and classroom experiences play important roles in students' likelihood of passing college math and English. However, little is known about how the contextual features and experiences that are associated with the likelihood of passing differ depending on students' age. Using multilevel models and statewide administrative data, we examine variation by age in relationships between students' likelihood of passing a college math or English course and the characteristics of the course itself, peers in the course, the instructor teaching the course, and student behaviors that may bear on course outcomes.

Bañales, J., Pech, A., Pinetta, B. J., Pinedo, A., Whiteside, M., Diemer, M. A., & Romero, A. J. (2022). **Critiquing Inequality in Society and on Campus: Peers and Faculty Facilitate Civic and Academic Outcomes of College Students.** *Research in Higher Education*, 63(4), 589-609. <https://doi.org/10.1007/s11162-021-09663-7>

Guided by Critical Consciousness Theory and the Multicontextual Model for Diverse Learning Environments, this research explored whether a critical reflection of societal inequality and a hostile campus climate were associated with collective student efficacy and grade point average (GPA) among racially/ethnically diverse students. We examined whether these relationships were mediated by positive and informal experiences with peers or faculty. Multiple indicator multiple causes models indicated that there were no latent mean differences or differential item functioning based on students' race/ethnicity, indicating that study measures were not biased against Students of Color or white students. There was one latent mean difference based on gender, such that women were more likely than men to endorse a critical reflection of societal inequality. Structural equation modeling indicated that a critical reflection of societal inequality was positively associated with collective student efficacy and GPA. In contrast, a hostile campus climate was negatively associated with collective student efficacy, GPA, and positive and informal experiences with peers or faculty. Negative experiences with faculty mediated the association between a hostile campus climate and collective student efficacy, such that a more hostile campus climate was associated with fewer positive and informal experiences with faculty and these negative experiences, in turn, were associated with less collective student efficacy. These findings suggest that a critical reflection of societal inequality promotes positive civic and

academic capacities among college students, and that support from campus members (e.g., faculty) is key to achieve these positive outcomes.

Bergmann, J., Alban Conto, C., & Brossard, M. (2022). **Augmenter la représentation des femmes dans la direction des écoles: une voie prometteuse pour l'amélioration de l'apprentissage.** Consulté à l'adresse <https://www.unicef-irc.org/publications/pdf/Augmenter-la-representation-des-femmes-dans-la-direction-des-ecoles-Une-voie-prometteuse-pour-ameliorer-l-apprentissage.pdf>

De nouvelles études montrent une association positive entre les femmes dirigeantes d'écoles et les résultats des élèves. Mais les femmes restent largement sous-représentées aux postes de direction des écoles, notamment dans les pays à revenu faible ou intermédiaire. La publication présente de nouvelles connaissances sur le sujet, attire l'attention sur la sous-représentation des femmes dans les postes de direction et souligne la nécessité de poursuivre les recherches en ce sens afin d'identifier les politiques et les pratiques susceptibles de remédier à cette situation.

Berkowitz, R. (2022). **School Matters: The Contribution of Positive School Climate to Equal Educational Opportunities among Ethnocultural Minority Students.** *Youth & Society*, 54(3), 372-396. <https://doi.org/10.1177/0044118X20970235>

This study carefully examined compensating, mediating, and moderating effects of positive school climate on the relationship of socioeconomic status (SES) and achievement in a nationally representative sample of ethnocultural minority Arabic speaking students in Israel (N = 21,873). Positive school climate was predominantly influential in schools with vulnerable ethnic groups and students from disadvantaged backgrounds. Narrower achievement gaps among students with different personal SES backgrounds were achieved in schools with positive climates. Results suggest improving school climate can increase students' academic opportunities and offer special benefits for students from less advantaged backgrounds. Implications for research, practice, and policy are discussed.

Bès, M.-P. (2021). **La mécanique de l'excellence dans une Grande École: Récit de l'intérieur à l'Institut Supérieur de l'Aéronautique et de l'Espace.** Consulté à l'adresse <https://editions-croquant.org/hors-collection/817-la-mecanique-de-l-excellence-dans-une-grande-ecole.htm>

L'autrice, chercheuse en sociologie et spécialiste des réseaux de diplômés fut également enseignante à l'ISAE pendant 17 ans, entre 2003 et 2020. Dans cet ouvrage, elle raconte, à partir de son journal de terrain comment s'est mise en place la fusion entre les deux écoles d'ingénieur d'aéronautique ENSICA et SUPAERO, sous tutelle de la Délégation Générale de l'Armement. Prenant appui sur différentes échelles de décision dans l'ISAE (des directeurs aux conseils de formation en passant par les professeurs et les étudiants), elle illustre la force des hiérarchies sociales qui s'impose dans ce monde des Grandes Ecoles. Ce faisant, ce livre comporte également une leçon méthodologique sur la portée de l'observation participante et la place de la réflexivité vers l'intelligibilité du social. Mais on peut aussi aisément comprendre, sous sa plume, comment se sont appliqués au quotidien les préceptes du Nouveau Management Public, lesquels font tant de dégâts sociaux et humains.

Blanden, J., Doepke, M., & Stuhler, J. (2022). **Educational Inequality** (Working Paper N° 2022-013). Consulté à l'adresse Human Capital and Economic Opportunity Working Group website: <https://econpapers.repec.org/paper/hkawpaper/2022-013.htm>

This chapter provides new evidence on educational inequality and reviews the literature on the causes and consequences of unequal education. We document large achievement gaps between children from different socioeconomic backgrounds, show how patterns of educational inequality vary across countries, time, and generations, and establish a link between educational inequality and social mobility. We interpret this evidence from the perspective of economic models of skill acquisition and investment in human capital. The models account for different channels underlying unequal education and highlight how endogenous responses in parents' and children's educational investments generate a close link between economic inequality and educational inequality. Given concerns over the extended school closures during the Covid-19 pandemic, we also summarize early evidence on the impact of the pandemic on children's education and on possible long-run repercussions for educational inequality.

Boat, A. A., Miranda, A., & Syvertsen, A. K. (2022). **Enhancing Education and Career Pathways Through Peer and Near-Peer Social Capital**. *Journal of Youth and Adolescence*, 51(7), 1287-1304. <https://doi.org/10.1007/s10964-021-01540-x>

Social capital strengthens emerging adults' ability to reach life goals, but little is known about how peers and near-peers (slightly older and/or more experienced peers who serve in mentorship or coaching roles) support social capital development especially among young people of color. To address this gap, the current study examined how social capital derived from peers and near-peers contributes to emerging adults' ability to actively mobilize social capital in pursuit of their education or career goals (i.e., self-initiated social capital) and, in turn, their education and career outcomes. A total of 841 emerging adults who participated in one of five community-based education and/or workforce support programs were surveyed (72% female; Mage = 20.1, SD = 1.84; 35% Latinx, 30% Black, 19% Asian, 16% Other). Peer social capital was indirectly associated with outcomes (i.e., progress towards education/career goals, commitment to paying-it-forward, collective efficacy to change systems) via greater self-initiated social capital, whereas near-peer social capital was both directly and indirectly associated with outcomes. The mechanisms by which peer and near-peer social capital support emerging adults as they work towards their goals may differ and have important program implications.

Bordes, V. (2022). **Socialisation professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 399-403). <https://doi.org/10.3917/dbu.jorro.2022.01.0399>

Brunet, P. (2022). **Écriture inclusive/non genrée. Comment la mettre en œuvre tout en restant accessible**. *La nouvelle revue - Éducation et sociétés inclusives*, 93(1), 245-257. <https://doi.org/10.3917/nresi.093.0245>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des

acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Brussino, O., & McBrien, J. (2022). **Gender stereotypes in education: Policies and practices to address gender stereotyping across OECD education systems** (N° 271). <https://doi.org/10.1787/a46ae056-en>

In spite of advances in recognising that girls and boys, and women and men, do not have to be bounded by traditional roles, gender stereotypes persist in education and beyond. Children and youth are affected by gender stereotypes from the early ages, with parental, school, teacher and peer factors influencing the way students internalise their gender identities. As such, not only is intervening in pre-primary education necessary, but also measures at the primary and secondary levels are key to eradicate gender stereotypes and promote gender equality. Based on the analytical framework developed by the OECD Strength through Diversity project, this paper provides an overview of gender stereotyping in education, with some illustrations of policies and practices in place across OECD countries, with a focus on curriculum arrangements, capacity-building strategies and school-level interventions in primary and secondary education.

Chiang, Y.-L. (2022). **Exams or applications? Elite Taiwanese students' perceptions and navigation of college admissions systems**. *International Journal of Comparative Sociology*, 63(1-2), 30-50. <https://doi.org/10.1177/00207152211053037>

Studies often portray elite students as self-interested adolescents who justify educational selection systems that favor them. However, this perspective neglects critiques of the college admissions system on the part of the elite, who often have no other option than to support it as fulfilling the ideals of fairness. This study examines academic elite students' perceptions of college admissions systems when they are given choices as to which system to use. Data for this study come from surveys, interviews, and participant observation in Taiwan, where students are selected through two systems: exam-based selections and application-based selections. The findings show that students in elite high schools perceive whichever system that benefits them to be the fairest. By narrowly defining fairness as family influence on admission outcomes, these students downplay the institutional advantages they enjoy and present themselves as deserving candidates. Using the example of elite Taiwanese students, this study highlights that elites justify privilege based on self-interest and strategically navigate admissions systems to accrue advantages.

Collett, C., Neff, G., & Gomes, L. G. (2022). **Les effets de l'IA sur la vie professionnelle des femmes** (p. 92). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000380925>

Cook, A. M. (2022). **Margins that Matter: Exploring the Association Between Academic Match and Bachelor's Degree Completion Over Time**. *Research in Higher Education*, 63(4), 672-712. <https://doi.org/10.1007/s11162-021-09664-6>

There is a well-documented relationship between academic match and bachelor's degree completion; students who undermatch are less likely to complete a BA than those who match or overmatch, net of academic qualifications and demographic characteristics. Little is known, however, about whether this association has changed over time. I argue that recent trends in U.S. higher education may have altered this

association. Thus, while prior research has documented gaps in outcomes between undermatched, matched, and overmatched students, it is important to understand how these gaps may be evolving. The present study uses nationally representative data from three cohorts of first-time college students—students who began college in 1995, 2003, and 2011—to examine this question. Findings show that, in some ways, the association between academic match and BA completion has remained stable over time; across all three cohorts, undermatched students are less likely to graduate than matched and overmatched students, after controlling for academic qualifications and demographic characteristics. In other ways, the association may be evolving; overall, overmatched students' odds of graduation have increased over time, while matched and undermatched students' have not. There are multiple possible explanations for this, including the fact that graduation rates in recent years have become increasingly stratified by college selectivity. The study concludes with recommendations for policy and practice, as well as suggestions for future research.

DeRemer, C. (2022). **"It Doesn't Matter Who Sees Them": A Case Study of an Effective White Educator Working in a Multicultural Urban High School.** *Education and Urban Society*, 54(5), 585-604. <https://doi.org/10.1177/00131245211027519>

This instrumental case study research identifies the beliefs and behaviors of a highly effective white educator working in a multicultural urban school. By triangulating interviews, classroom observations and the analysis of artifacts provided by the teacher, this study identifies the essential beliefs and behaviors that make a white educator a highly effective practitioner and highly respected educator both within his school site and in the broader school community. The case study identifies that the educator's ability to create safety, inclusion, consistency, and high expectations in his classroom functioned to connect him to a population of students who do not share his same racial or economic markers. The purpose of this case study is to identify the essential beliefs and behaviors of a white educator working in a multicultural urban high school in order to use his experience and practice as a way to educate and inform white educators seeking to work in diverse schools across the nation.

Fernandez, F., Ro, H. K., & Wilson, M. (2022). **The Color of Law School: Examining Gender and Race Intersectionality in Law School Admissions.** *American Journal of Education*, 128(3), 455-485. <https://doi.org/10.1086/719119>

Purpose: Law schools are gatekeepers to powerful positions, including US federal judicial systems and legislative branches. Although scholars have addressed underrepresentation of women and racial minorities in law schools and the legal profession, they tend to examine gender and race separately. This study is a critical quantitative analysis of law school admissions among women of color. Research Methods/Approach: We use an intersectionality framework, weighted effect coding, marginal effects, predicted probabilities, and multilevel models to examine admissions data from 25 public law schools. Findings: Unlike Black men, Black women did not receive the full strength of the independent positive relationship between being Black and law school admission, and their access to legal education varies across institutional rankings. Implications: These findings provide quantitative evidence for the importance of the concept of intersectionality—not just for examining multiple individual identities but also how intersected identities matter during selective admissions processes across institutional rankings.

Finger, C. (2022). **(Mis)Matched College Aspirations and Expectations: The Role of Social Background and Admission Barriers.** *European Sociological Review*, 38(3), 472-492. <https://doi.org/10.1093/esr/jcab055>

Not all high school students who wish to study think that they will be able to realize this wish. This article examines whether admission barriers to higher education (HE) are a potential reason for this mismatch between educational aspirations and expectations and whether they are more constraining for students from socially less advantaged backgrounds. It does so for the German context in which the role of admission barriers for social inequality in HE has long been neglected. Empirically, the paper uses a unique combination of individual data on high school students' educational aspirations and expectations and institutional data on admission barriers that vary by field of study. Findings indicate that the socially most privileged students stick to their college aspiration regardless of admission barriers to their aspired field of study. However, they seem to be willing to compromise their preferred field of study if this comes along with high admission barriers. Contrastingly, socially less privileged students seem willing to compromise both their general college aspiration and their aspired field of study if admission appears difficult. The concluding section discusses the implications of these findings for social inequality in education.

Freidus, A. (2022). **Segregation, Diversity, and Pathology: School Quality and Student Demographics in Gentrifying New York.** *Educational Policy*, 36(4), 822-848. <https://doi.org/10.1177/08959048221087206>

Discussions of school integration often contrast the perceived deficits of segregated schools with the perceived strengths of schools with diverse student bodies. In this study, I examine the relationships that school community members infer between student demographics and school quality in diversifying areas of New York City. I use portraits of three New Yorkers to examine the ways that school community members reluctantly re-inscribe the stigma associated with segregated schools, assuming that the best way to improve a school is to increase its diversity. These braided discourses of pathology and diversity call into question the extent to which advocacy for integration advances the goals of educational justice.

Freidus, A., & Ewing, E. L. (2022). **Good Schools, Bad Schools: Race, School Quality, and Neoliberal Educational Policy.** *Educational Policy*, 36(4), 763-768. <https://doi.org/10.1177/08959048221087208>

In this introduction, we outline the scholarly context and research questions that motivate this special issue: In what ways do racialized constructions of school quality open up or foreclose educational opportunity? How do understandings of school quality differ across local social, political, and demographic contexts? And lastly, at what points and in what ways is the school choice process itself racialized? We then introduce the five papers in this issue, each of which challenges us to think critically about taken-for-granted notions of school quality by interrogating factors that influence "choice" beyond the usual paradigm of test scores and parental decision-making.

Fruht, V., Boeder, J., & Chan, T. (2022). **Rising Stars and Underdogs: The Role Race and Parental Education Play in Predicting Mentorship.** *Youth & Society*, 54(4), 635-661. <https://doi.org/10.1177/0044118X211004637>

Research suggests that youth with more financial and social resources are more likely to have access to mentorship. Conversely, the rising star hypothesis posits that youth who

show promise through their individual successes are more likely to be mentored. Utilizing a nationally representative sample (N=4,882), we tested whether demographic characteristics (e.g., race, SES) or personal resources (e.g., academic/social success) are better predictors of receiving mentorship. Regression analyses suggested that demographic, contextual, and individual characteristics all significantly predicted access to mentorship, specifically by non-familial mentors. However, conditional inference tree models that explored the interaction of mentorship predictors by race showed that individual characteristics mattered less for Black and Latino/a youth. Therefore, the rising star hypothesis may hold true for White youth, but the story of mentoring is more complicated for youth of color. Findings highlight the implications of Critical Race Theory for mentoring research and practice.

Gillet, C., Dhume, F., Weiss, P.-O., Blassel, R., & Bao, T. (2022, mai 15). **Étudier les discriminations dans l'enseignement supérieur en France : quels enjeux ?** Consulté 20 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/etudier-les-discriminations-dans-lenseignement-superieur-en-france-quels-enjeux-181372>

Présentation de l'enquête «ACADISCR1», qui porte sur la mesure statistique et sur l'analyse qualitative des discriminations dans le monde académique.

Givord, P. (2021). **How age at school entry affects future educational and socioemotional outcomes: Evidence from PISA** [Post-Print]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/haljournal/hal-03386582.htm>

This study provides new empirical evidence of birthday effects over a range of educational and socioemotional outcomes. It relies on data from the recent cycles of the Program for International School Assessment (PISA) for six European countries. Age at entry has a significant and sizeable impact on cognitive outcomes for 15-year-old students as measured in PISA. The magnitude of the birthday effects on socioemotional skills varies, but overall the results suggest that those students who enter school relatively younger have more negative relationships with their teachers and peers at school. These students also have lower intrinsic motivation and self-esteem and have less ambitious educational expectations than their peers who entered school older.

Green, T. L., Latham-Sikes, C., Horne, J., Castro, A., & Germain, E. (2022). **Making Waves: Districts as Policy Mediators in the Flow of School Gentrification**. *Educational Policy*, 36(4), 849-878. <https://doi.org/10.1177/08959048221087203>

Gentrification is happening in cities all across the United States. Consequently, some Black communities that were intentionally segregated and under-resourced are experiencing capital investments and demographic changes. These gentrification-induced racial and socioeconomic shifts impact many local institutions, namely school districts. Given this, there is an emerging body of research on schools and gentrification. However, less research has examined the actions of school districts as institutional actors in gentrification. This study examines how two school districts' actions mediate school gentrification. Using a theorization of gentrification as a process of racial capitalism, we draw on interviews with 26 principals across both districts. Our findings suggest that districts' actions influence school gentrification by mediating the movement of Black and other youth of color to various schools through cycles of differential investments across the districts. We conclude with implications for future research.

Gross, C., Hadjar, A., & Zapfe, L. (2022). **Institutional characteristics of education systems and inequalities: Introduction II**. *International Journal of Comparative Sociology*, 63(1-2), 3-9. <https://doi.org/10.1177/00207152211061598>

The second special issue of *International Journal of Comparative Sociology* (IJCS) on the role of education systems as institutional settings on the reproduction of inequalities includes three papers that focus on stratification of the education system as key driver of educational inequalities, the role of digital inequalities in the school and beyond, as well as how students navigate through the institutional setting of the Taiwanese education system. While we already elaborated on the research program, conceptual framework, and methodological challenges in the first introduction (published in January 2021), we will deal with the current state-of-research in this second introduction.

Hailey, C. A. (2022). **Racialized Perceptions of Anticipated School Belonging**. *Educational Policy*, 36(4), 879-910. <https://doi.org/10.1177/08959048221087211>

Families indicate that fit and safety are priorities in school selections. It is not clear, however, whether school racial composition shapes families' perceptions of anticipated school belonging. Using a survey experiment with students and parents actively choosing NYC schools, I find that families expressed racialized judgments of belonging. Among schools that were otherwise similar, respondents anticipated feeling most welcome in schools with the highest proportion of their racial group and least welcome in schools with the lowest portions of their ingroup. Families' race-based assessments of school quality could be a key mechanism to explain racial segregation in school choice programs.

Hernández, L. E. (2022). **The Importance of Being “Woke”: Charter Management Organizations and the Growth of Social Consciousness as a School Quality Marker**. *Educational Policy*, 36(4), 796-821. <https://doi.org/10.1177/08959048221087210>

Charter management organizations (CMOs) have increasingly had to respond to questions surrounding their organizations—particularly in the context of the broader social awakening around systemic injustices and evidence of their racially inequitable practices. This study investigated how CMOs counteracted criticisms and managed perception by characterizing their organizations as socially and racially conscious. It compared social media content for one CMO population during two time periods that surround the 2016 election: 2014 to 2016 and 2017 to 2019. Findings suggest that the CMOs have increasingly characterized themselves as socially conscious, but their attentiveness to issues of race and racism remained temporally and topically bounded. The article concludes with a discussion of how CMOs' evolving discourse may influence public perception and considers how CMOs perpetuate a form of neoliberal multiculturalism that normalizes market reform under the discursive cover of a bounded articulation of equity and racial justice.

Irby, D. J., Green, T., & Ishimaru, A. M. (2022). **PK–12 District Leadership for Equity: An Exploration of Director Role Configurations and Vulnerabilities**. *American Journal of Education*, 128(3), 417-453. <https://doi.org/10.1086/719120>

Purpose: This study sought to understand PK–12 district-level equity directors' efforts to improve experiences of students of color and outcomes in US districts. Research Methods: We interviewed 13 practicing equity directors and analyzed artifacts such as meeting minutes, equity policies, equity mission statements, job descriptions, and organizational charts. Findings: Directors experienced structural and psychological vulnerabilities

depending on how their districts structured the role with positional power, resources, and authority to carry out their leadership work. Equity directors' roles were often ambiguous and at times misaligned to the expected leadership tasks. Institutionalized racial and gender oppression compounded the vulnerabilities of the role. Implications: To realize the full potential of this new district leadership position, districts must attend not only to what they expect equity directors to accomplish but also to the configurations of the role as it intersects with labor-related racial and gender oppression in districts.

Jabbar, H., Daramola, E. J., Marsh, J. A., Enoch-Stevens, T., Alonso, J., & Allbright, T. N. (2022). **Social Construction Is Racial Construction: Examining the Target Populations in School-Choice Policies.** *American Journal of Education*, 128(3), 487-518. <https://doi.org/10.1086/719159>

Purpose: We examine policy influencers' perceptions of the targets of school-choice policy across five states, exploring how constructions varied for White and racially minoritized families, whether policy actors conceived of the "target" of policy as the child or the parent, and how these racialized constructions varied across different types of school-choice policies. Research Methods/Approach: We conducted 56 semistructured interviews in 2019 with state-level stakeholders across five states. Findings: We found that policy actors generally viewed White families as strong and racially minoritized families as weak. However, for both groups, we found variation in whether these constructions were positive or negative and differences between students and parents. We find that social constructions are fluid, with varying, sometimes conflicting and contradictory views of racially minoritized and White parents in the same period, within the same state context. Despite the salience of race throughout social constructions of the target population, policy actors primarily used color-evasive references. In general, we found little variation in policy components at the state level. Implications: Our work demonstrates how racialized social constructions matter for equity in school-choice policy, with implications for local, state, and federal policy and for future research.

Jarraud, F. (2022a, mai 19). **La richesse, héritage et diplômes...** Consulté 20 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/05/19/la-riche-heritage-et-diplomes/>

« Les enfants de familles aisées ont trois fois plus de chances d'être parmi les 20 % les plus aisés que ceux issus de familles modestes », affirme l'Insee avec la publication d'une enquête mesurant la mobilité intergénérationnelle. » Les inégalités se reproduisent donc en partie d'une génération à l'autre. Cependant, pour un même niveau de revenu...

Jarraud, F. (2022b, mai 30). **Comment démocratiser l'accès aux grandes écoles?** Consulté 23 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/05/30/comment-democratiser-lacc-ces-aux-grandes-ecoles/>

Les inégalités d'accès aux grandes écoles selon le milieu social, l'origine géographique et le genre sont largement dépendantes, en amont, de l'accès inégal aux formations de premier cycle qui y préparent : les classes préparatoires (CPGE) et les écoles postbac (comme les instituts d'études politiques ou certaines écoles d'ingénieurs). Or, les inégalités d'accès à...

Kaganovich, M., Taylor, M., & Xiao, R. (2022). **Gender Differences in Persistence in a Field of Study: This Isn't All about Grades** (CAEPR Working Paper N° 2022-008 Classification-I23,

I24, J24, D21). Consulté à l'adresse Center for Applied Economics and Policy Research, Department of Economics, Indiana University Bloomington website: <https://econpapers.repec.org/paper/inucaep/2022008.htm>

Weaker retention of women in quantitatively oriented fields, particularly STEM2 is widely seen in US higher education. Focusing particularly on STEM, the literature documents the fact of less generous grading practices in these fields compared to most other disciplines, as well as the phenomenon of gender gap in student persistence in these fields in response to their grade performance there. We examine student persistence in a wide spectrum of academic fields using a rich Indiana University Learning Analytics dataset. To explore the mechanisms that underlie the gender gaps in persistence in different fields we explicitly decompose them into components attributable to the tastes for a field and for the grades in it. We demonstrate that these differences vary in magnitude as well as direction across disciplines. We find that it is women's (or men's) weaker preference for a field of study, rather than their possible lower tolerance for bad grades per se, that is predominantly responsible for making them relatively more responsive to bad grades received in it; in fact, we find that men have stronger taste for grades than do women in each of the major academic categories at the University. In particular, we estimate that STEM-starting women are less averse to low grades there than men but have weaker taste for STEM, resulting in their overall lower retention there. Finally, we undertake a counterfactual experiment of relaxing grading standards in STEM and find that, depending on specific structure of students' taste for grades, this will have at best little effect on women's inferior retention, and may exacerbate it.

Karababa, A. (2022). **School engagement and self-esteem among Turkish secondary school students: A moderated-mediation model for academic achievement and gender.** *Psychology in the Schools*, 59(6), 1088-1104. <https://doi.org/10.1002/pits.22663>

The study aimed to examine the direct relationships between school engagement, academic achievement, and self-esteem, and whether academic achievement mediated the relationship between school engagement and self-esteem among Turkish secondary school students. An additional aim of the study was also to test whether these associations were moderated by gender. The study sample consisted of 402 adolescents (207 female–195 male) studying at the secondary school, aged from 11 to 14 years old. The study findings showed both the significant direct positive associations among the studied variables and the mediating role of academic achievement in the relationship between school engagement and self-esteem. It also found that the direction, strength, and structure of the direct and indirect relationships among the studied variables did not differ between the two gender groups. In conclusion, students who have higher levels of school engagement tend to show improvements in their academic achievement, and achieving better educational performance promotes higher self-esteem. Directions for future research and application were discussed.

Kumar, D., Pratap, B., & Aggarwal, A. (2022a). **Correction to: Gender differences in students' progress from elementary to secondary education in India: who are performing better?** *Educational Research for Policy and Practice*, 21(2), 243-243. <https://doi.org/10.1007/s10671-021-09304-x>

Kumar, D., Pratap, B., & Aggarwal, A. (2022b). **Gender differences in students' progress from elementary to secondary education in India: who are performing better?**

Educational Research for Policy and Practice, 21(2), 217-241.
<https://doi.org/10.1007/s10671-021-09302-z>

This paper analyzes gender differences in the progress of students from elementary to secondary education in India by using India Human Development Survey (2004–05 and 2011–12) panel data. Using a logit model analysis, we have examined how post-enrollment, a child's family background, household educational inputs and process indicators determine his/her elementary and secondary school completion (SSC). Our findings suggest that even after accounting for school accessibility, family socioeconomic status plays an important role in the manifestation of gender inequality in school progression. Secondary school completion has emerged as the major stumbling block for scheduled castes, scheduled tribes and Muslim children, particularly for girls belonging to low-economic-status households. Family educational inputs and student process indicators are also significant influencers of SSC. We find a significant gap in the performance of private and government school children that narrows as family economic status improves.

Landaud, F., & Maurin, E. (2022). **Tracking When Ranking Matters** (IZA Discussion Paper N° 15157). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15157.htm>

This paper investigates the effect of grouping students by prior achievement into different classes (or schools) in settings where students are competing for admission to programs offering only a limited number of places. We first develop a model that identifies the conditions under which the practice of tracking students by prior achievement increases inequalities between students that do not initially have the same academic background, such as may exist between students with different social backgrounds. We then test our model using new data on the competitive entrance exams to elite scientific higher education programs in France. We find that 70% of the inequality in success in these exams between students from different social backgrounds can be explained by the practice of tracking students by prior achievement that prevails during the years of preparation for these exams.

Lauri, T., & Saar, E. (2022). **Cumulative advantages and disadvantages in attainment of higher education: Set-analytic comparison of asymmetric inequalities in six European countries.** *International Journal of Comparative Sociology*, 63(1-2), 51-88.
<https://doi.org/10.1177/00207152221092152>

This article explores how parental resources work together to secure higher education for their offspring. It does so by, first, mapping the linkages between cumulative advantages and disadvantages of respondents' parental resources and educational attainment across countries and cohorts. Second, investigating under which institutional setup of education systems these linkages between parental background and educational attainment are the weakest. At both levels, the set-analytic approach is applied. We show that disadvantages tend to cumulate to a much greater extent than advantages and their role in hindering higher educational attainment is much stronger than advantages to enable it. The only configuration of educational system that is sufficient to mitigate linkages between cumulative background and educational attainment in both directions, that is, advantageous background to enable and disadvantageous background to hinder higher educational attainment, combines high levels of standardization and decommodification.

Layte, R. (2022). **Does Family Economic Strain Reduce Child Educational Achievement? A Longitudinal Assessment Using the Great Recession in Ireland.** *European Sociological Review*, 38(3), 408-424. <https://doi.org/10.1093/esr/jcab049>

Although the association between family social position and children's educational achievement has been repeatedly shown, evidence of what explains this association has been more elusive. We put forward two broad theories which have come to dominate the literature: the 'family investments model' (FIM) and the 'family stress model' (FSM). Using longitudinal cohort data from Growing Up in Ireland, a nationally representative cohort study of young people and propensity score methods to adjust for selection bias, we show that a family's experience of economic strain can significantly reduce child attainment in state exams at age 15. Together, FIM and FSM measures explain between 36 per cent and 47 per cent of the effect of change in economic strain, but the variables associated with FSM explain more of the effect for economic strain than change in the variables associated with FIM. These results add to mounting evidence that psycho-social processes are at least as important, if not more important than human capital processes in explaining the effects of low resources on child health, education, and social development.

Leaton Gray, S., Mägdefrau, J., & Riel, M. (2022). **Life in the Digital Slow Lane: How Deprived Young People Are Set up to Fail.** *British Journal of Educational Studies*, 70(2), 145-164. <https://doi.org/10.1080/00071005.2021.1919596>

The phenomenon of digital differentiation, or stark variations in ability to access Internet hardware and/or infrastructure, has been a feature of provision since its early days. This article explores the impact of digital differentiation on two groups of young people, in England and Germany. It is based on fieldwork that took place during the academic year 2018-2019, just before the global pandemic threw the issue of equality of Internet access into sharp relief. The article begins by describing the empirical design of the My Life Online project, including background, sampling, instruments, ethical aspects and the initial data analysis approach taken to ensure reliability and validity. It then develops a further analysis drawing on Halford and Savage's hybrid Bourdieu/Actor Network Theory model (2010) to map out the socio-technical network surrounding the young people in our study. In this way we identify areas of change and conflict that compound existing social deprivation. We conclude by making a case for a better education policy awareness of the key issues, and more equitable distribution of national infrastructure moving forwards.

Leroy, G. (2022). **Sociologie des pédagogies alternatives.** Consulté à l'adresse https://www.editionsdecouverte.fr/sociologie_des_pedagogies_alternatives-9782348055256

Les analyses sociologiques des pédagogies alternatives sont rares. Or le paysage pédagogique contemporain est celui de l'émergence ou de la résurgence d'alternatives : pédagogies néo-Montessori, écoles démocratiques, Steiner, instruction en famille, etc. Quel est l'état des savoirs sur ces nouvelles pratiques ? Comment les penser dans un monde où les valeurs néolibérales gagnent du terrain ? Quelles pédagogies paraissent aujourd'hui "rationnelles", c'est-à-dire capables de réduire les inégalités sociales en expansion ? Quelle place les pédagogies critiques peuvent-elles tenir dans ce paysage, si leur but est de subvertir les dominations de classe, de genre, de race ou de sensibiliser aux enjeux environnementaux ? L'objectif de cet ouvrage est de replacer les pédagogies nouvelles, ou alternatives, dans la réalité des mondes sociaux

actuels et passés. Il présente leur histoire, leurs acteurs, leurs méthodes et s'interroge sur leur capacité à faire réussir les moins bien dotés par leur milieu d'origine

Leszczensky, L., Pink, S., Kretschmer, D., & Kalter, F. (2022). **Studying Youth' Group Identities, Intergroup Relations, and Friendship Networks: The Friendship and Identity in School Data.** *European Sociological Review*, 38(3), 493-506.
<https://doi.org/10.1093/esr/jcab052>

This data brief introduces the Friendship and Identity in School (FIS) dataset. The FIS data are school-based longitudinal social network data, which have become increasingly important in recent years. Including information on 2,500 adolescents in nine secondary schools in the German federal state of North Rhine-Westphalia, the FIS data have four important key features that make them uniquely suited for studying the co-evolution of friendship networks and group identities or other time-varying individual characteristics. Specifically, the data include (i) fine-grained multidimensional measures of youth' ethnic, national, and religious identities, (ii) comparatively large social networks that span multiple classrooms, (iii) up to six waves over four and a half years, and (iv) an ethnoreligiously diverse sample. Besides friendship and identity, the data include other network dimensions such as romantic relations or dislike as well as repeated measurements of various individual attributes ranging from perceived discrimination over intergroup attitudes and religion to leisure time activities and students' perceptions of parents' identities and attitudes. In combination, the FIS data provide rich longitudinal information that allows researchers to study the development, change, and interplay of youth' group identities and friendship networks as well as broader questions concerning intergroup relations, network formation, and peer influence.

Marquez, J., Lambert, L., Ridge, N. Y., & Walker, S. (2022). **The PISA performance gap between national and expatriate students in the United Arab Emirates.** *Journal of Research in International Education*, 21(1), 22-45.
<https://doi.org/10.1177/14752409221090440>

In most education systems, students with an immigrant background perform worse academically than do native students. However, in the United Arab Emirates (UAE) differences emerge in the opposite direction and the national-expatriate gap in academic performance is equivalent to almost three years of schooling. This gap is a concern in the UAE, where national students mainly attend public schools while expatriates mostly attend private schools. In this study, to investigate the performance gap between national and expatriate students we estimate group differences and conduct linear regression analysis using data from the 2018 Programme for International Student Assessment. Results show that the gap varies by emirate and country of origin, and is greater among boys, better-off students and those attending private schools. Between 33% and 47% of this gap is explained by school type, whether public or private. We offer recommendations for the UAE that may also be useful for other high expatriate recruiting nations in development; however, in a country characterized by 85% expatriates and a maturing education policy, challenges remain.

Martin, M., & Stulgaitis, M. (2022). **Refugees' access to higher education in their host countries: overcoming the 'super-disadvantage'.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000381505/PDF/381505eng.pdf.multi>

Ce document vise à identifier les politiques inclusives et les bonnes pratiques pour répondre aux nombreux défis auxquels sont confrontés les étudiants réfugiés pour

accéder à l'enseignement supérieur dans leur pays d'accueil. Il se concentre sur les expériences de six pays : la France, l'Éthiopie, l'Égypte, l'Allemagne, la Norvège et la Turquie. À partir de cette analyse, le document présente les politiques inclusives et les bonnes pratiques de ces pays et de leurs établissements d'enseignement supérieur par type d'obstacle à l'accès à l'enseignement supérieur. Il conclut en présentant 15 recommandations sur la manière dont les pays d'accueil peuvent soutenir l'accès des réfugiés à leurs systèmes nationaux, plaidant fortement pour une « approche d'égalité des chances » en termes de politiques nationales et de mesures de prise en charge au niveau des établissements d'enseignement supérieur.

McCoy, S., Byrne, D., & O'Connor, P. (2022). **Gender stereotyping in mothers' and teachers' perceptions of boys' and girls' mathematics performance in Ireland.** *Oxford Review of Education*, 48(3), 341-363. <https://doi.org/10.1080/03054985.2021.1987208>

Parents' and teachers' beliefs and evaluations of young people are important. Using a feminist institutionalist perspective, and drawing on rich data from one in seven nine-year-old children in Ireland, this paper examines mothers' (who make up the overwhelming majority of primary care-givers) and teachers' perceptions of boys' and girls' mathematics performance. The evidence shows that girls' mathematics performance is underestimated by both relative to boys'. Mother's gender bias was evident among high performing children, at all levels of children's academic self-concept, and among mothers with at least third level education. While the judgements reflect children's actual performance and engagement, a notable gender gap remains. It is suggested that the results reflect gender stereotypes: overestimating boys' and underestimating girls' mathematics achievements. The article indicates the importance of the informal dimension of institutions and the part played by women in the effective devaluation of girls by endorsing gendered stereotypes. Women teachers are less likely to rate children highly in mathematics, taking account of performance: arguably reflecting their own lack of confidence in mathematics assessment. The findings raise concerns for girls' futures since mathematics is seen as an indicator of intelligence. Given the move towards teacher-assessed grading during COVID-19, understanding, and challenging, gender-stereotyping is pressing.

Mijs, J. J. B., & Nieuwenhuis, J. (2022). **Adolescents' future in the balance of family, school, and the neighborhood: A multidimensional application of two theoretical perspectives.** *Social Science Quarterly*, 103(3), 534-549. <https://doi.org/10.1111/ssqu.13137>

Objective Family, school, and neighborhood contexts provide cultural resources that may foster children's ambitions and bolster their academic performance. Reference group theory instead highlights how seemingly positive settings can depress educational aspirations, expectations, and performance. We test these competing claims. Methods We test these claims using the British Avon Longitudinal Study of Parents and Children (N = 4968). Results Results are broadly in line with the cultural resource perspective. However, important exceptions to this pattern point to reference group processes for children from low-educated parents, whose academic aspirations are especially low when they either attended an affluent school or lived in an affluent neighborhood—but not both, and for children from highly educated parents attending poor schools, whose realistic expectations of the future are higher than their peers in affluent schools. Conclusion The resource perspective strongly predicts adolescents' (ideas about) education, but reference group processes also play an important role in neighborhoods and schools.

Min, M., Lee, H., Hodge, C., & Croxton, N. (2022). **What Empowers Teachers to Become Social Justice-Oriented Change Agents? Influential Factors on Teacher Agency toward Culturally Responsive Teaching.** *Education and Urban Society*, 54(5), 560-584. <https://doi.org/10.1177/00131245211027511>

Culturally Responsive Teaching (CRT) has gained significant attention across diverse school environments in justice by supporting students from culturally underrepresented groups. However, how teachers develop their agency toward inclusive practices and what influences the agency developed have been undertheorized and underexplored. This study aims to identify factors that support teachers' initial enactment of CRT and what strengthens or weakens the positive agency developed. This study is guided by a grounded theory approach. Sixteen in-service teachers' semi-structured interview transcripts were analyzed using the constant comparative method. Four themes emerged from each of the research questions. Theoretical and practical implications are discussed to better support in- and pre-service teachers' growth toward becoming social justice-oriented change agents with CRT practices.

Myoung, E., & Liou, P.-Y. (2022). **Adolescents' Political Socialization at School, Citizenship Self-efficacy, and Expected Electoral Participation.** *Journal of Youth and Adolescence*, 51(7), 1305-1316. <https://doi.org/10.1007/s10964-022-01581-w>

Adolescents' political socialization is crucial for their future political participation. Little research has examined this relationship and the importance of citizenship self-efficacy in an Asian context. This study focused on the effectiveness of Korean adolescents' political socialization and self-efficacy on their expected electoral participation. Data from Korean 8th graders participating in the 2016 International Civic and Citizenship Education Study were examined (N=2601; Mage=14.02; 46% female). Political socialization included open classroom discussion, active learning strategies, and formal citizenship education. The result showed that citizenship self-efficacy is the most important predictor for Korean adolescents' future engagement, but open classroom discussion is not significant. It indicates that citizenship education needs to consider countries' social and cultural contexts.

Oates, C. (2022). **Social Return on Investment: An open invitation for researchers.** *Management in Education*, 36(3), 150-152. <https://doi.org/10.1177/08920206211045537>

Observatoire des inégalités. (2022, mai 25). **Comment démocratiser enfin l'accès aux grandes écoles?** Consulté 23 janvier 2023, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Comment-democratiser-enfin-l-acces-aux-grandes-ecoles>

Les grandes écoles ne s'ouvrent pas aux élèves d'origine modeste. Il faut améliorer l'estime de soi des élèves défavorisés et mieux informer les lycéens. Les mesures de discrimination positive doivent aussi être évaluées et généralisées. Propositions de l'économiste Julien Grenet.

OECD. (2022). **Comment rendre l'accès des élèves à l'apprentissage numérique plus équitable?** <https://doi.org/10.1787/dfd2470c-fr>

Les technologies de l'information et de la communication (TIC) sont devenues un outil essentiel pour les systèmes éducatifs cherchant à optimiser la qualité et l'efficacité de leur enseignement, une tendance rendue d'autant plus manifeste et pressante par la pandémie de COVID-19. Mais dans quelle mesure les élèves issus de différents milieux

socio-économiques ont-ils accès à un enseignement de qualité basé sur les TIC ? Dans l'ensemble, les élèves défavorisés tendent à avoir un accès plus limité aux possibilités d'apprentissage numérique, tant à la maison qu'à l'école. Les données semblent en outre indiquer que la manière dont les enseignants présentant certaines caractéristiques sont répartis entre les établissements peut favoriser une plus grande équité. L'analyse qui suit examine ainsi plus spécifiquement deux d'entre elles : le sentiment d'efficacité personnelle des enseignants dans le domaine du numérique et leur formation à l'utilisation des TIC à des fins pédagogiques.

Paniagua, C., García-Moya, I., & Moreno, C. (2022). **Adopted Adolescents at School: Social Support and Adjustment.** *Youth & Society*, 54(3), 419-441. <https://doi.org/10.1177/0044118X20977033>

There is a need of additional research into the social aspects of adoptees' school experiences. For that purpose, the present study used a sample of adopted ($n=541$) and non-adopted ($n=582$) adolescents from the Health Behavior in School-aged Children (HBSC) study in Spain. Specifically, we analyzed social support at school (from classmates and teachers), explored adjustment differences between domestic adoptees, intercountry adoptees, and non-adopted adolescents, and examined whether adoption status and adjustment problems explain potential differences in support from teachers and from classmates. Results showed more difficulties in domestic adoptees than in the other two groups. Furthermore, differences were found in the role of adoption status and adjustment problems in classmate and teacher support: once conduct problems were taken into account, the association between adoption status and classmate support became non-significant. In contrast, both conduct problems and adoption status were significant factors associated with lower teacher support.

Redmond, G., García-Moya, I., Moreno, C., Mooney, A., & Brooks, F. (2022). **Gender Differences in the Relationship between Pressure from Schoolwork and Health Complaints: a Three Country Study.** *Child Indicators Research*, 15(3), 763-780. <https://doi.org/10.1007/s12187-021-09879-0>

Pressure from schoolwork is associated with health complaints in primary and high school students. Girls are more likely to report high levels of pressure and experience frequent health complaints. However, the moderating effect of gender on the relationship between pressure and health complaints has not been fully explored. Logistic regression was used to examine the association between pressure from schoolwork and health complaints for a sample of 11–12 and 13–14-year-olds in Australia ($N = 4723$), England ($N = 2734$) and Spain ($N = 3743$), moderating for gender and controlling for family affluence and teacher support. Across the entire sample, a significant relationship between pressure and frequent health complaints was found ($OR = 3.03$, $p < .001$). Among students reporting a lot of pressure, differences between boys and girls in marginal odds of frequent health complaints were greater in Spain than in Australia or England (difference in log odds: Australia 0.426, $p = .211$; England 0.445, $p = .821$; Spain 1.044, $p < .001$). Pressure from schoolwork is an important issue for student mental health. This study suggests that the role of gender in moderating this relationship differs across countries. Differing national approaches to testing and grade repetition, as well as differences in macro-economic and social contexts, especially between Australia and England on the one hand, and Spain on the other, are discussed as possible explanations for these gender differences. More research is needed on how these factors influence boys' and girls' perceptions of pressure and stress associated with schoolwork.

Riordan, S. (2022). **Improving teaching quality to compensate for socio-economic disadvantages: A study of research dissemination across secondary schools in England.** *Review of Education*, 10(2), e3354. <https://doi.org/10.1002/rev3.3354>

Since 2011, schools in England have received funds designated for improving the educational outcomes of students facing socio-economic disadvantages (SED). In response to concerns regarding the effective expenditure of these funds, school leaders have been increasingly required to justify their spending decisions and to demonstrate how decisions are informed by research evidence. As a consequence, schools appear to be increasingly attempting to reduce SED attainment gaps by improving the quality of teaching across the school. This article reviews this endeavour to bring research evidence to bear on classroom practice. It draws upon data from a large qualitative study of interviews with 167 school staff and a survey at 285 schools. In addition, I report on a review of 100 school policy documents, a review of the evidence, and a study of examination data and teacher attitudes at one school. I argue that the mechanisms to put research into practice are failing in this case. A wide variety of practices are being justified by a small number of studies of questionable relevance. In some schools, attempts to be guided by research have not had the expected positive impact, which has caused weariness and frustration. I also present evidence that, in some contexts, certain kinds of improvements to teaching may widen SED attainment gaps. I conclude that there are bureaucratic and linguistic faults in the mechanisms to disseminate research evidence in this case and argue that education researchers should incorporate these mechanisms more comprehensively into their field of study.

Robillard, C. L., Balakrishnan, C., Craig, S. G., & Turner, B. J. (2022). **A Two-Way Street? Reciprocal Associations Between Parental Warmth and Hostility with Substance Use Among Justice-Involved Adolescents.** *Journal of Youth and Adolescence*, 51(7), 1442-1456. <https://doi.org/10.1007/s10964-022-01611-7>

Transactional developmental theories propose that poor parenting behaviors contribute to youth substance use, and youth substance use contributes to poor parenting behaviors. However, research aimed at testing these theories has not distinguished: (1) between- and within-person sources of variance; (2) maternal and paternal parenting behaviors; and (3) alcohol, marijuana, and other illicit drug use. This study addressed these limitations by investigating the reciprocal associations between maternal and paternal warmth and hostility with alcohol, marijuana, and other illicit drug use among justice-involved adolescents, an at-risk population for substance use. 1354 justice-involved adolescents (86.4% male; Mage = 16.04 [SD = 0.14], range = 14–17; 41.4% Black, 33.5% Hispanic, 20.2% White, 4.8% other race/ethnicity) completed self-reports assessing parental warmth, parental hostility, and substance use every six months for 36 months. Random-intercept structural equation models disaggregated between- and within-person associations. At the between-person level, maternal and paternal warmth were negatively associated with alcohol, marijuana, and other illicit drug use, whereas maternal and paternal hostility were positively associated with alcohol, marijuana, and other illicit drug use. At the within-person level, maternal and paternal warmth predicted decreases in marijuana and other illicit drug use, and paternal warmth predicted decreases in alcohol use six months later. Maternal hostility predicted increases in subsequent marijuana and other illicit drug use. Marijuana and other illicit drug use predicted decreases in subsequent paternal hostility. The results are partially consistent with transactional developmental models proposing recursive influences between

parenting behaviors and youth substance use. Evocative effects were in the opposite direction than expected and specific to fathers, such that youth drug use was related to improvements in the father-youth relationship. The results support the potential utility of family-based interventions for substance use among justice-involved adolescents.

Roth, T., Pforr, K., Mingham, S., & Selbach, M. (2022). **Do Birth Order Effects on Secondary School Track Placement Differ Between Natives and Migrants? A Within-Family Analysis in the German Educational System.** *European Sociological Review*, 38(3), 440-454. <https://doi.org/10.1093/esr/jcab047>

While existing research has found negative birth order effects on competences and educational attainment in various Western countries with different educational systems, it is unclear whether these findings also hold in families with migration background. We argue that in migrant families where children were born in the host country, birth order effects on secondary school track placement should be weak or even reversed. In these families, parents' host country-specific resources and knowledge of the education system are likely to be comparatively low. Consequently, older siblings who were born and educated in the host country can be an important source of information and support on educational matters for their younger siblings. Moreover, parental knowledge of the education system should increase with the educational career of each of their children. Family fixed-effects models based on representative data from the German Microcensus show negative birth order effects on secondary school track placement for native, first-generation migrant, and interethnic siblings, but not for second-generation migrant siblings. The empirical results indicate that negative birth order effects are not necessarily universal, but that children may even benefit from having older siblings under certain conditions.

Rouban, L. (2022, mai 22). **La confiance politique exige la reconnaissance du mérite.** Consulté 23 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/la-confiance-politique-exige-la-reconnaissance-du-merite-183281>

Une autre lecture de l'année électorale montre que le malaise démocratique repose aussi sur l'idée d'un mensonge institutionnel.

Rowan-Kenyon, H. T., McCreedy, A. M., Barone, N. I., & Martínez Alemán, A. M. (2022). **Does Experiencing Racialized Aggressions on Social Media Influence Perceptions About the Campus Racial Climate?** *Research in Higher Education*, 63(4), 610-630. <https://doi.org/10.1007/s11162-021-09662-8>

The purpose of this study was to use structural equation modeling to examine how the experience of racialized aggressions on social media influenced the perceptions of campus racial climate for undergraduate students of color (n = 771). Findings suggest that students who experienced racialized aggressions on social media did report less positive perceptions of campus diversity climate. Given that in-person and online environments are growing evermore seamless for students, this has implications for campus climate and diversity programming.

Selznick, B. S., Mayhew, M. J., Zhang, L., & McChesney, E. T. (2022). **Building Women's Innovation Capacities Through Undergraduate Experiences.** *Research in Higher Education*, 63(4), 567-588. <https://doi.org/10.1007/s11162-021-09659-3>

This study examines how collegiate climates and practices can promote innovation capacities among an international longitudinal sample of undergraduate women. Using a pre-test/post-test quantitative design with a reliable and valid dependent measure of innovation capacities, this study employs structural equation modeling to robustly estimate collegiate effects over-and-above students' entry characteristics and personality traits. Results indicate that curricular practices (e.g., faculty challenge, course-taking patterns) and co-curricular engagement (e.g., connecting experiences) spur the development of innovation capacities among our sample of women. Findings are discussed and implications for theory, research, and practice are provided.

Sianturi, M., Lee, J.-S., & Cumming, T. M. (2022). **A systematic review of Indigenous parents' educational engagement.** *Review of Education*, 10(2), e3362. <https://doi.org/10.1002/rev3.3362>

The vital role of parents in Indigenous children's education has long been recognised in the school system; however, there is still limited understanding of the complex challenges experienced by parents in their educational engagement. This systematic review synthesised evidence from 41 studies to provide an understanding of Indigenous parents' perceptions about their educational engagement and strategies used by schools to facilitate their engagement. By employing a qualitative thematic synthesis, we identified three main themes: (1) the self-perceived roles of Indigenous parents; (2) factors that hinder educational engagement; and (3) strategies that can support Indigenous parents. The findings suggest that cultural issues greatly influence the way parents perceive their role and are at the root of the hindering factors and effective strategies for increasing parental engagement. Schools' personnel can create opportunities for authentic collaboration with parents by undertaking a comprehensive identification of impeding factors and employing a strength-based framework that acknowledges the importance of integrating cultural aspects and culturally responsive approaches. Context and implications Rationale for this study Indigenous parental engagement in schools has continued to be a concern. Although such engagement is widely recognised as essential, fundamental enablers of parental engagement are not thoroughly examined. This study aimed to explore how home-school relations could be established in ways that accommodate the preferences of Indigenous parents. Why do the new findings matter This study provides a comprehensive analysis of how home-school partnerships could be undertaken to produce an authentic collaboration between schools and Indigenous parents. The findings contribute to the body of knowledge about the factors hindering Indigenous parental engagement and culturally responsive strategies to enhance it. Implications for practitioners and policy makers With the recognition of Indigenous cultures, schools can strengthen their genuine commitments to build an authentic and inclusive collaboration with Indigenous parents by empowering parents to engage in their children's education, building culturally responsive relationships with parents, and supporting the whole family and students' development. Moreover, policy makers might comprehensively investigate any culturally inappropriate and unsafe regulations in the existing policies and consider holistic programmes that are more culturally responsive.

Smith, N. A., Thelamour, B., & Booth, M. X. (2022). **Caribbean Immigrant Youths' Ethnic Identity and Academic Achievement: The Role of Academic Beliefs.** *Youth & Society*, 54(3), 462-480. <https://doi.org/10.1177/0044118X20981382>

Ethnic identity (EI) can facilitate racially and ethnically marginalized youths' academic achievement but the mediating process by which it exerts its influence is unclear. This study examines how EI is associated with academic achievement through academic beliefs in a sample of Caribbean first and second generation immigrant adolescents whose identities are connected to cultural groups outside of the U.S. Youth ($N = 128$; 12-18 years old, $M = 16.32$, $SD = 1.81$; 69.3% second generation; 58.6% Black) reported on their EI affirmation and belonging and EI achievement, academic self-efficacy, academic aspirations, and grades. Results of our serial mediation model showed that stronger EI achievement was associated with higher academic self-efficacy and in turn higher academic aspirations, and higher grades. These findings offer potential targets (i.e., academic self-beliefs) for supporting the academic success of Black and Hispanic Caribbean immigrant students and have implications for their boosting educational outcomes.

Stern, W. C. (2022). **The Education Trap: Schools and the Remaking of Inequality in Boston** by **Cristina Viviana Groeger**. *American Journal of Education*, 128(3), 519-524. <https://doi.org/10.1086/719158>

Syed, E. (2022). **The Space Beyond Equity: A Blueprint of Radical Possibilities in School Design**. *Educational Policy*, 36(4), 769-795. <https://doi.org/10.1177/08959048221087207>
School facilities are increasingly seen as essential to achieving educational equity. By foregrounding often taken-for-granted school spaces, this conceptual article seeks to situate school design within broader antiracist efforts in education. To that end, I make a few critical contributions: (a) I shift attention to the social construction and contestation of school spaces; and (b) I develop a framework for dealing with racialized imaginaries of school spaces that goes beyond conventional equity applications. Applying this framework to school design literature and planning documents, I derive a blueprint to examine minoritized school spaces that encompasses aspects of culture, wellbeing, and power.

Tavares, O., Sà, C., Sin, C., & Amaral, A. (2022). **Equity policies in global higher education: reducing inequality and increasing participation and attainment**. Consulté à l'adresse <https://link-springer-com.proxy-bu2.u-bourgogne.fr/content/pdf/10.1007/978-3-030-69691-7.pdf>

Malgré l'idée selon laquelle la massification de l'enseignement supérieur aurait au moins atténué les différences d'accès à l'enseignement supérieur liées à l'origine sociale des étudiants et de leurs familles, on constate que l'équité n'est pas atteinte. S'appuyant sur une série d'études de cas portant sur les États-Unis, le Brésil et un certain nombre de pays européens, l'ouvrage présente un aperçu des politiques et des pratiques visant à promouvoir un accès équitable à l'enseignement supérieur. Chaque chapitre propose une analyse critique des politiques d'accès et des raisons pour lesquelles elles ont réussi ou échoué à promouvoir l'équité au sens de justice, c'est-à-dire à assurer l'élimination des obstacles à la réalisation du potentiel éducatif résultant de facteurs personnels et sociaux.

Traini, C. (2022). **The stratification of education systems and social background inequality of educational opportunity**. *International Journal of Comparative Sociology*, 63(1-2), 10-29. <https://doi.org/10.1177/00207152211033015>

This article aims to identify the moderating effect of two dimensions of the stratification of education systems (the extent to which the first selection is based on students' ability and the age of first selection) on social background gradient in educational attainment. Individual-level data of the European Social Survey (round 1 to 9) is complemented with new contextual indicators measuring various education systems' characteristics. This article's contribution to the debate is twofold. First, it simultaneously investigates two dimensions of the stratification of education systems that have never been analyzed in cross-country studies investigating long-term educational outcomes. Second, it provides a series of indicators of education systems' characteristics collected by means of an online expert survey whose validity and reliability is also tested. Findings show that the two dimensions of the stratification of education systems have opposite effects. As the first selection is increasingly based on students' ability, social background gradient in educational attainment increases. In contrast, postponing the age of first selection decreases social inequality in educational opportunity.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & IEA : International association for the evaluation of educational achievement. (2022). **Missing out on half of the world's potential: fewer female than male top achievers in mathematics and science want a career in these fields.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000381324/PDF/381324eng.pdf.multi>

Les jeunes femmes ne représentent, dans de nombreux pays, que 25 % des étudiants en ingénierie ou en technologies de l'information et de la communication (TIC). Comment expliquer l'absence des filles dans les domaines de la science, de la technologie, de l'ingénierie et des mathématiques (STIM) et des TIC ? Ce document explore la relation qui existe entre le genre des élèves, la confiance en soi et leurs résultats en sciences et en mathématiques, ainsi que leur aspiration à poursuivre une carrière dans ces domaines. Il présente aussi les stratégies nécessaires pour surmonter les obstacles sociaux et psychologiques susceptibles de freiner les filles et les femmes.

UNGEI : United nations girl's education initiative. (2022, avril). **A summary of evidence on gender gaps in education in the context of Covid-19** [UNGEI Working Paper]. Consulté à l'adresse <https://www.ungei.org/sites/default/files/2022-04/Summary%20of%20Evidence%20from%20UN%20and%20Civil%20Society%20on%20COVID%20Gender%20Gaps.pdf>

Ce document de travail présente une cartographie des données existantes sur les écarts entre les sexes en éducation dans le contexte de la COVID-19. Il passe en revue les recherches et les rapports des agences des Nations Unies et des bureaux de pays, des ONG internationales et nationales, des organisations de la société civile, recherche indépendante, groupes de réflexion, gouvernements et bailleurs de fonds. Ce document servira de base à la rédaction d'un rapport sur l'éducation des filles en vue du prochain G7.

Urrego, V. A. (2022, avril 1). **L'étude d'un dispositif d'ouverture sociale à l'aune de l'approche ternaire et trilogique.** Présenté à Journée des doctorants TecandCo, 1er avril 2022, Strasbourg. Consulté à l'adresse <https://hal.science/hal-03674735>

Véronneau, M.-H., Serbin, L. A., Kennedy-Turner, K., Stack, D. M., Ledingham, J. E., & Schwartzman, A. E. (2022). **Promoting Postsecondary Education in Low-Income Youth: The Moderating Role of Socio-Behavioral and Academic Skills in the Context of a Major**

Educational Reform. *Journal of Youth and Adolescence*, 51(7), 1317-1332.
<https://doi.org/10.1007/s10964-021-01541-w>

Governments around the world are pressed to invest in postsecondary education. However, little research exists to document whether large-scale educational reforms aimed at increasing rates of postsecondary attendance benefit youth's developmental outcomes. This study tested whether an educational reform occurring in Québec, Canada, in the 1960s increased educational levels, and whether it benefitted some youth more than others. In the 1970's, 4109 low-income youth (50% females) aged 7–13 years old were recruited at Time 1 from first, fourth, and seventh grade classes (Mage = 10.6, SD = 2.5). Socio-behavioral characteristics and academic skills at Time 1 were examined as predictors of educational attainment at Time 2, three decades later, on 3883 of the same participants. Multinomial logistic regressions were used to examine the likelihood of youth obtaining a diploma from the newly created, accessible, and affordable colleges ("cégeps"). Low-educated groups (high school dropouts and high school graduates) presented a higher early risk profile than did college graduates. Interactions revealed that social withdrawal protected youth from disadvantaged neighborhoods, helping them graduate from college. Likeability helped academically weaker girls go beyond college and access university, and helped academically competent boys graduate from college. Aggressive behavior decreased the odds of university attendance for academically competent boys. Policies promoting higher education for disadvantaged youth should be supplemented with early interventions integrating academic and socio-behavioral objectives.

Wassell, B. A., Coleman, N., Chen, X., & Browne, S. (2022). **Families, Resources, and Community: Illuminating the Structures of Culturally Relevant Education in an Urban Early Childhood Center.** *Education and Urban Society*, 54(5), 538-559.
<https://doi.org/10.1177/00131245211004573>

In this paper, we examine the enactment of culturally relevant education in an urban early childhood setting in the US. This descriptive case study used a sociocultural framework that emphasizes the relationship between structure and agency. The research question that guided the study was: How does an urban, non-profit early childhood educational center focused on the needs of culturally and linguistically diverse students and families enact culturally relevant education? The findings indicated that both tacit and tangible structures supported the agency of all school stakeholders. Tacit structures included multilingual and multimodal communication, continuous, responsive reflection, and a schema of valuing family engagement, which permeated the institution's culture. Tangible structures included the school's faculty, administrators, and staff, the students and families who were served by the school, and the financial resources that were creatively leveraged by the staff and administration. The article concludes with implications and recommendations for stakeholders in a variety of schooling contexts who strive to enact authentic, sustained culturally relevant education.

Wimpenny, K., Finardi, K. R., Orsini-Jones, M., & Jacobs, L. (2022). **Knowing, Being, Relating and Expressing Through Third Space Global South-North COIL: Digital Inclusion and Equity in International Higher Education.** *Journal of Studies in International Education*, 26(2), 279-296. <https://doi.org/10.1177/10283153221094085>

This paper examines digital inclusion and equity in international higher education with particular focus on Global South-North Collaborative Online International Learning (COIL). Practice examples, bringing together students and academics in Brazil, South

Africa, and the UK, are used to consider how COIL is being integrated into higher education curricula to interrupt western hegemony and open up spaces in which “otherwise” ways of knowing, being, relating and expressing can thrive. We consider COIL as a Third Space within which academics can help facilitate the different intellectual, emotional, and socio-cultural positionings of Global South-North students and reflect on how meaning-making and engagement can be transformed as a result of this dialogue. We also recognize how the digital environment as a Third Space can be experienced as inaccessible and troublesome and make suggestions on how South-North digitalization practices can be designed to address access and inclusion needs of students and academics.

Wright, M. F., Wachs, S., & Gámez-Guadix, M. (2022). **The Role of Perceived Gay-Straight Alliance Social Support in the Longitudinal Association Between Homophobic Cyberbullying and LGBTQIA Adolescents' Depressive and Anxiety Symptoms.** *Journal of Youth and Adolescence*, 51(7), 1388-1396. <https://doi.org/10.1007/s10964-022-01585-6>

There has been little research attention given to how Gay-Straight Alliances might mitigate mental health consequences associated with experiencing homophobic cyberbullying. To address this gap in knowledge, the purpose of this one-year longitudinal study was to investigate the moderating effect of perceived social support from Gay-Straight Alliances in the relationships among homophobic cyberbullying victimization and bystanding and depressive and anxiety symptoms among 466 LGBTQIA adolescents (Mage = 15.76; 52% female). The findings revealed that perceived social support was related negatively to homophobic cyberbullying involvement and depressive and anxiety symptoms. Homophobic cyberbullying involvement was related positively to depressive and anxiety symptoms. High perceived social support buffered against the depressive and anxiety symptoms resulting from homophobic victimization and bystanding among LGBTQIA adolescents but low levels and average levels did not moderate these associations. These findings highlight the importance of expanding Gay-Straight Alliances in schools.

Yan, J., Sim, L., Song, J., Chen, S., & Kim, S. Y. (2022). **Reconsidering the “Acculturation Gap”: Mother-Adolescent Cultural Adaptation Mis/Matches and Positive Psychosocial Outcomes among Mexican-Origin Families.** *Journal of Youth and Adolescence*, 51(7), 1409-1425. <https://doi.org/10.1007/s10964-022-01606-4>

Previous studies have linked parent-child cultural adaptation mismatches with adolescents' maladjustment without addressing how intergenerational mis/matches are related to positive aspects of adolescent development and parental outcomes. Using data from 604 Mexican-origin families (adolescent sample:54%female, Mage = 12.41, range = 11 to 15), response surface analysis was conducted to investigate how mother-child mis/matches in cultural adaptation (acculturation, enculturation, English and Spanish proficiency) are associated with adolescents' and mothers' resilience and life meaning. Adolescents and mothers reported greater resilience and meaning when they matched at higher, versus lower, levels of acculturation, enculturation and English proficiency; adolescents reported more resilience when they were more acculturated than mothers. The findings provide a strengths-based understanding of parent-child cultural adaptation mis/matches and elucidate how Mexican-origin families thrive in the cultural adaptation process.

Ziani, M., & Goyette, M. (2022). **Les tensions identitaires au cœur du parcours postsecondaire de jeunes placés.** *Canadian Journal of Higher Education*, 52(1), 18-29. <https://doi.org/10.47678/cjhe.v52i1.189203>

This paper examines the post-secondary pathways of thirteen young people who were put under foster care services in Que-bec and who benefited from a philanthropic project designed to support their academic pathways and their transition to adult life. By highlighting identity tensions, this paper aims to understand how these young people experienced their integration into the post-secondary environment, while dealing with an injunction to adulthood. The analysis of individual interviews highlights three tensions at the heart of their identity construction as post-secondary students with a foster care background: a first tension between desired social ascension and assigned stigma, a second tension between the desire to be autonomous and dependency on the philanthropic program, and a third tension between perceived academic potential and experienced pressure.

Climat de l'école

Ali, F., & Ang, R. P. (2022). **Predicting How Well Adolescents Get Along with Peers and Teachers: A Machine Learning Approach.** *Journal of Youth and Adolescence*, 51(7), 1241-1256. <https://doi.org/10.1007/s10964-022-01605-5>

How well adolescents get along with others such as peers and teachers is an important aspect of adolescent development. Current research on adolescent relationship with peers and teachers is limited by classical methods that lack explicit test of predictive performance and cannot efficiently discover complex associations with potential non-linearity and higher-order interactions among a large set of predictors. Here, a transparently reported machine learning approach is utilized to overcome these limitations in concurrently predicting how well adolescents perceive themselves to get along with peers and teachers. The predictors were 99 items from four instruments examining internalizing and externalizing psychopathology, sensation-seeking, peer pressure, and parent-child conflict. The sample consisted of 3232 adolescents (M = 14.0 years, SD = 1.0 year, 49% female). Nonlinear machine learning classifiers predicted with high performance adolescent relationship with peers and teachers unlike classical methods. Using model explainability analyses at the item level, results identified influential predictors related to somatic complaints and attention problems that interacted in nonlinear ways with internalizing behaviors. In many cases, these intrapersonal predictors outcompeted in predictive power many interpersonal predictors. Overall, the results suggest the need to cast a much wider net of variables for understanding and predicting adolescent relationships, and highlight the power of a data-driven machine learning approach with implications on a predictive science of adolescence research.

Bahr, P. R., Boeck, C. A., & Cummins, P. A. (2022). **Is Age Just a Number? A Statewide Investigation of Community College Students' Age, Classroom Context, and Course Outcomes in College Math and English.** *Research in Higher Education*, 63(4), 631-671. <https://doi.org/10.1007/s11162-021-09660-w>

Students 25 years of age and older comprise one-third of the population in public two-year institutions, and these students face significant disadvantages in first-year retention and eventual graduation. Successfully passing college math and college English are important steps for adult students in building momentum toward a degree. Classroom context and classroom experiences play important roles in students' likelihood of passing

college math and English. However, little is known about how the contextual features and experiences that are associated with the likelihood of passing differ depending on students' age. Using multilevel models and statewide administrative data, we examine variation by age in relationships between students' likelihood of passing a college math or English course and the characteristics of the course itself, peers in the course, the instructor teaching the course, and student behaviors that may bear on course outcomes.

Bañales, J., Pech, A., Pinetta, B. J., Pinedo, A., Whiteside, M., Diemer, M. A., & Romero, A. J. (2022). **Critiquing Inequality in Society and on Campus: Peers and Faculty Facilitate Civic and Academic Outcomes of College Students**. *Research in Higher Education*, 63(4), 589-609. <https://doi.org/10.1007/s11162-021-09663-7>

Guided by Critical Consciousness Theory and the Multicontextual Model for Diverse Learning Environments, this research explored whether a critical reflection of societal inequality and a hostile campus climate were associated with collective student efficacy and grade point average (GPA) among racially/ethnically diverse students. We examined whether these relationships were mediated by positive and informal experiences with peers or faculty. Multiple indicator multiple causes models indicated that there were no latent mean differences or differential item functioning based on students' race/ethnicity, indicating that study measures were not biased against Students of Color or white students. There was one latent mean difference based on gender, such that women were more likely than men to endorse a critical reflection of societal inequality. Structural equation modeling indicated that a critical reflection of societal inequality was positively associated with collective student efficacy and GPA. In contrast, a hostile campus climate was negatively associated with collective student efficacy, GPA, and positive and informal experiences with peers or faculty. Negative experiences with faculty mediated the association between a hostile campus climate and collective student efficacy, such that a more hostile campus climate was associated with fewer positive and informal experiences with faculty and these negative experiences, in turn, were associated with less collective student efficacy. These findings suggest that a critical reflection of societal inequality promotes positive civic and academic capacities among college students, and that support from campus members (e.g., faculty) is key to achieve these positive outcomes.

Beatton, T., Kidd, M. P., & Sandi, M. (2022). **School Indiscipline and Crime** (CESifo Working Paper Series N° 9526). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f9526.htm>

This paper studies the impact of compulsory schooling on in-school violence using individual-level administrative data matching education and criminal records from Queensland. Exploiting a dropout age reform in 2006, it defines a series of regression-discontinuity specifications. While police records show that property and drug offences decrease, education records indicate that in-school violence increases. Effects concentrate among students with prior criminal records and their classmates, with greater exposure to in-school violence leading to increased criminality at older ages. Dropout age reforms may alter the school environment and prior studies that fail to consider in-school behaviour may over-estimate their short-run crime-reducing impact.

Demol, K., Verschueren, K., ten Bokkel, I. M., van Gils, F. E., & Colpin, H. (2022). **Trajectory Classes of Relational and Physical Bullying Victimization: Links with Peer and Teacher-**

Student Relationships and Social-Emotional Outcomes. *Journal of Youth and Adolescence*, 51(7), 1354-1373. <https://doi.org/10.1007/s10964-021-01544-7>

Bullying victimization is a prevalent problem in upper elementary school that predicts various detrimental outcomes. Increasing evidence suggests that interindividual differences in the severity of these outcomes result from differences in victimization experiences. However, longitudinal research largely overlooked victimization forms. Additionally, it is unclear how the quality of students' relationships with peers and teachers functions as a risk or protective factor for different patterns of victimization development. This one-year longitudinal study investigated joint trajectories of relational and physical victimization and examined differences between these trajectory classes regarding classroom social relationships as possible antecedents and social-emotional well-being as a possible outcome. A sample of 930 fourth to sixth graders (55 classes, 53.1% girls, Mage = 10.55, SD = 0.90) completed self-reports about relational and physical victimization and social-emotional outcomes (i.e., depressive symptoms, self-esteem). Peer nominations were used to measure the social antecedents (i.e., peer rejection and acceptance, teacher-student closeness and conflict). A 3-step approach including Latent Class Growth Analyses and Growth Mixture Modeling yielded two trajectory classes. Most students experienced low, decreasing relational and physical victimization. A smaller group experienced higher, generally stable victimization, more relational than physical. Younger students and girls were more likely to be members of the latter class. This class was more rejected, less accepted, reported more depressive symptoms and lower self-esteem. Teacher-student closeness and conflict were similar across classes. The current study showed that relational and physical victimization followed a largely parallel development. Low social status was found to be a risk factor for belonging to a victimization trajectory that is characterized by stable levels of both relational and physical victimization, with higher levels of the relational form.

Dudley, M. J., Nickerson, A. B., Kim, S., & Livingston, J. A. (2022). **School-based child abuse prevention: The role of school climate in intervention outcomes for teachers.** *Psychology in the Schools*, 59(6), 1158-1174. <https://doi.org/10.1002/pits.22674>

School climate is an important potential mechanism by which school-based prevention and intervention efforts exert their effects, although this is rarely examined in the context of child abuse prevention programs. The current study evaluated the effectiveness of a school-based child abuse prevention curriculum; the Second Step Child Protection Unit (CPU), on improving teachers' knowledge and attitudes toward reporting suspected child abuse and the potential role school climate has on teachers' reporting behaviors. The sample included 162 school teachers participating in a randomized controlled trial who completed assessment measures at three time-points (pretest, posttest, and 6-month follow-up). Results from the current study revealed that the Second Step CPU significantly improved teachers' knowledge and attitudes toward reporting suspected child abuse and there was a partial mediation effect of school climate on teacher outcomes at 6-month follow-up. These findings add to the literature on child abuse prevention by indicating that a comprehensive child safety intervention is not only effective for improving targeted outcomes, but also for improving the overall school climate. Therefore, understanding school climate as a mechanism of change may promote the successful implementation of school-based child abuse prevention programs.

Gee, K. A., Haghghat, M. D., Vang, T. M., & Cooc, N. (2022). **In the Aftermath of School Victimization: Links Between Authoritative School Climate and Adolescents' Perceptions of the Negative Effects of Bullying Victimization.** *Journal of Youth and Adolescence*, 51(7), 1273-1286. <https://doi.org/10.1007/s10964-021-01516-x>

Although authoritative school climate—strict, yet fair enforcement of rules alongside strong adult support—is associated with lower rates of bullying victimization, less is known about whether it influences how negatively adolescents feel after being victimized at school. Further, it is unclear whether boys and girls respond differently to an authoritative climate. Identifying ways that schools can reduce negative feelings after being bullied is important given the long term psychological ramifications of bullying that, if left unaddressed, can extend into adulthood. To address these gaps, this study examined whether authoritative school climate related to how negatively adolescents felt about their schoolwork, relationships, physical health and self-perception after being bullied. Differences between boys and girls were also investigated. Analyses were conducting using national data from the 2017 School Crime Supplement on a sample of 1,331 adolescents aged 12 to 18 years (Mage = 14.3 years; 59% girls). Findings from a set of ordinal regression models with a robust set of student, parent and school controls demonstrated that adolescents in more supportive schools were less likely to report that bullying victimization negatively impacted their schoolwork and feelings about themselves. Similar results were found for girls but not boys. By investing in supportive school climates, schools can be potentially transformative places where adolescents, especially girls, can feel more positively about themselves despite being bullied.

Ma, L., Xiao, L., & Hau, K.-T. (2022). **Teacher feedback, disciplinary climate, student self-concept, and reading achievement: A multilevel moderated mediation model.** *Learning and Instruction*, 79, 101602. <https://doi.org/10.1016/j.learninstruc.2022.101602>

Research has confirmed the importance of teacher feedback on student learning. The mechanism of how they are related, however, is not clear enough. In this study, we explored this relation with 60,501 fifteen-year-old students from collectivistic and individualistic cultures in PISA 2018. Importantly, we examined the possible mediating role of reading self-concept and the moderating role of disciplinary climate at both student level and school level in multi-level structural equation models (MSEM). Results demonstrated that the association between teacher feedback and reading achievement was significantly mediated via reading self-concept at student level across cultures, and this indirect effect was significant irrespective of the disciplinary climate level. Moreover, results showed that a positive disciplinary climate would facilitate the building of students' reading self-concept which subsequently would enhance their reading achievement at school level. This study has important theoretical, practical, cross-cultural, and methodological implications for teacher feedback research and student learning.

Rowan-Kenyon, H. T., McCreedy, A. M., Barone, N. I., & Martínez Alemán, A. M. (2022). **Does Experiencing Racialized Aggressions on Social Media Influence Perceptions About the Campus Racial Climate?** *Research in Higher Education*, 63(4), 610-630. <https://doi.org/10.1007/s11162-021-09662-8>

The purpose of this study was to use structural equation modeling to examine how the experience of racialized aggressions on social media influenced the perceptions of campus racial climate for undergraduate students of color (n = 771). Findings suggest that students who experienced racialized aggressions on social media did report less

positive perceptions of campus diversity climate. Given that in-person and online environments are growing evermore seamless for students, this has implications for campus climate and diversity programming.

Ruiz-Hernández, J. A., Ruiz-Fernández, C. M., Pina López, D., Llor-Zaragoza, L., Pagán-Escribano, M., Jiménez-Barbero, J. A., & Puente-López, E. (2022). **Evaluation of School Climate Behaviors in the School Context: CONVIVE Questionnaire**. *Youth & Society*, 54(5), 833-857. <https://doi.org/10.1177/0044118X21997852>

School climate research has traditionally been carried out by separating its two main components, prosocial and antisocial behaviors. This is often a partial view of the school climate. Hence, the goal of this study is to develop an evaluation instrument (CONVIVE) that takes into account both perspectives of the school climate through a dual-strategy design, psychometric and non-experimental, cross-sectional, and descriptive-comparative. The sample includes 600 Primary and Secondary Education students from a southeastern region of Spain. Exploratory and Confirmatory Factorial Analysis fit indices were used for the psychometric study. The result is a 26-item instrument (CONVIVE) made up of four scales that evaluate antisocial and prosocial behaviors, both performed toward others and received by peers: Prosocial Behavior Actor, Prosocial Behavior Receiver, Antisocial Behavior Actor, and Antisocial Behavior Receiver. These behaviors differ as a function of sex and the educational stage.

Sullivan, K., Dodge, J., Williamson, V., Alves-Costa, F., Barr, N., Kintzle, S., ... Castro, C. (2022). **Preliminary Exploration of the Relationship between Veteran Family Membership, School Climate, and Adverse Outcomes among School-Aged Youth**. *Education and Urban Society*, 54(5), 605-628. <https://doi.org/10.1177/00131245211027363>

Little is known about the functioning of children in veteran-connected families, who may experience a unique constellation of stressors including exposure to parental mental health symptoms and unemployment. Further, research has not previously considered the role of school climate in counteracting these stressors for veteran-connected students. This preliminary study examines the relationship between veteran parent's mental health and employment with adverse outcomes for their school-age children, as well as the potential moderating effect of safe school climate. Participants were 218 veteran parents of children in K-12 schools, who completed the Chicago Veterans Survey, including measures of PTSD and depression, unemployment, a school safety scale drawn from the California School Parent Survey, and an adverse child functioning screening tool. Regression models suggest that depression symptomatology and perceptions of less safe school climate were significantly associated with adverse outcomes among veteran-connected students. Safe school climate buffered against the negative effects of parents' depression symptoms, particularly at lower levels of depression severity. Findings suggest the need for future research to explore the potentially crucial role for schools, including teachers, administrators, and particularly school-based mental health providers, in supporting the healthy functioning of veteran-connected students and their families.

Wright, M. F., Wachs, S., & Gámez-Guadix, M. (2022). **The Role of Perceived Gay-Straight Alliance Social Support in the Longitudinal Association Between Homophobic Cyberbullying and LGBTQIA Adolescents' Depressive and Anxiety Symptoms**. *Journal of Youth and Adolescence*, 51(7), 1388-1396. <https://doi.org/10.1007/s10964-022-01585-6>

There has been little research attention given to how Gay-Straight Alliances might mitigate mental health consequences associated with experiencing homophobic cyberbullying. To address this gap in knowledge, the purpose of this one-year longitudinal study was to investigate the moderating effect of perceived social support from Gay-Straight Alliances in the relationships among homophobic cyberbullying victimization and bystanding and depressive and anxiety symptoms among 466 LGBTQIA adolescents (Mage = 15.76; 52% female). The findings revealed that perceived social support was related negatively to homophobic cyberbullying involvement and depressive and anxiety symptoms. Homophobic cyberbullying involvement was related positively to depressive and anxiety symptoms. High perceived social support buffered against the depressive and anxiety symptoms resulting from homophobic victimization and bystanding among LGBTQIA adolescents but low levels and average levels did not moderate these associations. These findings highlight the importance of expanding Gay-Straight Alliances in schools.

Évaluation des dispositifs d'éducation-formation

Fleer, M. (2022). **How an educational experiment creates motivating conditions for children to role-play a child-initiated PlayWorld.** *Oxford Review of Education*, 48(3), 364-379. <https://doi.org/10.1080/03054985.2021.1988911>

Government guidelines are demanding greater educational outcomes and intentional teaching in Australian preschools. The purpose of this paper is to present the results of a study of how children incorporate concepts into child-initiated play. A cohort of 18 children (aged 3.0–5.8, mean age of 4.8) were digitally observed over seven weeks (153.3 hours' digital video observations). It was found that rather than formalising preschooling to increase cognitive outcomes, the leading activity of the preschool child to play can be preserved when children experience a PlayWorld where curriculum concepts act in service of the children's play.

Mbiatong, J. (2022). **Le développement professionnel des acteurs à l'épreuve de la collaboration entre parents des milieux populaires et professionnels : analyse d'une recherche-action-formation auprès d'acteurs du milieu associatif.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 85-103. <https://doi.org/10.3917/nresi.093.0085>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Roy-Wsiaki, G. N., Gravel, N. R., & Pongoski, M. L. (2022). **Évaluation de la plateforme pédagogique Simple Steps : une ressource d'intervention accessible et inclusive pour le TSA.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 193-213. <https://doi.org/10.3917/nresi.093.0193>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités

partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Stromboni, T., & Urbano, R. (2022). **Évaluation nationale des cités éducatives. Premiers enseignements sur l'appropriation du programme en matière de continuité éducative, d'orientation-insertion et de place des familles.** [Report]. Consulté à l'adresse Institut national de la jeunesse et de l'éducation populaire (France) website: <https://injep.fr/wp-content/uploads/2022/05/rapport-2022-10-Cites-educatives.pdf>

L'Institut national de la jeunesse et de l'éducation populaire (INJEP) a été mandaté par l'Agence nationale de cohésion des territoires (ANCT) pour piloter l'évaluation nationale des cités éducatives. Mises en place depuis 2019 dans certains quartiers prioritaires de la politique de la ville, celles-ci reposent sur le renforcement d'une communauté éducative comprenant les professionnels de l'éducation, les parents, les services de l'État, les collectivités et les associations. Au début de l'année 2022, on dénombrait 200 cités éducatives. L'évaluation pilotée par l'INJEP porte sur les 80 premières cités éducatives labellisées. Elle s'étend de juillet 2021 à juin 2023 et s'articule autour de trois thématiques centrales du programme : la mise en oeuvre et les effets de la continuité éducative sur le parcours des enfants et des jeunes ; les parcours d'orientation, d'insertion et de formation pour les 11-25 ans ; les effets de la cité sur la place des familles dans les coopérations éducatives. Trois cabinets d'études ont été sélectionnés afin de mener à bien cette évaluation : le cabinet JEUDEV, le cabinet Pluricité et l'Agence Phare. Chacun a mené l'enquête sur l'une des trois thématiques auprès de cinq cités volontaires labellisées en 2019 (quinze cités en tout) et s'est appuyé sur des méthodes d'évaluation qualitatives. Cette note fait la synthèse des analyses issues des rapports intermédiaires réalisés par les équipes d'évaluateurs et vise à leur donner une portée plus générale en consolidant leurs principaux enseignements. En se concentrant sur les thématiques ciblées, elle interroge les différents niveaux d'appropriation de la stratégie nationale par les acteurs institutionnels et opérationnels ainsi que leur potentielle traduction en nouvelles méthodes de travail, actions et partenariats. Elle permet également d'identifier les facteurs qui freinent ou facilitent le déploiement de ce programme dont la mise en oeuvre, il faut le rappeler, a été retardée du fait de la crise sanitaire.

INTRODUCTION Le programme des cités éducatives Les démarches d'évaluation locales et nationales des cités éducatives L'évaluation nationale pilotée par l'INJEP Les trois objets d'évaluation Le choix des cités participant à l'évaluation Objectifs et structuration de la synthèse I. L'APPROCHE NATIONALE DU PROGRAMME DES CITÉS ÉDUCATIVES Émergence et spécificités du programme des cités éducatives Processus de sélection, modalités de financements et ressources humaines Genèse et grands principes du programme Des orientations larges vouées à être appropriées par les territoires La continuité éducative comme fil conducteur du programme L'enjeu des parcours d'orientation, de formation et d'insertion pour les cités Une grande alliance éducative qui ne peut se penser sans les familles Conclusion II. APPROPRIATIONS LOCALES ET DÉCLINAISONS OPÉRATIONNELLES ET PARTENARIALES Continuité éducative : une notion complexe appréhendée de manière incomplète Un enjeu perçu comme majeur mais une absence de définition coconstruite Avant tout, une mise en oeuvre de la continuité synchronique Une implication conjointe des partenaires à renforcer Parcours d'orientation, de formation et d'insertion : une thématique amenée à prendre de l'ampleur Des définitions s'appuyant plutôt sur une mobilisation de l'existant Des actions relevant prioritairement de l'orientation Place des familles : des parents perçus

avant tout comme des bénéficiaires, moins comme des acteurs Un consensus sans réelle réflexion partagée Des champs d'actions variés à destination des familles, mais une difficulté à les inclure en tant qu'acteurs Un faible renouvellement des modes d'intervention auprès des parents Une implication mesurée des institutions autres que les collectivités Conclusion III - APPROPRIATION GÉNÉRALE DU PROGRAMME, FREINS ET FACTEURS FACILITANTS Deux modèles d'appropriation de la démarche des cités éducatives par les acteurs Un instrument méthodologique ou financier La vision prédominante d'un programme avant tout « technique » Une philosophie du programme qui rencontre des obstacles aux niveaux institutionnel et opérationnel Des définitions des axes et des objectifs stratégiques qui ne facilitent pas leur appropriation Des logiques de programmation qui ne favorisent pas toujours la cohérence entre pilotage stratégique et mise en œuvre opérationnelle Les effets contrastés des appels à projets Facteurs facilitant le déploiement du programme des cités éducatives Le recrutement de coordinateurs « thématiques » L'installation de groupes de travail thématiques Une démarche d'animation territoriale globale.

Formation continue

Albero, B. (2022a). **Autoformation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 77-81). <https://doi.org/10.3917/dbu.jorro.2022.01.0077>

Albero, B. (2022b). **Dispositif**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 135-139). <https://doi.org/10.3917/dbu.jorro.2022.01.0135>

Albero, B. (2022c). **Technologie(s) de la formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 415-420). <https://doi.org/10.3917/dbu.jorro.2022.01.0415>

Ardouin, T. (2022). **Ingénierie de formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 247-250). <https://doi.org/10.3917/dbu.jorro.2022.01.0247>

Bagorski, R. (2022a). **Économie de la formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 141-144). <https://doi.org/10.3917/dbu.jorro.2022.01.0141>

Bagorski, R. (2022b). **Responsabilité professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 379-382). <https://doi.org/10.3917/dbu.jorro.2022.01.0379>

Balas, S., & Ulmann, A.-L. (2022). **Référentiel de formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 361-364). <https://doi.org/10.3917/dbu.jorro.2022.01.0361>

Barbier, J.-M. (2022). **Activité**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 33-36). <https://doi.org/10.3917/dbu.jorro.2022.01.0033>

Bordes, V. (2022). **Socialisation professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 399-403). <https://doi.org/10.3917/dbu.jorro.2022.01.0399>

Bouchetal, T. (2022). **Épreuve de professionnalité**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 183-186). <https://doi.org/10.3917/dbu.jorro.2022.01.0183>

Bourgeois, É. (2022). **Engagement en formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 161-165). <https://doi.org/10.3917/dbu.jorro.2022.01.0161>

Boutinet, J.-P. (2022). **Projet professionnel**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 347-350). <https://doi.org/10.3917/dbu.jorro.2022.01.0347>

Carnus, M.-F., Maes, O., & Van Nieuwenhoven, C. (2022). **Portfolio**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 315-320). <https://doi.org/10.3917/dbu.jorro.2022.01.0315>

Carnus, M.-F., & Mias, C. (2022). **Réflexivité**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 369-372). <https://doi.org/10.3917/dbu.jorro.2022.01.0369>

Carré, P. (2022). **Apprenance**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 55-59). <https://doi.org/10.3917/dbu.jorro.2022.01.0055>

Cavaco, C., & Presse, M.-C. (2022). **Formation expérientielle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 215-218). <https://doi.org/10.3917/dbu.jorro.2022.01.0215>

Champy-Remoussenard, P. (2022). **Entrepreneuriat**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 173-178). <https://doi.org/10.3917/dbu.jorro.2022.01.0173>

Charlier, É. (2022). **Accompagnement professionnel**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 23-26). <https://doi.org/10.3917/dbu.jorro.2022.01.0023>

Cifali, M. (2022). **Altérité**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 45-48). <https://doi.org/10.3917/dbu.jorro.2022.01.0045>

Cohen-Scali, V. (2022). **Insertion professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 257-260). <https://doi.org/10.3917/dbu.jorro.2022.01.0257>

Crocé-Spinelli, H., & Jorro, A. (2022). **Gestes professionnels**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 231-235). <https://doi.org/10.3917/dbu.jorro.2022.01.0231>

Cros, F. (2022a). **Écriture professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 145-149).
<https://doi.org/10.3917/dbu.jorro.2022.01.0145>

Cros, F. (2022b). **Innovation en formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 251-256).
<https://doi.org/10.3917/dbu.jorro.2022.01.0251>

Dangouloff, N. (2021). **Former les professeurs à la relation pédagogique par la simulation : l'agir professionnel des formateurs** (Phdthesis, HESAM Université). Consulté à l'adresse
<https://theses.hal.science/tel-03651326>

La recherche étudie les gestes professionnels des formateurs d'enseignants, lors de formations sur la relation pédagogique. Des formations d'équipes enseignantes développées pour répondre aux prescriptions et aux problèmes professionnels liés aux relations professeur-élèves. La recherche décrit l'activité de formateurs experts et leurs gestes professionnels pendant des simulations : mises en situation et jeux de rôle. Les concepts d'apprentissage expérientiel (Kolb, 2015), de simulation (Pastré, 2005 ; Audran, 2016) et de gestes professionnels (Jorro, 2018) sont mobilisés. La méthodologie prend appui sur des observations et des captations vidéo de journées de formation. Des entretiens d'autoconfrontation ont été menés avec le formateur et les enseignants participants. Des apprentissages peuvent être identifiés chez les enseignants quand le dispositif de formation leur offre la possibilité de conscientiser les émotions ressenties en situation simulée et de les rapprocher de celles vécues en situation professionnelle, par eux-mêmes et par les élèves.

Dangouloff, N. (2022). **Simulation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 391-394).
<https://doi.org/10.3917/dbu.jorro.2022.01.0391>

Danvers, F. (2022). **Orientation professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 291-294).
<https://doi.org/10.3917/dbu.jorro.2022.01.0291>

De Ketele, J.-M. (2022a). **Engagement professionnel**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 167-171).
<https://doi.org/10.3917/dbu.jorro.2022.01.0167>

De Ketele, J.-M. (2022b). **Évaluation des systèmes de formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 203-207).
<https://doi.org/10.3917/dbu.jorro.2022.01.0203>

de Lescure, E. (2022a). **Métiers de la formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 275-279).
<https://doi.org/10.3917/dbu.jorro.2022.01.0275>

de Lescure, E. (2022b). **Métiers et professions**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 271-274).
<https://doi.org/10.3917/dbu.jorro.2022.01.0271>

Delory-Momberger, C. (2022). **Processus biographiques**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 321-325). <https://doi.org/10.3917/dbu.jorro.2022.01.0321>

Demazière, D. (2022). **Professionnalisme**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 337-340). <https://doi.org/10.3917/dbu.jorro.2022.01.0337>

Durrive, L. (2022). **Normes au travail**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 287-290). <https://doi.org/10.3917/dbu.jorro.2022.01.0287>

Eneau, J. (2022). **Émancipation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 155-159). <https://doi.org/10.3917/dbu.jorro.2022.01.0155>

Enlart, S. (2022). **Action de formation en situation de travail (AFEST)**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 27-31). <https://doi.org/10.3917/dbu.jorro.2022.01.0027>

European Commission. (2022). **EPALE community storybook. Empowering adults to learn and participate in society**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3590> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/.../2be1f737-b3be-11ec-9d96-01aa75ed71a1>

This edition of the community stories covers the EPAL thematic focuses of 2021: life and work skills, digital transition and inclusive social change. The beauty of this storybook is that adult learning practitioners, hence persons at the grassroots level, have the chance to disseminate their perspectives and experiences, get comments and inspire their peers. You have the opportunity to read 100 contributions full of exciting thoughts, written with great passion and dedication. (pdf, 76 pages)

Filliettaz, L. (2022a). **Environnement de travail**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 179-182). <https://doi.org/10.3917/dbu.jorro.2022.01.0179>

Filliettaz, L. (2022b). **Langage et travail**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 265-269). <https://doi.org/10.3917/dbu.jorro.2022.01.0265>

Frenay, M., & Wouters, P. (2022). **Pédagogie universitaire**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 299-302). <https://doi.org/10.3917/dbu.jorro.2022.01.0299>

Garant, M. (2022). **Apprentissages organisationnels**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 61-65). <https://doi.org/10.3917/dbu.jorro.2022.01.0061>

Gather Thurler, M., & Progin, L. (2022). **Culture professionnelle, culture organisationnelle.** In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 125-128). <https://doi.org/10.3917/dbu.jorro.2022.01.0125>

Goh, A. Y. S. (2022). **Learning journey: Conceptualising “change over time” as a dimension of workplace learning.** *International Review of Education*, 68(1), 81-100. <https://doi.org/10.1007/s11159-022-09942-0>

Understanding how individuals learn at work throughout their lives is significant for discussions of lifelong learning in the current era where changes can be unpredictable and frequent, as illustrated by the COVID-19 pandemic. Despite a corpus of literature on the subject of “learning”, there is little research or theoretical understanding of “change over time” as a dimension of individual learning at work. Increasing emphasis has been put on individuals’ personal development, since they play key mediating roles in organisations’ work practices. This article proposes the concept of the “learning journey” to explore the relational complexity of how individuals learn at different workplace settings across their working lives. In order to illuminate this, the article draws on the learning experiences of two workers with different roles at two points in time across different workplaces. The author argues that individual learning involves a complex interaction of individual positions, identities and agency towards learning. This complexity is relational and interrelated with the workplace learning culture, which is why learning is different for individuals in different workplaces and even for the same person in the same workplace when occupying different roles.

Harrison, C., Villalba-Garcia, E., Brown, A., & Richardson, M. (2022). **Towards European standards for monitoring and evaluation of lifelong guidance systems and services (Vol. I).** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3587> [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/db39f90e-bb9a-11ec-b6f4-01aa75ed71a1>

This publication brings together the results of a call for papers on monitoring and evaluating career guidance systems and services, adopting the perspective of career development support to careers and learning. Experts were invited to provide insights into the current situation, with a focus on the methodological options available for monitoring and evaluating adult career guidance and career development services. This volume presents six research papers covering a range of existing and proposed methodological approaches and in-depth reviews of previous work, identifying gaps and considering solutions. The report is framed within a larger project aiming to explore the feasibility of achieving an integrated vision of the results of guidance interventions and establishing minimum standards for comparable monitoring and evaluation of career guidance and counselling services for adults in Europe from a lifelong perspective. (pdf, 152 pages)

Hinzen, H., & Meilhammer, E. (2022). **100 years of Volkshochschule in Germany – 50 years of DVV International: Signposts for local and global comparative perspectives on adult learning and education.** *International Review of Education*, 68(1), 125-154. <https://doi.org/10.1007/s11159-022-09944-y>

In 2019, German folk high schools – Volkshochschulen (vhs) – celebrated the centenary of their inclusion in the Constitution of the Weimar Republic in 1919, an era when they

founded local centres in many parts of the country. Ever since, they have played an important part in the adult learning and education (ALE) sub-sector of the German education system, meanwhile reaching a participation level of almost 9 million learners per year. Under the umbrella of its national association Deutscher Volkshochschul-Verband (DVV), founded in 1953, the vhs offers courses in a variety of subjects and different forms through roughly 900 adult learning centres and almost 3,000 local branches. In 1969, DVV expanded its operations with the establishment of its own institute for international cooperation. DVV International, whose 50th anniversary coincided with the vhs centenary, has institutionalised the diversity and ever-growing scale of cross-border and global cooperation activities of the national association. Marking both anniversaries generated a kind of collective cultural memory which located the vhs in the institutional foundations of a democratic society, and paved the way to advance policy dialogue. At the same time, these anniversaries also fed into a marketing strategy to mobilise higher levels of support and participation. DVV International used the example of the evolution of the vhs system to demonstrate the importance of interventions for better policy, legislation and financing at local, national, regional and global levels. Activities throughout the anniversary year included high-level events, conferences and workshops, publications and studies. Based on these activities and outputs, the authors consider and compare commonalities and differences of ALE milestones in other countries and regions of the world, and their potential for learning from the past for the future.

Houot, I. (2022). **Reconnaissance et validation des acquis de l'expérience**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 373-378). <https://doi.org/10.3917/dbu.jorro.2022.01.0373>

Itié, C. (2022). **Compétences émotionnelles**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 101-106). <https://doi.org/10.3917/dbu.jorro.2022.01.0101>

Jézégou, A. (2022). **Agentivité**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 41-44). <https://doi.org/10.3917/dbu.jorro.2022.01.0041>

Jorro, A. (2022a). **Comprendre, penser, agir dans le champ de la professionnalisation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 13-20). <https://doi.org/10.3917/dbu.jorro.2022.01.0013>

Jorro, A. (2022b). **Développement professionnel**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 129-133). <https://doi.org/10.3917/dbu.jorro.2022.01.0129>

Jorro, A. (Éd.). (2022c). **Dictionnaire des concepts de la professionnalisation** (2ème éd. actualisée). Consulté à l'adresse <https://www.deboecksuperieur.com/ouvrage/9782807340534-dictionnaire-des-concepts-de-la-professionnalisation>

La professionnalisation des acteurs constitue une priorité pour les pays qui valorisent l'éducation tout au long de la vie. Les mutations du monde du travail et les besoins d'adaptation des acteurs aux contextes évolutifs ont intensifié l'intérêt pour les questions de formation professionnalisante, de dispositif d'alternance, de validation des acquis de

l'expérience, de démarches d'accompagnement à l'insertion professionnelle, de reconnaissance professionnelle.

Jorro, A. (2022d). **Ethos professionnel**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 193-196).
<https://doi.org/10.3917/dbu.jorro.2022.01.0193>

Jorro, A. (2022e). **Professionnalité émergente**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 341-345).
<https://doi.org/10.3917/dbu.jorro.2022.01.0341>

Jorro, A., & Houot, I. (2022). **Reconnaissance professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 355-359).
<https://doi.org/10.3917/dbu.jorro.2022.01.0355>

Jorro, A., & Mercier-Brunel, Y. (2022). **Évaluation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 197-200).
<https://doi.org/10.3917/dbu.jorro.2022.01.0197>

Jutras, F., & Labbé, S. (2022). **Éthique professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 187-191).
<https://doi.org/10.3917/dbu.jorro.2022.01.0187>

Labbé, S. (2022). **Climat professionnel**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 87-90). <https://doi.org/10.3917/dbu.jorro.2022.01.0087>

Lac, M. (2022). **Groupe de formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 237-241).
<https://doi.org/10.3917/dbu.jorro.2022.01.0237>

Lantheaume, F. (2022). **Souffrances professionnelles**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 405-408).
<https://doi.org/10.3917/dbu.jorro.2022.01.0405>

Lefeuvre, G. (2022). **Compétences professionnelles**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 107-111).
<https://doi.org/10.3917/dbu.jorro.2022.01.0107>

Lessard, A. (2022). **Communauté de pratique**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 91-94).
<https://doi.org/10.3917/dbu.jorro.2022.01.0091>

Levené, T. (2022). **Trajectoires professionnelles**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 425-431).
<https://doi.org/10.3917/dbu.jorro.2022.01.0425>

Maillard, F. (2022a). **Certification**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 83-86). <https://doi.org/10.3917/dbu.jorro.2022.01.0083>

Maillard, F. (2022b). **Référentiel d'emploi**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 365-368). <https://doi.org/10.3917/dbu.jorro.2022.01.0365>

Maillard, F. (2022c). **Travail**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 443-446). <https://doi.org/10.3917/dbu.jorro.2022.01.0443>

Malet, R. (2022). **Politique de formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 307-310). <https://doi.org/10.3917/dbu.jorro.2022.01.0307>

Maubant, P. (2022). **Alternance**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 49-53). <https://doi.org/10.3917/dbu.jorro.2022.01.0049>

Mayen, P. (2022). **Expérience professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 209-213). <https://doi.org/10.3917/dbu.jorro.2022.01.0209>

Mercier-Brunel, Y. (2022). **Processus de régulation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 327-331). <https://doi.org/10.3917/dbu.jorro.2022.01.0327>

Merhan, F. (2022). **Stage professionnel**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 409-413). <https://doi.org/10.3917/dbu.jorro.2022.01.0409>

Mias, C. (2022). **Implication professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 243-246). <https://doi.org/10.3917/dbu.jorro.2022.01.0243>

Mohib, N. (2022). **Tutorat**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 447-450). <https://doi.org/10.3917/dbu.jorro.2022.01.0447>

Monceau, G. (2022). **Formation – intervention**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 219-222). <https://doi.org/10.3917/dbu.jorro.2022.01.0219>

Mottier Lopez, L. (2022). **Auto-évaluation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 73-76). <https://doi.org/10.3917/dbu.jorro.2022.01.0073>

Mulin, T. (2022). **Posture professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 311-314). <https://doi.org/10.3917/dbu.jorro.2022.01.0311>

Pagoni, M. (2022). **Conseil en évolution professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 119-123). <https://doi.org/10.3917/dbu.jorro.2022.01.0119>

Perez-Roux, T. (2022). **Transition professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 433-437). <https://doi.org/10.3917/dbu.jorro.2022.01.0433>

Ratinaud, P., Labbé, S., Hammoud, G., & Bataille, M. (2022). **Valeurs**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 455-458). <https://doi.org/10.3917/dbu.jorro.2022.01.0455>

Ratinaud, P., & Piaser, A. (2022). **Pensée sociale – pensée professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 303-306). <https://doi.org/10.3917/dbu.jorro.2022.01.0303>

Raucent, B. (2022). **Former à la professionnalisation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 461-466). <https://doi.org/10.3917/dbu.jorro.2022.01.0461>

Ravon, B. (2022). **Usure professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 451-454). <https://doi.org/10.3917/dbu.jorro.2022.01.0451>

Rivière, V. (2022). **Multimodalité**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 281-285). <https://doi.org/10.3917/dbu.jorro.2022.01.0281>

Roger, L. (2022). **Apprentissage professionnel**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 67-71). <https://doi.org/10.3917/dbu.jorro.2022.01.0067>

Rogers, A., & Gizaw, A. M. (2022). **Wider benefits of adult literacy teaching: A preliminary exploration of the impact of teaching literacy to adults on some facilitators**. *International Review of Education*, 68(1), 55-79. <https://doi.org/10.1007/s11159-022-09940-2>

This article reports on a pilot research project conducted in nine countries of Africa and Asia on some aspects of the impact that teaching literacy to adults has had on the lives of some adult literacy facilitators (ALFs). The small-scale enquiry was implemented by a team of twelve researchers in nine countries (Afghanistan, Botswana, Ethiopia, Kenya, Malawi, Nepal, Tanzania, Uganda, Zambia). All of the nineteen ALFs interviewed felt that the experience of teaching literacy to adults, even if for some of them it was brief and posed difficulties, had a positive impact on their lives, and in some cases was life-changing. Despite its limitations, the project demonstrates the importance and feasibility of such a study and encourages further surveys.

Roquet, P. (2022). **Temporalité**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 421-424). <https://doi.org/10.3917/dbu.jorro.2022.01.0421>

Saboya, F. (2022). **Communication professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 95-99). <https://doi.org/10.3917/dbu.jorro.2022.01.0095>

Serres, G., & Toczec-Capelle, M.-C. (2022a). **Parcours de formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 295-298). <https://doi.org/10.3917/dbu.jorro.2022.01.0295>

Serres, G., & Toczec-Capelle, M.-C. (2022b). **Situation de formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 395-398). <https://doi.org/10.3917/dbu.jorro.2022.01.0395>

Simonian, S. (2022). **Affordance**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 37-40). <https://doi.org/10.3917/dbu.jorro.2022.01.0037>

Vayre, É. (2022). **Formation médiatisée et distante**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 223-226). <https://doi.org/10.3917/dbu.jorro.2022.01.0223>

Veyrunes, P. (2022). **Transmission professionnelle**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 439-442). <https://doi.org/10.3917/dbu.jorro.2022.01.0439>

Vidal-Gomel, C. (2022). **Conception de formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 113-118). <https://doi.org/10.3917/dbu.jorro.2022.01.0113>

Vinatier, I. (2022a). **Interactions verbales**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 261-264). <https://doi.org/10.3917/dbu.jorro.2022.01.0261>

Vinatier, I. (2022b). **Recherches collaboratives**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 351-354). <https://doi.org/10.3917/dbu.jorro.2022.01.0351>

Vinatier, I. (2022c). **Schème – situation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 387-390). <https://doi.org/10.3917/dbu.jorro.2022.01.0387>

Wittorski, R. (2022a). **Professionnalisation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 333-336). <https://doi.org/10.3917/dbu.jorro.2022.01.0333>

Wittorski, R. (2022b). **Savoir professionnel**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 383-386). <https://doi.org/10.3917/dbu.jorro.2022.01.0383>

Yvon, F., & Veyrunes, P. (2022). **Genre et style**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 227-230). <https://doi.org/10.3917/dbu.jorro.2022.01.0227>

Marché du travail

Acemoglu, D. (2022). **Obedience in the Labour Market and Social Mobility: A Socioeconomic Approach.** *Economica*, 89(S1), S2-S37.

<https://doi.org/10.1111/ecca.12406>

This paper presents an analysis of what types of values, especially in regard to obedience vs. independence, families impart to their children, and how these values interact with social mobility. In the model, obedience is a useful characteristic for employers, especially when wages are low, because independent workers require more incentives (when wages are high, these incentives are automatic). Hence in low-wage environments, low-income families will impart values of obedience to their children to prevent disadvantaging them in the labour market. To the extent that independence is useful for entrepreneurial activities, this then depresses their social mobility. High-income and privileged parents, on the other hand, always impart values of independence, since they expect that their children can enter into higher-income entrepreneurial (or managerial) activities thanks to their family resources and privileges. I also discuss how political activity can be hampered when labour market incentives encourage greater obedience, and how this can generate multiple steady states with different patterns of social hierarchy and mobility.

Boulet, E. (2022). **Sortir de l'emploi pendant la grossesse : l'imbrication du genre, de la migration et de la classe sociale.** *Connaissance de l'emploi*, (180). Consulté à l'adresse

<https://ceet.cnam.fr/publications/connaissance-de-l-emploi/sortir-de-l-emploi-pendant-la-grossesse-l-imbrication-du-genre-de-la-migration-et-de-la-classe-sociale-1338037.kjsp?RH=1507626697168>

INSEE. (2022, mai 23). **Estimations d'emploi - Insee Résultats.** Consulté 23 janvier 2023, à l'adresse INSEE Résultats website: <https://www.insee.fr/fr/statistiques/4981513>

Métiers de l'éducation

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

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

d'établir les dix commandements de la recrue dans la carrière professorale. À travers cet ouvrage, l'aspirant ou le nouveau professeur vivra par anticipation des événements qui jalonnent possiblement sa carrière et pour lesquels il n'existe pas de livres pour se préparer...

Amzat, I. H., Ismail, O. H., & Al-Ani, W. T. K. (2022). **Students' interest towards teaching profession and career in Malaysia and Oman: a comparative study**. *Educational Research for Policy and Practice*, 21(2), 285-303. <https://doi.org/10.1007/s10671-021-09305-w>

This research aims to investigate how university students in Malaysia and Oman perceive the teaching profession. It explores their interests in considering teaching as their career in the future. A quantitative approach was used with a sample of 463 participants from Oman and Malaysia to achieve these objectives. For the analysis, confirmatory factor analysis (CFA) through structural equation model (SEM) was applied to create comparative models while examining the similarities and differences between the two countries' models. The models present the leading factors that significantly influenced students' choices or decisions in pursuing a career in education or teaching. From the findings and models, according to Malaysian participants, teaching workload was found to be the leading factor and the main concern in the field of teaching, while personal growth was the leading factor and concern among Omani participants. Significant recommendations were provided, and this paper has contributed to the global research on the ongoing struggles of what teachers are facing in terms of workload, stress, and professional development, with some implications drawn for future research.

Arslan, K., & Kılınc, A. Ç. (2022). **The marginalised few: reflections from the lived experiences of forced displaced academics in Turkish academia**. *Oxford Review of Education*, 48(3), 380-399. <https://doi.org/10.1080/03054985.2021.1994381>

During the last decade, there has been an unprecedented increase in the number of Syrian asylum seekers, including forced displaced academics (FDAs), in Turkey. Along with providing essentials, there is the issue of social integration for these people. To efficiently deal with this problem, Turkish authorities have developed both educational policies and some legal arrangements to accommodate the employment process for FDAs. This study aims to investigate Turkey's higher education policy for FDAs by examining the lived experiences of these academics based on political, social, and cultural dynamics. The findings illustrate major themes surrounding the academic identity of FDAs and what distinguishes them from other international academics, as well as their experiences in the Turkish higher education system, and the challenges they have faced. The study provides important implications for the purpose of generating effective policies and practices regarding the successful integration of FDAs into the higher education system both in Turkey and worldwide.

Barker, M. R. (2022). **MYP Coordinators: Differences in Job Satisfaction Levels based on the Number of IB Programmes**. *Journal of Research in International Education*, 21(1), 62-72. <https://doi.org/10.1177/14752409221089589>

The Middle Years Programme (MYP) is one of four programmes offered by the International Baccalaureate, together with the Diploma Programme, Career-related Programme and Primary Years Programme. This study investigated the difference in job satisfaction levels of MYP Coordinators based on the number of IB programmes delivered in the school. Schools offering the MYP are required to appoint a member of staff to the

role of MYP Coordinator. MYP Coordinators differ by age, gender and experience, and work in diverse school environments. The purpose of this study was to explore the job satisfaction of the critical role of MYP Coordinator. Using Herzberg's Two Factor Theory as the theoretical framework, a modified version of the Job Satisfaction Survey was distributed to all registered Coordinators via email. 344 participants responded to eighteen items addressing the central question: What is the difference in job satisfaction levels of active MYP Coordinators based on demographic factors? The independent variables were age, gender, experience as a coordinator, number of IB programmes in school and eAssessment implementation. Using one-way ANOVA tests and t-tests, no statistical difference in job satisfaction was found for age, gender, experience as a Coordinator or the implementation of eAssessments. There was a difference in job satisfaction levels for MYP Coordinators working in 3-programme (MYP plus Diploma Programme and Primary Years Programme) schools compared with those in MYP-only schools, with the former recording higher job satisfaction levels. This finding demonstrates the need for whole-school alignment in the promotion of an atmosphere that is conducive to effective MYP coordination.

Barry, V. (2022). **La construction d'une relation professionnelle avec les parents d'élèves : leviers, obstacles et paradoxes.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 65-83. <https://doi.org/10.3917/nresi.093.0065>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Bergmann, J., Alban Conto, C., & Brossard, M. (2022). **Augmenter la représentation des femmes dans la direction des écoles : une voie prometteuse pour l'amélioration de l'apprentissage.** Consulté à l'adresse <https://www.unicef-irc.org/publications/pdf/Augmenter-la-representation-des-femmes-dans-la-direction-des-ecoles-Une-voie-prometteuse-pour-ameliorer-l-apprentissage.pdf>

De nouvelles études montrent une association positive entre les femmes dirigeantes d'écoles et les résultats des élèves. Mais les femmes restent largement sous-représentées aux postes de direction des écoles, notamment dans les pays à revenu faible ou intermédiaire. La publication présente de nouvelles connaissances sur le sujet, attire l'attention sur la sous-représentation des femmes dans les postes de direction et souligne la nécessité de poursuivre les recherches en ce sens afin d'identifier les politiques et les pratiques susceptibles de remédier à cette situation.

Bush, T. (2022). **Challenges facing school principals: Problems and solutions.** *Educational Management Administration & Leadership*, 50(4), 533-535. <https://doi.org/10.1177/17411432221096238>

Çetin, G., & Eren, A. (2022). **Pre-service teachers' achievement goal orientations, teacher identity, and sense of personal responsibility: The moderated mediating effects of emotions about teaching.** *Educational Research for Policy and Practice*, 21(2), 245-283. <https://doi.org/10.1007/s10671-021-09303-y>

This study examined the relationships among pre-service teachers' (PTs) achievement goal orientations, emotions about teaching, teacher identity, and the sense of personal responsibility, with the intention of exploring whether the effects of possible interactions between achievement goal orientations and emotions about teaching on the sense of personal responsibility were significantly transmitted through teacher identity. A total of 845 PTs from the faculty of education of a large university located in the Western Black Sea region of Turkey participated in the study. An exploratory-correlational research design was used to examine the relationships among the research variables in an inductive manner. Partial correlation and path analyses were conducted to analyze the data. The results showed that achievement goal orientations, emotions about teaching, teacher identity, and the sense of personal responsibility were significantly related to each other. The results also showed that the effects of interaction between self-related goals and enjoyment on the four aspects of personal responsibility through teacher identity were positive and significant, whereas the effects of interaction between self-related goals and anxiety on the four aspects of personal responsibility through teacher identity were significant, yet negative. The results of the present study suggest that PTs' emotions about teaching, along with their teacher identity, play crucial roles in their willingness to adopt personal responsibility for the diverse and challenging aspects of the teaching profession.

Chen, J. (2022). **Understanding teacher leaders' behaviours: Development and validation of the Teacher Leadership Inventory**. *Educational Management Administration & Leadership*, 50(4), 630-648. <https://doi.org/10.1177/1741143220945704>

The current paper aims at developing and validating a Teacher Leadership Inventory (TLI). Adopting the theoretical-empirical strategy of instrument development, the procedure consisted of taking a sample of panel experts and undertaking six sequential empirical studies with sufficient samples of teacher leaders from China. After verifying content validity, structural validity, criterion validity, and cross-validity, a 25-item multi-dimensional model on teacher leadership behaviours with five factors was identified. The resulting TLI could provide a validated instrument for future research investigating the nature of teacher leadership behaviours as an independent construct and their relations with other relevant constructs. It is expected that the TLI could serve as a more robust means for promoting the research and practice of teacher leadership.

de Lescure, E. (2022a). **Métiers de la formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 275-279). <https://doi.org/10.3917/dbu.jorro.2022.01.0275>

de Lescure, E. (2022b). **Métiers et professions**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 271-274). <https://doi.org/10.3917/dbu.jorro.2022.01.0271>

Deshayes, P., Engrand, G., Mouze, A., & Richard, J.-P. (2022). **Accompagner l'entrée en recherche - Le séminaire « épistème »**. Consulté à l'adresse [https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&raz\\$qlClone=1&isbn=9782140261510&utm_source=phplist&utm_campaign=message_33919&utm_medium=email&utm_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&raz$qlClone=1&isbn=9782140261510&utm_source=phplist&utm_campaign=message_33919&utm_medium=email&utm_content=lienTitre)

Estaji, M., & Tabrizi, S. (2022). **International School Teachers in Iran and Their Intercultural Communicative Competence: Does Sociocultural Background Make a Difference?** *Journal of Research in International Education*, 21(1), 46-61.
<https://doi.org/10.1177/14752409221091902>

This research study examined international school teachers' perceptions of Intercultural Communicative Competence (ICC), and whether or not the teachers' sociocultural background could predict their ICC level. To collect data, 55 international school teachers participated in the quantitative phase of the study, out of which nine were selected for a semi-structured interview in the qualitative phase. Participants were requested to complete two questionnaires, one to gather demographic information and one to assess their perceptions and level of ICC (Yildiz, 2016; Zhou, 2011). The results of data analysis showed that, in the context of teachers working in international schools in Tehran, sociocultural factors such as age, number of countries visited and duration of the visits, and number of languages spoken, could not predict teachers' perception of ICC; gender was the exception. The quantitative findings revealed the lack of connection between prior international experience of the teachers and their ICC perception. Teacher participants found ICC as a way of respecting other cultures and accepting cultural differences. They also believed that attending international schools would positively affect students and teachers' cultural identity.

Euroepan Commission. (2022). **Scoping study for supporting the development of a code of practice for researchers on standardisation. Final report.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3591> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/94a9bba7-a43b-11ec-83e1-01aa75ed71a1>

The Scoping study for supporting the development of a Code of Practice for researchers on standardisation aims to identify elements of good practice for researchers dealing with standards and standardisation in the course of research projects funded by Horizon 2020. Results indicate the existence of a stable and recurring set of elements of good practice. One important result is that the more exploratory research activities and the more formal standardisation processes are different in nature and difficult to synchronise. Standardisation activities within a research project largely lead to a need to engage in wider stakeholder management. There need to be close ties between the research consortia and the technical committees that develop standards. Researchers' awareness of and know-how about standardisation processes are frequently low, and the development of recognised performance indicators to track the success of technology transfer and valorisation activities is in its infancy. Recommendations were developed for universities / public research organisations (institutional level), researchers (project level), policymakers and the wider stakeholder community, and specifically regarding the development of performance indicators. (pdf, 217 pages)

Ferru, M., Jacquier-Roux, V., & Bernela, B. (2022). **Mobilité des chercheurs, collaborations et circulation des connaissances.** *Revue d'économie politique*, 132(2), 217-244.
<https://doi.org/10.3917/redp.322.0217>

Les politiques publiques promeuvent la mobilité des chercheurs en l'attachant aux notions d'excellence, d'attractivité ou de compétitivité, elle apparaît valorisée en tant que telle. Or, les mécanismes à travers lesquels la mobilité permettrait la circulation et la production des connaissances manquent de justification théorique et de démonstration

empirique. Nous proposons d'interroger les conséquences de la mobilité des chercheurs, en articulation avec la place des collaborations, considérant que ces dernières permettent que les connaissances échangées grâce à la mobilité deviennent productives. Une grille d'analyse permet d'identifier et de décrire différentes configurations d'articulation entre mobilité et collaborations, qui ont des effets hétérogènes en termes de circulation et de production de connaissances. Ces résultats permettent de discuter les politiques publiques, d'autant plus dans un contexte sanitaire où les comportements de mobilité ont été en retrait.

Fortun-Carillat, V. (2022). **Enjeux de la mobilité institutionnelle et école inclusive : quelles stratégies des directeurs d'établissements et des inspecteurs de l'Éducation nationale ?** *La nouvelle revue - Éducation et société inclusives*, 93(1), 13-32. <https://doi.org/10.3917/nresi.093.0013>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Gardner, S. K. (2022). **Faculty Learning and Professional Growth in the Sabbatical Leave.** *Innovative Higher Education*, 47(3), 435-451. <https://doi.org/10.1007/s10755-021-09584-4>

The faculty sabbatical leave has been present in many institutions of higher education since its inception at Harvard University in 1880 but is relatively underexamined in the literature related to the outcomes not only to the institution but also to the faculty member. This study included interviews with 12 faculty members at one research university in the U.S. to better understand their perceptions of their sabbatical experiences in relation to the model of faculty professional growth. Findings underscored that faculty were agentic in their learning, the professional relationships they sought out to do this learning, as well as the commitments they made in this learning and growth, including that of their own work-life balance.

Gibbs, L. (2022). **Leadership emergence and development: Organizations shaping leading in early childhood education.** *Educational Management Administration & Leadership*, 50(4), 672-693. <https://doi.org/10.1177/1741143220940324>

Early childhood education (ECE) effects positive outcomes for children, but outcomes depend upon the quality of the program with which children engage. Program quality is positively influenced by effective leadership; yet we do not fully understand how effective leadership emerges and develops within ECE sites. This lack of knowledge potentially compromises the development of effective leadership and, subsequently, a child's right to high-quality ECE. This paper, therefore, contributes to the field of research on ECE leadership development by describing a qualitative Australian study that investigated leadership cultivation. The mini-ethnographic case study examined the emergence and development of leadership in three high-quality, diversely governed ECE settings. Findings of the study suggest the practice of leading is foundational for positional leadership roles and is enabled by the practice architectures of an organization. Practice architectures comprise cultural-discursive, material-economic and social-political arrangements. Arrangements, found within organizations, included

cultures of trust, use of professional knowledge and language, collaborative development of philosophy, democratic allocation of resources, sharing of power and openness to activism, disruption and creativity. Such arrangements play an important role in the emergence and development of leading and therefore offer organizations alternative ways to consider leadership cultivation.

Gout-Kravtchenko, C. (2022). **Directeur de Segpa : une fonction en transformation. Quelles postures et leviers pour un établissement inclusif ?** *La nouvelle revue - Éducation et société inclusives*, 93(1), 121-135. <https://doi.org/10.3917/nresi.093.0121>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Graveleau, S. (2022, mai 19). **Les chaires de professeur junior, cette nouvelle voie de recrutement qui irrite certains universitaires.** *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/05/19/les-chaire-de-professeur-junior-cette-nouvelle-voie-de-recrutement-qui-irrite-certains-universitaires_6126742_4401467.html

Deux ans après leur création, ces contrats de recherche s'installent à pas menus dans les universités et les organismes de recherche, sans apaiser les craintes.

Hammad, W., & Alazmi, A. A. (2022). **Research on school principals in the Gulf states: A systematic review of topics and conceptual models.** *Management in Education*, 36(3), 105-114. <https://doi.org/10.1177/0892020620959748>

In view of the growing emphasis by educational leadership and management (EDLM) scholars on diversifying the existing knowledge base in the field, this review of research analysed topics and conceptual models employed in 104 studies on school principals from the Arabian Gulf states published between 2000 and 2019. Systematic review methods were used to identify relevant studies documented in Arabic databases hosted by Dar Almandumah. Information was extracted from the articles and analysed using quantitative methods. The results revealed similarities between the data set under review and EDLM research from other developing countries in terms of research topics and conceptual development. Weaknesses are highlighted and recommendations are offered for strengthening future studies on school principals in the region.

Irby, D. J., Green, T., & Ishimaru, A. M. (2022). **PK-12 District Leadership for Equity: An Exploration of Director Role Configurations and Vulnerabilities.** *American Journal of Education*, 128(3), 417-453. <https://doi.org/10.1086/719120>

Purpose: This study sought to understand PK-12 district-level equity directors' efforts to improve experiences of students of color and outcomes in US districts. Research Methods: We interviewed 13 practicing equity directors and analyzed artifacts such as meeting minutes, equity policies, equity mission statements, job descriptions, and organizational charts. Findings: Directors experienced structural and psychological vulnerabilities depending on how their districts structured the role with positional power, resources, and authority to carry out their leadership work. Equity directors' roles were often ambiguous

and at times misaligned to the expected leadership tasks. Institutionalized racial and gender oppression compounded the vulnerabilities of the role. Implications: To realize the full potential of this new district leadership position, districts must attend not only to what they expect equity directors to accomplish but also to the configurations of the role as it intersects with labor-related racial and gender oppression in districts.

Mansor, A. N., Hamid, A. H. A., Medina, N. I., Vikaraman, S. S., Abdul Wahab, J. L., Mohd Nor, M. Y., & Alias, B. S. (2022). **Challenges and strategies in managing small schools: A case study in Perak, Malaysia.** *Educational Management Administration & Leadership*, 50(4), 694-710. <https://doi.org/10.1177/1741143220942517>

This research examined leadership practices in the unique context of primary schools with smaller levels of enrolment, specifically small schools in Malaysia. These are schools with an enrolment of up to 150 students that are primarily located in rural areas. This study explored the challenges encountered by experienced head teachers of such schools and, more importantly, identified the strategies head teachers employed to overcome these challenges. This was achieved through a qualitative analysis of interviews conducted with experienced head teachers from five small schools. The findings demonstrate that all five schools faced similar challenges: financial constraints, a dilapidated infrastructure, lack of human resources, and competence-related issues among teachers. All respondents overcame these challenges with creativity and passion. They found alternative methods with which to generate school funds, adopted the role of learner leaders by developing their information and communication technology skills, and served as role models for instructional leadership. The findings will enable policymakers and school leaders, particularly those involved in small schools, to provide quality education for every child. Nevertheless, further studies involving a greater number of respondents are needed to understand the complex challenges involved in managing small schools and the optimal ways of overcoming these.

Mbiatong, J. (2022). **Le développement professionnel des acteurs à l'épreuve de la collaboration entre parents des milieux populaires et professionnels : analyse d'une recherche-action-formation auprès d'acteurs du milieu associatif.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 85-103. <https://doi.org/10.3917/nresi.093.0085>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Meyer, A., Richter, D., & Hartung-Beck, V. (2022). **The relationship between principal leadership and teacher collaboration: Investigating the mediating effect of teachers' collective efficacy.** *Educational Management Administration & Leadership*, 50(4), 593-612. <https://doi.org/10.1177/1741143220945698>

Empirical research considers teacher collaboration to be an important predictor of outcome variables at the student, teacher, and school level. Principals are responsible for shaping teachers' work environments, and in doing so, they can strengthen and support teacher collaboration. Drawing on social interdependence theory, we hypothesized that teachers' collective efficacy has a mediating effect on the

relationship between principal leadership and teacher collaboration. We collected data from 630 teachers in 29 primary and secondary schools in Germany and found, based on structural equation modeling, that principal leadership had a significant indirect effect on teacher collaboration, mediated by teachers' collective efficacy. We discuss the implications of these results for supporting school improvement.

Miller, K. E., & Riley, J. (2022). **Changed Landscape, Unchanged Norms: Work-Family Conflict and the Persistence of the Academic Mother Ideal.** *Innovative Higher Education*, 47(3), 471-492. <https://doi.org/10.1007/s10755-021-09586-2>

Extensive research suggests that ideal worker and mothering expectations have long constrained academic mothers' personal and professional choices. This article explores how academic mothers experienced their dual roles amid the unprecedented shift in the work-life landscape due to COVID-19. Content analysis of questionnaire data (n = 141) suggests that academic mothers experienced significant bidirectional work-life conflict well into the fall of 2020. Increased home demands, such as caring for young children and remote schooling, interfered with their perceived capacity to meet ideal academic norms, including a singular focus on work, productivity standards, and their ability to signal job competency and commitment. Likewise, work demands reduced their perceived ability to meet ideal mothering norms, such as providing a nurturing presence and focusing on their children's achievement. Academic fathers experienced increased demands on their time but primarily described intra-role conflict within the work domain. Despite a pandemic landscape, ideal academic and mothering norms remained persistent and unchanged. The article concludes with implications for policy and practice in higher education.

Partenariat mondial pour l'éducation. (2022). **Au-delà des enseignants : cartographie des principaux outils et cadres applicables au personnel de l'éducation.** Consulté à l'adresse

<https://www.globalpartnership.org/fr/node/document/download?file=document/file/2022-05-enseignants-cartographie-outils-cadres-personnel-education.pdf>

Pažur, M. (2022). **Development and validation of a research instrument for measuring the presence of democratic school leadership characteristics.** *Educational Management Administration & Leadership*, 50(4), 613-629. <https://doi.org/10.1177/1741143220937312>

The main purpose of this article is to describe the process of development and validation of a research instrument for measuring the presence of democratic school leadership characteristics. The instrument has been developed and validated in the city of Zagreb and Zagreb County in Croatia in four phases: theoretical construction; expert validation (N = 6 experts); pilot research (N = 77 teachers); and instrument structure validation through the main research (N = 651 teachers). The expert validation and pilot research took place in 2018. The main research was conducted in January and February 2019. According to Carmines and Zeller (1979), the results of the factor analysis, which show that the instrument is measuring a single phenomenon, indicate that all four hypotheses have been fulfilled. More specifically, several aspects of the extracted (i.e. unrotated) factor matrix support the following four hypotheses: the (unrotated) factor matrix of all 32 items explains a total of 66.793% of the variance; subsequent components demonstrate the fairly equal proportions of the remaining variance except for a gradual decrease; all items have high factor loadings on the first component (from .603 to .861); and all items have higher loadings on the first than on the second component.

Perez, J.-M. (2021). **Étude sur l'influence du « chercheur-apprenant » dans des recherches collectives en éducation.** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6444>

Dans le contexte de l'éducation, de plus en plus de rapports internationaux et nationaux encouragent le développement de recherches collaboratives. Mais si cette approche peut être perçue comme une voie prometteuse de légitimation scientifique pour les chercheurs (C) ou comme des lieux de réponses aux questions professionnelles que peuvent se poser des enseignants (E), des travaux s'intéressent également à leur limite. Dans cet article, il s'agit d'abord de permettre au lecteur d'identifier le cadre de référence qui à partir de l'irrigation conceptuelle de Rogers (1942), Ferry (1971), Douglas (1986/1999), Chevillard (1992) sous-tend une conception de la pratique du travail en groupe entre E et C dès lors qu'il y a une intention de produire des connaissances et des usages à propos de l'éducation et des pratiques inclusives (Perez, 2018). Il s'agit ensuite de s'intéresser à quelques obstacles à cette conception : l'illusion de libération de l'anxiété, celle de la saisie de l'objet, ou celle de la relation d'égalité entre E et C. Une fois ces connaissances acquises, une dernière partie s'intéresse à l'éthique de l'accompagnement du chercheur dans un dispositif à visée transformative.

Pietsch, M., Tulowitzki, P., & Cramer, C. (2022). **Principals between exploitation and exploration: Results of a nationwide study on ambidexterity of school leaders.** *Educational Management Administration & Leadership*, 50(4), 574-592. <https://doi.org/10.1177/1741143220945705>

Both organizational and management research suggest that schools and their leaders need to be ambidextrous to secure prosperity and long-term survival in dynamic environments characterized by competition and innovation. In this context, ambidexterity refers to the ability to simultaneously pursue exploitation and exploration and thus to deliver efficiency, control and incremental improvements while embracing flexibility, autonomy and discontinuous innovation. Using a unique, randomized and representative data set of N = 405 principals, we present findings on principals' exploitation and exploration. The results indicate: (a) that principals engage far more often in exploitative than in explorative activities; (b) that exploitative activities in schools are executed at the expense of explorative activities; and (c) that explorative and ambidextrous activities of principals are positively associated with the (perceived) competition between schools. The study brings a novel perspective to educational research and demonstrates that applying the concept of ambidexterity has the potential to further our understanding of effective educational leadership and management.

Rudhumbu, N., & du Plessis, E. (2022). **The mediating role of lecturer biographic factors on curriculum implementation in universities.** *International Review of Education*, 68(1), 11-31. <https://doi.org/10.1007/s11159-022-09937-x>

The study presented in this article investigated the influence of lecturer biographic factors on curriculum implementation in universities in Botswana. Over the last two decades, Botswana has been transforming its education system to improve curriculum implementation in universities, particularly in terms of who should be allowed to teach and the qualification level of students they should instruct. A mixed-methods research approach that employed a structured questionnaire and semi-structured interviews was used to collect data from 306 lecturers and 25 academic middle managers (AMMs) respectively. Confirmatory factor analysis (CFA) was used to validate the questionnaire

and expert opinion validated the interview guide. To analyse the resulting quantitative data, multiple regression analysis and descriptive statistics were used, while thematic analysis was employed for the qualitative data. Findings showed that lecturers' educational level, age and teaching experience have a significant influence on effective implementation of curricula in universities, while gender has no significant influence. These results have implications for both policy and practice with regard to lecturer recruitment and curriculum implementation in universities.

Sénéchal, K. (2022). **Description des pratiques déclarées, des représentations et des besoins de formation de membres du personnel enseignant en ce qui concerne l'enseignement de l'oral au primaire québécois.** *Éducation et francophonie*, 50(1). <https://doi.org/10.7202/1088546ar>

Bien que cela tende progressivement à changer, peu de membres du corps enseignant ont été spécifiquement formés à l'enseignement de la communication orale dans le cadre de leur formation initiale, et les formations continues spécialisées en didactique de l'oral ne sont pas encore très répandues ou facilement accessibles aux personnes enseignantes exerçant loin des grands centres. En vue de cerner les besoins de ces personnes relativement à l'enseignement de la communication orale au primaire, nous avons mené une recherche exploratoire sur le sujet dans la région du Bas-Saint-Laurent, au Québec. À cette fin, des groupes de discussion ont été réalisés avec 11 enseignantes et enseignants dans le but de cerner leurs expériences de formation – initiale et continue –, leurs pratiques et leurs représentations en ce qui a trait à l'enseignement de la communication orale. Cette contribution est donc l'occasion de présenter les résultats issus de ces échanges, qui permettront d'établir les besoins à combler en matière d'enseignement de la communication orale de ces enseignantes et enseignants du primaire québécois.

Thien, L. M. (2022). **Psychometric analysis of a Malay language version of the Principal Instructional Management Rating Scale.** *Educational Management Administration & Leadership*, 50(4), 711-733. <https://doi.org/10.1177/1741143220942514>

The extent to which the Principal Instructional Management Rating Scale (PIMRS) is sensitive and appropriate to be used in different cultural contexts remains underexplored in the literature. To address this research gap, this study attempts to validate a Malay language version of PIMRS by assessing convergent, discriminant, and criterion validity from a hierarchical perspective. Data were collected from 375 primary school teachers from 30 selected schools in Penang and Kedah, Malaysia. Data were analysed using partial least squares structural equation modelling approach with SmartPLS 3.2.9 software. Findings revealed that four items had to be excluded to ensure the construct validity of the third-, second-, and first-order constructs. Convergent validity and discriminant validity were established for all the second- and first-order constructs with the statistic estimates exceeding the respective threshold. Redundancy analysis confirmed the establishment of the convergent validity of instructional leadership as a formative third-order construct. Criterion validity was established with the significant and positive effect of instructional leadership on collective teacher efficacy (CTE) ($\beta = 0.578$, $t = 14.206$). Local and international educational researchers could replicate the current validation approach in future psychometric PIMRS validation studies in a different research context.

Tintoré, M., Cunha, R. S., Cabral, I., & Alves, J. J. M. (2022). **A scoping review of problems and challenges faced by school leaders (2003–2019)**. *Educational Management Administration & Leadership*, 50(4), 536-573. <https://doi.org/10.1177/1741143220942527>

The purpose of this scoping review is to analyse the literature concerning principals' problems and challenges, beginning in 2003 and ending in 2019. The research team conducted an extensive search to locate relevant academic literature, comprising 17 years of research, and a total of 153 documents were analysed. According to the findings, most of the documents (71%) correspond to the last six years (2014–2019), and most are studies from Anglo-Saxon countries (55%). The results point to eight main categories related to the complex nature of the job (the management challenge, the complexity challenge and the learning challenge), and interactions with different stakeholders (problems with educational authorities and educational policy; the staff and teaching process; the students; the families and the school community; and the society). Although the importance given to each category varies from one context to another, problems concerning the complex nature of the job and with the educational authorities and the educational policy are the most recurrent. A significant increase in the number and complexity of problems and challenges throughout the times was noticed, which seems to enhance the need for changes in educational policies and the careful design and implementation of leadership training programmes.

Wang, M., & Xia, J. (2022). **A scale for measuring teacher leadership in early childhood education in China: Development and validation**. *Educational Management Administration & Leadership*, 50(4), 649-671. <https://doi.org/10.1177/1741143220949546>

This article describes the development of a teacher leadership scale (TLS) that can be utilized in early childhood education in China. A mixed methods research design was developed to meet the research aim, and both qualitative and quantitative data on the perceptions of teacher leadership from both middle leaders (i.e. vice-principal, key stage coordinator, subject leader) and classroom teachers were collected. In the qualitative study, semi-structured interviews with seven middle leaders and seven classroom teachers were conducted. The qualitative findings were then used for item pool generation in a quantitative study to create the TLS in four stages of development. The TLS questionnaire was distributed to 175 respondents and then to a further 419 respondents for exploratory factor analysis. The scale was further validated by confirmatory factor analysis with another 597 respondents. Its concurrent validity was also examined: teacher leadership was found to be positively associated with job satisfaction and the principal's authority openness. The article demonstrates that a four-factor model of teacher leadership as follows is psychometrically sound: (a) leading teaching and professional development; (b) characteristics of teacher leaders; (c) participating in school-wide decision-making; and (d) diversity and continuous improvement.

Numérique et éducation

Albero, B. (2022). **Technologie(s) de la formation**. In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 415-420). <https://doi.org/10.3917/dbu.jorro.2022.01.0415>

Alexandre, M., Bernatchez, J.-C., & Lameul, G. (2022). **La transition formation en présence - formation à distance à l'université: enjeux didactiques et politiques**. Consulté à l'adresse <https://www.puq.ca/catalogue/livres/transition-formation-presence-formation-distance-universite-3990.html>

Allahverdi, F. Z. (2022). **Relationship between perceived social media addiction and social media applications frequency usage among university students.** *Psychology in the Schools*, 59(6), 1075-1087. <https://doi.org/10.1002/pits.22662>

The study adds to the literature by analyzing data from Kuwait University, a public university in the Gulf region of the Middle East, where research in the area of social media is relatively new. The study is the first to quantify the relationship of different social media applications frequency usage with perceived social media addiction among university students. Specifically, the relationship between gender, area of study, social media applications frequency usage, and the social media addiction as self-perceived were quantified. A total of 380 university students were asked how often they use the following applications: Instagram, Facebook, YouTube, Twitter, Pinterest, LinkedIn, TikTok, Snapchat, and WhatsApp. The response rate was 85%, with 322 students responding to the survey that was handed out as a hard copy. The data were collected by picking random classes to implement random sampling. Descriptive results indicated that around 70% of students believed they were addicted to social media somewhere between 75 and 100%. This was followed by utilizing multiple hierarchical regression for data analysis. Results indicated a significant relationship between the area of study (science, engineering, and social sciences), gender, and social media applications of Instagram, Facebook, and Twitter. Female students perceived themselves as about 5% more addicted to social media. Social science and engineering students perceived themselves as about 17% and 12% more addicted than science students, respectively. Furthermore, Instagram, Facebook, and Twitter contributed up to about 12%, 11%, and 10%, respectively, to the perceived social media addiction.

Audran, J., & Papi, C. (2021). **L'accompagnement en ligne dans tous ses états.** *Questions Vives. Recherches en éducation*, (36). Consulté à l'adresse <http://journals.openedition.org/questionsvives/6550>

La situation de pandémie a montré qu'en cas d'urgence ou de crise il était possible de recourir au numérique et à la formation à distance. Ceci ne va cependant pas sans soulever de nombreux défis entraînant notamment une surcharge de travail et une augmentation du stress, voire de la détresse, des enseignants (Barroso da Costa et al., 2021 ; Kush et al., 2021), comme des apprenants et parfois de leurs parents (Roux et al., 2021 ; Schmidt et al., 2021). Jusqu'alors la recherche sur la formati...

Beattie, M., Wilson, C., & Hendry, G. (2022). **Learning from Lockdown: Examining Scottish Primary Teachers' Experiences of Emergency Remote Teaching.** *British Journal of Educational Studies*, 70(2), 217-234. <https://doi.org/10.1080/00071005.2021.1915958>

More than 1.5 billion students experienced disruption to education as a result of COVID-19, representing the most substantial interruption to global education in modern history. Many educational institutions transitioned to emergency remote teaching (ERT) overnight, which has presented an array of distinct challenges for educators. Using virtual interviews and an experiential approach to thematic analysis, the study examined Scottish primary teachers' (n = 10) lived experiences of adapting to ERT practice. Findings demonstrated three main themes; 'Meeting Learners' Needs,' 'Influencing Engagement', and 'The Impact of ERT on Teachers'. Key findings suggested that differentiating learning, engaging, and communicating with learners is more difficult during ERT than face-to-face teaching. Parental engagement is vital, however, is influenced by several mitigating factors. Finally, ERT is likely to have substantial effects on

the wellbeing of those involved. Implications of these findings are considered and discussed.

Carminatti, N., Charalampopoulou, C., & Carnus, M.-F. (2021). **Quelle présence pour accompagner l'apprentissage à distance ?** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6083>

En raison de la pandémie, les enseignants et formateurs·rices de la maternelle à l'université ont dû basculer d'un enseignement « en présentiel » à un enseignement à distance ou hybride, alternant des temps synchrones et asynchrones, en vue d'assurer la « continuité pédagogique » prescrite par l'institution. Ce passage forcé a conduit à des redéfinitions des temps et des espaces d'enseignement/apprentissage (E/A) et à l'émergence de nouvelles pratiques d'accompagnement. Dans le contexte de deux ingénieries hybrides didactiques cliniques coopératives, nous interrogeons la notion de présence et les formes que peut prendre la présence à distance pour accompagner les apprentissages dans les phases synchrones et asynchrones de l'E/A à distance. Les deux études de cas donnent à voir des pratiques d'accompagnement en mode synchrone mais aussi en modes ante, post et inter-synchrones.

Chang, S., & Gomes, C. (2022). **Why the Digitalization of International Education Matters.** *Journal of Studies in International Education*, 26(2), 119-127. <https://doi.org/10.1177/10283153221095163>

The overwhelming importance of the digitalization of international education stems from the migration of student activities from the physical to the digital campus, which has been taking place over the past three decades. Many new and exciting learning opportunities have become possible for staff and students in higher education institutions. However, as a result of the COVID-19 pandemic in 2020, online delivery became the sole mode of education in many education institutions across the world. This has hastened the development of dynamic digital campuses and it is now very common to see digital experiences complementing face-to-face engagements between students, teachers, researchers and administrators. This special issue explores the impact of the emergence of digital campuses on international education and those seeking to harness relevant tools to improve the quality and impact of their work in this field. Contributing authors describe a range of ways in which international education is evolving and developing due to mass digitalization. This curated collection provides an overview of current practices driving the sector forward in the digital space and sets an agenda for future research in the digitalization of international education.

Chowdhury, T. I., Hoque, M. R., Wanke, P., Raihan, M. Z., & Azad, M. A. K. (2022). **Antecedents of Perceived Service Quality of Online Education During a Pandemic: Configuration Analysis Based on Fuzzy-Set Qualitative Comparative Analysis.** *Evaluation Review*, 46(3), 235-265. <https://doi.org/10.1177/0193841X221084860>

Background During COVID-19 lockdown worldwide, classroom education continues remotely through online. The question remains, comparing with the face-to-face education, does online education has a similar satisfaction level among the students? There are only a few studies that examine the perceived service quality of online education. Objective The study aims to analyze the factors of perceived service quality of online education during a pandemic. Research Design A structured questionnaire elicits information from 147 students from different study backgrounds of various universities worldwide. The fuzzy-set qualitative comparative analysis (fsQCA) is used for data

analysis and model design. Research constructs evaluation for reliability and internal consistency are subsequently performed. A snowball random sampling method is applied for data collection. Results Findings from the fsQCA analysis identify four core factors that underpin student satisfaction through positive perceived service quality of online education. Alternative paths are determined based on gender, students' current education status, and their loyalty toward online education. We also introduce two topologies of perceived quality regarding online education and student satisfaction. Originality Because of the primary nature of the data, this is firsthand experience gathered from different universities around the world who have willingly or unwillingly experienced online learning during the pandemic. The fsQCA technique for examining perceived service quality of online education. Conclusions The findings contain a number of contributions, illustrating different topologies of the student from different backgrounds and their intention, satisfaction and loyalty towards e-learning, and identifying causal factors that influence willingness to recommend online education.

Clauzard, P. (2021). **Comment maintenir l'action conjointe dans les enseignements universitaires en distanciel?** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6030>

Cet article s'intéresse aux activités d'enseignement-apprentissage à distance à l'université et se demande comment y maintenir une action conjointe. Il rapporte un questionnaire diffusé auprès d'étudiants et une analyse selon les critères de la théorie de l'action conjointe en didactique afin d'interroger comment repenser une coactivité de formation en « distanciel », où l'absence physique du face à face pédagogique peut être compensée par une présence cognitive renouvelée au sein de l'espace numérique de communication de nouveaux savoirs. Toutefois, la difficulté réside dans les interactions et les collaborations contradictoires au sein d'un système didactique dont repenser les critères.

Collett, C., Neff, G., & Gomes, L. G. (2022). **Les effets de l'IA sur la vie professionnelle des femmes** (p. 92). Consulté à l'adresse UNESCO website: <https://unesdoc.unesco.org/ark:/48223/pf0000380925>

Coville, M., Rampnoux, O., & Vétel, B. (2022). **Le numérique au service de la valorisation des compétences des jeunes adultes.** *Interfaces numériques*, 11(3). <https://doi.org/10.25965/interfaces-numeriques.4974>

Cette contribution questionne les modalités d'apprentissage des jeunes utilisateurs d'interfaces numériques. À la suite d'Auray (2016), nous analysons les aptitudes à maîtriser les environnements numériques, en discutant la typologie en 4 compétences qu'il propose. Parmi elles, nous nous focalisons surtout sur la compétence dite géographique. Elle regroupe 2 sous-compétences : topologique, une position d'action tactique réorientée de proche en proche et cartographique, une position d'action stratégique et surplombante envisagée en présence de connaissances exhaustives sur une situation. Pour mener ce travail comparatif, nous croisons les apprentissages inscrits dans deux domaines institutionnalisés : l'université et la santé. Des données empiriques issues de deux enquêtes menées dans ces contextes permettent de compléter l'analyse des inégalités sociales face au numérique par celle des handicaps cognitifs liés à l'autisme et physiques liés à des douleurs chroniques.

Direction du numérique pour l'éducation, Ministère de l'Éducation nationale et de la Jeunesse, & DNE-TN2. (2022). **Enjeux du numérique en éducation et apports de la recherche**. Consulté à l'adresse Direction du numérique pour l'éducation website: https://edunumrech.hypotheses.org/files/2022/10/Apports-rech_MEN_DNE_Carnet_hypotheses_texte_integr_web_oct22.pdf

Panorama de quelques apports de la recherche sur les enjeux du numérique en éducation (contexte socio-économique et culturel, parentalité et vie familiale, pratiques des jeunes, enseignement et apprentissages, intelligence artificielle, impact de la crise sanitaire) : infographie bilingue et livret. Résumé en anglais Overview of some research contributions on the challenges of ... Continuer la lecture de « Enjeux du numérique en éducation et apports de la recherche : infographie bilingue et livret »

European Commission. (2022). **Compendium on digital inclusion in education. 8 country case studies and 33 inspiring practices**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3586> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/08f98a36-c054-11ec-b6f4-01aa75ed71a1>

This compendium presents a total of eight country case studies brought together under the study 'Enhancing learning through digital tools and practices: How digital technology in compulsory education can help promote inclusion' conducted between September 2020 and August 2021. The main aim of the study has been to assess the actual and potential role of digital technologies to promote access, quality and equity in compulsory school education (ISCED levels 1-3, including Vocational Education and Training (VET)) across the EU27. The study has also looked at key transferable lessons from the early childhood education and care (ECEC) sector. The final report for this study, which takes an in-depth look at the range of different elements that must align to unlock the educational benefits of digital technologies for learners across Europe, can be accessed separately. The principal objective of this compendium is two-fold: 1. Firstly, the compendium aims to provide a closer look at what is currently happening at local, regional and national level within a number of EU Member States, and; 2. Secondly, it aims to provide ideas and inspiration for policymakers and practitioners across the EU who strive to improve the quality and inclusiveness of education and training systems by leveraging digital tools. (pdf, 148 pages)

Han, Y., Chang, Y., & Kearney, E. (2022). **"It's Doable": International Graduate Students' Perceptions of Online Learning in the U.S. During the Pandemic**. *Journal of Studies in International Education*, 26(2), 165-182. <https://doi.org/10.1177/10283153211061433>

This study aims to understand the learning experiences and challenges of international students enrolled in Master's and PhD programs in various institutions who were forced to transition to online learning during the pandemic. In particular, the study explores the experiences and perceptions of seven non-native English-speaking international graduate students who came from six different countries and studied at different schools of education through phenomenological interviews. Analysis yields insight into these students' online learning experiences and identifies factors which contributed to the mixed quality of these learning experiences. Overall, students tried to adapt to the "new normal," while enduring learning and emotional challenges due to the harsh conditions of the pandemic in the United States and their home countries. Instructors' readiness for online teaching as well as the extra support provided to help students cope with the

sudden transition in the learning environment were particularly important factors affecting the students' learning experiences. Our findings lead us to several recommendations for practice within graduate-level online learning environments and suggestions for further research, as well as broader considerations of what broader implications the case suggests for international education in light of digitalization.

Hardt, D., Nagler, M., & Rincke, J. (2022). **Tutoring in (Online) Higher Education: Experimental Evidence** (CESifo Working Paper Series N° 9555). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9555.htm

Demand for personalized online tutoring in higher education is growing but there is little research on its effectiveness. We conducted an RCT offering remote peer tutoring in micro- and macroeconomics at a German university teaching online due to the Covid-pandemic. Treated students met in small groups, in alternating weeks with and without a more senior student tutor. The treatment improved study behavior and increased contact to other students. Tutored students achieved around 30% more credits and a one grade level better GPA across treated subjects. Our findings suggest that the program reduced outcome inequality. We find no impacts on mental health.

Harris, L., Dargusch, J., Ames, K., & Bloomfield, C. (2022). **Catering for 'very different kids': distance education teachers' understandings of and strategies for student engagement.** *International Journal of Inclusive Education*, 26(8), 848-864. <https://doi.org/10.1080/13603116.2020.1735543>

Compulsory distance education has always sought to be inclusive, providing educational opportunities for K-12 students unable to attend mainstream, face-to-face schools for medical, geographical, or personal reasons. However, how to effectively engage these diverse learners has remained a perpetual challenge, with a need for further investigation into the nature of student engagement with compulsory school distance contexts and how teachers can best support it. This qualitative study used focus groups (n = 2 groups, n = 16 participants) to examine teacher definitions and student engagement strategies within eKindy-12 distance education in Queensland, Australia. Categorical analysis was conducted using a priori codes for definitions, focusing on four previously established engagement types (i.e. behavioural, emotional, cognitive, and agentic engagement), and in vivo codes for strategies. Teacher definitions focused strongly on behavioural engagement, but most also contained elements of emotional and cognitive engagement; agentic engagement was only occasionally evidenced via practice descriptions. Teachers described engaging students by: building relationships, creating a safe classroom environment through differentiation, using inclusive technological tools to facilitate interaction and monitor progress, making learning fun and relevant, drawing on school-wide pedagogical frameworks and teaching strategies, and encourage self-regulation. Findings suggest distance education teachers face unique challenges around evidencing engagement and supporting student agency.

Jugé-Pini, I., Plateau, J.-F., & Coulibaly, B. (2021). **La « distance proximale » à l'épreuve du dispositif « Ma classe à la maison ».** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6203>

Notre étude poursuit l'objectif d'identifier les effets socio-éducatifs et affectifs du premier confinement lié à la Covid-19 sur la relation pédagogique. Sur le terrain éducatif, le principe de « continuité pédagogique » a nécessité la mise en place du dispositif « Ma classe à la maison ». Aussi observons-nous le ressenti des professeurs et des élèves à

travers la notion de « distance proximale » (Paquelin, 2011). Une enquête quantitative et qualitative menée auprès d'enseignants et de 106 lycéens permet d'étayer les questions suivantes : Le « distanciel » produit-il de la proximité ? Quel rôle jouent les émotions dans la relation professeur-élève à distance ? Cette expérience peut-elle avoir des effets pérennes sur l'accompagnement en présentiel ? Les résultats fournissent des pistes de réflexion sur : a) le paradoxe d'une proximité à distance ; b) la reconnaissance assumée de la place des émotions dans la relation triangulaire élève-enseignant-savoir ; c) les limites de la transférabilité dans le secondaire de l'expérience à distance sur les pratiques pédagogiques hors contexte sanitaire.

Kennel, S., & Boléguin, V. (2021). **L'accompagnement tutoral en période de pandémie : obstacles et opportunités de la distance.** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6319>

Notre étude, tirée d'une enquête réalisée en février 2021 auprès des 247 tuteurs de l'université, s'intéresse à la perception que les tuteurs étudiants recrutés en France dans le contexte pandémique de 2020-2021 ont à la fois de leur mission mais également de l'expérience étudiante des pairs qu'ils ont tutorés. Nos données donnent d'abord à connaître, à côté d'une description par les tuteurs des difficultés rencontrées par les étudiants tutorés pendant la pandémie, la relation entre résistance au décrochage d'une part et modalités de suivi (en présence ou à distance) et difficultés liées au numérique d'autre part ; ensuite, l'analyse des verbatims confirme que les interactions en présentiel, quand elles sont possibles, sont préférées aux rencontres à distance. Les tuteurs expriment un sentiment constant d'utilité mais également des difficultés portant essentiellement sur les conditions de l'activité et leur formation. Ils expriment le souhait d'un encadrement plus conséquent, l'accès à des outils de visioconférence ainsi qu'à des ressources pédagogiques et un accompagnement au développement de leurs compétences de tuteurs.

Lafleur, F., Nolla, J.-M., & Samson, G. (2022). **Autoévaluation en formation à distance: intérêts, logiques et stratégies.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/autoevaluation-formation-distance-4131.html>

Lanoix, A., Gérin-Lajoie, S., Éthier, M.-A., Poellhuber, B., & Roy, N. (2021). **Présence transactionnelle et dimensions du soutien aux apprenants dans la formation à distance au secteur des jeunes. Retour sur une première année d'expérimentation.** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6140>

L'article présente les premiers résultats d'une recherche qui porte sur la formation à distance au secteur des jeunes pour les cours du domaine de l'univers social au deuxième cycle du secondaire au Québec. Prenant appui sur le concept de présence transactionnelle et sur les dimensions du soutien aux apprenants en formation à distance, les résultats de la recherche indiquent que, selon la vision des enseignants, les élèves vivent des difficultés d'ordre motivationnel. Parallèlement, les enseignants peinent à assurer une présence forte auprès des élèves pour les soutenir.

Leaton Gray, S., Mägdefrau, J., & Riel, M. (2022). **Life in the Digital Slow Lane: How Deprived Young People Are Set up to Fail.** *British Journal of Educational Studies*, 70(2), 145-164. <https://doi.org/10.1080/00071005.2021.1919596>

The phenomenon of digital differentiation, or stark variations in ability to access Internet hardware and/or infrastructure, has been a feature of provision since its early days. This

article explores the impact of digital differentiation on two groups of young people, in England and Germany. It is based on fieldwork that took place during the academic year 2018-2019, just before the global pandemic threw the issue of equality of Internet access into sharp relief. The article begins by describing the empirical design of the My Life Online project, including background, sampling, instruments, ethical aspects and the initial data analysis approach taken to ensure reliability and validity. It then develops a further analysis drawing on Halford and Savage's hybrid Bourdieu/Actor Network Theory model (2010) to map out the socio-technical network surrounding the young people in our study. In this way we identify areas of change and conflict that compound existing social deprivation. We conclude by making a case for a better education policy awareness of the key issues, and more equitable distribution of national infrastructure moving forwards.

Lee, J., Leibowitz, J., & Rezek, J. (2022). **The Impact of International Virtual Exchange on Participation in Education Abroad**. *Journal of Studies in International Education*, 26(2), 202-221. <https://doi.org/10.1177/10283153211052777>

International virtual exchange is gaining popularity as an innovative approach to providing international experiences to students, particularly considering the COVID-19 pandemic. However, little research has been conducted on this unique teaching approach or how it fits into university comprehensive internationalization plans. In this paper, we develop a simple theoretical model to explain the impact of taking international virtual exchange classes on students' decisions to subsequently study abroad. We use a linear probability model with a longitudinal panel that follows 39,381 students through their entire academic career at a large American university to estimate the impact of international virtual exchange and foreign language courses on the probability of subsequent study abroad. Based on our preferred matching model, which accounts for observable differences in student characteristics, we find the likelihood a student will subsequently study abroad approximately doubles if they take an international virtual exchange course.

Ma, W., & Luo, Q. (2022). **Pedagogical practice and students' perceptions of fully online flipped instruction during COVID-19**. *Oxford Review of Education*, 48(3), 400-420. <https://doi.org/10.1080/03054985.2021.1994382>

With courses being moved online because of COVID-19, there is a need for exploring innovative and effective online teaching models. This article firstly introduces the pedagogical practice of the fully online flipped instruction (FOFI), an adaptation of the flipped classroom approach that is employed completely online, which has been adopted for EFL undergraduates in China during COVID-19 based on video conferencing and prior experience in Small Private Online Course (SPOC)-based flipped classrooms. A questionnaire and two focus group discussions were conducted to investigate students' perceptions of this model. The data were collected and analysed quantitatively and qualitatively, which reveal their positive perception concerning teacher instruction, varied interaction, and multifunctional platforms. However, less motivated students hold contrasting opinions on learning platforms and online interaction. This study also demonstrates that students' interests, self-regulation, and learning environment significantly affect learner experience and learning outcomes. The implications for the implementation of FOFI are further discussed.

Mamavi, O., & Zerbib, R. (2022). **Transformation digitale et enseignement supérieur : comment seront formés les managers de demain ?** Consulté à l'adresse <https://www.editions-ems.fr/boutique/transformation-digitale-et-enseignement-superieur/>

Mombo, W. (2021). **Tâche, contexte, inhibition : le jeune enfant face au transfert d'apprentissage sur tablette numérique** (Phdthesis, Université Grenoble Alpes [2020-....]). Consulté à l'adresse <https://theses.hal.science/tel-03660622>

Dans cette thèse, nous avons voulu répondre à un questionnement : est-il possible d'observer un transfert d'apprentissage sur tablette numérique chez l'enfant, dans le cas de la Tour de Hanoï (TdH) ? Conformément au modèle de Klahr et Chen (2011), ce transfert numérique est-il soumis aux effets de similarités entre tâches et contextes, comme observé dans le transfert entre tâches tangibles ? De plus, au regard du rôle de l'inhibition dans le contrôle des interférences, l'inhibition contribue-t-elle à ce transfert ? Pour répondre à ces questions, trois études ont été menées auprès d'enfants de 6 à 7 ans français et gabonais. Les résultats ont montré que, comme pour le transfert entre tâches tangibles, le transfert numérique est caractérisé par une baisse de performances temporaire. Cette baisse de performances lors du passage à la tâche de transfert peut néanmoins être limitée par un entraînement spécifique (étude 1), une similarité des supports de présentation des tâches (étude 2), et une similarité conjointe des tâches et de leurs contextes numériques de présentation (étude 3). Dans les trois études, on note également que le contrôle inhibiteur (Diamond, 2013) contribue à limiter cette baisse. Cette thèse a en outre permis de tester la validité du modèle de Klahr et Chen (2011) dans le cas d'un transfert numérique. Dans cette perspective, ce travail a montré qu'apprendre sur une tablette ne garantit pas le transfert de l'apprentissage. Il faut que la nouvelle tâche soit également réalisée sur une tablette numérique, ce qui nuance l'hypothèse d'un effet facilitateur des tablettes numériques sur le transfert d'apprentissage. La contribution de l'inhibition au transfert d'apprentissage est attestée par les résultats obtenus, prolongeant des travaux antérieurs (Borst & Houdé, 2014). Les résultats de ce travail ébauchent des nouvelles perspectives pour une meilleure connaissance du rôle de l'inhibition dans le transfert d'apprentissage et des processus métacognitifs qui pourraient expliquer le pattern de regain de performances observé dans ce travail. Ils renseignent aussi les professionnels de l'éducation et des concepteurs des interfaces graphiques des tablettes numériques sur les conditions d'apprentissage et de transfert à partir de ces outils. Ainsi, les résultats sont discutés sur le plan théorique et en termes d'implications pratiques et pédagogiques.

Netter, J., & Régibier, L. (2021). **Aider les élèves à apprendre à l'école en période de confinement.** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.5930>

Le confinement du printemps 2020 a vu disparaître la coprésence physique caractérisant l'enseignement en classe, conduisant les enseignants à faire évoluer leurs pratiques d'accompagnement du travail des élèves. L'article, appuyé sur une enquête ethnographique mêlant observations de classes virtuelles synchrones, entretiens rétrospectifs et questionnaire de cadrage, met au jour la montée en puissance durant cette période d'une aide indirecte visant à faciliter le travail des élèves seuls à domicile ou avec leurs parents. Il montre aussi que, parallèlement à ce développement, certains enseignants ont tenté de rétablir un étayage direct, notamment destiné à accompagner les élèves les plus fragiles. Cet étayage, contraint par l'usage nouveau

d'outils numériques, s'est heurté à des limites imprévues comme le manque de visibilité sur l'activité des élèves ou la difficulté à montrer du doigt, qui ont amené les enseignants à produire des ajustements permanents et à tester des possibilités auparavant peu explorées de ces outils. Paradoxalement, le confinement pourrait alors avoir contribué à les convaincre de la nécessité d'un travail sur les difficultés des élèves.

Nobre, T. (2022). **Is it legal? Education and copyright in the digital age**. Consulté à l'adresse

https://eiwebsite.blob.core.windows.net/uploads/20220506_093748_Is%20it%20legal%20Education%20and%20Copyright%20in%20the%20Digital%20Age.pdf?sv=2019-10-10&ss=b&srt=o&sp=rdx&se=2030-05-26T22:00:00Z&st=2020-05-26T14:11:47Z&spr=https,http&sig=fqjBEld9cO6/PzqL9OFD54Ufvt33KDBvH/hM9wslvLA%3D

Les enseignants font fréquemment appel à un large éventail de ressources de provenances diverses (par exemple, de courtes vidéos, des images et articles) pour compléter leurs ressources d'enseignement traditionnelles. Ces ressources sont souvent protégées par le droit d'auteur et les droits connexes. L'étude analyse 10 scénarios d'enseignement et d'apprentissage numériques et en distanciel impliquant l'utilisation de ressources protégées par le droit d'auteur ou d'autres lois dans 40 pays d'Afrique, d'Asie-Pacifique, d'Europe, d'Amérique du Nord, d'Amérique latine et des Caraïbes. Dans bon nombre de pays, la législation en vigueur empêche l'utilisation de ressources protégées dans le cadre des activités éducatives organisées de l'enseignement à la demande impliquant le recours à des fonctions numériques. Cette situation force les enseignants soit à s'abstenir d'utiliser ces ressources, soit à travailler dans un certain flou juridique.

OECD. (2022a). **Comment rendre l'accès des élèves à l'apprentissage numérique plus équitable ?** <https://doi.org/10.1787/dfd2470c-fr>

Les technologies de l'information et de la communication (TIC) sont devenues un outil essentiel pour les systèmes éducatifs cherchant à optimiser la qualité et l'efficacité de leur enseignement, une tendance rendue d'autant plus manifeste et pressante par la pandémie de COVID-19. Mais dans quelle mesure les élèves issus de différents milieux socio-économiques ont-ils accès à un enseignement de qualité basé sur les TIC ? Dans l'ensemble, les élèves défavorisés tendent à avoir un accès plus limité aux possibilités d'apprentissage numérique, tant à la maison qu'à l'école. Les données semblent en outre indiquer que la manière dont les enseignants présentant certaines caractéristiques sont répartis entre les établissements peut favoriser une plus grande équité. L'analyse qui suit examine ainsi plus spécifiquement deux d'entre elles : le sentiment d'efficacité personnelle des enseignants dans le domaine du numérique et leur formation à l'utilisation des TIC à des fins pédagogiques.

OECD. (2022b). **Companion Document to the OECD Recommendation on Children in the Digital Environment**. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/science-and-technology/companion-document-to-the-oecd-recommendation-on-children-in-the-digital-environment_a2ebec7c-en

The OECD Recommendation on Children in the Digital Environment provides guidance for governments and other stakeholders on putting in place policies and procedures to empower and protect children in the digital environment. The Recommendation was...

Paquelin, D., & Bois, C. (2021). **De l'alliance thérapeutique à l'alliance pédagogique : l'essence d'une collaboration éducative**. *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6374>

De nombreuses recherches rappellent l'importance pour un étudiant en formation à distance ou en présentiel d'être motivé pour réussir ses activités d'apprentissage et son cheminement scolaire. Cette motivation semble liée à la qualité de la relation pédagogique, et plus encore à l'alliance pédagogique en formation à distance, que l'enseignant développe avec ses étudiants. Dans cette perspective, la capacité de l'enseignant à communiquer avec ses étudiants dans une formation à distance est un objet de recherche en soi d'autant que les travaux dans ce domaine sont peu nombreux, laissant de multiples interrogations quant à la nature des compétences communicationnelles à mobiliser afin de permettre à l'étudiant de persévérer et possiblement de réussir son cours.

Qi, J., Shen, W., & Dai, K. (2022). **From Digital Shock to Miniaturised Mobility: International Students' Digital Journey in China**. *Journal of Studies in International Education*, 26(2), 128-144. <https://doi.org/10.1177/10283153211065135>

As Asia's largest host country of international students, China's digital placemaking is impacting on international students' experience whilst studying and living in the country. This qualitative study addresses the issue of international students' transition to the digital environment in China. It draws on the theoretical perspectives of international students' digital journeys and miniaturised mobilities to inform thematic analysis of artefact-mediated student interviews and social media posts. Findings show that international students' digital journeys in China are characterised by three modes of digital adaptation including digital shock, digital border crossing and digital approachability. We argue that engaging in these modes of digital adaptation has reconstituted international students' subjectivity through empowering miniaturised mobility, but also a sense of digital in-betweenness as they operate between two different virtual worlds.

Righi, R., Lopez-Cobo, M., Samoili, S., Cardona, M., & De Prato, G. (2022). **Academic offer of advanced digital skills in 2020-21. International comparison: focus on artificial intelligence, high performance computing, cybersecurity and data science**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3589> [JRC Technical report]. Consulté à l'adresse Office des publications de l'Union européenne website: <https://op.europa.eu/en/publication-detail/-/publication/bddefe15-b61c-11ec-b6f4-01aa75ed71a1>

The European Commission, as part of its policy to foster digital transformation and succeed in the digital decade, promotes digital skills as a key factor to improve economic competitiveness and social justice. This report provides evidence about the availability of higher education offer in Artificial intelligence, High performance computing, Cybersecurity, and Data science in the academic year 2020-2021, so as to anticipate possible gaps (or abundance) in their offer. Following a keyword-based query methodology that captures the inclusion of advanced digital skills in the programmes' syllabus, we monitor the availability of masters' programmes and study their characteristics, such as the scope (broad and specialised), education fields in which digital skills are taught (e.g., Information and communication technologies; Business, administration and law), and the content areas covered by the programmes. The EU's offer of AI-related specialised master's programmes is higher than that of the US. Even if the field of education dominating the offer of AI master's programmes is Information and

communication technologies, noticeable shares are also observed for Engineering, manufacturing and construction. In Cybersecurity, the EU is the only area presenting a positive trend during the last year, involving both broad and specialised masters. Despite this, still the EU's related offer is lower than that of the US and that of the UK. Regarding Data science masters, the US keeps the leading position, among the areas considered for the study, in terms of number of programmes offered. (pdf, 84 pages)

Topping, K. J., Douglas, W., Robertson, D., & Ferguson, N. (2022). **Effectiveness of online and blended learning from schools: A systematic review**. *Review of Education*, 10(2), e3353. <https://doi.org/10.1002/rev3.3353>

This systematic analysis examines effectiveness research on online and blended learning from schools, particularly relevant during the Covid-19 pandemic, and also educational games, computer-supported cooperative learning (CSCL) and computer-assisted instruction (CAI), largely used in schools but with potential for outside school. Eight research databases were searched. Studies which were non-school, before 2000, not in English, without data and duplicates were removed, leaving 1355 studies: online 7%, blended 13%, CSCL 7%, games 26% and CAI 47%. Overall, digital technology was more effective (better) than regular instruction in 85% of studies, 8% the same and 3% worse. Blended learning was considerably better than online learning. CAI was the most effective, with games and CSCL coming after blended learning, but of course CAI was not searched for and these were not widely used outside of schools. Primary and early years/kindergarten were most effective (87% better) and secondary/high next (80%). Although science and mathematics were the most popular subjects, English as a foreign language interventions were the most effective, then writing and STEM, thinking, arts/music, humanities, health and science, reading and maths, foreign languages and English in that order. Overall, females did better than males. 'Low ability' children and second language learners did especially well. Disadvantaged and special educational needs/disabled students did slightly worse. Self-efficacy was highly related to better outcomes. The limitations/strengths of the research were discussed and linked back to previous literature, a critical analysis made, and detailed implications for practitioners, policy makers and future researchers outlined. Digital technology's main advantage may be the possibility for enhanced task flexibility and learner autonomy, encouraging greater self-regulation. However, this may not be an advantage for all students.

Vrillon, É. (2021). **Les classes virtuelles dans un dispositif de formation professionnelle à distance : une expertise pédagogique différenciante ?** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.5985>

La crise sanitaire a conduit une partie des prestataires de formation à transposer leur formation à distance par l'intermédiaire des classes virtuelles. Sur ce marché concurrentiel, un organisme de formation professionnelle, spécialisé dans la formation à distance, a souhaité étudier les pratiques d'animation des classes virtuelles. La conception de ces formations, produites dans un contexte d'industrialisation de la formation en ligne, est très encadrée. Seul le temps d'animation des classes virtuelles est délégué aux formateurs chargés de l'accompagnement de ces formations. Cette étude de cas vise à comprendre comment se déroulent ces temps synchrones dans un dispositif de formation à distance faiblement ouvert, où les participants échangent peu dans la plateforme de formation. L'analyse par observation des enregistrements de 50 classes virtuelles montre que les formateurs s'en saisissent comme d'un temps transmissif. Loin d'être un temps de remédiation à la faiblesse des échanges en ligne,

leurs pratiques d'animation ne soutiennent que partiellement la « présence à distance ». À la suite de ce bilan mitigé, des évolutions dans l'ingénierie sont présentées et discutées.

Wimpenny, K., Finardi, K. R., Orsini-Jones, M., & Jacobs, L. (2022). **Knowing, Being, Relating and Expressing Through Third Space Global South-North COIL: Digital Inclusion and Equity in International Higher Education.** *Journal of Studies in International Education*, 26(2), 279-296. <https://doi.org/10.1177/10283153221094085>

This paper examines digital inclusion and equity in international higher education with particular focus on Global South-North Collaborative Online International Learning (COIL). Practice examples, bringing together students and academics in Brazil, South Africa, and the UK, are used to consider how COIL is being integrated into higher education curricula to interrupt western hegemony and open up spaces in which "otherwise" ways of knowing, being, relating and expressing can thrive. We consider COIL as a Third Space within which academics can help facilitate the different intellectual, emotional, and socio-cultural positionings of Global South-North students and reflect on how meaning-making and engagement can be transformed as a result of this dialogue. We also recognize how the digital environment as a Third Space can be experienced as inaccessible and troublesome and make suggestions on how South-North digitalization practices can be designed to address access and inclusion needs of students and academics.

Woicolesco, V. G., Cassol-Silva, C. C., & Morosini, M. (2022). **Internationalization at Home and Virtual: A Sustainable Model for Brazilian Higher Education.** *Journal of Studies in International Education*, 26(2), 222-239. <https://doi.org/10.1177/10283153221076898>

The objective of this article is to analyze the strategies adopted by Brazilian universities for the continuity of higher education internationalization actions during the pandemic of COVID-19. Taking as a guide the stages of development of the internationalization of higher education proposed by Brandenburg; de Wit; Jones; Leask & Drobner (2020), a new stage of development is proposed: the virtualization. The research results suggest that it will continue after the pandemic. In an empirical qualitative study, conducted with six Brazilian Higher Education Institutions well evaluated by the Times Higher Education 2020 ranking, it was identified that the Internationalization actions developed to contribute to a new sustainable model of internationalization in the country, based on virtualization of Internationalization at Home, and that meets the main objective of the internationalization of higher education: to provide opportunities for all students to develop international perspectives and intercultural competencies during their formative journey.

Orientation scolaire et professionnelle

Bettencourt, G. M., George Mwangi, C. A., Green, K. L., & Morales, D. M. (2022). **But, Do I Need a College Degree?: Understanding Perceptions of College and Career Readiness among Students Enrolled in a Career and Technical High School.** *Innovative Higher Education*, 47(3), 453-470. <https://doi.org/10.1007/s10755-021-09585-3>

Career and technical education (CTE) and college preparation curriculum in high school are often treated as mutually exclusive options rather than integrated, symbiotic tracks. However, increasingly career fields require some postsecondary education, and access to four-year college degrees are important for long-term earnings and mobility. In this two-year case study, we examined how 16 juniors enrolled in a CTE high school described

and perceived their college and career aspirations. Our findings revealed that participants saw vocational and academic goals as mutually beneficial but experienced them through distinctive pathways, a disconnect amplified by a lack of resources in our sample site. While mechanisms to promote college-going existed, they were often only available to subsets of students and of limited utility. From this research, we suggest that the education system should expand dual enrollment opportunities, provide mentorship of diverse career possibilities, and begin integration between college and career planning earlier in students' schooling. Moreover, we examine the possibilities demonstrated by this case study for K-16 pathways and how postsecondary institutions can meaningfully engage with CTE schools to support this integration.

Blanchard, M. (2022, mai 24). **Passé Parcoursup d'abord!** Consulté 23 janvier 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/cecile-blanchard/passe-parcoursup-dabord/00103319>

La mise en place de Parcoursup a eu cet effet étonnant que le baccalauréat tendrait presque à ne plus être un enjeu pour un grand nombre d'élèves de lycée général et technologique.

Brown, M., Sowl, S., & Steigleder, K. M. (2022). **Competing Alternatives: Science and Math Identity Recognition and Credit Accrual in the Trajectory of STEM Major Plans.** *Innovative Higher Education*, 47(3), 413-433. <https://doi.org/10.1007/s10755-021-09583-5>

It is estimated that over a third of college students switch majors at least once (Astorne-Figari & Speer, *Economics of Education Review* 70:75–93, 2019), but the impact of this switching behavior on students' pathways towards a science, technology, engineering, or math (STEM) degree are not well understood. In this study, using panel data from the Pathways through College Research Network, we explore how initial science identity-related beliefs about math and science recognition relate to students' STEM major plans over time- that is are students more likely to maintain their plan, switch among STEM majors, or leave STEM fields altogether? We account for students' motivational beliefs in pursuing STEM, their experiences of high-impact practices on campus, and the "additive effect" of credit accrual on persistence and maintaining aspirations. Using competing risk event history analysis, we test influential factors in the decision to leave a STEM major or switch among STEM majors in the first three years of undergraduate education at three institutions (n = 518). We observe that credit accrual was significantly related to lower odds of students either leaving or switching, and that different forms of science and math recognition predict significant differences in odds of switching among and leaving STEM majors. We observe significantly different sets of influences on switching and leaving behaviors which suggests that students who depart STEM might be fundamentally different from students who switch among fields, but who do not stay in their original field of interest.

Danvers, F. (2022). **Orientation professionnelle.** In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 291-294). <https://doi.org/10.3917/dbu.jorro.2022.01.0291>

Hashim, I. H. M., Alvani, S. R., Bono, S. A., Zaharim, N. M., Karupiah, P., Selamat, N. H., & Md Taib, F. (2022). **Factors predicting participation in higher education in Malaysia.** *International Review of Education*, 68(1), 101-123. <https://doi.org/10.1007/s11159-022-09943-z>

Although Malaysia is moving towards a universal system of higher education, the issue of participation and access is complex. Related research has tended to focus mainly on socio-demographic aspects and less on the personal and social variables preventing people from participating. The study presented here was an attempt to learn more about the young people not participating in higher education in Malaysia, and the personal and social factors that predict their lack of participation. The researchers compared a group of young people who were not in higher education with a group of young people who were. A survey was administered to both groups, focusing on twelve personal and social variables: (1) happiness; (2) life satisfaction; (3) stress; (4) social support; (5) self-esteem; (6) self-efficacy; (7) motivation; (8) aspiration; (9) attitude towards education; (10) knowledge of higher education; (11) experience in school; and (12) perceived barriers. Young people not participating in higher education reported significantly lower levels for all variables except stress. Further analysis of perceived barriers revealed that factors viewed as hindering young people from participating in higher education are wide-ranging, and include previous experience, knowledge of higher education, personal interest, lack of support and other personal issues. Using logistic regression analysis, the researchers found significant predictors of participation in higher education to be stress, social support, self-efficacy, attitude towards education, knowledge of higher education and perceived barriers. The authors discuss their findings in relation to previous research, and offer recommendations with regard to future policy and practical approaches to increase young people's participation in higher education.

Jarraud, F. (2022, mai 30). **Comment démocratiser l'accès aux grandes écoles ?** Consulté 23 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/05/30/comment-democratiser-laccès-aux-grandes-écoles/>

Les inégalités d'accès aux grandes écoles selon le milieu social, l'origine géographique et le genre sont largement dépendantes, en amont, de l'accès inégal aux formations de premier cycle qui y préparent : les classes préparatoires (CPGE) et les écoles postbac (comme les instituts d'études politiques ou certaines écoles d'ingénieurs). Or, les inégalités d'accès à...

Lee, B., Park, H. I., & Park, S. (2022). **Parent-Adolescent Vocational Aspiration Congruence and its Relations with Academic Adjustment.** *Journal of Youth and Adolescence*, 51(7), 1374-1387. <https://doi.org/10.1007/s10964-022-01598-1>

Adolescents' own vocational aspirations and those of parents for their adolescent children play significant roles in adolescents' development. The present study examined how the (in)congruence between adolescents' vocational aspirations and their parents' aspirations for them were associated with adolescents' academic achievement and test anxiety. The study's sample included 662 parent-adolescent pairs (adolescent Mage = 14.09), and the aspiration and adjustment data were collected at intervals 3 years apart. Using polynomial regression analyses and surface graphs, parent-child aspiration congruence was found to be significantly associated with later academic achievement and test anxiety, but incongruence did not show any significant relationship with either outcome. Such patterns were more prominent among boys (n = 306) than girls and among high socioeconomic status (SES) adolescents (n = 324) than among low SES adolescents. The findings suggest that academic adjustment is more predictable when there is parent-child congruence than when there is incongruence in aspirations.

Raybaud, A. (2022, mai 18). « **Quand arrêter de s'obstiner ?** » : pour les jeunes qui rêvaient d'une carrière universitaire, les défis de la reconversion. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/05/18/quand-arreter-de-s-obstiner-pour-les-docteurs-qui-revaient-d-une-carriere-universitaire-les-defis-de-la-reconversion_6126565_4401467.html

Alors que le nombre de postes de maître de conférences a été réduit de moitié en dix ans, de jeunes docteurs qui se destinaient à la recherche publique bifurquent, afin de sortir d'une logique de précarité et d'incertitude.

Ressa, T. (2022). **Dreaming college: Transition experiences of undergraduate students with disabilities**. *Psychology in the Schools*, 59(6), 1175-1191. <https://doi.org/10.1002/pits.22675>
Postsecondary education is one of the targeted outcomes for students with disabilities; however, few aspiring students with disabilities attend college, and fewer complete a degree program. The purpose of this qualitative study was to examine the perspectives of five undergraduate students with disabilities who attended college in the United States to identify factors (enablers) that facilitated successful transitions to college. Results suggest that participants' self-determination allowed them to manage the effects of their impairments and settings to reach their educational goals and participate in postsecondary education. The implication is that increased attention to inclusion, transitions, and postsecondary education competencies should begin early in the schooling process.

Roberts, J. W. (2022). **Service Design in Student Affairs: Blueprinting the Student Experience**. *Innovative Higher Education*, 47(3), 367-387. <https://doi.org/10.1007/s10755-021-09580-8>

Service blueprinting is a service design technique commonly used by for-profit organizations to illustrate and enhance customer experiences. This article describes an extensive service blueprinting initiative conducted at a large public research institution in the U.S. using a case study methodology. The case included the creation of 114 service blueprints by staff members across 29 departments to enhance non-academic student experiences. Data sources included interviews, observations, archival data, and artifacts. The researcher details the methods and benefits of service blueprinting as they apply to services in a higher education context. In addition to describing the case and the short-term and longer-term consequences of the large-scale blueprinting initiative, the article includes a series of recommendations for university administrators seeking to improve student satisfaction and student-centeredness.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture & IEA : International association for the evaluation of educational achievement. (2022). **Missing out on half of the world's potential: fewer female than male top achievers in mathematics and science want a career in these fields**. Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000381324/PDF/381324eng.pdf.multi>

Les jeunes femmes ne représentent, dans de nombreux pays, que 25 % des étudiants en ingénierie ou en technologies de l'information et de la communication (TIC). Comment expliquer l'absence des filles dans les domaines de la science, de la technologie, de l'ingénierie et des mathématiques (STIM) et des TIC ? Ce document explore la relation qui existe entre le genre des élèves, la confiance en soi et leurs résultats en sciences et en mathématiques, ainsi que leur aspiration à poursuivre une carrière dans ces

domaines. Il présente aussi les stratégies nécessaires pour surmonter les obstacles sociaux et psychologiques susceptibles de freiner les filles et les femmes.

Ziani, M., & Goyette, M. (2022). **Les tensions identitaires au cœur du parcours postsecondaire de jeunes placés**. *Canadian Journal of Higher Education*, 52(1), 18-29. <https://doi.org/10.47678/cjhe.v52i1.189203>

This paper examines the post-secondary pathways of thirteen young people who were put under foster care services in Que-bec and who benefited from a philanthropic project designed to support their academic pathways and their transition to adult life. By highlighting identity tensions, this paper aims to understand how these young people experienced their integration into the post-secondary environment, while dealing with an injunction to adulthood. The analysis of individual interviews highlights three tensions at the heart of their identity construction as post-secondary students with a foster care background: a first tension between desired social ascension and assigned stigma, a second tension between the desire to be autonomous and dependency on the philanthropic program, and a third tension between perceived academic potential and experienced pressure.

Politique de l'éducation et système éducatif

AAP: Alliance for African Partnership. (2022). **Youth entrepreneurial ecosystem for sustainable development in Sub-Saharan Africa**. Consulté à l'adresse https://aap.isp.msu.edu/files/1316/4916/9659/AAP_Youth_Report_FINAL_DIGITAL_04.05.2022.pdf

L'inadéquation formation-emploi reste l'un des principaux problèmes des systèmes éducatifs en Afrique. Les écoles du continent doivent relever le défi de donner aux diplômés les compétences favorisant l'entrepreneuriat. Basé sur un échantillon de 304 personnes de 9 pays (Kenya, Ouganda, Tanzanie, Botswana, Malawi, Sénégal, Nigeria, Mali, Afrique du Sud), l'étude constate l'échec des programmes à former les jeunes à devenir des travailleurs indépendants et appelle les établissements d'enseignement supérieur africains à renforcer l'éducation et la formation à l'entrepreneuriat, la jeunesse ne disposant pas les compétences nécessaires pour entreprendre.

Abdrasheva, D., Escribens, M., Sabzalieva, E., Vieira Do Nascimento, D., & Yerovi, C. (2022). **Resuming or reforming? Tracking the global impact of the COVID-19 pandemic on higher education after two years of disruption**. Consulté à l'adresse https://www.iesalc.unesco.org/wp-content/uploads/2022/05/IESALC_COVID-19_Report_ENG.pdf

Ce rapport se penche sur l'état de l'enseignement supérieur dans le monde deux ans après les perturbations causées par la Covid-19 (administration et gestion de l'enseignement supérieur, enseignement et apprentissage, recherche, internationalisation). Selon les auteurs, les changements ne conduiront pas à une transformation fondamentale de l'enseignement. Les établissements d'enseignement supérieur du monde entier sont susceptibles de faire progresser à long terme au moins certaines pratiques liées au numérique. L'urgence de remédier à ces inégalités doit rester au premier plan alors que l'enseignement supérieur commence à penser à l'avenir pour créer un monde post-pandémique plus équitable.

Alessandrin, A. (2022). **La prise en compte des élèves trans à l'école en France.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 229-244. <https://doi.org/10.3917/nresi.093.0229>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Alexandre, M., Bernatchez, J.-C., & Lameul, G. (2022). **La transition formation en présence - formation à distance à l'université: enjeux didactiques et politiques.** Consulté à l'adresse <https://www.pug.ca/catalogue/livres/transition-formation-presence-formation-distance-universite-3990.html>

Alghulayqah, A. (2022). **The impact of generative school leadership on student performance: The case of Saudi Arabia.** *Management in Education*, 36(3), 115-123. <https://doi.org/10.1177/0892020620963112>

The primary aim of this study is to facilitate interactions among the generative school leadership of high school principals in Riyadh, Saudi Arabia, to take responsibility for student performance. Existing research suggests that generative leadership is based on the principles of inclusiveness, employee creativity, knowledge transfer and delegation. The sample is based from nine principals from large high schools. To investigate this issue, this qualitative study assesses and analyses interviews and comments from participants. The findings show the high degree of centralisation and traditionalism of the Saudi Arabian educational sector, affecting creativity and inclusiveness, have a strong impact on student performance. The author recommends implementing teacher practitioner training to implement open-ended tasks teaching practices.

Arold, B., Woessmann, L., & Zierow, L. (2022). **Can Schools Change Religious Attitudes? Evidence from German State Reforms of Compulsory Religious Education** (CESifo Working Paper Series N° 9504). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9504.htm

We study whether compulsory religious education in schools affects students' religiosity as adults. We exploit the staggered termination of compulsory religious education across German states in models with state and cohort fixed effects. Using three different datasets, we find that abolishing compulsory religious education significantly reduced religiosity of affected students in adulthood. It also reduced the religious actions of personal prayer, church-going, and church membership. Beyond religious attitudes, the reform led to more equalized gender roles, fewer marriages and children, and higher labor-market participation and earnings. The reform did not affect ethical and political values or non-religious school outcomes.

Arslan, K., & Kılınç, A. Ç. (2022). **The marginalised few: reflections from the lived experiences of forced displaced academics in Turkish academia.** *Oxford Review of Education*, 48(3), 380-399. <https://doi.org/10.1080/03054985.2021.1994381>

During the last decade, there has been an unprecedented increase in the number of Syrian asylum seekers, including forced displaced academics (FDAs), in Turkey. Along

with providing essentials, there is the issue of social integration for these people. To efficiently deal with this problem, Turkish authorities have developed both educational policies and some legal arrangements to accommodate the employment process for FDAs. This study aims to investigate Turkey's higher education policy for FDAs by examining the lived experiences of these academics based on political, social, and cultural dynamics. The findings illustrate major themes surrounding the academic identity of FDAs and what distinguishes them from other international academics, as well as their experiences in the Turkish higher education system, and the challenges they have faced. The study provides important implications for the purpose of generating effective policies and practices regarding the successful integration of FDAs into the higher education system both in Turkey and worldwide.

Ásgeirsdóttir, T. L., Gylfason, G., & Zoega, G. (2022). ***Iceland's Natural Experiment in Education Reform*** (CESifo Working Paper Series N° 9613). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cseswps/5f9613.htm>

We use a change in Iceland's education system as a natural experiment to measure the effect of years spent in upper secondary school on subsequent first year outcomes at university. The duration of Iceland's upper-secondary education was shortened by one year through compression of the curriculum. The study benefits from a large variation in the age within both the treatment and the control groups, allowing us to separate the effects of shorter upper-secondary education from the effect of age when university studies are initiated. We find that shorter upper-secondary education, three years instead of the previous four, leads to first-year university students completing fewer credits, getting a lower average grade in completed courses, and being more likely to drop out. Results indicate that the effects are partly explained by the age at university enrollment. This applies particularly to women while men are adversely affected even when age is accounted for.

Barron Rodriguez, M. R., Cobo, J. C., Munoz-Najar, A., & Sanchez Ciarrusta, I. A. (2022). ***Remote learning during the global school lockdown: multi-country lessons***. Consulté à l'adresse

<https://documents1.worldbank.org/curated/en/668741627975171644/pdf/Remote-Learning-During-the-Global-School-Lockdown-Multi-Country-Lessons.pdf>

Cette étude comprend trois sections organisées par ordre chronologique : 1. « Que pouvons-nous apprendre des réponses d'urgence en matière d'éducation dans les pays à revenu faible et intermédiaire ? » analyse les réponses éducatives en situation d'urgence à la pandémie de COVID-19 de plus de 120 gouvernements d'avril à mai 2020 ; 2. « L'apprentissage à distance est-il perçu comme efficace ? Une analyse approfondie dans cinq pays », examine les principales réponses éducatives déployées par le Brésil, le Kenya, le Nigeria, la Sierra Leone et le Pérou, ainsi que l'efficacité perçue de ces stratégies menées de mai à août 2020 ; 3. « Qu'est-ce qui fonctionne avec les stratégies à distance et correctives ? Une analyse dans 13 pays » s'appuie sur les principaux enseignements tirés de l'analyse des cinq expériences multi-pays et présente les tendances mondiales de l'apprentissage à distance mises en œuvre lors des fermetures d'écoles et les mesures adoptées par les gouvernements pour se préparer à l'apprentissage de rattrapage, menées d'août à décembre 2020.

Barry, V. (2022). **La construction d'une relation professionnelle avec les parents d'élèves : leviers, obstacles et paradoxes.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 65-83. <https://doi.org/10.3917/nresi.093.0065>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Bazin, Y. (2022, mai 23). **Lutter contre la triche dans l'enseignement supérieur : la sanction ne suffit pas.** Consulté 23 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/lutter-contre-la-triche-dans-lenseignement-superieur-la-sanction-ne-suffit-pas-183162>

Pour lutter contre la fraude dans l'enseignement supérieur, il ne s'agit pas seulement de changer les règlements. Il s'agit de mettre en place une nouvelle « culture d'intégrité académique ».

Beattie, M., Wilson, C., & Hendry, G. (2022). **Learning from Lockdown: Examining Scottish Primary Teachers' Experiences of Emergency Remote Teaching.** *British Journal of Educational Studies*, 70(2), 217-234. <https://doi.org/10.1080/00071005.2021.1915958>

More than 1.5 billion students experienced disruption to education as a result of COVID-19, representing the most substantial interruption to global education in modern history. Many educational institutions transitioned to emergency remote teaching (ERT) overnight, which has presented an array of distinct challenges for educators. Using virtual interviews and an experiential approach to thematic analysis, the study examined Scottish primary teachers' (n = 10) lived experiences of adapting to ERT practice. Findings demonstrated three main themes; 'Meeting Learners' Needs,' 'Influencing Engagement', and 'The Impact of ERT on Teachers'. Key findings suggested that differentiating learning, engaging, and communicating with learners is more difficult during ERT than face-to-face teaching. Parental engagement is vital, however, is influenced by several mitigating factors. Finally, ERT is likely to have substantial effects on the wellbeing of those involved. Implications of these findings are considered and discussed.

Biasi, B., & Ma, S. (2022). **The Education-Innovation Gap** (CESifo Working Paper Series N° 9653). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9653.htm>

This paper documents differences across higher-education courses in the coverage of frontier knowledge. Comparing the text of 1.7M syllabi and 20M academic articles, we construct the "education-innovation gap," a syllabus's relative proximity to old and new knowledge. We show that courses differ greatly in the extent to which they cover frontier knowledge. More selective and better funded schools, and those enrolling socio-economically advantaged students, teach more frontier knowledge. Instructors play a big role in shaping course content; research-active instructors teach more frontier knowledge. Students from schools teaching more frontier knowledge are more likely to complete a PhD, produce more patents, and earn more after graduation.

Boelen, V. (2022). **Éducation, nature et spiritualité : développement d'un modèle éducationnel holistique** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/15350/>

La crise écologique planétaire en cette ère qualifiée d'anthropocène questionne notre rapport au monde et réintroduit la question du sens. Il importe d'apprendre à vivre ensemble au-delà de toute conception anthropocentrique, intégrant l'ensemble du monde vivant et non vivant au sein de notre communauté de vie, notre Oïkos⁶. Une telle crise ne peut être ignorée en éducation, levier de conscientisation. La question de la relation au monde est ancrée dans le champ de l'éthique, plus particulièrement dans celui de l'éthique de la reliance selon Edgar Morin, impliquant la responsabilité. Cette dimension éthique de la relation au monde ouvre aussi sur le champ de la spiritualité. Celle-ci aborde les questions existentielles autour d'une quête de sens ; elle correspond également à une expérience de reliance à l'autre et à une recherche d'harmonie et d'unité. La recherche de développement théorique exposée dans cette thèse a pour but de contribuer au champ de la didactique de l'éducation relative à l'environnement en proposant un modèle éducationnel axé sur cette dimension de l'humanité qu'est la spiritualité. Souvent incomprise et mise de côté, et pourtant essentielle, celle-ci doit être prise en compte dans une éducation qui se veut holistique, c'est-à-dire axée sur le développement intégral du jeune prenant en compte toutes ses dimensions (tant cognitive, corporelle, affective que spirituelle) selon une pédagogie ancrée dans le milieu de vie naturel. La visée éducative du modèle en question est de favoriser chez le jeune la compréhension profonde de son lien au milieu de vie naturel, faisant naître chez lui un attachement et le désir d'en prendre soin. La démarche cadre de l'anasythèse a permis de proposer un modèle écospirituel en trois volets : 1) un volet théorique définissant et clarifiant les concepts clés sur lesquels repose le modèle, en l'occurrence la spiritualité et sa dimension écologique ; 2) un volet axiologique exposant la visée et les objectifs du modèle ; 3) un volet praxéologique, explicitant l'approche globale et présentant le choix de stratégies pédagogiques inscrites dans une didactique générale propre à une didactique germanique ou scandinave de la Bildung. L'originalité de ce modèle est d'associer la spiritualité déjà considérée en éducation formelle dans le Programme de Formation de l'École Québécoise, à une éducation relative à l'environnement conçue comme un creuset d'écoformation et faisant appel à la dimension spirituelle du sujet dans sa rencontre avec le vivant. Il s'agit ainsi avant tout d'une éducation transformationnelle qui, contrastant avec une éducation transmissive, encourage la coconstruction de savoirs et le développement du pouvoir agir : la visée est celle de l'émancipation du sujet, ce que le philosophe Georges Leroux appelle une formation à la vie libre. Un tel modèle éducationnel écospirituel interpelle nécessairement un agir professionnel qui sollicite toute l'humanité et la profondeur d'un praticien réflexif. La formation initiale à l'enseignement pourrait alors s'enrichir de l'examen et de l'expérimentation d'un modèle comme celui que nous proposons.

Bruhn-Zass, E. (2022). **Virtual Internationalization to Support Comprehensive Internationalization in Higher Education**. *Journal of Studies in International Education*, 26(2), 240-258. <https://doi.org/10.1177/10283153211052776>

The study develops and presents a concept of Virtual Internationalization (VI) in higher education, which refers to internationalization implemented using information and communications technology (ICT). VI is contextualized with the inclusiveness of international experiences and with external challenges to internationalization (posed, for example, by the Covid-19 pandemic). Conceived as an institution-spanning concept, VI

is developed from the ACE-CIGE model of Comprehensive Internationalization. It is inferred from actual practice based on a content analysis of conference abstracts from relevant fields, employing coding and computer-assisted text analysis (CATA). Based on the findings, the VI concept includes strategies and articulated institutional commitment as a transversal category and online and distance education (ODE) as an additional category in contrast to the concept of Comprehensive Internationalization. This research furthermore considers two dimensions of VI: one that is directly internationalization-related and the other concerned with broader aims of the combination of the virtual and the international. It concludes with a perspective on a "new normal" of hybrid internationalization in higher education.

Brussino, O., & McBrien, J. (2022). **Gender stereotypes in education: Policies and practices to address gender stereotyping across OECD education systems** (N° 271). <https://doi.org/10.1787/a46ae056-en>

In spite of advances in recognising that girls and boys, and women and men, do not have to be bounded by traditional roles, gender stereotypes persist in education and beyond. Children and youth are affected by gender stereotypes from the early ages, with parental, school, teacher and peer factors influencing the way students internalise their gender identities. As such, not only is intervening in pre-primary education necessary, but also measures at the primary and secondary levels are key to eradicate gender stereotypes and promote gender equality. Based on the analytical framework developed by the OECD Strength through Diversity project, this paper provides an overview of gender stereotyping in education, with some illustrations of policies and practices in place across OECD countries, with a focus on curriculum arrangements, capacity-building strategies and school-level interventions in primary and secondary education.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2022). **Apprenticeships for greener economies and societies**. Consulté à l'adresse https://www.cedefop.europa.eu/files/3091_en_0.pdf

La transition verte crée de nouveaux besoins en compétences dans tous les secteurs et professions, ce qui impacte la préparation, la reconversion et le perfectionnement de la main-d'œuvre dans l'enseignement et la formation professionnels. L'apprentissage peut offrir aux jeunes, ainsi qu'aux adultes, la possibilité de développer des compétences appropriées ; dans le même temps, l'apprentissage devra également évoluer pour répondre à la transition verte. Cette publication donne un aperçu de la manière dont l'apprentissage peut contribuer à une économie et une société vertes, de l'adaptation modulaire à petite échelle des programmes à des approches sectorielles ou régionales plus globales. De cette manière, l'apprentissage démontre un potentiel de transformation pour les économies et les sociétés.

Chanu, C., & Vignaud, A. C. (2022). **Lorsque le scolaire fait irruption dans un foyer d'hébergement pour adultes handicapés : effets sur le rapport à l'apprendre et la participation sociale des partenaires**. *La nouvelle revue - Éducation et société inclusives*, 93(1), 163-175. <https://doi.org/10.3917/nresi.093.0163>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités

partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Chiang, Y.-L. (2022). **Exams or applications? Elite Taiwanese students' perceptions and navigation of college admissions systems.** *International Journal of Comparative Sociology*, 63(1-2), 30-50. <https://doi.org/10.1177/00207152211053037>

Studies often portray elite students as self-interested adolescents who justify educational selection systems that favor them. However, this perspective neglects critiques of the college admissions system on the part of the elite, who often have no other option than to support it as fulfilling the ideals of fairness. This study examines academic elite students' perceptions of college admissions systems when they are given choices as to which system to use. Data for this study come from surveys, interviews, and participant observation in Taiwan, where students are selected through two systems: exam-based selections and application-based selections. The findings show that students in elite high schools perceive whichever system that benefits them to be the fairest. By narrowly defining fairness as family influence on admission outcomes, these students downplay the institutional advantages they enjoy and present themselves as deserving candidates. Using the example of elite Taiwanese students, this study highlights that elites justify privilege based on self-interest and strategically navigate admissions systems to accrue advantages.

European Commission. (2022). **Compendium on digital inclusion in education. 8 country case studies and 33 inspiring practices.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3586> [Report]. Consulté à l'adresse European Commission (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/08f98a36-c054-11ec-b6f4-01aa75ed71a1>

This compendium presents a total of eight country case studies brought together under the study 'Enhancing learning through digital tools and practices: How digital technology in compulsory education can help promote inclusion' conducted between September 2020 and August 2021. The main aim of the study has been to assess the actual and potential role of digital technologies to promote access, quality and equity in compulsory school education (ISCED levels 1-3, including Vocational Education and Training (VET)) across the EU27. The study has also looked at key transferable lessons from the early childhood education and care (ECEC) sector. The final report for this study, which takes an in-depth look at the range of different elements that must align to unlock the educational benefits of digital technologies for learners across Europe, can be accessed separately. The principal objective of this compendium is two-fold: 1. Firstly, the compendium aims to provide a closer look at what is currently happening at local, regional and national level within a number of EU Member States, and; 2. Secondly, it aims to provide ideas and inspiration for policymakers and practitioners across the EU who strive to improve the quality and inclusiveness of education and training systems by leveraging digital tools. (pdf, 148 pages)

Ferru, M., Jacquier-Roux, V., & Bernela, B. (2022). **Mobilité des chercheurs, collaborations et circulation des connaissances.** *Revue d'économie politique*, 132(2), 217-244. <https://doi.org/10.3917/redp.322.0217>

Les politiques publiques promeuvent la mobilité des chercheurs en l'attachant aux notions d'excellence, d'attractivité ou de compétitivité, elle apparaît valorisée en tant que telle. Or, les mécanismes à travers lesquels la mobilité permettrait la circulation et la production des connaissances manquent de justification théorique et de démonstration empirique. Nous proposons d'interroger les conséquences de la mobilité des chercheurs, en articulation avec la place des collaborations, considérant que ces dernières permettent que les connaissances échangées grâce à la mobilité deviennent productives. Une grille d'analyse permet d'identifier et de décrire différentes configurations d'articulation entre mobilité et collaborations, qui ont des effets hétérogènes en termes de circulation et de production de connaissances. Ces résultats permettent de discuter les politiques publiques, d'autant plus dans un contexte sanitaire où les comportements de mobilité ont été en retrait.

Findıklı, B. (2022). **Rethinking Ancient Centers of Higher Learning: Madrasa in a Comparative-Historical Perspective**. *British Journal of Educational Studies*, 70(2), 129-144. <https://doi.org/10.1080/00071005.2021.1901853>

This study examines the emergence and evolution of madrasa as a specific organizational form of higher learning from a comparative-historical perspective. The article begins by discussing how the madrasa emerged and which factors contributed to its rise and spread among the Islamic political regimes during the Middle Ages and afterwards. Then, it provides a comparison between the medieval European university and the madrasa, with particular attention to the characteristics of the legal systems on which they were founded and the influences of the political environment on the respective institutions. It is argued that the differences in the legal tradition and the political authority structures may help us to grasp why madrasa and university produced different outcomes in terms of internal governance and institutional autonomy. The short discussion of the Ottoman case, where madrasas functioned as the main higher learning institutions at least until the adoption of the Western-style educational institutions from the 18th century, is presented as an illustrative case to test these assumptions.

Fleer, M. (2022). **How an educational experiment creates motivating conditions for children to role-play a child-initiated PlayWorld**. *Oxford Review of Education*, 48(3), 364-379. <https://doi.org/10.1080/03054985.2021.1988911>

Government guidelines are demanding greater educational outcomes and intentional teaching in Australian preschools. The purpose of this paper is to present the results of a study of how children incorporate concepts into child-initiated play. A cohort of 18 children (aged 3.0–5.8, mean age of 4.8) were digitally observed over seven weeks (153.3 hours' digital video observations). It was found that rather than formalising preschooling to increase cognitive outcomes, the leading activity of the preschool child to play can be preserved when children experience a PlayWorld where curriculum concepts act in service of the children's play.

Forbes, C. (2022). **Exploring barriers and solutions to encouraging evidence-into-use within an embedded evaluation approach: Reflections from the field**. *Review of Education*, 10(2), e3351. <https://doi.org/10.1002/rev3.3351>

Despite increasing pressure for policy and practice to adopt a more evidence-based approach, transferring evidence into use remains a stubborn challenge. This is largely due to a number of researcher-derived and user-derived barriers at play within institutions, organisations and systems that constrain active engagement with evidence.

This paper contributes to current debates on evidence-use by suggesting that embedded evaluation approaches might overcome such barriers, through the creation of social capital that can be drawn upon by embedded evaluators to: (i) build trust, confidence and understanding around evaluation and evidence, on the part of local practitioners and policy makers; (ii) develop a co-productive evidence infrastructure that might draw together diverse stakeholders, as well as encourage user-engagement with varied forms of evaluation data (both numerical data and rich narrative accounts), to capture the richness of the unfolding story of complex educational initiatives. To illustrate this, this paper presents six reflective vignettes that ponder the barriers, and potential responses sought, within a two-year exploratory case study that aimed to actively engage local education-related stakeholders, leading a borough-wide place-based initiative, with evidence. Data reported within these vignettes were collected through a series of semi-structured interviews, supplemented by an embedded evaluator's field notes and analysed thematically. Although more research is needed, this paper concludes that the embedded evaluation model might have potential to respond to the diverse challenges associated with evidence-use, by positioning the evaluator in a relationally elastic way that might enable them to embed evidence-into-use pathways within policy and practice both actively and iteratively. Context and implications

Rationale for this study To present an empirical example of an embedded evaluation approach that has sought to overcome a range of barriers to evidence-use. Why the new findings matter Responding to a lack of consensus around the most effective ways to implement evidence into educational practice, the findings suggest potentially significant solutions to established barriers to evidence-use. Implications for This paper has implications for programme / project leads of place-based education improvement strategies—both operationally and strategically—in demonstrating how embedded evaluation might enable more institutionally relevant and longitudinal evaluation agenda and designs to be co-produced with a range of education-related stakeholders, including young people. This paper also has implications for university-based researchers and evaluators. In particular, it demonstrates the possibilities that embedded research and evaluation might pose for bridging between the university as a world-leading research hub and regional education systems and structures, in ways that place evidence at the heart of local policy and practice.

Fortun-Carillat, V. (2022). **Enjeux de la mobilité institutionnelle et école inclusive : quelles stratégies des directeurs d'établissements et des inspecteurs de l'Éducation nationale ?** *La nouvelle revue - Éducation et société inclusives*, 93(1), 13-32. <https://doi.org/10.3917/nresi.093.0013>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Fortun-Carillat, V., & Montandon, F. (2022). **La mobilité institutionnelle à l'épreuve de l'éducation inclusive : résistance, créativité et partenariat. Présentation du dossier.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 7-11. <https://doi.org/10.3917/nresi.093.0007>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Freidus, A. (2022). **Segregation, Diversity, and Pathology: School Quality and Student Demographics in Gentrifying New York.** *Educational Policy*, 36(4), 822-848. <https://doi.org/10.1177/08959048221087206>

Discussions of school integration often contrast the perceived deficits of segregated schools with the perceived strengths of schools with diverse student bodies. In this study, I examine the relationships that school community members infer between student demographics and school quality in diversifying areas of New York City. I use portraits of three New Yorkers to examine the ways that school community members reluctantly re-inscribe the stigma associated with segregated schools, assuming that the best way to improve a school is to increase its diversity. These braided discourses of pathology and diversity call into question the extent to which advocacy for integration advances the goals of educational justice.

Freidus, A., & Ewing, E. L. (2022). **Good Schools, Bad Schools: Race, School Quality, and Neoliberal Educational Policy.** *Educational Policy*, 36(4), 763-768. <https://doi.org/10.1177/08959048221087208>

In this introduction, we outline the scholarly context and research questions that motivate this special issue: In what ways do racialized constructions of school quality open up or foreclose educational opportunity? How do understandings of school quality differ across local social, political, and demographic contexts? And lastly, at what points and in what ways is the school choice process itself racialized? We then introduce the five papers in this issue, each of which challenges us to think critically about taken-for-granted notions of school quality by interrogating factors that influence "choice" beyond the usual paradigm of test scores and parental decision-making.

Fuad, D. R. S. M., Musa, K., & Hashim, Z. (2022). **Innovation culture in education: A systematic review of the literature.** *Management in Education*, 36(3), 135-149. <https://doi.org/10.1177/0892020620959760>

The education system in the 21st century has focused on innovation as a tool that revamps the traditional educational system. The need for quality improvement in the curriculum and the desire to produce students with 21st-century competency skills have made innovation the core emphasis in the educational context. Hence, school cultures that support innovation should be developed and encouraged extensively. However, studies on innovation cultures within the educational context are still scarce. Researchers have also yet to concur on universally agreed features of innovation cultures within education settings. Thus, this systematic literature review has been carried out to identify the norms, beliefs, values, customs and behaviours shared in educational innovation cultures. From a total of 156 studies analysed, this article reviewed 28 most relevant studies within three categories, which were organizational cultures, sociocultural norms and national cultures. Seven studies discussed involved organizational cultures, while 20 studies focused on sociocultural norms. Only one study explored national cultures. The

Competing Value Framework, six building blocks of 'Innovation Quotient', the theory of innovation culture, the innovation-oriented culture as well as employee skills and competence had been used to explain the innovation cultures within an organization. The themes that emerged in sociocultural norms were the individual personality, interaction, collaboration and teamwork, support as well as leadership of a teacher. Meanwhile, the national innovation cultures were described through Hofstede's cultural dimensions theory.

Galan Muros, V., Chacon, E., & Escribens, M. (2022). **Exploring international aid for tertiary education: recent developments and current trends**. Consulté à l'adresse https://www.iesalc.unesco.org/wp-content/uploads/2022/05/IESALC_220512_INTERNATIONAL_AID_Report_v05-1.pdf

Ce rapport analyse pour la première fois l'aide au développement en matière d'enseignement supérieur dans le monde. L'aide internationale ciblant l'enseignement supérieur a presque doublé depuis 2002, atteignant 5,3 milliards de dollars en 2019. Près de 35 à 40 % de l'aide annuelle cible l'Asie et le Pacifique. La Chine est le plus grand bénéficiaire (8 % de l'aide totale). Les plus grands donateurs sont l'Allemagne et la France. Plus de 70% de l'aide est accordée sous forme de bourses pour étudier dans le pays donateur.

Givord, P. (2021). **How age at school entry affects future educational and socioemotional outcomes: Evidence from PISA** [Post-Print]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/haljournal/hal-03386582.htm>

This study provides new empirical evidence of birthday effects over a range of educational and socioemotional outcomes. It relies on data from the recent cycles of the Program for International School Assessment (PISA) for six European countries. Age at entry has a significant and sizeable impact on cognitive outcomes for 15-year-old students as measured in PISA. The magnitude of the birthday effects on socioemotional skills varies, but overall the results suggest that those students who enter school relatively younger have more negative relationships with their teachers and peers at school. These students also have lower intrinsic motivation and self-esteem and have less ambitious educational expectations than their peers who entered school older.

Goodall, J. (2022). **RIG event: Leadership for parental engagement, in and after the pandemic**. *Management in Education*, 36(3), 153-154. <https://doi.org/10.1177/0892020620973039>

Grasperge, A., & Adane, Y. (2022). **Effets de médiations associatives sur le travail interinstitutionnel famille-École : le cas d'une association d'éducation populaire parisienne**. *La nouvelle revue - Éducation et société inclusives*, 93(1), 105-120. <https://doi.org/10.3917/nresi.093.0105>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Green, T. L., Latham-Sikes, C., Horne, J., Castro, A., & Germain, E. (2022). **Making Waves: Districts as Policy Mediators in the Flow of School Gentrification**. *Educational Policy*, 36(4), 849-878. <https://doi.org/10.1177/08959048221087203>

Gentrification is happening in cities all across the United States. Consequently, some Black communities that were intentionally segregated and under-resourced are experiencing capital investments and demographic changes. These gentrification-induced racial and socioeconomic shifts impact many local institutions, namely school districts. Given this, there is an emerging body of research on schools and gentrification. However, less research has examined the actions of school districts as institutional actors in gentrification. This study examines how two school districts' actions mediate school gentrification. Using a theorization of gentrification as a process of racial capitalism, we draw on interviews with 26 principals across both districts. Our findings suggest that districts' actions influence school gentrification by mediating the movement of Black and other youth of color to various schools through cycles of differential investments across the districts. We conclude with implications for future research.

Gross, C., Hadjar, A., & Zapfe, L. (2022). **Institutional characteristics of education systems and inequalities: Introduction II**. *International Journal of Comparative Sociology*, 63(1-2), 3-9. <https://doi.org/10.1177/00207152211061598>

The second special issue of *International Journal of Comparative Sociology* (IJCS) on the role of education systems as institutional settings on the reproduction of inequalities includes three papers that focus on stratification of the education system as key driver of educational inequalities, the role of digital inequalities in the school and beyond, as well as how students navigate through the institutional setting of the Taiwanese education system. While we already elaborated on the research program, conceptual framework, and methodological challenges in the first introduction (published in January 2021), we will deal with the current state-of-research in this second introduction.

Grujters, R. J. (2022). **Trends in educational stratification during China's Great Transformation**. *Oxford Review of Education*, 48(3), 320-340. <https://doi.org/10.1080/03054985.2021.1987207>

This study looks at educational inequality in China, a country that has greatly expanded access to education in recent decades. It uses a sequential logit model to study the changing impact of family background on educational transitions, comparing birth cohorts that completed their schooling during different stages of the market transition process. Data are derived from the China Family Panel Studies (CFPS), a large and nationally representative household survey that provides detailed retrospective information. The findings show that educational inequality in reform-era China followed a pattern of maximally maintained inequality. Although educational expansion diminished disparities in obtaining basic education, inequality persisted or even increased in the more advanced levels, especially at the crucial transition to senior high school. Inequalities only started to decrease for the most recent cohorts, when higher-level transitions became almost universal among high-status groups. These findings can be explained by the nature of China's economic and educational policies, which heavily favoured urban residents and other privileged groups.

Gueye, E. H. S. (2022). **L'accompagnement éducatif des jeunes en difficulté d'insertion sociale : quel modèle pour quelle société ?** Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&isbn=9

[782140267697&utm_source=phplist&utm_campaign=message_33919&utm_medium=email&utm_content=lienTitre](https://doi.org/10.1177/08959048221087211)

Ce livre invite à réinterroger les modèles d'accompagnement éducatif afin de mieux nous orienter vers des perspectives plus originales. Il est une invitation à une réflexion critique centrée sur les problématiques liées aux modèles éducatifs, à la prise en charge, à la protection de l'enfance, au décrochage scolaire, à la pédagogie, au travail disciplinaire, aux loisirs, aux problèmes de comportement des jeunes adolescents. L'auteur questionne et réinterprète certaines pratiques éducatives occidentales à partir de son expérience et de sa culture d'origine. A cela s'ajoute une mise en examen des méthodes utilisées et de leur efficacité pour aboutir à un accompagnement meilleur dans le domaine éducatif.

Hailey, C. A. (2022). **Racialized Perceptions of Anticipated School Belonging**. *Educational Policy*, 36(4), 879-910. <https://doi.org/10.1177/08959048221087211>

Families indicate that fit and safety are priorities in school selections. It is not clear, however, whether school racial composition shapes families' perceptions of anticipated school belonging. Using a survey experiment with students and parents actively choosing NYC schools, I find that families expressed racialized judgments of belonging. Among schools that were otherwise similar, respondents anticipated feeling most welcome in schools with the highest proportion of their racial group and least welcome in schools with the lowest portions of their ingroup. Families' race-based assessments of school quality could be a key mechanism to explain racial segregation in school choice programs.

Han, Y., Chang, Y., & Kearney, E. (2022). **"It's Doable": International Graduate Students' Perceptions of Online Learning in the U.S. During the Pandemic**. *Journal of Studies in International Education*, 26(2), 165-182. <https://doi.org/10.1177/10283153211061433>

This study aims to understand the learning experiences and challenges of international students enrolled in Master's and PhD programs in various institutions who were forced to transition to online learning during the pandemic. In particular, the study explores the experiences and perceptions of seven non-native English-speaking international graduate students who came from six different countries and studied at different schools of education through phenomenological interviews. Analysis yields insight into these students' online learning experiences and identifies factors which contributed to the mixed quality of these learning experiences. Overall, students tried to adapt to the "new normal," while enduring learning and emotional challenges due to the harsh conditions of the pandemic in the United States and their home countries. Instructors' readiness for online teaching as well as the extra support provided to help students cope with the sudden transition in the learning environment were particularly important factors affecting the students' learning experiences. Our findings lead us to several recommendations for practice within graduate-level online learning environments and suggestions for further research, as well as broader considerations of what broader implications the case suggests for international education in light of digitalization.

Hannum, E., Liu, X., & Wang, F. (2022). **Estimating the Effects of Educational System Consolidation: The Case of China's Rural School Closure Initiative** [Paper]. Consulté à l'adresse [arXiv.org](https://econpapers.repec.org/paper/arxpapers/2203.17101.htm) website: <https://econpapers.repec.org/paper/arxpapers/2203.17101.htm>

Global trends of fertility decline, population aging, and rural outmigration are creating pressures to consolidate school systems, with the rationale that economies of scale will enable higher quality education to be delivered in an efficient manner, despite longer travel distances for students. Yet, few studies have considered the implications of system consolidation for educational access and inequality, outside of the context of developed countries. We estimate the impact of educational infrastructure consolidation on educational attainment using the case of China's rural primary school closure policies in the early 2000s. We use data from a large household survey covering 728 villages in 7 provinces, and exploit variation in villages' year of school closure and children's ages at closure to identify the causal impact of school closure. For girls exposed to closure during their primary school ages, we find an average decrease of 0.60 years of schooling by 2011, when children's mean age was 17 years old. Negative effects strengthen with time since closure. For boys, there is no corresponding significant effect. Different effects by gender may be related to greater sensitivity of girls' enrollment to distance and greater responsiveness of boys' enrollment to quality.

Hardy, I., & Campbell, T. (2022). **Professional Capital as Political Capital: Science Standards Reform in the United States**. *American Journal of Education*, 128(3), 361-388. <https://doi.org/10.1086/719157>

Purpose: Drawing upon research into standards reform, and theorizing of professional and political capital, this article seeks to understand the development of and advocacy for the Next Generation Science Standards in the United States. As well as revealing how professional capital exists in three dimensions—human, social, and decisional—the research argues professional capital also needs to be understood as inherently political. Research Methods/Approach: The research draws upon interviews and discussions with key educators who developed and supported the Next Generation Science Standards at state and national levels. Findings: The article reveals political capital as vital for promoting educational standards reform, managing perceptions of reform, and making pragmatic decisions to ground reform in context. Political capital is a complex, contingent capacity vital to the development and acceptance of science education reform. Implications: Findings have implications for understanding power dynamics that characterize reform in schooling systems and professional contexts more broadly.

Harrison, C., Villalba-Garcia, E., Brown, A., & Richardson, M. (2022). **Towards European standards for monitoring and evaluation of lifelong guidance systems and services (Vol. 1)**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3587> [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/en/publication-detail/-/publication/db39f90e-bb9a-11ec-b6f4-01aa75ed71a1>

This publication brings together the results of a call for papers on monitoring and evaluating career guidance systems and services, adopting the perspective of career development support to careers and learning. Experts were invited to provide insights into the current situation, with a focus on the methodological options available for monitoring and evaluating adult career guidance and career development services. This volume presents six research papers covering a range of existing and proposed methodological approaches and in-depth reviews of previous work, identifying gaps and considering solutions. The report is framed within a larger project aiming to explore the feasibility of achieving an integrated vision of the results of guidance interventions and

establishing minimum standards for comparable monitoring and evaluation of career guidance and counselling services for adults in Europe from a lifelong perspective. (pdf, 152 pages)

Hen, M. (2022). **Mothers' and teachers' experience of school re-entry after a child's prolonged absence due to severe illness.** *Psychology in the Schools*, 59(6), 1122-1134. <https://doi.org/10.1002/pits.22666>

School re-entry of children who have been absent from school due to severe illness is a complex process and requires effort and adjustment from the child and his parents, teachers, school systems, and classmates. To contribute to the understanding and accuracy of the school re-entry process of ill children, and to the development of re-entry programs in Israel, the present study examined the re-entry experience from the viewpoint of mothers and teachers. The study included 27 semi-structured interviews with mothers and teachers of children who re-entered school after a prolonged absence due to childhood cancer. The study findings suggest that changes in the child's self-perception, physical limitations brought on by the illness, as well as social difficulties, and altered academic abilities make it very difficult to re-enter school. School re-entry is more optimal when the sick child's relationship with the teacher and classmates is maintained during the absence, and when it is tailored and continuous learning support from the school. These findings emphasize the importance of maintaining an ongoing relationship during the ill child's absence from school and setting a clear re-entry plan by the school in accordance with the child and his parents.

Hernández, L. E. (2022). **The Importance of Being “Woke”: Charter Management Organizations and the Growth of Social Consciousness as a School Quality Marker.** *Educational Policy*, 36(4), 796-821. <https://doi.org/10.1177/08959048221087210>

Charter management organizations (CMOs) have increasingly had to respond to questions surrounding their organizations—particularly in the context of the broader social awakening around systemic injustices and evidence of their racially inequitable practices. This study investigated how CMOs counteracted criticisms and managed perception by characterizing their organizations as socially and racially conscious. It compared social media content for one CMO population during two time periods that surround the 2016 election: 2014 to 2016 and 2017 to 2019. Findings suggest that the CMOs have increasingly characterized themselves as socially conscious, but their attentiveness to issues of race and racism remained temporally and topically bounded. The article concludes with a discussion of how CMOs' evolving discourse may influence public perception and considers how CMOs perpetuate a form of neoliberal multiculturalism that normalizes market reform under the discursive cover of a bounded articulation of equity and racial justice.

Hinzen, H., & Meilhammer, E. (2022). **100 years of Volkshochschule in Germany – 50 years of DVV International: Signposts for local and global comparative perspectives on adult learning and education.** *International Review of Education*, 68(1), 125-154. <https://doi.org/10.1007/s11159-022-09944-y>

In 2019, German folk high schools – Volkshochschulen (vhs) – celebrated the centenary of their inclusion in the Constitution of the Weimar Republic in 1919, an era when they founded local centres in many parts of the country. Ever since, they have played an important part in the adult learning and education (ALE) sub-sector of the German education system, meanwhile reaching a participation level of almost 9 million learners

per year. Under the umbrella of its national association Deutscher Volkshochschul-Verband (DVV), founded in 1953, the vhs offers courses in a variety of subjects and different forms through roughly 900 adult learning centres and almost 3,000 local branches. In 1969, DVV expanded its operations with the establishment of its own institute for international cooperation. DVV International, whose 50th anniversary coincided with the vhs centenary, has institutionalised the diversity and ever-growing scale of cross-border and global cooperation activities of the national association. Marking both anniversaries generated a kind of collective cultural memory which located the vhs in the institutional foundations of a democratic society, and paved the way to advance policy dialogue. At the same time, these anniversaries also fed into a marketing strategy to mobilise higher levels of support and participation. DVV International used the example of the evolution of the vhs system to demonstrate the importance of interventions for better policy, legislation and financing at local, national, regional and global levels. Activities throughout the anniversary year included high-level events, conferences and workshops, publications and studies. Based on these activities and outputs, the authors consider and compare commonalities and differences of ALE milestones in other countries and regions of the world, and their potential for learning from the past for the future.

Humes, W. (2022). **The 'Iron Cage' of Educational Bureaucracy**. *British Journal of Educational Studies*, 70(2), 235-253. <https://doi.org/10.1080/00071005.2021.1899129>

Teachers in many countries complain that their pedagogic work is impeded by unreasonable bureaucratic demands by government agencies. This paper suggests that historical, institutional and cultural perspectives are needed to understand the processes at work. It draws on Weber's classic study of bureaucracy, but also makes reference to claims that traditional bureaucracies have been modified in ways that ameliorate their authoritarian character. The central part of the paper examines the attempts of one country (Scotland) to address complaints about excessive bureaucracy: it is argued that they show a limited understanding of the nature of institutional power. In the discussion that follows, a number of critical interpretations are considered: that bureaucracies are, by their very nature, anti-educational; that they undermine ethical consciousness and cause psychological damage; and that enhanced professionalism can serve as a counterweight to bureaucratic tendencies. The paper ends by suggesting that the powerful pragmatic argument that mass, state-run educational systems cannot function without complex administrative structures, should not be used to disguise the fact that they have unintended consequences, some of which tend to subvert their stated aims.

IGLYO : International lesbian, gay. (2022). **LGBTQI inclusive education report 2022**. Consulté à l'adresse <https://www.education-index.org/wp-content/uploads/2022/05/IGLYO-LGBTQI-Inclusive-Education-Report-2022-v3.pdf>

Ce rapport fournit un compte-rendu détaillé de l'inclusion éducative des apprenant.e.s LGBTQI (lesbiennes, gays, bisexuels, transgenres, queers et intersexués) dans les pays membres du Conseil de l'Europe, au Kosovo et en Biélorussie. Fournissant des données qualitatives à l'aide d'un indice, il met en lumière les bonnes pratiques et les domaines à développer dans chaque pays pour faire en sorte que les apprenant.e.s LGBTI se sentent en sécurité, soutenus et inclus dans les établissements d'enseignement. Un jeune LGBTQI sur deux a subi des brimades à l'école. Le rapport souligne un manque de progrès et des reculs importants dans certains pays depuis 2018. Seuls 6 États membres fournissent

la plupart des mesures recommandées, tandis que 10 autres pays n'en ont pas encore mis en œuvre.

Irby, D. J., Green, T., & Ishimaru, A. M. (2022). **PK-12 District Leadership for Equity: An Exploration of Director Role Configurations and Vulnerabilities.** *American Journal of Education*, 128(3), 417-453. <https://doi.org/10.1086/719120>

Purpose: This study sought to understand PK-12 district-level equity directors' efforts to improve experiences of students of color and outcomes in US districts. Research Methods: We interviewed 13 practicing equity directors and analyzed artifacts such as meeting minutes, equity policies, equity mission statements, job descriptions, and organizational charts. Findings: Directors experienced structural and psychological vulnerabilities depending on how their districts structured the role with positional power, resources, and authority to carry out their leadership work. Equity directors' roles were often ambiguous and at times misaligned to the expected leadership tasks. Institutionalized racial and gender oppression compounded the vulnerabilities of the role. Implications: To realize the full potential of this new district leadership position, districts must attend not only to what they expect equity directors to accomplish but also to the configurations of the role as it intersects with labor-related racial and gender oppression in districts.

Jabbar, H., Daramola, E. J., Marsh, J. A., Enoch-Stevens, T., Alonso, J., & Allbright, T. N. (2022). **Social Construction Is Racial Construction: Examining the Target Populations in School-Choice Policies.** *American Journal of Education*, 128(3), 487-518. <https://doi.org/10.1086/719159>

Purpose: We examine policy influencers' perceptions of the targets of school-choice policy across five states, exploring how constructions varied for White and racially minoritized families, whether policy actors conceived of the "target" of policy as the child or the parent, and how these racialized constructions varied across different types of school-choice policies. Research Methods/Approach: We conducted 56 semistructured interviews in 2019 with state-level stakeholders across five states. Findings: We found that policy actors generally viewed White families as strong and racially minoritized families as weak. However, for both groups, we found variation in whether these constructions were positive or negative and differences between students and parents. We find that social constructions are fluid, with varying, sometimes conflicting and contradictory views of racially minoritized and White parents in the same period, within the same state context. Despite the salience of race throughout social constructions of the target population, policy actors primarily used color-evasive references. In general, we found little variation in policy components at the state level. Implications: Our work demonstrates how racialized social constructions matter for equity in school-choice policy, with implications for local, state, and federal policy and for future research.

Jani, R., Alias, A. A., & Tumin, M. (2022). **Persons with disabilities' education and quality of life: evidence from Malaysia.** *International Journal of Inclusive Education*, 26(8), 753-765. <https://doi.org/10.1080/13603116.2020.1726511>

The need for more inclusive education policies for persons with disabilities (PWDs) in Malaysia has long been discussed. This study sought to investigate the association between levels of education with quality of life (QoL) of PWDs. The study was cross-sectional, using the WHOQOL-DIS instrument to assess QoL level of PWDs. The instrument comprised of three global items and seven domains. The global items assessed the overall QoL, health satisfaction and impact of disabilities on life of PWDs, while the seven

domains measured the physical health, psychological health, social relationships, environment, discrimination, control and inclusion. A total of 339 PWDs participated in this study, stratified based on types of disabilities; hearing and speech, visual, and physical. The nonparametric Mann–Whitney test was used to compare the mean scores of global items and domains with the level of education. Findings from this study revealed that PWDs with higher education level generally have a better QoL. Physically disabled persons scored the lowest for almost all the domains, while visually impaired persons scored the lowest for domains related to facilities. Hearing and speech impaired persons felt they were more discriminated against compared to their counterparts. Hence, in the formulation of education policy for PWDs, the government ought to focus on the environmental domain for the visually impaired and the physical domain for the physically impaired.

Jeon, I. (2022). **Subjectivities, identities and education after neoliberalism: Rising from the rubble**. *International Review of Education*, 68(1), 161-164. <https://doi.org/10.1007/s11159-022-09941-1>

Johnson, I. (2022). **Merit Aid and Retention: Mediation and Moderation**. *Research in Higher Education*, 63(4), 713-739. <https://doi.org/10.1007/s11162-021-09661-9>

When institutions introduce financial aid policies, researchers have an opportunity to study these policies within the framework of a natural experiment. For this methodological note, I use a natural experiment that occurred at the public university when institutional scholarship for all first-time freshmen meeting a minimum high school grade point average and test score requirements was introduced. Scholarship renewal was contingent on credit hour accumulation and grade point averages while in college. I compare students with the same high school grades and test scores before and after the new policy implementation to evaluate the mechanisms of the associations among policy, loss of merit aid eligibility or failure to maintain grades or to accumulate credit hours, and retention. I suggest that mediation describes the association between the new policy and retention of high achieving in-state students. After the policy was implemented, these students were more likely to maintain their grades and full-time enrollment to remain scholarship eligible and, therefore, had greater return rates. Moderation helps to explain the association between merit aid and retention of out-of-state students. The effect of failure to maintain grades or full-time enrollment on departure was stronger for out-of-state students once financial aid was at stake. Limitations of inferring causation from natural experiments are discussed.

Kahne, J., Bowyer, B., Marshall, J., & Hodgins, E. (2022). **Is Responsiveness to Student Voice Related to Academic Outcomes? Strengthening the Rationale for Student Voice in School Reform**. *American Journal of Education*, 128(3), 389-415. <https://doi.org/10.1086/719121>

Purpose: Drawing on relevant literature, we conceptualize three pathways through which responsiveness to student voice may promote academic goals. Then, we analyze panel data of students in the Chicago Public Schools to examine this relationship. We focus on the “responsiveness” of teachers and administrators to student voice, because prior work has highlighted that opportunities for student voice are often symbolic. Our central goal is to examine whether responsiveness to student voice is related to academic outcomes. Research Methods/Approach: We draw upon student records collected in Chicago Public Schools from the 2017–18 and 2018–19 school years, as well as students’ responses to questions administered in the district’s 2019 5Essentials Survey.

We estimate models of the effect of responsiveness to student voice on students' ninth-grade academic outcomes, controlling for students' eighth-grade attendance and grade point average. Findings: In schools that students regard as responsive to their expressed critiques, students have better grades and attendance and reduced rates of chronic absenteeism. This is the first large-scale study employing panel data to examine the relationships between responsiveness to student voice and academic performance. Implications: Proponents of student voice have long emphasized its benefits in terms of democratic values and respect for the full humanity of young people. Scholars argue these benefits may be particularly important for students from marginalized communities. This study indicates that there are academic benefits as well. However, future studies are warranted to deepen our understanding of the mechanisms through which responsiveness to student voice yields valued benefits.

Krüger-Potratz, M., & Fortun-Carillat, V. (2022). **La mobilité institutionnelle ne se décrète pas. Elle s'acquiert, étape par étape... Étude de cas sur le terrain de l'Allemagne.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 33-48. <https://doi.org/10.3917/nresi.093.0033>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Kushnir, I., & Nunes, A. (2022). **Education and the UN Development Goals Projects (MDGs and SDGs): Definitions, Links, Operationalisations.** *Journal of Research in International Education*, 21(1), 3-21. <https://doi.org/10.1177/14752409221088942>

The United Nations (UN) has orchestrated a mobilisation of the world community over the past 20 years, to tackle a range of global problems via two consecutive development projects: the Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). Research focused on education in these projects is fragmented, with apparent gaps in knowledge around: i) the definition of education; ii) the links between the education goal and other goals; and iii) the operationalisation of those links. The originality of this study rests in addressing these interrelated gaps, by drawing on the soft governance approach and thematic analysis of 12 key UN policy documents. The findings explain the position of education in both UN projects by highlighting important aspects of its dynamic nature. First, the definition of education has been evolving, along with its links to the different themes covered in both MDG and SDG projects. Second, certain aspects of the process of operationalisation of education remain vague—the UN must work towards clarification of these remaining aspects if the operationalisation of education for sustainable development is to be improved. The significance of these findings is in engendering directions for international policy-making in the upcoming world summits, leading up to the 2030 deadline for the achievement of the SDGs, and in highlighting the fact that education should increasingly be regarded as an indispensable tool for policy-makers involved in this process.

Lahanier-Reuter, D., & Granado, C. (2022). **Quand l'école et ATD Quart Monde nouent des partenariats.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 149-162. <https://doi.org/10.3917/nresi.093.0149>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Lang, D. W. (2022). **The Carnegie Foundation for the Advancement of Teaching Division of Educational Enquiry and the Shaping of Canadian Higher Education.** *Canadian Journal of Higher Education*, 52(1), 108-124. <https://doi.org/10.47678/cjhe.v52i1.189231>

When the Carnegie Foundation for the Advancement of Teaching was established in 1905, universities in Canada and New-foundland were eligible for participation in a pension fund for faculty and grants to universities. Canadian universities were quick to seek access to the Carnegie pension plan and for support from the Corporation. Access to both programs came with strings attached, including recommendations of educational studies commissioned by the Foundation, six of which addressed Canadian higher education specifically. As attractive as the prospect of Carnegie support was, it posed a dilemma for many universities and self-regulated professions associated with them in regard of mandate and autonomy. This study investigates how Canadian universities and the professional societies associated with them responded to the studies, found ways to take advantage of the reports, or in some cases make compromises to manage the internal conflicts that arose from them, and finally their embryonic introduction of the concept planned systems of higher education.

Lauri, T., & Saar, E. (2022). **Cumulative advantages and disadvantages in attainment of higher education: Set-analytic comparison of asymmetric inequalities in six European countries.** *International Journal of Comparative Sociology*, 63(1-2), 51-88. <https://doi.org/10.1177/00207152221092152>

This article explores how parental resources work together to secure higher education for their offspring. It does so by, first, mapping the linkages between cumulative advantages and disadvantages of respondents' parental resources and educational attainment across countries and cohorts. Second, investigating under which institutional setup of education systems these linkages between parental background and educational attainment are the weakest. At both levels, the set-analytic approach is applied. We show that disadvantages tend to cumulate to a much greater extent than advantages and their role in hindering higher educational attainment is much stronger than advantages to enable it. The only configuration of educational system that is sufficient to mitigate linkages between cumulative background and educational attainment in both directions, that is, advantageous background to enable and disadvantageous background to hinder higher educational attainment, combines high levels of standardization and decommodification.

Lavigne, A., Odier-Guedj, D., & Chatenoud, C. (2022). **Le soutien au développement du langage oral de l'enfant ayant un trouble du spectre de l'autisme en maternelle : quelles**

stratégies dans l'interaction enseignante-enfant ? *Éducation et francophonie*, 50(1).
<https://doi.org/10.7202/1088545ar>

Certains enfants ayant un trouble du spectre de l'autisme n'ont pas développé un langage verbal fluide lorsqu'ils entrent à l'école. La littérature scientifique aborde peu le soutien au développement du langage oral de ces enfants dans le déroulement des interactions en classe. Cet article vise à décrire les principales stratégies interactionnelles qu'utilise une enseignante avec un enfant ayant un trouble du spectre de l'autisme pour soutenir son développement langagier. Un large corpus de données a été recueilli en classe maternelle spécialisée et analysé qualitativement en alliant l'ethnographie de la communication et l'analyse conversationnelle : observations ethnographiques, captations vidéo et entretiens semi-dirigés. Les résultats montrent d'abord que le soutien à l'oral s'inscrit dans une multimodalité langagière complexe, tout en mettant l'accent sur le soutien à la verbalisation de l'enfant. Ensuite, l'enseignante utilise des stratégies d'étayage variées au fil des tours de parole en suivant l'intérêt de l'enfant dans l'interaction. Elle travaille l'oral avec l'enfant en continu, que ce soit en contexte planifié ou non, par le biais d'un ajustement mutuel minutieux et constant. Cet article permet de mieux comprendre le soutien nécessaire pour permettre aux jeunes en difficultés langagières de participer pleinement aux interactions, facteur essentiel de leur réussite éducative et scolaire.

Lee, Y., Pond, A., Hums, M., & George, C. (2022). **The KUSF and the NCAA: a comparative study of national collegiate sport organizations' academic policies.** *Educational Research for Policy and Practice*, 21(2), 323-337. <https://doi.org/10.1007/s10671-022-09314-3>

The purpose of this comparative study was to investigate and compare the academic policies of the Korean University Sport Federation (KUSF) and the National Collegiate Athletic Association (NCAA). A qualitative, multiple case study design was utilized for this study. Specifically, in-depth interviews were completed with current South Korean (N = 3) and US (N = 3) college women's tennis players to understand their experiences and perceptions linked to the KUSF's and NCAA's academic policies. A total of three distinct themes emerged with US student-athletes: (a) academic advisor involvement, (b) academic regulations, and (c) study hall. One theme emerged with South Korean student-athletes: absence of academic support. The results of this study provide practical insights to administrators of South Korean intercollegiate athletics regarding their academic policies.

Lefebvre, M.-E. (2020, mai 30). **Critical autism studies in higher education to transition towards inclusive research.** Présenté à Annual Conference of the Canadian Society for the Study of Education CSSHE 2022. Consulté à l'adresse <https://hal.science/hal-03665652>

Malet, R. (2022). **Politique de formation.** In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2^{ème} éd., p. 307-310).
<https://doi.org/10.3917/dbu.jorro.2022.01.0307>

Mazhar, A. (2022). **Refiguring universities in an age of neoliberalism: creating compassionate campuses.** *British Journal of Educational Studies*, 70(2), 257-258.
<https://doi.org/10.1080/00071005.2021.1977548>

Montandon, F., & Wagner, B. (2022). **Ouverture de l'école vers d'autres lieux d'apprentissage en France et en Allemagne.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 49-64. <https://doi.org/10.3917/nresi.093.0049>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Moulin-Stožek, D., Kurian, N., & Nikolova, A. (2022). **Virtue as a response to pandemic and crisis.** *Oxford Review of Education*, 48(3), 289-302. <https://doi.org/10.1080/03054985.2021.1973983>

One response to the coronavirus pandemic has been for educators, public health experts and politicians to emphasise the importance of empathy, compassion, care, or similar human qualities in tackling the crisis. We explore these claims philosophically in regard to education. What moral attributes are relevant to a crisis such as a pandemic? How should they be conceptualised? And, how may they be cultivated? We argue that conceptions of education that aim to promote virtue could make a valuable contribution in responding to global crises. However, revision is needed to ensure that any appeal to virtue also adequately considers issues of social justice. We begin our discussion by offering a critique of the 'turn to character' – a heterogenous and wide-ranging movement in public policy and the academy that had considerable impact on educational discourse prior to the pandemic. We then consider how character education may be reconceptualised to address issues of collective action and social justice that inevitably arise from crises such as the pandemic. We conclude virtue is an appropriate response to pandemic, but only insofar as virtues are understood reciprocally and inherently related to practices that are mutually beneficial, as opposed to being conceptualised primarily as the traits of individuals.

Oates, C. (2022). **Social Return on Investment: An open invitation for researchers.** *Management in Education*, 36(3), 150-152. <https://doi.org/10.1177/08920206211045537>

Observatoire des inégalités. (2022, mai 25). **Comment démocratiser enfin l'accès aux grandes écoles ?** Consulté 23 janvier 2023, à l'adresse Observatoire des inégalités website: <https://www.inegalites.fr/Comment-democratiser-enfin-l-acces-aux-grandes-ecoles>

Les grandes écoles ne s'ouvrent pas aux élèves d'origine modeste. Il faut améliorer l'estime de soi des élèves défavorisés et mieux informer les lycéens. Les mesures de discrimination positive doivent aussi être évaluées et généralisées. Propositions de l'économiste Julien Grenet.

OCDE : Organisation de coopération et de développement économiques. (2022). **Un chemin court et sinueux jusqu'à 2030 (version abrégée) : mesurer la distance à parcourir pour atteindre les cibles des ODD.** Consulté à l'adresse https://www.oecd-ilibrary.org/social-issues-migration-health/un-chemin-court-et-sinueux-jusqu-a-2030-version-abregee_2fa2183f-fr

Afin d'aider les gouvernements nationaux mettre en œuvre Le Programme de développement durable à l'horizon 2030, l'OCDE a mis au point une méthode permettant de comparer les progrès accomplis ainsi que les dynamiques sous-jacentes pour l'ensemble des 17 objectifs et 169 cibles du Programme de Développement Durable. Le rapport propose un bilan détaillé des résultats obtenus par les pays membres de l'OCDE visant ainsi à aider les pays membres à avancer au mieux vers la réalisation des objectifs et à identifier leurs propres priorités d'action.

OECD. (2022a). **Comment rendre l'accès des élèves à l'apprentissage numérique plus équitable ?** <https://doi.org/10.1787/fdf2470c-fr>

Les technologies de l'information et de la communication (TIC) sont devenues un outil essentiel pour les systèmes éducatifs cherchant à optimiser la qualité et l'efficacité de leur enseignement, une tendance rendue d'autant plus manifeste et pressante par la pandémie de COVID-19. Mais dans quelle mesure les élèves issus de différents milieux socio-économiques ont-ils accès à un enseignement de qualité basé sur les TIC ? Dans l'ensemble, les élèves défavorisés tendent à avoir un accès plus limité aux possibilités d'apprentissage numérique, tant à la maison qu'à l'école. Les données semblent en outre indiquer que la manière dont les enseignants présentant certaines caractéristiques sont répartis entre les établissements peut favoriser une plus grande équité. L'analyse qui suit examine ainsi plus spécifiquement deux d'entre elles : le sentiment d'efficacité personnelle des enseignants dans le domaine du numérique et leur formation à l'utilisation des TIC à des fins pédagogiques.

OECD. (2022b). **Companion Document to the OECD Recommendation on Children in the Digital Environment**. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/science-and-technology/companion-document-to-the-oecd-recommendation-on-children-in-the-digital-environment_a2ebec7c-en

The OECD Recommendation on Children in the Digital Environment provides guidance for governments and other stakeholders on putting in place policies and procedures to empower and protect children in the digital environment. The Recommendation was...

Par. (2022, mai 25). **Illettrisme : Un rapport demande une vraie mobilisation de l'éducation nationale**. Consulté 23 janvier 2023, à l'adresse Le Café pédagogique website: <https://www.cafepedagogique.net/2022/05/25/illettrisme-un-rapport-demande-une-vraie-mobilisation-de-leducation-nationale/>

C'est plus de 10 % de nos élèves, « qui ont toujours été en retard sur les compétences affichées », qui empruntent « ce couloir de l'illettrisme ». Un tel scénario a beau être connu, il reste de l'ordre de l'impensé pédagogique », estime le rapport des inspecteurs généraux Renaud Ferreira de Oliveira et Catherine...

Pariante, V. (2022). **Scolarité des élèves en situation de handicap et pratiques inclusives - Pour une école qui s'adapte aux différences**. Consulté à l'adresse [https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&raz\\$alClone=1&isbn=9782343253305&utm_source=phplist&utm_campaign=message_33919&utm_medium=email&utm_content=lienTitre](https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&raz$alClone=1&isbn=9782343253305&utm_source=phplist&utm_campaign=message_33919&utm_medium=email&utm_content=lienTitre)

Ce n'est pas à l'élève de s'adapter à l'école, mais à l'école de s'adapter aux spécificités des différents élèves. L'inclusion des élèves en situation de handicap constitue un enjeu majeur des politiques éducatives nationales. En France, près de 400 000 enfants et adolescents en situation de handicap sont scolarisés, dont 80 % en milieu ordinaire depuis

la Loi de 2005 pour l'égalité des chances, la participation et la citoyenneté des personnes handicapées. L'école inclusive est un droit garantissant le respect du principe d'égalité des chances. Les différents acteurs de l'institution scolaire doivent satisfaire à ce principe. Accueillir tous les élèves, proposer un environnement scolaire adapté, rendre les enseignements accessibles, identifier et répondre aux besoins particuliers de chacun. Cet ouvrage résulte de la collaboration entre différents acteurs de terrain de l'école inclusive. Son objectif est de proposer différents outils pratiques et pistes de réflexion pragmatiques aux enseignants qui accueillent des élèves en situation de handicap au sein de leur classe.

Poed, S., Cologon, K., & Jackson, R. (2022). **Gatekeeping and restrictive practices by Australian mainstream schools: results of a national survey.** *International Journal of Inclusive Education*, 26(8), 766-779. <https://doi.org/10.1080/13603116.2020.1726512>

The Commonwealth of Australia (2016) inquiry into access to learning for students with disability received several submissions on gatekeeping practices in Australian schools, resulting in minimised school enrolment and reduced participation in classrooms. The inquiry also received reports of the use of restrictive practices such as restraint and seclusion. As Australia has ratified the United Nations Convention on the Rights of Persons with Disabilities (2006), which stipulates the requirement to provide inclusive, safe and effective learning environments and educational experiences for every person (Article 24), these practices warrant further investigation. As part of an Australia-wide survey of families and staff around the Disability Standards for Education 2005 (Com Law. 2015. Retrieved from <http://www.comlaw.gov.au/Details/F2005L00767>), data were collected on a range of gatekeeping and restrictive practices from more than 900 respondents, of whom 745 were family members of a student with disability. Over 70% of the families who participated in this study reported having experienced gatekeeping or restrictive practices. This study identifies that the practices were reported to be widespread over all levels and types of schools and for all types of disability, causing concern as to how Australia can meet its obligations as a signatory to the UN convention.

Pontuschka, R., Kan, S., & Dreesen, T. (2022). **Reopening with resilience: lessons from remote learning during COVID-19 - Eastern and Southern Africa: Innocenti research report.** Consulté à l'adresse https://www.unicef-irc.org/publications/pdf/Reopening-with-Resilience_Lessons-from-remote-learning-during-COVID-19-Eastern-and-Southern-Africa.pdf

Les fermetures généralisées des écoles dues à la pandémie de COVID-19 ont exacerbé la crise d'apprentissage des enfants vivant en Afrique orientale et australe. Comprendre comment fournir un apprentissage à distance de manière équitable en utilisant plusieurs modalités et en mettant l'accent sur les solutions «low-tech» est essentiel compte tenu des grands défis auxquels la région est confrontée en termes d'accès à l'électricité et à la connectivité. Ce rapport fournit un résumé des enseignements tirés pour l'apprentissage à distance pendant la pandémie en Afrique orientale et australe. Il fournit des recommandations concrètes sur la manière d'accroître la résilience des systèmes éducatifs.

Qi, J., Shen, W., & Dai, K. (2022). **From Digital Shock to Miniaturised Mobility: International Students' Digital Journey in China.** *Journal of Studies in International Education*, 26(2), 128-144. <https://doi.org/10.1177/10283153211065135>

As Asia's largest host country of international students, China's digital placemaking is impacting on international students' experience whilst studying and living in the country. This qualitative study addresses the issue of international students' transition to the digital environment in China. It draws on the theoretical perspectives of international students' digital journeys and miniaturised mobilities to inform thematic analysis of artefact-mediated student interviews and social media posts. Findings show that international students' digital journeys in China are characterised by three modes of digital adaptation including digital shock, digital border crossing and digital approachability. We argue that engaging in these modes of digital adaptation has reconstituted international students' subjectivity through empowering miniaturised mobility, but also a sense of digital in-betweenness as they operate between two different virtual worlds.

Rall, R. M., Morgan, D. L., & Commodore, F. (2022). **Bounded Boards: a Commentary on the Limitations of Knowledge and Scope of Research on Boards of Higher Education.** *Innovative Higher Education*, 47(3), 389-412. <https://doi.org/10.1007/s10755-021-09582-6>

Despite the emergence of new scholarship, public higher education boards in the United States remain relatively under-investigated. While the literature on higher education governance and boards, in particular, tends to profess these knowledge gaps repeatedly, few works have scratched the surface as to why our understanding of boards is so limited. In this paper, the authors move past the acknowledgment that boards are vastly understudied to reflect on why that is the case. Using a case study centered on interviews with governance scholars, the authors highlight findings of logistical, theoretical, methodological, and epistemological rationale that have prevented governing boards from being studied in a manner, depth, and scope on par with their import in higher education. The authors present the case that researchers must first recognize and then identify ways to address and overcome these challenges to innovate research in the field of governance, particularly in a higher education environment in which boards are more visible. Implications for future research are provided.

Raviv, T., Smith, M., Hurwitz, L., Gill, T. L., Baker, S., Torres, S. A., ... Cicchetti, C. (2022). **Supporting school-community collaboration for the implementation of a multi-tiered school mental health program: The Behavioral Health Team model.** *Psychology in the Schools*, 59(6), 1239-1258. <https://doi.org/10.1002/pits.22683>

Investing in school mental health programs has the potential to improve youths' access to mental health services. Barriers to the implementation of school mental health programs include limited workforce capacity, competing priorities, and lack of coordinated care. The current paper describes the history, development, and key components of the Behavioral Health Team (BHT) model that was established to promote implementation of school mental health programming. The BHT is a multi-disciplinary team designed to maximize resources and collaboration, provide early identification of students with behavioral health needs, and match and connect students to the indicated interventions using data-informed decision making. BHTs are tasked with selecting appropriate interventions, assuring fidelity of implementation, monitoring student progress and making adjustments based on data to enhance the sustainability and dissemination of evidence-based prevention and intervention in schools. The paper reviews two case examples to illustrate how this model has been applied both within a large urban school district and a medium-sized suburban school district. Results demonstrate that district support facilitates sustainability and expansion of the BHT model

over time. Schools implementing this model demonstrate improvement in implementation of the BHT key components.

Ressa, T. (2022). **Dreaming college: Transition experiences of undergraduate students with disabilities.** *Psychology in the Schools*, 59(6), 1175-1191. <https://doi.org/10.1002/pits.22675>
Postsecondary education is one of the targeted outcomes for students with disabilities; however, few aspiring students with disabilities attend college, and fewer complete a degree program. The purpose of this qualitative study was to examine the perspectives of five undergraduate students with disabilities who attended college in the United States to identify factors (enablers) that facilitated successful transitions to college. Results suggest that participants' self-determination allowed them to manage the effects of their impairments and settings to reach their educational goals and participate in postsecondary education. The implication is that increased attention to inclusion, transitions, and postsecondary education competencies should begin early in the schooling process.

Roberts, J. W. (2022). **Service Design in Student Affairs: Blueprinting the Student Experience.** *Innovative Higher Education*, 47(3), 367-387. <https://doi.org/10.1007/s10755-021-09580-8>

Service blueprinting is a service design technique commonly used by for-profit organizations to illustrate and enhance customer experiences. This article describes an extensive service blueprinting initiative conducted at a large public research institution in the U.S. using a case study methodology. The case included the creation of 114 service blueprints by staff members across 29 departments to enhance non-academic student experiences. Data sources included interviews, observations, archival data, and artifacts. The researcher details the methods and benefits of service blueprinting as they apply to services in a higher education context. In addition to describing the case and the short-term and longer-term consequences of the large-scale blueprinting initiative, the article includes a series of recommendations for university administrators seeking to improve student satisfaction and student-centeredness.

Romani, C. (2022). **Le Céreq évaluateur, l'oeil dans le rétro. Mise en contexte de 50 ans de travaux d'évaluation.** Consulté à l'adresse <https://www.cereq.fr/le-cereq-evaluateur-oeil-dans-le-retro-mise-en-contexte-de-50-ans-de-travaux-devaluation>

L'anniversaire des 50 ans du Céreq invite à un retour sur le passé. Le sens de cette rétrospective est de montrer comment les travaux d'évaluation du Centre ont été influencés par l'environnement institutionnel et politique, en particulier par l'évolution des politiques éducatives, de l'emploi, de formation professionnelle, de la planification et de la réforme de l'État. Cette rétrospective est bâtie sur l'illustration. Elle ne cherche pas à recenser tous les travaux réalisés par le Centre. Le principe de sélection est celui de considérer qu'« il n'y a d'évaluation que de dispositifs publics ». Lorsqu'on porte le regard sur l'ensemble, une première évidence apparaît : le Céreq ne se définit pas évaluateur. Il se décrit comme tel à travers une grande diversité d'activités. Si on met en regard les données de contexte et les travaux réalisés, l'histoire du Céreq évaluateur peut se résumer à 5 grandes périodes. Un texte et une frise chronologique en donnent une vision synthétique.

Rudhumbu, N., & du Plessis, E. (2022). **The mediating role of lecturer biographic factors on curriculum implementation in universities.** *International Review of Education*, 68(1), 11-31. <https://doi.org/10.1007/s11159-022-09937-x>

The study presented in this article investigated the influence of lecturer biographic factors on curriculum implementation in universities in Botswana. Over the last two decades, Botswana has been transforming its education system to improve curriculum implementation in universities, particularly in terms of who should be allowed to teach and the qualification level of students they should instruct. A mixed-methods research approach that employed a structured questionnaire and semi-structured interviews was used to collect data from 306 lecturers and 25 academic middle managers (AMMs) respectively. Confirmatory factor analysis (CFA) was used to validate the questionnaire and expert opinion validated the interview guide. To analyse the resulting quantitative data, multiple regression analysis and descriptive statistics were used, while thematic analysis was employed for the qualitative data. Findings showed that lecturers' educational level, age and teaching experience have a significant influence on effective implementation of curricula in universities, while gender has no significant influence. These results have implications for both policy and practice with regard to lecturer recruitment and curriculum implementation in universities.

Sandoval, M., & Messiou, K. (2022). **Students as researchers for promoting school improvement and inclusion: a review of studies.** *International Journal of Inclusive Education*, 26(8), 780-795. <https://doi.org/10.1080/13603116.2020.1730456>

This paper comprises a review of studies that employ students as researchers/co-researchers approaches from 2000 to 2018, with a focus on school improvement and inclusion. The study is original since it focuses exclusively on the idea of students taking the role of researchers/co-researchers, instead of focusing on the broader notion of student voice that other reviews have explored previously. The results highlight the different school improvement areas that are explored and the various stages that have been followed in the studies in order to involve students. Through this analysis, we focus our discussion on issues that need to be considered when using such approaches. Overall, we argue that despite the inherent challenges that such approaches entail, students as researchers/co-researchers can be a powerful way for improving schools and promoting inclusion.

Siddiqui, N., Gorard, S., & Wiliam, D. (2022). **Special issue: Evidence into policy and practice.** *Review of Education*, 10(2). <https://doi.org/10.1002/rev3.3352>

Sieh, L., & Frank, A. I. (2022). **Designing Impact Evaluation for Students' Engagement with Communities in Planning Education.** *Journal of Planning Education and Research*, 42(2), 231-243. <https://doi.org/10.1177/0739456X18807287>

Universities increasingly promote community engagement that involves students. However, very little has been done to evaluate student-community engagement (SCE) for their impact on "the community." This research innovatively juxtaposes literature on the evaluation of planning and public policy with three different instances of SCE to explore the scope and nature of such impact evaluation within the context of planning education. Results suggest considerable potential of a naturalistic, ongoing, and integrated evaluation approach for and with communities in planning-related SCEs and, by extension, as a practical theory for evaluation design in community planning itself.

Syed, E. (2022). **The Space Beyond Equity: A Blueprint of Radical Possibilities in School Design**. *Educational Policy*, 36(4), 769-795. <https://doi.org/10.1177/08959048221087207>

School facilities are increasingly seen as essential to achieving educational equity. By foregrounding often taken-for-granted school spaces, this conceptual article seeks to situate school design within broader antiracist efforts in education. To that end, I make a few critical contributions: (a) I shift attention to the social construction and contestation of school spaces; and (b) I develop a framework for dealing with racialized imaginaries of school spaces that goes beyond conventional equity applications. Applying this framework to school design literature and planning documents, I derive a blueprint to examine minoritized school spaces that encompasses aspects of culture, wellbeing, and power.

Tavares, O., Sà, C., Sin, C., & Amaral, A. (2022). **Equity policies in global higher education: reducing inequality and increasing participation and attainment**. Consulté à l'adresse <https://link-springer-com.proxy-bu2.u-bourgogne.fr/content/pdf/10.1007/978-3-030-69691-7.pdf>

Malgré l'idée selon laquelle la massification de l'enseignement supérieur aurait au moins atténué les différences d'accès à l'enseignement supérieur liées à l'origine sociale des étudiants et de leurs familles, on constate que l'équité n'est pas atteinte. S'appuyant sur une série d'études de cas portant sur les États-Unis, le Brésil et un certain nombre de pays européens, l'ouvrage présente un aperçu des politiques et des pratiques visant à promouvoir un accès équitable à l'enseignement supérieur. Chaque chapitre propose une analyse critique des politiques d'accès et des raisons pour lesquelles elles ont réussi ou échoué à promouvoir l'équité au sens de justice, c'est-à-dire à assurer l'élimination des obstacles à la réalisation du potentiel éducatif résultant de facteurs personnels et sociaux.

Tourneroché, D. (2022). **Et si l'École devenait une organisation apprenante ? Accompagner des équipes à l'épreuve des principes inclusifs : quelles pratiques de mobilité institutionnelle pour des IEN**. *La nouvelle revue - Éducation et société inclusives*, 93(1), 137-148. <https://doi.org/10.3917/nresi.093.0137>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Traini, C. (2022). **The stratification of education systems and social background inequality of educational opportunity**. *International Journal of Comparative Sociology*, 63(1-2), 10-29. <https://doi.org/10.1177/00207152211033015>

This article aims to identify the moderating effect of two dimensions of the stratification of education systems (the extent to which the first selection is based on students' ability and the age of first selection) on social background gradient in educational attainment. Individual-level data of the European Social Survey (round 1 to 9) is complemented with new contextual indicators measuring various education systems' characteristics. This article's contribution to the debate is twofold. First, it simultaneously investigates two dimensions of the stratification of education systems that have never been analyzed in

cross-country studies investigating long-term educational outcomes. Second, it provides a series of indicators of education systems' characteristics collected by means of an online expert survey whose validity and reliability is also tested. Findings show that the two dimensions of the stratification of education systems have opposite effects. As the first selection is increasingly based on students' ability, social background gradient in educational attainment increases. In contrast, postponing the age of first selection decreases social inequality in educational opportunity.

Trinidad, J. E., & King, R. B. (2022). **Ability grouping predicts inequality, not achievement gains in Philippine schools: findings from PISA 2018.** *Educational Research for Policy and Practice*, 21(2), 305-322. <https://doi.org/10.1007/s10671-021-09307-8>

Grouping students in terms of ability and aptitude is assumed to be advantageous, given that high-performing students may be stimulated more while low-performing students may be supported more. However, studies on ability grouping often provide mixed results. Additionally, although ability grouping is a common practice in the Philippines, it has not been empirically investigated with a nationally representative dataset. Drawing on the Philippine data in PISA 2018 which contained responses from 6952 students nested in 180 schools, we found that students in schools that practice ability grouping did not perform any better than those in schools that did not engage in ability grouping. More importantly, schools which practice ability grouping had greater academic inequalities among students. Similar academic inequalities were also more prevalent for urban and more advantaged schools while less prevalent for private schools. Taken together, these results suggest the need to attend to sources of inequalities among students in a school, and to reconsider assumptions for the supposed benefits of ability grouping.

Ulfatin, N., Mustiningsih, Sumarsono, R. B., & Yunus, J. N. (2022). **School-based management in marginal areas: Satisfying the political context and student needs.** *Management in Education*, 36(3), 124-134. <https://doi.org/10.1177/0892020620959739>

This study aims to draw on elements related to the successful implementation of school-based management (SBM). Many studies show the success of governance but the objective is to examine whether SBM is tested to account for improving school effectiveness (SE) and student achievement (SA). A survey method design was used to know how the upper stream including political context, principal leadership and teacher performance (TP) contributes directly and indirectly to improve school quality and academic achievement. Questionnaires were given and were responded by teachers produced a model of direct and indirect structural relationships among the factors. The findings proved that there was a direct and indirect relationship between the upper stream factors that lead to TP to improve SE and SA as a lower stream. This shows how strong the role of a teacher as the central point of the innovation and education reform in schools. This study is limited to the secondary public schools in a marginal district. Furthermore, this study does not investigate deeply into facilitative factors within the implementation process. It focuses on factors that enable schools to bring the SA to scale.

UNESCO. IIEP Pôle de Dakar. (2022). **L'innovation au coeur des dynamiques de l'EFTP en Afrique : un atout pour le développement économique et social.** Consulté à l'adresse https://pefop.iiep.unesco.org/sites/default/files/ckeditor_files/rapport_innovation_eftp_afrique_dec2021.pdf

Ce rapport présente un panorama de différentes initiatives innovantes dans le secteur de l'enseignement et de la formation techniques et professionnel (EFTP), portées par des

acteurs publics et privés en Afrique et appuyées par l'IIPE-UNESCO Dakar dans le cadre de la plateforme d'expertise en formation professionnelle (Pefop). Les pratiques innovantes ont été expérimentées à trois échelles différentes : locale, avec trois projets menés au Sénégal, au Burkina Faso et au Cameroun ; régionale, avec la mise en place de cadres régionaux de partenariats (CRP) public-privé en Mauritanie ; sous-régionale, avec l'initiative de l'Union économique et monétaire ouest africaine (UEMOA) de mise en place d'une plateforme de mutualisation des ressources et outils de la formation professionnelle.

UNESCO : Organisation des Nations unies pour l'éducation, la science et la culture. (2022). **Global education monitoring report 2022: gender report, deepening the debate on those still left behind.** Consulté à l'adresse <https://unesdoc.unesco.org/ark:/48223/pf0000381329/PDF/381329eng.pdf.multi>

Basé sur les données d'écoles primaires et secondaires de 120 pays, ce rapport annuel sur le genre montre que les filles réussissent mieux que les garçons en lecture et en sciences et rattrapent leur retard en mathématiques. Cependant, leurs chances d'être parmi les meilleurs élèves dans cette matière restent encore très faibles en raison de discriminations et de stéréotypes persistants. L'Unesco appelle donc à atteindre l'égalité des genres en matière d'apprentissage et veiller à ce que chaque apprenant réalise son potentiel.

Veerasamy, Y. S., & Ammigan, R. (2022). **Reimagining the Delivery of International Student Services During a Global Pandemic: A Case Study in the United States.** *Journal of Studies in International Education*, 26(2), 145-164. <https://doi.org/10.1177/10283153211052779>

The COVID-19 global pandemic caught the United States and the rest of the world ill-prepared, and many institutions of higher education continue to wrestle with unprecedented challenges to provide effective support services to their students. This paper examines how a mid-sized university in the Mid-Atlantic region of the United States reimagined the delivery of services to its international student population at the onset of the health crisis. The study employed a qualitative method and a case study research design to describe, from an institutional perspective, the shift from a traditional in-person service model to a virtual mode of support for international students as a result of campus closures and a switch to remote learning. Based on the findings, the authors offer five key considerations that can be crucial in effectively delivering International Student Services in an online environment. Implications for international educators and support staff are discussed.

Véronneau, M.-H., Serbin, L. A., Kennedy-Turner, K., Stack, D. M., Ledingham, J. E., & Schwartzman, A. E. (2022). **Promoting Postsecondary Education in Low-Income Youth: The Moderating Role of Socio-Behavioral and Academic Skills in the Context of a Major Educational Reform.** *Journal of Youth and Adolescence*, 51(7), 1317-1332. <https://doi.org/10.1007/s10964-021-01541-w>

Governments around the world are pressed to invest in postsecondary education. However, little research exists to document whether large-scale educational reforms aimed at increasing rates of postsecondary attendance benefit youth's developmental outcomes. This study tested whether an educational reform occurring in Québec, Canada, in the 1960s increased educational levels, and whether it benefitted some youth more than others. In the 1970's, 4109 low-income youth (50% females) aged 7–13 years old were recruited at Time 1 from first, fourth, and seventh grade classes

(Mage = 10.6, SD = 2.5). Socio-behavioral characteristics and academic skills at Time 1 were examined as predictors of educational attainment at Time 2, three decades later, on 3883 of the same participants. Multinomial logistic regressions were used to examine the likelihood of youth obtaining a diploma from the newly created, accessible, and affordable colleges ("cégeps"). Low-educated groups (high school dropouts and high school graduates) presented a higher early risk profile than did college graduates. Interactions revealed that social withdrawal protected youth from disadvantaged neighborhoods, helping them graduate from college. Likeability helped academically weaker girls go beyond college and access university, and helped academically competent boys graduate from college. Aggressive behavior decreased the odds of university attendance for academically competent boys. Policies promoting higher education for disadvantaged youth should be supplemented with early interventions integrating academic and socio-behavioral objectives.

Wassell, B. A., Coleman, N., Chen, X., & Browne, S. (2022). **Families, Resources, and Community: Illuminating the Structures of Culturally Relevant Education in an Urban Early Childhood Center.** *Education and Urban Society*, 54(5), 538-559.
<https://doi.org/10.1177/00131245211004573>

In this paper, we examine the enactment of culturally relevant education in an urban early childhood setting in the US. This descriptive case study used a sociocultural framework that emphasizes the relationship between structure and agency. The research question that guided the study was: How does an urban, non-profit early childhood educational center focused on the needs of culturally and linguistically diverse students and families enact culturally relevant education? The findings indicated that both tacit and tangible structures supported the agency of all school stakeholders. Tacit structures included multilingual and multimodal communication, continuous, responsive reflection, and a schema of valuing family engagement, which permeated the institution's culture. Tangible structures included the school's faculty, administrators, and staff, the students and families who were served by the school, and the financial resources that were creatively leveraged by the staff and administration. The article concludes with implications and recommendations for stakeholders in a variety of schooling contexts who strive to enact authentic, sustained culturally relevant education.

Webster, A., & Roberts, J. (2022). **Implementing the school-wide autism competency model to improve outcomes for students on the autism spectrum: a multiple case study of three schools.** *International Journal of Inclusive Education*, 26(8), 796-814.
<https://doi.org/10.1080/13603116.2020.1735540>

The rising number of students in schools identified as being on the autism spectrum has placed pressure on school leaders and staff to gain knowledge and take on new practice. A school-wide autism competency (SAC) approach utilises the research on elements of effective practice to build the capacity of school leaders and staff to create inclusive school cultures, implement evidence-based strategies, and improve outcomes for students on the autism spectrum. This paper reports on the experiences of three schools as they implemented the SAC approach in Queensland, Australia. A multiple case study design was utilised to examine the factors that influenced the implementation process and outcomes achieved at each school. Factors that influenced each school's ability to transform their practice for students on the autism spectrum included engagement of leaders, support from an external coach, involvement of parents, realignment of resources and staff, and the ability to manage change and competing

priorities. Findings revealed that although all three schools increased staff's knowledge of students on the autism spectrum, the engagement and actions of leaders and the underlying culture of the school influenced the degree to which changes were implemented and outcomes were realised for students on the autism spectrum.

Woicolesco, V. G., Cassol-Silva, C. C., & Morosini, M. (2022). **Internationalization at Home and Virtual: A Sustainable Model for Brazilian Higher Education**. *Journal of Studies in International Education*, 26(2), 222-239. <https://doi.org/10.1177/10283153221076898>

The objective of this article is to analyze the strategies adopted by Brazilian universities for the continuity of higher education internationalization actions during the pandemic of COVID-19. Taking as a guide the stages of development of the internationalization of higher education proposed by Brandenburg; de Wit; Jones; Leask & Drobner (2020), a new stage of development is proposed: the virtualization. The research results suggest that it will continue after the pandemic. In an empirical qualitative study, conducted with six Brazilian Higher Education Institutions well evaluated by the Times Higher Education 2020 ranking, it was identified that the Internationalization actions developed to contribute to a new sustainable model of internationalization in the country, based on virtualization of Internationalization at Home, and that meets the main objective of the internationalization of higher education: to provide opportunities for all students to develop international perspectives and intercultural competencies during their formative journey.

Xu, S. Q., & Cooper, P. (2022). **Mainstream teachers' perceptions of individual differences among students in inclusive education settings of China**. *International Journal of Inclusive Education*, 26(8), 815-833. <https://doi.org/10.1080/13603116.2020.1735541>

This paper explores how mainstream teachers, in mainland China with experience of inclusive education, perceive individual differences (ID) among students in general education classrooms. The study adopted a qualitative research approach and employed purposeful sampling and semi-structured interviews. It was found that the mainstream teachers tended to conceptualise ID among students in accordance with five categories: perceived student ability; perceived student behaviour and motivation; perceived students' personal attributes; perceived family factors and observed learning outcomes. The mainstream teachers' particular concerns in relation to catering for ID were also revealed and discussed.

Yuan, M., Gao, W., Liu, X., & Dervin, F. (2022). **Analysing Legislation on Inclusive Education Beyond Essentialism and Culturalism: Specificities, Overlaps and Gaps in Four Confucian Heritage Regions (chrs)**. *British Journal of Educational Studies*, 70(2), 165-185. <https://doi.org/10.1080/00071005.2021.1905151>

Breaking with discriminatory views and segregated education for children with disabilities, regions often referred to as Confucian Heritage Regions (CHRs) have been moving towards inclusive education. Although some of these regions have been at the centre of attention in global education recently, there is a lack of research and information about how they 'do' inclusive education. Considering that reinforcing legislative foundations is of foremost importance for its fulfillment, this study examines legislation on the education of children with disabilities in four neighbouring CHRs: the Chinese Mainland, Japan, South Korea and China's Taiwan. The core principles that frame such legislation were analyzed and cross-compared. The findings show that despite the common Confucian heritage that is attributed to them systematically in

studies of inclusive education – which is often said to influence the way disability is perceived and dealt with – the four Regions treat inclusion differently in terms of legislation. While some CHR are clearly influenced by e.g. the USA, others are trying to design a specific perspective on inclusive education. The authors argue that the complex example of these CHR can serve as an important template for studies on both inclusive and comparative education. The article also calls for the careful treatment of inclusive education beyond an essentialist and somewhat simplistic perspective that could reduce certain regions to a monolith.

Pratiques enseignantes

Aboab, D., Rollinat-Levasseur, E., & Woerly, D. (2022). **L'interculturel au prisme d'une pédagogie de la réussite étudiante: Représentations et négociations de l'action enseignante.** In A. Bretegnier, V. Delorme, & L. Nicolas (Éd.), « *L'interculturel* » dans *l'enseignement supérieur* (p. 193-210). <https://doi.org/10.17184/eac.5004>

Cet article propose l'analyse des représentations de l'interculturel perceptibles chez les étudiant.e.s et chez les enseignant.e.s telles qu'elles se révèlent dans la mise en place d'un dispositif de rencontres entre des groupes d'étudiants de FLE et d'étudiants de didactique du FLE. Nous montrons d'abord comment les étudiants peuvent sortir de l'identité moyenne qu'ils élaborent en réponse aux attentes qu'ils anticipent pour s'ouvrir à la complexité des échanges interculturels. Puis, nous étudions la façon dont l'enseignant.e peut prendre en compte les fragilités des étudiant.e.s, leurs contraintes et les rapports de force, linguistiques, culturels. Si la question de l'interculturel est au centre de l'enseignement du FLE et de celui de la didactique du FLE, le concept d'interculturalité ne rend pas compte de la totalité de ce qui est observable dans ces rencontres. En effet, dans ce dispositif, la confrontation à l'autre met en jeu de multiples paramètres, de multiples dimensions (sociales, d'expérience de vie, d'identités professionnelles, d'identités genrées, de personnalités avec leurs configurations psychologiques etc.). C'est pourquoi le travail d'atténuation, l'art du contrôle et de l'encadrement, voire l'autocensure peuvent être intériorisés et confondus avec les habiletés que les enseignant.e.s mettent en œuvre dans une formation à l'interculturel.

Alexandre, M., Bernatchez, J.-C., & Lameul, G. (2022). **La transition formation en présence - formation à distance à l'université: enjeux didactiques et politiques.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/transition-formation-presence-formation-distance-universite-3990.html>

Apgar, D. (2022). **Using Mutual Help to Address Racism in Undergraduate Students.** *College Teaching*, 70(2), 227-236. <https://doi.org/10.1080/87567555.2021.1915237>

Cultural humility is a fundamental tenet of many professions and critical for graduating students as they enter their respective fields. Mutual help is an effective modality to assist with problems such as substance use, mental health, and grief. Though racism can be understood from a social psychological perspective, mutual help has not been tested as a method to address it. In an undergraduate social work program, mutual help was found to be effective in assisting students to understand their participation in perpetuating intentional and unintentional racism, despite their already high levels of anti-racism knowledge and advocacy. This approach may be an effective pedagogical tool for college educators in other disciplines and further research on using mutual help to address racist beliefs is needed.

Audran, J., & Papi, C. (2021). **L'accompagnement en ligne dans tous ses états**. *Questions Vives. Recherches en éducation*, (36). Consulté à l'adresse <http://journals.openedition.org/questionsvives/6550>

La situation de pandémie a montré qu'en cas d'urgence ou de crise il était possible de recourir au numérique et à la formation à distance. Ceci ne va cependant pas sans soulever de nombreux défis entraînant notamment une surcharge de travail et une augmentation du stress, voire de la détresse, des enseignants (Barroso da Costa et al., 2021 ; Kush et al., 2021), comme des apprenants et parfois de leurs parents (Roux et al., 2021 ; Schmidt et al., 2021). Jusqu'alors la recherche sur la formati...

Ayotte-Beaudet, J.-P., Vinuesa, V., Turcotte, S., & Berrigan, F. (2022). **Pratiques enseignantes en plein air en contexte scolaire au Québec : au-delà de la pandémie de COVID-19**. Consulté à l'adresse https://www.usherbrooke.ca/crepa/fileadmin/sites/crepa/Rapports/Pratiques_E_PA_Rapport_final.pdf

La pédagogie en plein air ne cesse, depuis quelques années, de gagner en popularité au Québec. Cette étude examine les effets perçus de l'éducation en plein air sur la pratique d'activités physiques et sur les apprentissages des élèves en contexte de pandémie et se penche sur les pratiques enseignantes en plein air. Les personnes enseignantes sondées rapportent que l'éducation en plein air génère des effets positifs sur la motivation des élèves, sur leur bien-être ainsi que sur leurs apprentissages. Les jeunes sont moins sédentaires qu'en classe et ils ont tendance à être plus physiquement actifs. Les raisons principales invoquées par les enseignants qui optent pour l'enseignement en plein air reposent d'abord sur le souci de pousser les jeunes à renouer avec la nature, de profiter de contextes concrets pour favoriser leurs apprentissages et de bénéficier d'un plus grand espace.

Barry, V. (2022). **La construction d'une relation professionnelle avec les parents d'élèves : leviers, obstacles et paradoxes**. *La nouvelle revue - Éducation et société inclusives*, 93(1), 65-83. <https://doi.org/10.3917/nresi.093.0065>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Beattie, M., Wilson, C., & Hendry, G. (2022). **Learning from Lockdown: Examining Scottish Primary Teachers' Experiences of Emergency Remote Teaching**. *British Journal of Educational Studies*, 70(2), 217-234. <https://doi.org/10.1080/00071005.2021.1915958>

More than 1.5 billion students experienced disruption to education as a result of COVID-19, representing the most substantial interruption to global education in modern history. Many educational institutions transitioned to emergency remote teaching (ERT) overnight, which has presented an array of distinct challenges for educators. Using virtual interviews and an experiential approach to thematic analysis, the study examined Scottish primary teachers' (n = 10) lived experiences of adapting to ERT practice. Findings demonstrated three main themes; 'Meeting Learners' Needs,' 'Influencing

Engagement', and 'The Impact of ERT on Teachers'. Key findings suggested that differentiating learning, engaging, and communicating with learners is more difficult during ERT than face-to-face teaching. Parental engagement is vital, however, is influenced by several mitigating factors. Finally, ERT is likely to have substantial effects on the wellbeing of those involved. Implications of these findings are considered and discussed.

Biesta, G. (2023). **Becoming contemporaneous: intercultural communication pedagogy beyond culture and without ethics.** *Pedagogy, Culture & Society*, 31(2), 237-251. <https://doi.org/10.1080/14681366.2022.2164341>

There is a significant amount of literature in which the educational question concerning intercultural communication is seen in terms of providing students with the knowledge, skills, dispositions, and competencies that will enable them to become effective intercultural communicators. While this line of thought seems to have become the 'common sense' of much educational policy, there is also a growing body of research in which critical questions are raised about this approach. There are particular concerns about the totalising tendencies in such approaches, and ethics is often mobilised as a way to understand and enact the intercultural encounter differently. In this paper, I contribute to these discussions from an educational perspective. I contrast a pedagogy of empowerment with a pedagogy of disarmament, show how the idea of culture functions as an explanatory device, raise the question of time in intercultural encounters, and argue that an ethical 'turn' may run the risk of becoming another totalising gesture in intercultural communication. Through these explorations, I outline the contours of a pedagogy for intercultural communication beyond culture and without ethics in which the central challenge is that of trying to become 'contemporaneous'. I pay particular attention to what this may require from the teacher.

Blithe, S. J., & Fidelibus, B. (2022). **Faculty-Undergraduate Course Curriculum Collaboration.** *College Teaching*, 70(2), 237-246. <https://doi.org/10.1080/87567555.2021.1920879>

This paper describes a collaboration between one faculty instructor and seven undergraduate student collaborators. Together, the team designed a new college course. The analysis provides a practical way for educational leaders to challenge the authority of knowledge—engaging students in their education and motivating faculty to freshen their course materials and pedagogies. Such a move promotes creative and divergent thinking, student engagement, inclusivity in the classroom, and collaborative practices. The authors present the benefits realized for the instructor, student collaborators, and students taking the course, as well as a number of challenges and limitations to consider when conducting faculty-student collaborations.

Blömeke, S., Jentsch, A., Ross, N., Kaiser, G., & König, J. (2022). **Opening up the black box: Teacher competence, instructional quality, and students' learning progress.** *Learning and Instruction*, 79, 101600. <https://doi.org/10.1016/j.learninstruc.2022.101600>

Existing research indicates inconsistent or at best weak predictive effects of teacher knowledge on student achievement. Data from Germany were used to examine the relation between teachers' content and pedagogical content knowledge, their perception, interpretation, and decision-making skills, the instructional quality implemented in class, and students' learning progression in mathematics. Rather than direct effects of teacher knowledge on students, we hypothesized an effect chain with

multiple mediation processes while controlling for school type and student background. Multi-level modeling with 3496 students from 154 classrooms revealed a mediating role of teachers' skills and their instructional quality for the relation between teacher knowledge and students' learning progress. Effect sizes were medium to strong, and the model explained a large amount of variance. No direct effects of teachers' knowledge on student progress were found. We discuss our findings with respect to the teacher-competence-as-a-continuum model and with respect to future research.

Boivin, M.-A. (2022). **Les croyances d'enseignants du secteur secondaire privé à propos d'élèves ayant un trouble déficitaire de l'attention avec ou sans hyperactivité** (Masters, Université du Québec à Chicoutimi). Consulté à l'adresse <https://constellation.uqac.ca/id/eprint/8244/>

Cette étude vise à répertorier les croyances des enseignants du secteur secondaire privé quant aux élèves ayant un trouble déficitaire de l'attention avec ou sans hyperactivité (TDAH). En raison de la prévalence de ce trouble, les enseignants sont amenés à intervenir quotidiennement auprès de ces élèves. Il est démontré que les croyances exercent une influence considérable sur l'action et la réflexion des enseignants (Chant, 2002, 2009; Chant, Heafner et Bennett, 2004; Clandinin et Connelly, 1986; He et Levin, 2008; Levin, He, et Allen, 2013; Pace, Mullins, Beesley, Hill et Carson, 1999). Donc, de les répertorier, particulièrement dans un secteur où le soutien de professionnels est moins présent, prend tout son sens. La question de recherche se formule comme suit: quelles sont les croyances des enseignants du secteur secondaire privé quant aux élèves ayant un TDAH? Cette recherche vise donc à recenser d'une part les connaissances des enseignants, mais aussi leurs expériences et les émotions pouvant y être associés; ce qui correspond aux trois composantes de la croyance, soit la composante cognitive, la composante comportementale et la composante affective (Rokeach, 1972). Afin de procéder à leur analyse, les différentes théories du développement de l'adolescent et de la définition du TDAH sont utilisées, de même que les différents éléments qui y sont associés (manifestations, difficultés, troubles associés, etc.). Les expériences des enseignants sont ensuite comparées à l'éventail de stratégies d'interventions répertoriées dans la théorie. Le choix méthodologique pour cette étude s'inscrit dans un courant qualitatif/interprétatif. La collecte de données s'est réalisée à partir d'entrevues semi-dirigées avec 11 enseignants volontaires d'écoles privées du secteur secondaire. Les résultats montrent que les participants ont des croyances variées. Les trois composantes (cognitive, comportementale et affective) de la croyance sont bien présentes. Les connaissances sont nombreuses et variées. Certains éléments importants sont absents de la définition de l'adolescent et du TDAH, tels que la dimension de l'impulsivité et le développement moral. De plus, la description est souvent utilisée pour définir les concepts, ce qui semble montrer que les expériences des enseignants sont centrales à la formation de leurs croyances. En effet, la composante comportementale est aussi bien représentée, d'une part par l'utilisation de la description par les participants, mais aussi par le nombre important de stratégies d'interventions nommées et décrites. Ce sont d'ailleurs les stratégies d'interventions éducatives qui sont les plus nombreuses, suivies des stratégies comportementales et affectives, ce qui montre le souci des enseignants quant à ce qui se passe dans leur classe. Peu de stratégies préventives ou universelles sont par contre abordées. Enfin, la composante affective est aussi présente, bien que la grande majorité des émotions exprimées sont de manière implicite et ont une valence négative. Le manque de temps et de support semble être les éléments qui génèrent le plus d'émotions à valence négative et la section des

obstacles ressort le plus d'émotions explicites. Concernant les émotions à valence positive, la fierté de faire réussir un élève et la joie de faire réussir un élève sont ce qui ressort le plus. De manière générale, les types de croyances répertoriées se rapportent aux résultats des recherches similaires, à l'exception des croyances socioculturelles et pragmatiques qui ressortent davantage. À la lumière de l'analyse des résultats de cette étude, quelques constats se dégagent, dont celui de la mise en place de formations qui ciblent les besoins pédagogiques et psychopédagogiques des enseignants, tout en tenant compte du rôle important de la croyance dans l'acceptation de nouvelles connaissances et/ou stratégies d'interventions concernant le TDAH. Plus spécifiquement, les enseignants ont besoin de formation sur les causes, les difficultés et les besoins des élèves ayant un TDAH. Il serait d'ailleurs fort intéressant d'étudier l'influence de ces formations auprès de ces enseignants.

Brégeon, M., Michaud, V., & Magnain, T. (2022). **Mobilité pédagogique au travail pour une inclusion scolaire par la confiance : le cas du sport partagé.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 177-192. <https://doi.org/10.3917/nresi.093.0177>
Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Bretnier, A., Delorme, V., & Nicolas, L. (2022). **« L'interculturel » dans l'enseignement supérieur: Conceptions, démarches et dispositifs.** Consulté à l'adresse <https://eac.ac/books/9782813004031>

A la croisée des domaines de l'anthropologie et de l'éducation / formation langagière, la didactique des langues notamment, la perspective interculturelle a opéré un apport majeur pour rompre avec des conceptions essentialisant et/ou isolant _chaque_ « culture », montrer les processus socio-interactionnels de leur construction, mettre l'accent sur l'entre-deux, le contact, l'altérité qui se joue dans l'interaction. Elle interroge ainsi la rencontre, et les possibilités de s'_inter_-comprendre, ouvre la voie d'une éducation dont le premier enjeu serait de _(se) socialiser au divers_, dans le contexte de sociétés complexes marquées par des mobilités accrues, confrontées au défi de se repenser dans _l'inclusion_ de cette hétérogénéité linguistique et culturelle. On s'intéresse ici à « l'interculturel » dans l'enseignement universitaire, qui, dans une dynamique d'internationalisation grandissante, s'adresse à des étudiant(e)s aux profils et répertoires linguistiques et culturels de plus en plus divers. Les contributions présentent les réflexions et questions actuelles et les avancées en matière de démarches et de dispositifs interculturels mis en œuvre dans les universités françaises, mais aussi en Colombie, et en zone frontalière franco-allemande, à destination d'étudiants internationaux en mobilités, ou pour la formation d'enseignant(e)s et de formateurs / formatrices. L'ouvrage, coordonné par Aude Bretnier (CREN, Le Mans Université), Vera Delorme et Laura Nicolas (IMAGER, Université Paris-Est Créteil), vise les chercheur(e)s et étudiant(e)s travaillant sur ces questions, et plus largement les enseignant(e)s universitaires s'interrogeant sur les dynamiques et enjeux interculturels à l'œuvre dans leurs pratiques, interactions et postures professionnelles. `` Ouvrage publié avec le soutien d'IMAGER EA 3958, Université Paris-Est Créteil et de CREN, Le Mans Université. ``

Carminatti, N., Charalampopoulou, C., & Carnus, M.-F. (2021). **Quelle présence pour accompagner l'apprentissage à distance ?** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6083>

En raison de la pandémie, les enseignants et formatrices de la maternelle à l'université ont dû basculer d'un enseignement « en présentiel » à un enseignement à distance ou hybride, alternant des temps synchrones et asynchrones, en vue d'assurer la « continuité pédagogique » prescrite par l'institution. Ce passage forcé a conduit à des redéfinitions des temps et des espaces d'enseignement/apprentissage (E/A) et à l'émergence de nouvelles pratiques d'accompagnement. Dans le contexte de deux ingénieries hybrides didactiques cliniques coopératives, nous interrogeons la notion de présence et les formes que peut prendre la présence à distance pour accompagner les apprentissages dans les phases synchrones et asynchrones de l'E/A à distance. Les deux études de cas donnent à voir des pratiques d'accompagnement en mode synchrone mais aussi en modes ante, post et inter-synchrones.

Castany-Owhadi, H., & Azaoui, B. (2022). **Les reformulations multimodales du personnel enseignant au service de la production écrite d'élèves de 6 ans.** *Éducation et francophonie*, 50(1). <https://doi.org/10.7202/1088548ar>

Dans cet article, nous étudions les reformulations orales de deux enseignantes expérimentées et d'un enseignant expérimenté autour de l'écrit à produire ou produit en contexte d'atelier de production d'écrits en première année du primaire. Nous cherchons à déterminer le rôle des modalités gestuelle/verbale et vocale/verbale dans le développement des compétences scripturales des élèves : ces reformulations multimodales sont souvent portées par le mouvement des mains et des bras (gestualité de type « déictique » et gestualité de type « illustratif »), mais aussi par une dimension vocale (accentuation expressive et pause). Nous faisons l'hypothèse qu'elles participent de l'interaction de tutelle lors de l'évaluation de la production d'écrits. Les enseignantes et les enseignants utilisent ainsi des moyens multimodaux pour souligner les caractéristiques déterminantes de la tâche.

Charron, A., Bouchard, C., Villeneuve-Lapointe, M., & Parent, A.-S. (2022). **Pratiques déclarées d'enseignantes et d'enseignants à l'éducation préscolaire cinq ans en matière de soutien au développement langagier des enfants.** *Éducation et francophonie*, 50(1). <https://doi.org/10.7202/1088541ar>

Cet article vise à documenter les pratiques déclarées d'enseignantes et d'enseignants à l'éducation préscolaire cinq ans en matière de soutien au développement langagier des enfants. Pour recueillir les données permettant d'atteindre cet objectif, un entretien individuel semi-dirigé a été mené auprès de 17 personnes enseignantes. Les résultats montrent qu'elles affirment accorder de l'importance au soutien du développement langagier des enfants, autant pour le langage oral qu'écrit. Toutefois, elles déclarent seulement des pratiques directes pour soutenir le développement du langage oral, contrairement au développement du langage écrit pour lequel des pratiques directes et indirectes sont identifiées. Ces résultats permettent de mieux comprendre et d'expliquer les pratiques que les enseignantes et les enseignants à l'éducation préscolaire déclarent privilégier pour soutenir le développement langagier des enfants, et ce, dans l'optique d'asseoir un dispositif de développement professionnel pour les former et les accompagner en matière de soutien langagier auprès des enfants à l'éducation préscolaire cinq ans.

Clauzard, P. (2021). **Comment maintenir l'action conjointe dans les enseignements universitaires en distanciel?** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6030>

Cet article s'intéresse aux activités d'enseignement-apprentissage à distance à l'université et se demande comment y maintenir une action conjointe. Il rapporte un questionnaire diffusé auprès d'étudiants et une analyse selon les critères de la théorie de l'action conjointe en didactique afin d'interroger comment repenser une coactivité de formation en « distanciel », où l'absence physique du face à face pédagogique peut être compensée par une présence cognitive renouvelée au sein de l'espace numérique de communication de nouveaux savoirs. Toutefois, la difficulté réside dans les interactions et les collaborations contradictoires au sein d'un système didactique dont repenser les critères.

Crosse, M. (2021). **Comprehensive analysis of the transformation process of pedagogical practices in higher education: Benchmarks for supporting teachers through change** (Phdthesis, Université Michel de Montaigne - Bordeaux III). Consulté à l'adresse <https://theses.hal.science/tel-03657198>

Confrontées à des exigences d'excellence et de compétitivité, les institutions d'enseignement supérieur doivent démontrer leur capacité à conduire des projets de transformation pédagogique d'ampleur, qui dépassent le cadre des initiatives individuelles émanant du terrain. Or peu de recherches permettraient à ce jour de saisir, dans une dynamique systémique, le processus de transformation des pratiques d'enseignement-apprentissage, dans le supérieur. Une question se posait alors à nous : Comment, dans une institution universitaire, s'opère ce processus de transformation pédagogique, dans une approche articulant les dynamiques individuelles, collectives et organisationnelles ? Notre recherche vise ainsi à (1) Identifier les préalables à la mise en œuvre d'une transformation pédagogique au sein d'une institution universitaire et (2) Comprendre le processus, à partir du vécu des enseignants de l'institution, pour (3) Proposer des repères pour l'accompagnement d'enseignants du supérieur. Parce qu'il s'agit de saisir l'expérience que font les acteurs de cette transformation, la recherche s'inscrit dans une logique compréhensive. Il était donc pertinent d'adopter une approche qualitative et en particulier une démarche abductive. À la suite d'une enquête quantitative, nous avons mené trente-quatre entretiens semi-directifs, auprès d'enseignants universitaires ayant participé à des projets collectifs de développement de l'approche par compétences ; et auprès d'autres enseignants et de représentants de la gouvernance de la même institution. Nos analyses nous conduisent à appréhender le processus de transformation des pratiques pédagogiques comme un processus complexe, traversé par une multitude de tensions qui susciteraient un mouvement oscillatoire des sujets entre permanence et changement. Ces tensions émergent à différents niveaux : à un niveau intra-individuel entre désirabilité du changement, acceptation du changement et pouvoir d'agir ; entre l'individuel et le collectif ; entre l'individuel ou le collectif et l'organisationnel. Nous considérons que ces tensions sont constitutives de la dynamique autopoïétique du processus de transformation. Dans cette perspective, l'accompagnement au changement serait à considérer comme un processus écosystémique de régulation des tensions, qui suppose de : - Favoriser la projection au travers de buts visibles, acceptables et accessibles ; - Favoriser l'acceptation du changement, par une sécurisation du processus ; - Anticiper l'institutionnalisation de la transformation, par le développement d'une organisation

capacitante. Ces résultats permettent d'apporter un éclairage sur la compréhension du processus de transformation des pratiques pédagogiques dans sa complexité. Ils permettent en outre d'apporter des repères à l'accompagnement du changement, en particulier pour les institutions d'enseignement supérieur engagées dans des projets de transformation pédagogique de grande ampleur.

Dangouloff, N. (2021). **Former les professeurs à la relation pédagogique par la simulation : l'agir professionnel des formateurs** (Phdthesis, HESAM Université). Consulté à l'adresse <https://theses.hal.science/tel-03651326>

La recherche étudie les gestes professionnels des formateurs d'enseignants, lors de formations sur la relation pédagogique. Des formations d'équipes enseignantes développées pour répondre aux prescriptions et aux problèmes professionnels liés aux relations professeur-élèves. La recherche décrit l'activité de formateurs experts et leurs gestes professionnels pendant des simulations : mises en situation et jeux de rôle. Les concepts d'apprentissage expérientiel (Kolb, 2015), de simulation (Pastré, 2005 ; Audran, 2016) et de gestes professionnels (Jorro, 2018) sont mobilisés. La méthodologie prend appui sur des observations et des captations vidéo de journées de formation. Des entretiens d'autoconfrontation ont été menés avec le formateur et les enseignants participants. Des apprentissages peuvent être identifiés chez les enseignants quand le dispositif de formation leur offre la possibilité de conscientiser les émotions ressenties en situation simulée et de les rapprocher de celles vécues en situation professionnelle, par eux-mêmes et par les élèves.

Dasli, M., & Simpson, A. (2023). **Introducing intercultural communication pedagogy and the question of the other**. *Pedagogy, Culture & Society*, 31(2), 221-235. <https://doi.org/10.1080/14681366.2022.2164339>

This paper constitutes the introduction to the special issue of *Pedagogy, Culture & Society*, titled 'Intercultural Communication Pedagogy and the Question of the Other', which emerged from the launch event of the Institute for Language Education at the Moray House School of Education and Sport, University of Edinburgh. It proceeds from the arguments that intercultural communication pedagogy has clung too long to essentialist competency models that erase all differences, and that to counteract their effects one needs to pay greater attention to the most pre-original and non-synthesisable ethical relation between self and other. To do so, the paper draws on debates that have problematised competency models, discussing in depth two interrelated central themes that these debates have tended to overlook. The first theme refers to the possibility of the oppressed turning into oppressors in their efforts to free themselves from the unified notion of culture that competency models support. The second theme refers to the emancipatory mission of critical pedagogy which, despite its best intentions, operates within a normative framework from which self and other become the same. The paper culminates with the questions that drive contributions to this special issue, offering an overview of the papers that it contains.

DeRemer, C. (2022). **"It Doesn't Matter Who Sees Them": A Case Study of an Effective White Educator Working in a Multicultural Urban High School**. *Education and Urban Society*, 54(5), 585-604. <https://doi.org/10.1177/00131245211027519>

This instrumental case study research identifies the beliefs and behaviors of a highly effective white educator working in a multicultural urban school. By triangulating interviews, classroom observations and the analysis of artifacts provided by the teacher,

this study identifies the essential beliefs and behaviors that make a white educator a highly effective practitioner and highly respected educator both within his school site and in the broader school community. The case study identifies that the educator's ability to create safety, inclusion, consistency, and high expectations in his classroom functioned to connect him to a population of students who do not share his same racial or economic markers. The purpose of this case study is to identify the essential beliefs and behaviors of a white educator working in a multicultural urban high school in order to use his experience and practice as a way to educate and inform white educators seeking to work in diverse schools across the nation.

Dumais, C., & Soucy, E. (2022). **Le développement du langage oral à l'éducation préscolaire 4 ans et 5 ans par l'entremise des actes de parole : résultats d'une recherche collaborative.** *Éducation et francophonie*, 50(1). <https://doi.org/10.7202/1088542ar>

Dans le cadre d'une recherche collaborative menée pendant deux ans, sept participantes ainsi qu'un chercheur et une chercheuse ont voulu savoir comment il est possible de favoriser le développement du langage oral des enfants de la maternelle 4 ans et 5 ans par l'entremise des actes de parole. Les données issues d'un questionnaire, de discussions de groupe et d'entrevues semi-dirigées ont permis d'apporter un éclairage nouveau sur des façons de favoriser le développement du langage oral des enfants de la maternelle 4 ans et 5 ans par l'entremise des actes de parole. Cette contribution présente les résultats de cette recherche ainsi que trois ressources coconstruites avec les participantes : une série de vidéos pour la formation initiale et continue du personnel enseignant de l'éducation préscolaire, une démarche pour aborder les actes de parole et un répertoire d'actes de parole considérés comme incontournables à aborder avec les enfants de 4 ans et 5 ans. Ces ressources, issues de pratiques déclarées, répondent aux besoins du personnel enseignant, dont celui d'avoir accès à des outils en lien avec le développement du langage oral des enfants pouvant être utiles à leur pratique.

Dumouchel, M., & Lanaris, C. (2022). **La gestion de la classe intégrée aux didactiques : vers un enseignement cohérent.** Consulté à l'adresse <https://www.puq.ca/catalogue/livres/gestion-classe-integree-aux-didactiques-3718.html>

Durkin, D. B. (2022). **Pedagogy of a Pandemic (Remains of the Day).** *College Teaching*, 70(2), 161-163. <https://doi.org/10.1080/87567555.2021.1909527>

This Commentary is designed for an interdisciplinary context, in classes where students are asked to produce a significant piece of writing. It draws from pandemic pedagogies several key writing and response strategies. The innovations may inspire and strengthen the paradigm shift toward online learning, while they retain an emphasis on writing process over product. Pedagogy of a Pandemic first describes break-out rooms where composing is featured - their use as a way to activate student-centered learning and facilitate "point of need" instructor response. It then turns to "Protected Writing," which can heighten social supports and diminish distractions and competing demands. Protected Writing can circumvent writing anxiety (and Writer's Block), which has undermined academic careers. The pedagogy described here meshes with decades of composition theory on process-based writing, decentered classrooms, in-process instructor response, and causes of writer's block. It is supported by recent applications of neuroscience on the limbic system, the seat of motivation and meaning. Instructors who

fear loss of “instructional time” to Protected Writing may benefit by more fully understanding its long-term value.

Ferri, G. (2023). **Embodied others and the ethics of difference. Deterritorialising intercultural learning.** *Pedagogy, Culture & Society*, 31(2), 269-282. <https://doi.org/10.1080/14681366.2022.2164340>

This paper investigates the embodied character of the relationship self-other in intercultural communication. I review Levinasian characterisations of the face of the other that are adopted in intercultural ethics to counteract cultural essentialism and I argue that these do not fully address the embodied relationality underpinning intercultural encounters. Employing the notion of a carnal hermeneutics, I look at the relation self-other to consider the implications of the epistemic erasure of ‘othered’ bodies and their struggles for recognition. In doing this, I interrogate the effects of positioning the body at the centre of intercultural learning space to deterritorialise intercultural education and to problematise the separation between body and mind, self and other, and intercultural communication understood primarily through the medium of English language learning.

Frenay, M., & Wouters, P. (2022). **Pédagogie universitaire.** In A. Jorro, *Dictionnaire des concepts de la professionnalisation* (2ème éd., p. 299-302). <https://doi.org/10.3917/dbu.jorro.2022.01.0299>

Frimberger, K. (2023). **‘Reading intercultural encounters as art’: the call of the other and the relevance of beauty.** *Pedagogy, Culture & Society*, 31(2), 283-304. <https://doi.org/10.1080/14681366.2022.2164343>

This article explores intercultural education research about intercultural encounters as aesthetic phenomena. I will argue that Gadamer’s notion of hermeneutical identity when encountering an artwork can enrich intercultural education studies’ (IES) conceptualisations of an event-based research and pedagogy, conceived as a mode of response to a personal address. Drawing on Emmanuel Levinas’ ethics as first philosophy, IES’s current ethical turn posits responsibility for the (radical) other (as a pre-ontological being-in-relation) – with the resulting fracturing of our self-directing ego – as the first reality of the self. In this article, I argue that Gadamer’s hermeneutics speak to the curious methodological paradox, which results from IES’ turn to Levinas. Here, Gadamer provokes fruitful methodological questions as to the kind of ‘research aesthetic’ that could plausibly emerge from such event-based research and pedagogy – when it seeks to sustain ontological/epistemological openness and not give (fully) into the ‘betrayal’ of (scientific) language.

Ghasemi, F. (2022). **Exploring middle school teachers’ perceptions of factors affecting the teacher–student relationships.** *Educational Research for Policy and Practice*, 21(2), 201-216. <https://doi.org/10.1007/s10671-021-09300-1>

As a context-dependent phenomenon, the teacher–student relationships (TSR) remain an under-researched field. The purpose of this study was to voice teachers’ perceptions of the influential factors affecting TSR. Using a qualitative phenomenological design, we attempted to present a detailed description of teachers’ perceived factors influencing TSR. The participants (N = 17) were English language teachers with different professional Backgrounds (Mage = 31.27; experienced = 9, novice = 8) teaching in public middle schools of Iran. Data was collected through intensive semi-structured interviewing and

analyzed by a five-step approach applied to phenomenology in psychological research. Data analysis revealed three general themes regarding teachers' perceptions with several components. We found that teachers' effective classroom techniques such as teacher attention and verbal immediacy were perceived as the dominant factors influencing TSR quality. Also, effective contextual factors, as well as participants' attributes and behaviors as the influential factors in TSR, were discussed by the teachers to understand their perceived dimensions of TSR. The findings of this study could be used in teacher education programs to design positive interventions for enhancing teachers' understanding of the factors involved in TSR.

Gunn, L. H., Ghosh, S., ter Horst, E., Markossian, T. W., & Molina, G. (2022). **Respecting Opposing Viewpoints through Debate and Discussion of Controversial Public Health Issues: A Double-Blinded Active Learning Design.** *College Teaching*, 70(2), 186-195. <https://doi.org/10.1080/87567555.2021.1910477>

In a polarized society, it is a university's responsibility to offer courses that explore highly controversial issues. Traditional forms of debate may create barriers to knowledge and entrenchment of perspectives, with students self-limiting their ability to develop informed opinions. We describe an active learning, double-blinded approach to in-class debate and discussion, which provides a safe space in which students learn about perspectives with which they may deeply disagree. The viewpoint of a controversial topic that students are asked to defend is determined at random on the presentation day, so students need to prepare both viewpoints. An evidence-sustained debate is required, with all arguments referenced using reliable sources. Respectful and professional discussion is also required. Students are expected to provide quality, evidence-based presentations regardless of viewpoint, and be respectful with their peers. The assignment facilitates learning about politically charged opposing viewpoints while maintaining personal privacy, which enhances safety. In an era of profound political divisiveness and incivility, this approach encourages respectful exchanges of opposing arguments and ideas.

Gutierrez Keeton, R., Mendoza, Y., Zarate, M. E., & Magruder, E. D. (2022). **Teaching Faculty to Reach First-Generation College Students: The Impact of a Professional Development Course on Faculty.** *College Teaching*, 70(2), 152-160. <https://doi.org/10.1080/87567555.2021.1909526>

The Teaching First-Generation College Students Across Cultural Strengths course was developed in the context of a large-scale initiative to eliminate equity gaps in graduation rates within the California State University system. The online course enabled faculty to revise curriculum and instructional practices in the summer and support implementation in fall. Faculty developed the course using Longerbeam and Chávez's cultural framework for teaching and learning to help faculty understand why and how to make modifications to deepen learning for first-generation college students by drawing upon students' strengths. This study reports the impact on faculty practice and their beliefs about their students and themselves.

Hajar, A., & Manan, S. A. (2022). **Emergency remote English language teaching and learning: Voices of primary school students and teachers in Kazakhstan.** *Review of Education*, 10(2), e3358. <https://doi.org/10.1002/rev3.3358>

This qualitative study documents the experiences of 38 Grade 5 students and their six female teachers from four state-maintained schools in Kazakhstan teaching/learning English during emergency remote teaching and learning (ERT&L). It was guided by

Kearney et al.'s (2012) framework that provides three dimensions that influence individuals' teaching and learning experience when using technological devices: personalisation, collaboration and authenticity. The data collected through online individual interviews and students' drawings suggest that the participants asserted their agentic reflexivity and critical awareness of the advantages and drawbacks of their ERT&L experiences. Several teachers indicated that although ERT&L helped them make financial and professional gains, they had difficulty assessing their students' progress online, and work overload had negative impacts on their well-being and quality of life. Many students criticised some English teaching practices during COVID-19, including the allocation of more homework, and lack of co-operative activities and individual attention. The study has pedagogical implications and provides further evidence of the need for stakeholders to take the well-being of teachers into account, promote collaboration between different social actors and provide teachers with proper training in the use of online platforms. It also stresses the importance of using participatory research methods involving children to capture their thoughts and interpretation of their emergency remote learning experiences.

Hardt, D., Nagler, M., & Rincke, J. (2022). **Tutoring in (Online) Higher Education: Experimental Evidence** (CESifo Working Paper Series N° 9555). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9555.htm>

Demand for personalized online tutoring in higher education is growing but there is little research on its effectiveness. We conducted an RCT offering remote peer tutoring in micro- and macroeconomics at a German university teaching online due to the Covid-pandemic. Treated students met in small groups, in alternating weeks with and without a more senior student tutor. The treatment improved study behavior and increased contact to other students. Tutored students achieved around 30% more credits and a one grade level better GPA across treated subjects. Our findings suggest that the program reduced outcome inequality. We find no impacts on mental health.

Harris, L., Dargusch, J., Ames, K., & Bloomfield, C. (2022). **Catering for 'very different kids': distance education teachers' understandings of and strategies for student engagement.** *International Journal of Inclusive Education*, 26(8), 848-864. <https://doi.org/10.1080/13603116.2020.1735543>

Compulsory distance education has always sought to be inclusive, providing educational opportunities for K-12 students unable to attend mainstream, face-to-face schools for medical, geographical, or personal reasons. However, how to effectively engage these diverse learners has remained a perpetual challenge, with a need for further investigation into the nature of student engagement with compulsory school distance contexts and how teachers can best support it. This qualitative study used focus groups (n=2 groups, n=16 participants) to examine teacher definitions and student engagement strategies within eKindy-12 distance education in Queensland, Australia. Categorical analysis was conducted using a priori codes for definitions, focusing on four previously established engagement types (i.e. behavioural, emotional, cognitive, and agentic engagement), and in vivo codes for strategies. Teacher definitions focused strongly on behavioural engagement, but most also contained elements of emotional and cognitive engagement; agentic engagement was only occasionally evidenced via practice descriptions. Teachers described engaging students by: building relationships, creating a safe classroom environment through differentiation, using inclusive technological tools to facilitate interaction and monitor progress, making learning fun

and relevant, drawing on school-wide pedagogical frameworks and teaching strategies, and encourage self-regulation. Findings suggest distance education teachers face unique challenges around evidencing engagement and supporting student agency.

Heideman, P. D., & Laury, Jessica. E. (2022). **Ultra-Short Presentations with Immediate in-Class Public Feedback to Enhance Skill Development with Low Class Time and Instructor Time**. *College Teaching*, 70(2), 196-205. <https://doi.org/10.1080/87567555.2021.1913395>

The development of oral presentation skills requires multiple opportunities to present and receive focused feedback. In typical discipline-based and general-education courses, class time is precious, and even when oral presentations are part of a course, students may receive only one or two opportunities to present with feedback. Here we describe an approach to develop presentation skills with ultra-short, one-minute presentations followed immediately by brief, supportive, focused, public in-class instructor feedback. Feedback is offered as one positive comment (one thing I liked) and one targeted goal for improvement (one thing to work on). The short time frame maximizes the number of iterative cycles of practice, feedback, and implementation of feedback. This approach was used with students in several semester-long courses offering three to eight opportunities to present. Students took anonymous surveys immediately after the course experience and again up to two and a half years post-experience. Over 95% reported that they learned a great deal about how to improve their own presentations by watching other presentations and hearing the instructor's immediate feedback. Respondents reported lasting gains in skills, increased confidence in their public speaking abilities, and all would recommend the experience to others.

Houben, L., Bouchard, C., Mroué, R., & Maillart, C. (2022). **Portrait de la qualité des interactions pour soutenir l'oral des enfants dans des classes de maternelle en Belgique**. *Éducation et francophonie*, 50(1). <https://doi.org/10.7202/1088543ar>

Cet article vise à dresser un portrait de la qualité des interactions dans les classes de deuxième maternelle (soit des enfants âgés de 4 à 5 ans) en Belgique francophone et à dévoiler les profils d'interaction présents chez le corps enseignant. L'outil CLASS® Pre-K (Classroom Assessment Scoring System®) a permis d'observer la qualité des interactions auprès de 92 personnes enseignantes. Nos résultats démontrent que, pour le soutien émotionnel et l'organisation de la classe, très peu de personnes enseignantes (respectivement 3 % et 6 % de l'échantillon) obtiennent des scores faibles. À l'inverse, pour le soutien à l'apprentissage, la majorité de notre population (90 %) est caractérisée par des scores faibles et seulement 10 % des personnes enseignantes atteignent des scores de qualité moyenne. Nos données dévoilent également cinq profils d'interaction distincts, dont deux profils se caractérisant par des scores élevés au soutien émotionnel et à l'organisation de la classe, et trois profils se définissant par des scores très faibles au soutien à l'apprentissage. Cet article confirme toute l'importance de tenir compte des particularités de chaque profil de la qualité des interactions, et d'individualiser des dispositifs de développement professionnel sur cette base. Cette émergence de l'individualisation des dispositifs est effectivement prometteuse pour atteindre une amélioration des pratiques enseignantes qui soutiennent l'oral des enfants.

Humes, W. (2022). **The 'Iron Cage' of Educational Bureaucracy**. *British Journal of Educational Studies*, 70(2), 235-253. <https://doi.org/10.1080/00071005.2021.1899129>

Teachers in many countries complain that their pedagogic work is impeded by unreasonable bureaucratic demands by government agencies. This paper suggests that

historical, institutional and cultural perspectives are needed to understand the processes at work. It draws on Weber's classic study of bureaucracy, but also makes reference to claims that traditional bureaucracies have been modified in ways that ameliorate their authoritarian character. The central part of the paper examines the attempts of one country (Scotland) to address complaints about excessive bureaucracy: it is argued that they show a limited understanding of the nature of institutional power. In the discussion that follows, a number of critical interpretations are considered: that bureaucracies are, by their very nature, anti-educational; that they undermine ethical consciousness and cause psychological damage; and that enhanced professionalism can serve as a counterweight to bureaucratic tendencies. The paper ends by suggesting that the powerful pragmatic argument that mass, state-run educational systems cannot function without complex administrative structures, should not be used to disguise the fact that they have unintended consequences, some of which tend to subvert their stated aims.

Jugé-Pini, I., Plateau, J.-F., & Coulibaly, B. (2021). **La « distance proximale » à l'épreuve du dispositif « Ma classe à la maison »**. *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6203>

Notre étude poursuit l'objectif d'identifier les effets socio-éducatifs et affectifs du premier confinement lié à la Covid-19 sur la relation pédagogique. Sur le terrain éducatif, le principe de « continuité pédagogique » a nécessité la mise en place du dispositif « Ma classe à la maison ». Aussi observons-nous le ressenti des professeurs et des élèves à travers la notion de « distance proximale » (Paquelin, 2011). Une enquête quantitative et qualitative menée auprès d'enseignants et de 106 lycéens permet d'étayer les questions suivantes : Le « distanciel » produit-il de la proximité ? Quel rôle jouent les émotions dans la relation professeur-élève à distance ? Cette expérience peut-elle avoir des effets pérennes sur l'accompagnement en présentiel ? Les résultats fournissent des pistes de réflexion sur : a) le paradoxe d'une proximité à distance ; b) la reconnaissance assumée de la place des émotions dans la relation triangulaire élève-enseignant-savoir ; c) les limites de la transférabilité dans le secondaire de l'expérience à distance sur les pratiques pédagogiques hors contexte sanitaire.

Karst, K., Bonefeld, M., Dotzel, S., Fehringer, B. C. O. F., & Steinwascher, M. (2022). **Data-based differentiated instruction: The impact of standardized assessment and aligned teaching material on students' reading comprehension**. *Learning and Instruction*, 79, 101597. <https://doi.org/10.1016/j.learninstruc.2022.101597>

The paper analyzes the efficacy of a data-based differentiated instruction (DBDI) intervention in addressing growing achievement-related heterogeneity in school. The intervention consisted of a reading strategy training conducted by teachers, in which 27 secondary-school classes (nstudents = 656) participated. The propensity-matched control group consisted of another 27 classes (nstudents = 558). Linear mixed models showed that students of the intervention classes had no greater gain in reading competence on average compared to students of the control classes. However, the groups differed regarding the learning gain at different achievement levels. In the control group, the gain was greatest for the low achievers and lowest for the high achievers. This imbalance was not found in the intervention group, where the learning gain was similar for students of each achievement level. This shows that DBDI is a tool for addressing achievement-related heterogeneity which empowers teachers to cater to the differences between students.

Kennel, S., & Boléguin, V. (2021). **L'accompagnement tutoral en période de pandémie : obstacles et opportunités de la distance**. *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6319>

Notre étude, tirée d'une enquête réalisée en février 2021 auprès des 247 tuteurs de l'université, s'intéresse à la perception que les tuteurs étudiants recrutés en France dans le contexte pandémique de 2020-2021 ont à la fois de leur mission mais également de l'expérience étudiante des pairs qu'ils ont tutorés. Nos données donnent d'abord à connaître, à côté d'une description par les tuteurs des difficultés rencontrées par les étudiants tutorés pendant la pandémie, la relation entre résistance au décrochage d'une part et modalités de suivi (en présence ou à distance) et difficultés liées au numérique d'autre part ; ensuite, l'analyse des verbatims confirme que les interactions en présentiel, quand elles sont possibles, sont préférées aux rencontres à distance. Les tuteurs expriment un sentiment constant d'utilité mais également des difficultés portant essentiellement sur les conditions de l'activité et leur formation. Ils expriment le souhait d'un encadrement plus conséquent, l'accès à des outils de visioconférence ainsi qu'à des ressources pédagogiques et un accompagnement au développement de leurs compétences de tuteurs.

Kirchner, M., & London, M. (2022). **The Co-Created Classroom: Enhancing Students' Professional Identity through a Teaching Apprentice Assignment**. *College Teaching*, 70(2), 206-218. <https://doi.org/10.1080/87567555.2021.1915235>

Professional identity development of students is an often discussed but never resolved issue in higher education. To facilitate a shift toward developing students' professional identity, we propose a pedagogical model where students are tasked with developing and providing instruction to their classmates during a 75-minute teaching session. Students work collaboratively with the instructor to design and implement class sessions, enhancing involvement and engagement with the material. Through the assignment, students receive extensive coaching, are empowered to make decisions, and collect peer feedback from their classmates. In this article, we offer anecdotal evidence which suggests that the inclusion of a co-created classroom assignment in college courses may support students' professional identity development while deepening all students' understanding of course content.

Lafleur, F., Nolla, J.-M., & Samson, G. (2022). **Autoévaluation en formation à distance: intérêts, logiques et stratégies**. Consulté à l'adresse <https://www.puq.ca/catalogue/livres/autoevaluation-formation-distance-4131.html>

Lanoix, A., Gérin-Lajoie, S., Éthier, M.-A., Poellhuber, B., & Roy, N. (2021). **Présence transactionnelle et dimensions du soutien aux apprenants dans la formation à distance au secteur des jeunes. Retour sur une première année d'expérimentation**. *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6140>

L'article présente les premiers résultats d'une recherche qui porte sur la formation à distance au secteur des jeunes pour les cours du domaine de l'univers social au deuxième cycle du secondaire au Québec. Prenant appui sur le concept de présence transactionnelle et sur les dimensions du soutien aux apprenants en formation à distance, les résultats de la recherche indiquent que, selon la vision des enseignants, les élèves vivent des difficultés d'ordre motivationnel. Parallèlement, les enseignants peinent à assurer une présence forte auprès des élèves pour les soutenir.

Lavoie, C., Nizet, I., Gousset, A., Lépine, M., & Hétu, S. (2022). **L'évaluation de la compétence à communiquer oralement en contexte de cercles de lecteurs au primaire.** *Éducation et francophonie*, 50(1). <https://doi.org/10.7202/1088550ar>

Pour le personnel enseignant, l'évaluation de l'oral demeure une pratique complexe puisqu'elle est immatérielle et caractérisée par une hétérogénéité d'usages et de normes. Son enseignement pose aussi divers défis. Les combiner à un nouveau dispositif d'apprentissage, les cercles de lectrices et de lecteurs, ajoute un degré de complexité supplémentaire. Les enjeux de l'évaluation de l'oral dans ce dispositif résident dans le fait que les interactions sont spontanées et principalement en groupe de pairs. Dans les cercles de lecteurs et de lectrices, les élèves discutent, à partir de leurs connaissances, de notions et de stratégies de lecture littéraire, de leurs pratiques personnelles de lecture, de leurs préférences et des motifs les ayant amenés à choisir l'oeuvre qu'ils mettent en valeur. L'objectif de l'article est d'identifier les conceptions et les défis de l'évaluation de l'oral rencontrés lors de la mise en place de tels cercles. Les résultats d'une recherche-action en cours menée avec 10 enseignantes québécoises du primaire font état de leur conception initiale de l'évaluation de l'oral et de la lecture. Des entretiens semi-dirigés permettent d'affiner la compréhension des défis qu'elles rencontrent lors de l'évaluation de l'oral en contexte de cercles de lecteurs, ainsi que les mécanismes de référencement de l'évaluation qu'elles mettent en place. La discussion présente des propositions didactiques pour l'évaluation de la compétence à communiquer oralement dans des situations spontanées et polygérées.

Lawson, T. J. (2022). **Effects of Cued-Recall Versus Recognition Retrieval Practice on Beginning College Students' Exam Performance.** *College Teaching*, 70(2), 181-185. <https://doi.org/10.1080/87567555.2021.1910124>

Cognitive psychologists have found that taking practice tests improves students' learning, and some claim that tests that require recall are more effective than those that require recognition. This study examined whether recognition (i.e., multiple-choice) quizzes were as effective as cued-recall (i.e., fill-in-the-blank) quizzes for improving introductory psychology students' exam performance. Chapters covered on each of four exams were assigned to either a no-quiz, fill-in-the-blank-quiz, or multiple-choice-quiz condition, and I evaluated students' average exam performance on questions related to each quiz condition. Both the multiple-choice and fill-in-the-blank quizzes improved students' exam scores, and there was no significant difference in the effectiveness of the two types of quizzes.

Leroy, G. (2022). **Sociologie des pédagogies alternatives.** Consulté à l'adresse https://www.editionsladecouverte.fr/sociologie_des_pedagogies_alternatives-9782348055256

Les analyses sociologiques des pédagogies alternatives sont rares. Or le paysage pédagogique contemporain est celui de l'émergence ou de la résurgence d'alternatives : pédagogies néo-Montessori, écoles démocratiques, Steiner, instruction en famille, etc. Quel est l'état des savoirs sur ces nouvelles pratiques ? Comment les penser dans un monde où les valeurs néolibérales gagnent du terrain ? Quelles pédagogies paraissent aujourd'hui "rationnelles", c'est-à-dire capables de réduire les inégalités sociales en expansion ? Quelle place les pédagogies critiques peuvent-elles tenir dans ce paysage, si leur but est de subvertir les dominations de classe, de genre, de race ou de sensibiliser aux enjeux environnementaux ? L'objectif de cet ouvrage est de replacer les pédagogies nouvelles, ou alternatives, dans la réalité des mondes sociaux

actuels et passés. Il présente leur histoire, leurs acteurs, leurs méthodes et s'interroge sur leur capacité à faire réussir les moins bien dotés par leur milieu d'origine

Loya, K. I. (2022). **Toward Deliberate College Teaching: A Constructivist Grounded Theory.** *College Teaching*, 70(2), 247-254. <https://doi.org/10.1080/87567555.2021.1920880>

Deliberate college teaching can empower learners and help instructors foster welcoming and inclusive classrooms for all students. Yet, despite a growing literature on effective pedagogies, college teaching practices are largely outdated and often fail to respond to students' needs. This grounded theory examined the teaching approaches of 25 instructors at an academic department in a US university. Findings show that instructors engage in a constant process of self-questioning that guides their practice. Three teaching orientations illustrate how some faculty move from adoptive to experimental to deliberate instruction. Specific recommendations for faculty and administrators to bolster deliberate teaching are presented.

Ma, L., Xiao, L., & Hau, K.-T. (2022). **Teacher feedback, disciplinary climate, student self-concept, and reading achievement: A multilevel moderated mediation model.** *Learning and Instruction*, 79, 101602. <https://doi.org/10.1016/j.learninstruc.2022.101602>

Research has confirmed the importance of teacher feedback on student learning. The mechanism of how they are related, however, is not clear enough. In this study, we explored this relation with 60,501 fifteen-year-old students from collectivistic and individualistic cultures in PISA 2018. Importantly, we examined the possible mediating role of reading self-concept and the moderating role of disciplinary climate at both student level and school level in multi-level structural equation models (MSEM). Results demonstrated that the association between teacher feedback and reading achievement was significantly mediated via reading self-concept at student level across cultures, and this indirect effect was significant irrespective of the disciplinary climate level. Moreover, results showed that a positive disciplinary climate would facilitate the building of students' reading self-concept which subsequently would enhance their reading achievement at school level. This study has important theoretical, practical, cross-cultural, and methodological implications for teacher feedback research and student learning.

Ma, W., & Luo, Q. (2022). **Pedagogical practice and students' perceptions of fully online flipped instruction during COVID-19.** *Oxford Review of Education*, 48(3), 400-420. <https://doi.org/10.1080/03054985.2021.1994382>

With courses being moved online because of COVID-19, there is a need for exploring innovative and effective online teaching models. This article firstly introduces the pedagogical practice of the fully online flipped instruction (FOFI), an adaptation of the flipped classroom approach that is employed completely online, which has been adopted for EFL undergraduates in China during COVID-19 based on video conferencing and prior experience in Small Private Online Course (SPOC)-based flipped classrooms. A questionnaire and two focus group discussions were conducted to investigate students' perceptions of this model. The data were collected and analysed quantitatively and qualitatively, which reveal their positive perception concerning teacher instruction, varied interaction, and multifunctional platforms. However, less motivated students hold contrasting opinions on learning platforms and online interaction. This study also demonstrates that students' interests, self-regulation, and

learning environment significantly affect learner experience and learning outcomes. The implications for the implementation of FOFI are further discussed.

Manoff, I., & Ruitenberg, C. W. (2023). **Returning to the other, returning to Levinas: the impossibility of satisfaction in intercultural communication.** *Pedagogy, Culture & Society*, 31(2), 253-267. <https://doi.org/10.1080/14681366.2022.2164342>

How can Levinas's work help language educators respond ethically to encounters with students? This paper considers this question in the context of adult immigrants learning an additional language, and is interested specifically in the existential aspects of language learning. How does the experience of coming into being in a new language play out in the classroom encounter, and how, if at all, can language teachers respond ethically to this experience? The paper discusses three challenges when considering Levinas's ethics to answer this question. The first is that language education is dominated by what Levinas calls 'the Said'. The second is that the impossibility of knowing whether one has responded ethically results in a compulsive return to the pedagogical scene. The third and final challenge involves the tensions between Levinas's ethics and political critiques of language education.

Min, M., Lee, H., Hodge, C., & Croxton, N. (2022). **What Empowers Teachers to Become Social Justice-Oriented Change Agents? Influential Factors on Teacher Agency toward Culturally Responsive Teaching.** *Education and Urban Society*, 54(5), 560-584. <https://doi.org/10.1177/00131245211027511>

Culturally Responsive Teaching (CRT) has gained significant attention across diverse school environments in justice by supporting students from culturally underrepresented groups. However, how teachers develop their agency toward inclusive practices and what influences the agency developed have been undertheorized and underexplored. This study aims to identify factors that support teachers' initial enactment of CRT and what strengthens or weakens the positive agency developed. This study is guided by a grounded theory approach. Sixteen in-service teachers' semi-structured interview transcripts were analyzed using the constant comparative method. Four themes emerged from each of the research questions. Theoretical and practical implications are discussed to better support in- and pre-service teachers' growth toward becoming social justice-oriented change agents with CRT practices.

Moulin-Stožek, D., Kurian, N., & Nikolova, A. (2022). **Virtue as a response to pandemic and crisis.** *Oxford Review of Education*, 48(3), 289-302. <https://doi.org/10.1080/03054985.2021.1973983>

One response to the coronavirus pandemic has been for educators, public health experts and politicians to emphasise the importance of empathy, compassion, care, or similar human qualities in tackling the crisis. We explore these claims philosophically in regard to education. What moral attributes are relevant to a crisis such as a pandemic? How should they be conceptualised? And, how may they be cultivated? We argue that conceptions of education that aim to promote virtue could make a valuable contribution in responding to global crises. However, revision is needed to ensure that any appeal to virtue also adequately considers issues of social justice. We begin our discussion by offering a critique of the 'turn to character' – a heterogeneous and wide-ranging movement in public policy and the academy that had considerable impact on educational discourse prior to the pandemic. We then consider how character education may be reconceptualised to address issues of collective action and social

justice that inevitably arise from crises such as the pandemic. We conclude virtue is an appropriate response to pandemic, but only insofar as virtues are understood reciprocally and inherently related to practices that are mutually beneficial, as opposed to being conceptualised primarily as the traits of individuals.

Naughton, M. R. (2022). **College-Bound Figured Worlds: Case Studies of Three Urban High Schools.** *Education and Urban Society*, 54(5), 515-537. <https://doi.org/10.1177/00131245211027541>

This qualitative case study explored the unique ways recent college graduates serving as full-time, near-peer mentors supported students along the path to college in three different urban public high schools. By applying the theory of figured worlds to school spaces and practices, this study sought to both define the physical and figurative ways mentors helped students envision and enact college-bound identities and compare and contrast the differences in these spaces across schools. Data and thematic analysis indicate that promoting the development and enactment of college-bound identities requires intentionality about how school culture, people, and policies enable real and figurative spaces for college-bound exploration and support.

Netter, J., & Régibier, L. (2021). **Aider les élèves à apprendre à l'école en période de confinement.** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.5930>

Le confinement du printemps 2020 a vu disparaître la coprésence physique caractérisant l'enseignement en classe, conduisant les enseignants à faire évoluer leurs pratiques d'accompagnement du travail des élèves. L'article, appuyé sur une enquête ethnographique mêlant observations de classes virtuelles synchrones, entretiens rétrospectifs et questionnaire de cadrage, met au jour la montée en puissance durant cette période d'une aide indirecte visant à faciliter le travail des élèves seuls à domicile ou avec leurs parents. Il montre aussi que, parallèlement à ce développement, certains enseignants ont tenté de rétablir un étayage direct, notamment destiné à accompagner les élèves les plus fragiles. Cet étayage, contraint par l'usage nouveau d'outils numériques, s'est heurté à des limites imprévues comme le manque de visibilité sur l'activité des élèves ou la difficulté à montrer du doigt, qui ont amené les enseignants à produire des ajustements permanents et à tester des possibilités auparavant peu explorées de ces outils. Paradoxalement, le confinement pourrait alors avoir contribué à les convaincre de la nécessité d'un travail sur les difficultés des élèves.

Nielsen, D., Nititham, D. S., & Polizzi, M. (2022). **Interdisciplinary Team Teaching: Reflections on Praxis and Pedagogy in an Undergraduate Classroom.** *College Teaching*, 70(2), 219-226. <https://doi.org/10.1080/87567555.2021.1915236>

Much scholarship available on team-teaching focuses on K-12 programming, with limited examples in post-secondary education. Adding to the growing research on college-level team-taught courses, this reflection describes how interdisciplinary team-teaching can offer not only a pedagogically innovative experience for students but also highlight the strengths of the faculty in their teaching and research areas. In addition to reviewing the differences between interdisciplinary and multidisciplinary curricula, we reflect on our experience delivering Globalization as a team-taught course, designing learning outcomes and course material, and negotiating classroom strategies, highlighting successful components and considering future iterations.

Ökmen, B., & Kılıç, A. (2022). **Developing the instructional process in the layered flipped learning model for secondary school English courses.** *Educational Research for Policy and Practice*, 21(2), 147-175. <https://doi.org/10.1007/s10671-021-09297-7>

The aim of this research is to provide an example of how English language teaching practices can be arranged according to the layered flipped learning model. One of the qualitative research methods, the "action research" method, was used in this study. The research was conducted with fifth grade students in a secondary school in the Western Black Sea region of Turkey in the 2017/2018 academic year. In order to increase the validity of the data and enrich the meaningfulness of the results, data diversification was made. In this research, content analysis method was used to analyze and interpret the data. As a result of the research, it was observed that layered flipped learning model meets the interests and needs of the students and leaves the responsibility of learning to the students. Also it was observed that students preferred tasks for group work and this contributed to the fun of the lesson, to more effective learning, and to increased levels of active participation, motivation. Based on the results reached at the end of the research, it was thought that activities in the teaching process should be layered and each level should be preparatory to the other.

Paquelin, D., & Bois, C. (2021). **De l'alliance thérapeutique à l'alliance pédagogique : l'essence d'une collaboration éducative.** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.6374>

De nombreuses recherches rappellent l'importance pour un étudiant en formation à distance ou en présentiel d'être motivé pour réussir ses activités d'apprentissage et son cheminement scolaire. Cette motivation semble liée à la qualité de la relation pédagogique, et plus encore à l'alliance pédagogique en formation à distance, que l'enseignant développe avec ses étudiants. Dans cette perspective, la capacité de l'enseignant à communiquer avec ses étudiants dans une formation à distance est un objet de recherche en soi d'autant que les travaux dans ce domaine sont peu nombreux, laissant de multiples interrogations quant à la nature des compétences communicationnelles à mobiliser afin de permettre à l'étudiant de persévérer et possiblement de réussir son cours.

Poproski, R., Seeley, J., & Robert, J. (2022). **The Position of Instruction: Faculty Perspectives on Forms of Address.** *College Teaching*, 70(2), 255-267. <https://doi.org/10.1080/87567555.2021.1920881>

In this paper, we examine higher education instructor preferences for forms of address from students. We share qualitative and quantitative analysis of data from a large survey of higher education instructors, considered across a range of demographic and contextual factors. Through the lens of Positioning Theory, our work demonstrates the ways in which preferences—and the reasons for those preferences—tend to vary. Ultimately, we propose that these preferences for student forms of address are driven at least in part by the much larger social context in which we teach.

Pulles, S. M., & Burns, M. K. (2022). **Alignment of K-8 mathematics interventions with strands of mathematical proficiency in meta-analytic research.** *Psychology in the Schools*, 59(6), 1192-1208. <https://doi.org/10.1002/pits.22676>

The purpose of this paper was to examine current mathematics interventions designed for students in kindergarten through eighth grade to determine how often they incorporated the five strands of mathematical proficiency identified by the National

Research Council (2001). The five strands are conceptual understanding, procedural knowledge, strategic competence, adaptive reasoning, and productive disposition. A systematic review of the literature resulted in 13 meta-analyses of that studied a total of 19 unique interventions. The five strands of mathematical proficiency were then compared to each intervention to determine with which strand(s) the intervention aligned. None of the 19 interventions contained all five strands, but interventions could be combined to enhance math proficiency. The strands of mathematics proficiency could provide a framework with which to meaningfully combine intervention components.

Riordan, S. (2022). **Improving teaching quality to compensate for socio-economic disadvantages: A study of research dissemination across secondary schools in England.** *Review of Education*, 10(2), e3354. <https://doi.org/10.1002/rev3.3354>

Since 2011, schools in England have received funds designated for improving the educational outcomes of students facing socio-economic disadvantages (SED). In response to concerns regarding the effective expenditure of these funds, school leaders have been increasingly required to justify their spending decisions and to demonstrate how decisions are informed by research evidence. As a consequence, schools appear to be increasingly attempting to reduce SED attainment gaps by improving the quality of teaching across the school. This article reviews this endeavour to bring research evidence to bear on classroom practice. It draws upon data from a large qualitative study of interviews with 167 school staff and a survey at 285 schools. In addition, I report on a review of 100 school policy documents, a review of the evidence, and a study of examination data and teacher attitudes at one school. I argue that the mechanisms to put research into practice are failing in this case. A wide variety of practices are being justified by a small number of studies of questionable relevance. In some schools, attempts to be guided by research have not had the expected positive impact, which has caused weariness and frustration. I also present evidence that, in some contexts, certain kinds of improvements to teaching may widen SED attainment gaps. I conclude that there are bureaucratic and linguistic faults in the mechanisms to disseminate research evidence in this case and argue that education researchers should incorporate these mechanisms more comprehensively into their field of study.

Sénéchal, K. (2022). **Description des pratiques déclarées, des représentations et des besoins de formation de membres du personnel enseignant en ce qui concerne l'enseignement de l'oral au primaire québécois.** *Éducation et francophonie*, 50(1). <https://doi.org/10.7202/1088546ar>

Bien que cela tende progressivement à changer, peu de membres du corps enseignant ont été spécifiquement formés à l'enseignement de la communication orale dans le cadre de leur formation initiale, et les formations continues spécialisées en didactique de l'oral ne sont pas encore très répandues ou facilement accessibles aux personnes enseignantes exerçant loin des grands centres. En vue de cerner les besoins de ces personnes relativement à l'enseignement de la communication orale au primaire, nous avons mené une recherche exploratoire sur le sujet dans la région du Bas-Saint-Laurent, au Québec. À cette fin, des groupes de discussion ont été réalisés avec 11 enseignantes et enseignants dans le but de cerner leurs expériences de formation – initiale et continue –, leurs pratiques et leurs représentations en ce qui a trait à l'enseignement de la communication orale. Cette contribution est donc l'occasion de présenter les résultats issus de ces échanges, qui permettront d'établir les besoins à combler en matière

d'enseignement de la communication orale de ces enseignantes et enseignants du primaire québécois.

Shao, L., Levine, R. A., Hyman, S., Stronach, J., & Fan, J. (2022). **A Combinatorial Optimization Framework for Scoring Students in University Admissions**. *Evaluation Review*, 46(3), 296-335. <https://doi.org/10.1177/0193841X221082887>

Background and Objectives Selecting applications for college admission is critical for university operation and development. This paper leverages machine learning techniques to support enrollment management teams through data-informed decision-making in this otherwise laborious admissions processing. Research Design and Measures Two aspects of university admissions are considered. An ensemble learning approach, through the SuperLearner algorithm, is used to predict student show (yield) rate. The goal is to improve prediction accuracy to minimize over- or under-enrollment. A combinatorial optimization framework is proposed to weigh academic performance and experiential factors for ranking and selecting students for admission. This framework uses simulated annealing, and an efficacy study is presented to evaluate performance. Results The proposed framework is illustrated for selecting an incoming class by optimizing predicted graduation rate and by developing an eligibility index. Each example presents a selection process under potential academic performance and experiential factor targets a university may place on an admitted class. R code is provided for higher education researchers and practitioners to apply the proposed methods in their own settings.

Simonson, S. R., Earl, B., & Frary, M. (2022). **Establishing a Framework for Assessing Teaching Effectiveness**. *College Teaching*, 70(2), 164-180. <https://doi.org/10.1080/87567555.2021.1909528>

Most institutional practices to evaluate teaching are inadequate, inaccurate, neither improve teaching directly, nor incentivize teaching improvement. This is often because effective teaching is difficult to assess and most tools do not adequately or accurately do so and are often without established standards. Because of this, faculty may be hesitant to change or may not be aware of the need to change their teaching practice or how to effect such change. Here we establish a framework defining effective teaching and develop a tool that considers multiple facets of teaching and will accommodate different approaches, modes, and environments.

Simpson, A., & Dasli, M. (2023). **Concluding remarks on intercultural communication pedagogy and the question of the other**. *Pedagogy, Culture & Society*, 31(2), 325-337. <https://doi.org/10.1080/14681366.2022.2164337>

This paper constitutes the concluding remarks paper to the special issue of *Pedagogy, Culture & Society*, titled 'Intercultural Communication Pedagogy and the Question of the Other'. The paper presents our own reflections of the broader implications and possible conclusions that can be drawn from contributing papers. Here, we argue that there is one notion, which has been overlooked in the field of Intercultural Communication Pedagogy, namely, the political. In this paper, we argue that the political should not be negated, or relegated, at the expense of the ethical – instead, the political should be included in addressing and redressing the ethics of Intercultural Communication Pedagogy. We reject the liberal doxa that Intercultural Communication Pedagogy should be conceptualised along the lines of non-conflict with the other, e.g., through understanding the other or having a dialogue with the other. Instead, we propose

conceptualising the self and other relation in Intercultural Communication Pedagogy as a permanent antagonism, a permanent crisis, without resolution. In outlining our argument, we discuss some conceptual issues surrounding some postpositivist approaches and offer a way forward for Intercultural Communication Pedagogy through an engagement with the political.

Soucy, E., & Dumais, C. (2022). **La justification orale : de l'objet enseigné à l'objet utilisé.** *Éducation et francophonie*, 50(1). <https://doi.org/10.7202/1088547ar>

Cet article fait état du renouvellement des pratiques de deux enseignantes du primaire lors d'une recherche-action. Utilisant principalement l'exposé oral pour enseigner et pour évaluer les élèves, les participantes de la recherche ont transformé leurs pratiques en s'intéressant à l'oral intégré, et plus précisément à l'enseignement-apprentissage de la justification. Les résultats présentés font état, dans un premier temps, des difficultés et des besoins des participantes concernant l'enseignement de l'oral ainsi que de la réflexion des participantes quant au choix de l'objet à enseigner. Dans un second temps, les résultats présentent le déroulement de l'enseignement de la justification ainsi que des activités proposées pour amener les élèves à mobiliser leurs savoirs et leurs savoir-faire. Pour terminer, les résultats démontrent, avec la recherche-action, que les participantes ont été en mesure de renouveler leurs pratiques en enseignement de l'oral.

Soulié, M. (2022). **Enseigner en classe inversée : Mon compagnon quotidien pour faire cours autrement.** Consulté à l'adresse <https://www.esf-scienceshumaines.fr/education/411-enseigner-en-classe-inversee.html>

Marie Soulié, enseignante expérimentée, vous ouvre grand les portes de sa classe inversée ! Dans ce livre, entre témoignage et conseils pratiques, vous découvrez son cheminement, ses essais erreurs et les fonctionnements de sa classe inversée. L'ouvrage répond aux principales questions que se posent un enseignant avant de démarrer : - Pourquoi se lancer ? - Comment amorcer une classe inversée ? - Comment concevoir une capsule ? - Comment mettre les élèves en activité ? - Comment utiliser les outils numériques ? - Comment communiquer sur son fonctionnement ? L'auteur partage les points essentiels pour une bonne organisation, revient sur certaines idées reçues et ouvre des perspectives d'innovation et de créativité pédagogique. Mais surtout, elle donne à voir le cheminement essentiel vers un changement de posture qui doit être au service des apprentissages des élèves. Ce livre est votre compagnon quotidien pour construire une classe inversée tournée vers la motivation et la réussite des élèves.

Thien, L. M. (2022). **Psychometric analysis of a Malay language version of the Principal Instructional Management Rating Scale.** *Educational Management Administration & Leadership*, 50(4), 711-733. <https://doi.org/10.1177/1741143220942514>

The extent to which the Principal Instructional Management Rating Scale (PIMRS) is sensitive and appropriate to be used in different cultural contexts remains underexplored in the literature. To address this research gap, this study attempts to validate a Malay language version of PIMRS by assessing convergent, discriminant, and criterion validity from a hierarchical perspective. Data were collected from 375 primary school teachers from 30 selected schools in Penang and Kedah, Malaysia. Data were analysed using partial least squares structural equation modelling approach with SmartPLS 3.2.9 software. Findings revealed that four items had to be excluded to ensure the construct validity of the third-, second-, and first-order constructs. Convergent validity and

discriminant validity were established for all the second- and first-order constructs with the statistic estimates exceeding the respective threshold. Redundancy analysis confirmed the establishment of the convergent validity of instructional leadership as a formative third-order construct. Criterion validity was established with the significant and positive effect of instructional leadership on collective teacher efficacy (CTE) ($\beta = 0.578$, $t = 14.206$). Local and international educational researchers could replicate the current validation approach in future psychometric PIMRS validation studies in a different research context.

Topping, K. J., Douglas, W., Robertson, D., & Ferguson, N. (2022). **Effectiveness of online and blended learning from schools: A systematic review**. *Review of Education*, 10(2), e3353. <https://doi.org/10.1002/rev3.3353>

This systematic analysis examines effectiveness research on online and blended learning from schools, particularly relevant during the Covid-19 pandemic, and also educational games, computer-supported cooperative learning (CSCL) and computer-assisted instruction (CAI), largely used in schools but with potential for outside school. Eight research databases were searched. Studies which were non-school, before 2000, not in English, without data and duplicates were removed, leaving 1355 studies: online 7%, blended 13%, CSCL 7%, games 26% and CAI 47%. Overall, digital technology was more effective (better) than regular instruction in 85% of studies, 8% the same and 3% worse. Blended learning was considerably better than online learning. CAI was the most effective, with games and CSCL coming after blended learning, but of course CAI was not searched for and these were not widely used outside of schools. Primary and early years/kindergarten were most effective (87% better) and secondary/high next (80%). Although science and mathematics were the most popular subjects, English as a foreign language interventions were the most effective, then writing and STEM, thinking, arts/music, humanities, health and science, reading and maths, foreign languages and English in that order. Overall, females did better than males. 'Low ability' children and second language learners did especially well. Disadvantaged and special educational needs/disabled students did slightly worse. Self-efficacy was highly related to better outcomes. The limitations/strengths of the research were discussed and linked back to previous literature, a critical analysis made, and detailed implications for practitioners, policy makers and future researchers outlined. Digital technology's main advantage may be the possibility for enhanced task flexibility and learner autonomy, encouraging greater self-regulation. However, this may not be an advantage for all students.

van Dijk, A., van Gelderen, A., & Kuiken, F. (2022). **Which types of instruction in writing-to-learn lead to insight and topic knowledge in different disciplines? A review of empirical studies**. *Review of Education*, 10(2), e3359. <https://doi.org/10.1002/rev3.3359>

This review examines which types of instruction in writing-to-learn lead to effects on insight and topic knowledge in different disciplines, in grades 5–12 and in higher education. Forty-three empirical studies have been selected to answer this question. Four types of instruction are distinguished. Three of them are based on hypotheses proposed by Klein (1999) about the cognitive processes involved in writing-to-learn: Forward Search, Genre Writing and Backward Search. The fourth type, Planning Only, arises from the literature reviewed. Results of the studies show that about two thirds of the (quasi) experimental studies lead to positive effects on insight and topic knowledge for the four types of instruction. However, given the small number of experimental studies conducted, no firm conclusions can be drawn for three types of instruction. For the remaining type of

instruction, Genre Writing, a larger number of studies provide positive evidence. Suggestions for future research are discussed. Context and implications Rationale for this study It is known that instruction is needed for promoting learning by writing. The question is which specific types of instruction can be used for inciting the writing-to-learn process. Why the new findings matter The finding that the four types of instruction, especially Genre Writing, may promote learning, can serve as a reference for judging or formulating instruction. Implications for educational researchers and policy makers The outcome may be interesting for education, because it entails that one from four types of instruction, that is, Genre Writing, shows the largest positive effects. Subject teachers often are hesitant to use writing-to-learn in their teaching practice, therefore the findings may provide clearness about how to instruct it. They can use Genre Writing instruction for composing writing tasks and select the preferred content of this instruction. The authors indicate mechanisms underlying the process of writing-to-learn that may be stimulated by instruction. For researchers it can be interesting to study these mechanisms, for instance in think-aloud studies.

Vassart, C., Blondeau, B., & Colognesi, S. (2022). **Dans les coulisses de l'évaluation de l'oral par les pairs au primaire.** *Éducation et francophonie*, 50(1). <https://doi.org/10.7202/1088549ar>

Nous avons examiné ce qui se produit dans les discussions entre élèves qui négocient une rétroaction pour un pair venant de prendre la parole. Nous avons aussi observé si la répétition de cette activité pouvait modifier sa qualité et atténuer les difficultés qu'ont les élèves à la réaliser. Plus spécifiquement, quatre questions sont au centre de notre contribution : comment se déroulent les échanges entre élèves lors de l'évaluation par les pairs? Est-ce que ces fonctionnements évoluent dans le temps? Comment réagit l'élève évalué dans les échanges? Quelles difficultés rencontrent les élèves pour évaluer l'oral? Pour y répondre, nous avons analysé qualitativement les interactions de six groupes de trois à quatre élèves qui forment ensemble, à quatre reprises étalées dans le temps, des rétroactions pour leurs camarades. Les résultats font apparaître qu'au fil du temps, les élèves tendent à échanger davantage en argumentant et en justifiant leurs points de vue, et qu'ils s'impliquent de manière plus active lorsqu'ils sont évalués par leurs pairs. Les difficultés rencontrées sont liées à la gestion du temps, à la non-maîtrise des termes inhérents à la composante « voix/corps » ainsi qu'au caractère immatériel de l'oral.

Vrillon, É. (2021). **Les classes virtuelles dans un dispositif de formation professionnelle à distance : une expertise pédagogique différenciante ?** *Questions Vives. Recherches en éducation*, (36). <https://doi.org/10.4000/questionsvives.5985>

La crise sanitaire a conduit une partie des prestataires de formation à transposer leur formation à distance par l'intermédiaire des classes virtuelles. Sur ce marché concurrentiel, un organisme de formation professionnelle, spécialisé dans la formation à distance, a souhaité étudier les pratiques d'animation des classes virtuelles. La conception de ces formations, produites dans un contexte d'industrialisation de la formation en ligne, est très encadrée. Seul le temps d'animation des classes virtuelles est délégué aux formateurs chargés de l'accompagnement de ces formations. Cette étude de cas vise à comprendre comment se déroulent ces temps synchrones dans un dispositif de formation à distance faiblement ouvert, où les participants échangent peu dans la plateforme de formation. L'analyse par observation des enregistrements de 50 classes virtuelles montre que les formateurs s'en saisissent comme d'un temps

transmissif. Loin d'être un temps de remédiation à la faiblesse des échanges en ligne, leurs pratiques d'animation ne soutiennent que partiellement la « présence à distance ». À la suite de ce bilan mitigé, des évolutions dans l'ingénierie sont présentées et discutées.

Wade, M. E., Gebauer, R., Sopper, J., Muller, T. M., Kramer, S., & Leary, M. (2022). **Designing an Instrument to Measure Student Perceptions of Integrative Learning: Operationalizing AAC&U's Integrative Learning VALUE Rubric.** *College Teaching*, 70(2), 145-151. <https://doi.org/10.1080/87567555.2021.1909525>

The National Leadership Council for Liberal Education, America's Promise (2007) proposed integrative learning as one of four areas of essential learning outcomes students should develop during their collegiate experience. Traditional assessment of integrative learning has focused on the evaluation of student work. In this study, we designed a pre- and post-test tool based on the Association of American Colleges and Universities Integrative Learning VALUE Rubric introducing integrative learning to students while measuring prior student experiences connected to this topic. This instrument helps to provide a comparative analysis of students' integration of learning throughout their participation in a learning community.

Wang, M., & Xia, J. (2022). **A scale for measuring teacher leadership in early childhood education in China: Development and validation.** *Educational Management Administration & Leadership*, 50(4), 649-671. <https://doi.org/10.1177/1741143220949546>

This article describes the development of a teacher leadership scale (TLS) that can be utilized in early childhood education in China. A mixed methods research design was developed to meet the research aim, and both qualitative and quantitative data on the perceptions of teacher leadership from both middle leaders (i.e. vice-principal, key stage coordinator, subject leader) and classroom teachers were collected. In the qualitative study, semi-structured interviews with seven middle leaders and seven classroom teachers were conducted. The qualitative findings were then used for item pool generation in a quantitative study to create the TLS in four stages of development. The TLS questionnaire was distributed to 175 respondents and then to a further 419 respondents for exploratory factor analysis. The scale was further validated by confirmatory factor analysis with another 597 respondents. Its concurrent validity was also examined: teacher leadership was found to be positively associated with job satisfaction and the principal's authority openness. The article demonstrates that a four-factor model of teacher leadership as follows is psychometrically sound: (a) leading teaching and professional development; (b) characteristics of teacher leaders; (c) participating in school-wide decision-making; and (d) diversity and continuous improvement.

Xu, S. Q., & Cooper, P. (2022). **Mainstream teachers' perceptions of individual differences among students in inclusive education settings of China.** *International Journal of Inclusive Education*, 26(8), 815-833. <https://doi.org/10.1080/13603116.2020.1735541>

This paper explores how mainstream teachers, in mainland China with experience of inclusive education, perceive individual differences (ID) among students in general education classrooms. The study adopted a qualitative research approach and employed purposeful sampling and semi-structured interviews. It was found that the mainstream teachers tended to conceptualise ID among students in accordance with five categories: perceived student ability; perceived student behaviour and motivation; perceived students' personal attributes; perceived family factors and observed learning

outcomes. The mainstream teachers' particular concerns in relation to catering for ID were also revealed and discussed.

Zembylas, M. (2023). **The affective ideology of the OECD global competence framework: implications for intercultural communication education.** *Pedagogy, Culture & Society*, 31(2), 305-323. <https://doi.org/10.1080/14681366.2022.2164336>

This paper adds to the growing literature that critically examines the cultural politics of the OECD's framework of global competence by turning our attention to the 'affective ideology' underlying this framework, namely, how affect is used ideologically to produce specific subjectivities and moralities in students. Building upon the work of affect theories in education policy, this paper explores how the concept of global and intercultural competences, as it is manifested in the OECD global competence framework, constitutes a site of affective sense-making and affective governance. In particular, the analysis reveals two ways in which this happens: first, by capitalising on global and intercultural competencies as self-centred, emotional skills to sell policy and pedagogical ideas and tools; second, by using certain affects as moral imperatives to shape global competence in intercultural communication education. The paper concludes with a discussion of the research, policy, and pedagogy implications for intercultural communication education.

Zimmer, W. K., Chang, C.-N., Semma, B. M., & Fowler, D. (2022). **Developing Graduate Writing Habits and Skills: Establishing Writing Sessions with STEM Graduate Students.** *College Teaching*, 70(2), 133-144. <https://doi.org/10.1080/87567555.2021.1909524>

STEM graduate students are expected to develop strong writing skills as fundamental components of measured success. Based on a targeted learning outcome for an interdisciplinary graduate program, and a need to support STEM graduate student writing, this study analyzes the effectiveness of a writing community, implemented to assist with enhancing students' writing habits and skills. Twenty-nine STEM graduate students in various fields participated in this multi-year long study, analyzed using a Wilcoxon Signed Rank Test. The analysis demonstrated the implementation of structured writing sessions within a writing community environment enhanced students' writing habits, and development in multiple areas. Furthermore, enhancement increased students' positive perceptions of writing. Knowing the importance of writing success at the graduate level and beyond, ways to support graduate student writing must be developed to increase practice and confidence toward writing in STEM disciplines for sustainable writing and career success.

Zytnicki, J. (2022). **Élaboration de deux ateliers cirque favorisant l'inclusion scolaire des enfants avec un TSA.** *La nouvelle revue - Éducation et société inclusives*, 93(1), 215-227. <https://doi.org/10.3917/nresi.093.0215>

Quelles postures endossées par les acteurs d'un établissement scolaire ou qui s'ouvre au scolaire peuvent favoriser ou freiner les principes d'une institution mobile et inclusive tant au niveau de l'équipe que des dispositifs mis en œuvre ? En quoi les partenariats au sein des institutions favorisent-ils l'ouverture, la créativité, la mise en place d'activités partagées, les transformations des pratiques et les représentations sociales inclusives des acteurs ? Quelles sont les résistances à l'œuvre susceptibles de freiner la mobilité et les processus mutatifs que suppose une institution qui se veut mobile et inclusive ?

Relation formation-emploi

Dupuy, C., & Sarfati, F. (2022). **Gouverner par l'emploi : une histoire de l'école 42**. Consulté à l'adresse https://www.puf.com/content/Gouverner_par_lemploi

La formation doit-elle être mise au service de l'emploi ? L'accès à l'emploi doit-il être le grand organisateur de notre vie sociale ? C'est à ces questions que répondent les auteurs, à partir d'une immersion dans une école pensée comme révolutionnaire, l'École 42, fondée par Xavier Niel pour former à la programmation informatique. En racontant la conception de cette école, sa mise en œuvre et son évolution, ils montrent que cette dernière est moins l'innovation pédagogique qu'elle prétend incarner qu'une institution à la frontière entre formation et emploi, qui concentre les tendances à l'œuvre dans ces deux champs. S'engager corps et âme dans sa formation, subordonner les savoirs et les savoir-faire aux nécessités du marché, accepter de travailler gratuitement dans l'espoir d'un meilleur CV, apprendre à obéir et à travailler sans compter forment différentes dimensions d'un gouvernement par l'emploi. Gouverner par l'emploi, c'est considérer que l'emploi est un totem, que c'est l'objet autour duquel et pour lequel la société doit s'organiser

Moeis, F. R. (2022). **Unraveling the myth of madrasah formal education quality in Indonesia: a labor quality approach**. *Educational Research for Policy and Practice*, 21(2), 177-200. <https://doi.org/10.1007/s10671-021-09298-6>

Education is essential for developing labor in Indonesia. One type of formal education is madrasah education that has been historically significant in Indonesia which adds depth in Islamic subjects in addition to basic subjects. These graduates may become important as the Sharia industry continues to boom in Indonesia. However, madrasah education has shown weak labor market performances compared to general education, in terms of wages and unemployment. This may stem from a weak learning process in madrasahs which is against the 4th Sustainable Development Goals (SDGs) about equitable education. With limited studies on madrasah education performance in the labor market, using 2014 Indonesia Family Life Survey, we find: (1) madrasah education choice is influenced by parent's education and appeals to low-income families, (2) madrasah graduates have lower probability of working compared to general education graduates, (3) return of madrasah education is lower compared to general education. Therefore, policies should improve madrasah education through improvement of teachers and institution quality, support and funding for private madrasahs, and supporting Madrasah Kejuruan.

Orsmond, P., Merry, S., & Reiling, K. (2022). **Interconnected learning between university and the workplace: a socio-cultural perspective of graduate employability in the UK**. *Oxford Review of Education*, 48(3), 303-319. <https://doi.org/10.1080/03054985.2021.1978961>

Undergraduate students have been shown to spontaneously form communities of practice and social networks that support their learning and identity development. This study considers the translation of this participatory learning into professional employment following graduation. Thirteen former biological sciences students from a single UK university were interviewed following their successful transition into graduate level scientific employment. A thematic analysis of the interview transcripts revealed that these students did not learn new workplace practices from more experienced peers de novo, rather they negotiated changes to their existing university practices and hence

were able to participate as newcomers to the joint enterprise of their workplace community of practice. Hence, students' capacity for know how and know who knowledge has important implications for their employability, and this should be encouraged by maximising students' exposure to co-participatory learning both within the university and in collaboration with local community projects.

Plassard, J.-M., & Zamel, E. (2022). **Ni trop, ni pas assez mais pas... la bonne éducation ?**. **Economique de l'inadéquation horizontale entre formation et emploi**. Consulté à l'adresse <https://www.decitre.fr/livres/ni-trop-ni-pas-assez-mais-pas-la-bonne-education-economique-de-l-inadequation-horizontale-entre-formation-et-emploi-9782361702571.html>

L'inadéquation des compétences de la main-d'oeuvre aux besoins de l'économie constitue une question sociale récurrente. Le thème de la suréducation (ou de « l'inadéquation verticale : ie un écart enregistré entre le niveau d'éducation du travailleur et le niveau d'éducation requis par son emploi ») tend aujourd'hui à céder la place à la question de « l'inadéquation horizontale » définie par un décalage entre le type de formation reçue par le travailleur (spécialité, discipline) et le domaine de l'emploi exercé. Question sociale d'actualité, celle-ci s'est transformée en question de recherche par les différentes sciences sociales. L'ouvrage tente de faire le point sur les divers enjeux du problème de l'inadéquation horizontale entre formation et emploi, en investissant une littérature économique récente mais dense et ouverte aux débats contradictoires aussi bien sur les faits que sur les interprétations. Au plan théorique, l'objet d'analyse s'avère encore rétif à toute tentative d'interprétation générale. Aussi l'ouvrage présente-il en les discutant les différents corpus théoriques, avancés par l'économie du travail et l'économie de l'éducation, susceptibles de fournir des interprétations plausibles mais souvent partielles des causes et des conséquences de la suréducation. Un balayage des outils méthodologiques spécifiques proposés et des principaux résultats enregistrés par les nombreuses études nationales et internationales sur la question est aussi effectué. Ce dernier pointe les divers aspects de cet appariement imparfait enregistré entre le domaine d'éducation des travailleurs et le domaine des emplois dont l'ampleur, les causes et les diverses conséquences sur le marché du travail restent encore entachées de beaucoup d'incertitude.

Righi, R., Lopez-Cobo, M., Samoilii, S., Cardona, M., & De Prato, G. (2022). **Academic offer of advanced digital skills in 2020-21. International comparison: focus on artificial intelligence, high performance computing, cybersecurity and data science**. In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3589> [JRC Technical report]. Consulté à l'adresse Office des publications de l'Union européenne website: <https://op.europa.eu/en/publication-detail/-/publication/bddefe15-b61c-11ec-b6f4-01aa75ed71a1>

The European Commission, as part of its policy to foster digital transformation and succeed in the digital decade, promotes digital skills as a key factor to improve economic competitiveness and social justice. This report provides evidence about the availability of higher education offer in Artificial intelligence, High performance computing, Cybersecurity, and Data science in the academic year 2020-2021, so as to anticipate possible gaps (or abundance) in their offer. Following a keyword-based query methodology that captures the inclusion of advanced digital skills in the programmes' syllabus, we monitor the availability of masters' programmes and study their characteristics, such as the scope (broad and specialised), education fields in which

digital skills are taught (e.g., Information and communication technologies; Business, administration and law), and the content areas covered by the programmes. The EU's offer of AI-related specialised master's programmes is higher than that of the US. Even if the field of education dominating the offer of AI master's programmes is Information and communication technologies, noticeable shares are also observed for Engineering, manufacturing and construction. In Cybersecurity, the EU is the only area presenting a positive trend during the last year, involving both broad and specialised masters. Despite this, still the EU's related offer is lower than that of the US and that of the UK. Regarding Data science masters, the US keeps the leading position, among the areas considered for the study, in terms of number of programmes offered. (pdf, 84 pages)

Romani, C. (2022). **Le Céreq évaluateur, l'oeil dans le rétro. Mise en contexte de 50 ans de travaux d'évaluation**. Consulté à l'adresse <https://www.cereq.fr/le-cereq-evaluateur-oeil-dans-le-retro-mise-en-contexte-de-50-ans-de-travaux-devaluation>

L'anniversaire des 50 ans du Céreq invite à un retour sur le passé. Le sens de cette rétrospective est de montrer comment les travaux d'évaluation du Centre ont été influencés par l'environnement institutionnel et politique, en particulier par l'évolution des politiques éducatives, de l'emploi, de formation professionnelle, de la planification et de la réforme de l'État. Cette rétrospective est bâtie sur l'illustration. Elle ne cherche pas à recenser tous les travaux réalisés par le Centre. Le principe de sélection est celui de considérer qu'« il n'y a d'évaluation que de dispositifs publics ». Lorsqu'on porte le regard sur l'ensemble, une première évidence apparaît : le Céreq ne se définit pas évaluateur. Il se décrit comme tel à travers une grande diversité d'activités. Si on met en regard les données de contexte et les travaux réalisés, l'histoire du Céreq évaluateur peut se résumer à 5 grandes périodes. Un texte et une frise chronologique en donnent une vision synthétique.

Réussite scolaire

Aboab, D., Rollinat-Levasseur, E., & Woerly, D. (2022). **L'interculturel au prisme d'une pédagogie de la réussite étudiante : Représentations et négociations de l'action enseignante**. In A. Bretegnier, V. Delorme, & L. Nicolas (Éd.), « *L'interculturel* » dans *l'enseignement supérieur* (p. 193-210). <https://doi.org/10.17184/eac.5004>

Cet article propose l'analyse des représentations de l'interculturel perceptibles chez les étudiant.e.s et chez les enseignant.e.s telles qu'elles se révèlent dans la mise en place d'un dispositif de rencontres entre des groupes d'étudiants de FLE et d'étudiants de didactique du FLE. Nous montrons d'abord comment les étudiants peuvent sortir de l'identité moyenne qu'ils élaborent en réponse aux attentes qu'ils anticipent pour s'ouvrir à la complexité des échanges interculturels. Puis, nous étudions la façon dont l'enseignant.e peut prendre en compte les fragilités des étudiant.e.s, leurs contraintes et les rapports de force, linguistiques, culturels. Si la question de l'interculturel est au centre de l'enseignement du FLE et de celui de la didactique du FLE, le concept d'interculturalité ne rend pas compte de la totalité de ce qui est observable dans ces rencontres. En effet, dans ce dispositif, la confrontation à l'autre met en jeu de multiples paramètres, de multiples dimensions (sociales, d'expérience de vie, d'identités professionnelles, d'identités genrées, de personnalités avec leurs configurations psychologiques etc.). C'est pourquoi le travail d'atténuation, l'art du contrôle et de l'encadrement, voire l'autocensure peuvent être intériorisés et confondus avec les habiletés que les enseignant.e.s mettent en œuvre dans une formation à l'interculturel.

Abonneau, D., Tassigny, L., & Perrot, S. (2022, mai 18). **Décrocheurs scolaires: un accompagnement adapté, clé d'une intégration professionnelle réussie**. Consulté 20 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/dcrocheurs-scolaires-un-accompagnement-adapte-cle-dune-integration-professionnelle-reussie-183141>

Un travail de recherche portant sur les Compagnons du devoir montre notamment des attentes différentes chez les jeunes décrocheurs dans les zones rurales et urbaines.

Alghulayqah, A. (2022). **The impact of generative school leadership on student performance: The case of Saudi Arabia**. *Management in Education*, 36(3), 115-123. <https://doi.org/10.1177/0892020620963112>

The primary aim of this study is to facilitate interactions among the generative school leadership of high school principals in Riyadh, Saudi Arabia, to take responsibility for student performance. Existing research suggests that generative leadership is based on the principles of inclusiveness, employee creativity, knowledge transfer and delegation. The sample is based from nine principals from large high schools. To investigate this issue, this qualitative study assesses and analyses interviews and comments from participants. The findings show the high degree of centralisation and traditionalism of the Saudi Arabian educational sector, affecting creativity and inclusiveness, have a strong impact on student performance. The author recommends implementing teacher practitioner training to implement open-ended tasks teaching practices.

Bahr, P. R., Boeck, C. A., & Cummins, P. A. (2022). **Is Age Just a Number? A Statewide Investigation of Community College Students' Age, Classroom Context, and Course Outcomes in College Math and English**. *Research in Higher Education*, 63(4), 631-671. <https://doi.org/10.1007/s11162-021-09660-w>

Students 25 years of age and older comprise one-third of the population in public two-year institutions, and these students face significant disadvantages in first-year retention and eventual graduation. Successfully passing college math and college English are important steps for adult students in building momentum toward a degree. Classroom context and classroom experiences play important roles in students' likelihood of passing college math and English. However, little is known about how the contextual features and experiences that are associated with the likelihood of passing differ depending on students' age. Using multilevel models and statewide administrative data, we examine variation by age in relationships between students' likelihood of passing a college math or English course and the characteristics of the course itself, peers in the course, the instructor teaching the course, and student behaviors that may bear on course outcomes.

Bañales, J., Pech, A., Pinetta, B. J., Pinedo, A., Whiteside, M., Diemer, M. A., & Romero, A. J. (2022). **Critiquing Inequality in Society and on Campus: Peers and Faculty Facilitate Civic and Academic Outcomes of College Students**. *Research in Higher Education*, 63(4), 589-609. <https://doi.org/10.1007/s11162-021-09663-7>

Guided by Critical Consciousness Theory and the Multicontextual Model for Diverse Learning Environments, this research explored whether a critical reflection of societal inequality and a hostile campus climate were associated with collective student efficacy and grade point average (GPA) among racially/ethnically diverse students. We examined whether these relationships were mediated by positive and informal

experiences with peers or faculty. Multiple indicator multiple causes models indicated that there were no latent mean differences or differential item functioning based on students' race/ethnicity, indicating that study measures were not biased against Students of Color or white students. There was one latent mean difference based on gender, such that women were more likely than men to endorse a critical reflection of societal inequality. Structural equation modeling indicated that a critical reflection of societal inequality was positively associated with collective student efficacy and GPA. In contrast, a hostile campus climate was negatively associated with collective student efficacy, GPA, and positive and informal experiences with peers or faculty. Negative experiences with faculty mediated the association between a hostile campus climate and collective student efficacy, such that a more hostile campus climate was associated with fewer positive and informal experiences with faculty and these negative experiences, in turn, were associated with less collective student efficacy. These findings suggest that a critical reflection of societal inequality promotes positive civic and academic capacities among college students, and that support from campus members (e.g., faculty) is key to achieve these positive outcomes.

Bizopoulou, A., Megalokonomou, R., & Simion, S. (2022). **Do Second Chances Pay Off? Evidence from a Natural Experiment with Low-Achieving Students** (CESifo Working Paper Series N° 9620). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9620.htm

In several countries, students who fail end-of-high-school high-stakes exams are faced with the choice of retaking them or forgoing postsecondary education. We explore exogenous variation generated by a 2006 policy that imposed a performance threshold for admission into postsecondary education in Greece to estimate the effect of retaking exams on a range of outcomes. Using a fuzzy regression discontinuity design and novel administrative data, we find that low-achieving students who retake national exams improve their performance by half a standard deviation, but do not receive offers from higher quality postsecondary placements. The driving mechanism for these results stems from increased competition.

Blömeke, S., Jentsch, A., Ross, N., Kaiser, G., & König, J. (2022). **Opening up the black box: Teacher competence, instructional quality, and students' learning progress.** *Learning and Instruction*, 79, 101600. <https://doi.org/10.1016/j.learninstruc.2022.101600>

Existing research indicates inconsistent or at best weak predictive effects of teacher knowledge on student achievement. Data from Germany were used to examine the relation between teachers' content and pedagogical content knowledge, their perception, interpretation, and decision-making skills, the instructional quality implemented in class, and students' learning progression in mathematics. Rather than direct effects of teacher knowledge on students, we hypothesized an effect chain with multiple mediation processes while controlling for school type and student background. Multi-level modeling with 3496 students from 154 classrooms revealed a mediating role of teachers' skills and their instructional quality for the relation between teacher knowledge and students' learning progress. Effect sizes were medium to strong, and the model explained a large amount of variance. No direct effects of teachers' knowledge on student progress were found. We discuss our findings with respect to the teacher-competence-as-a-continuum model and with respect to future research.

Cabot, I. (2022). **Utilisateurs et non-utilisateurs des centres d'aide en français au postsecondaire : une étude comparative par la méthode d'appariement cas-témoin.** *Canadian Journal of Higher Education*, 52(1), 125-138. <https://doi.org/10.47678/cjhe.v52i1.189121>

Given the lack of formal information that helps to identify the effectiveness of post-secondary academic support centres, questions have been raised about what distinguishes students who use those services from those who do not. In order to examine the potential effectiveness of these success support structures, a comparative exploration of users and non-users of French language help centres (FHCs) was conducted at four higher education institutions. The case-control matching method was applied in order to optimize control for six confounding variables, determined by linear regression analysis. Thus, comparative analyses were conducted using paired group t-tests. The variables compared were motivation to use CFO services, fear of negative judgement, and performance in French classes. The main results indicate that expectations of interest in the activities determine students' tendencies to request them. Among users, the usefulness attributed to the services received was lower than what they initially expected. Nevertheless, at the end of the semester, their performance in French courses was higher than that of their non-user peers. These results are discussed in terms of the need to make the effectiveness of help centres more explicit to students, and lead to practical recommendations for doing so. Further studies should explore the effectiveness of various post-secondary academic help centres (disciplinary or multidisciplinary) in Canada in order to maximize their potential for positive impact on academic success.

Cook, A. M. (2022). **Margins that Matter: Exploring the Association Between Academic Match and Bachelor's Degree Completion Over Time.** *Research in Higher Education*, 63(4), 672-712. <https://doi.org/10.1007/s11162-021-09664-6>

There is a well-documented relationship between academic match and bachelor's degree completion; students who undermatch are less likely to complete a BA than those who match or overmatch, net of academic qualifications and demographic characteristics. Little is known, however, about whether this association has changed over time. I argue that recent trends in U.S. higher education may have altered this association. Thus, while prior research has documented gaps in outcomes between undermatched, matched, and overmatched students, it is important to understand how these gaps may be evolving. The present study uses nationally representative data from three cohorts of first-time college students—students who began college in 1995, 2003, and 2011—to examine this question. Findings show that, in some ways, the association between academic match and BA completion has remained stable over time; across all three cohorts, undermatched students are less likely to graduate than matched and overmatched students, after controlling for academic qualifications and demographic characteristics. In other ways, the association may be evolving; overall, overmatched students' odds of graduation have increased over time, while matched and undermatched students' have not. There are multiple possible explanations for this, including the fact that graduation rates in recent years have become increasingly stratified by college selectivity. The study concludes with recommendations for policy and practice, as well as suggestions for future research.

Cyrenne, P., & Chan, A. (2022). **The Determinants of Student Success in University: A Generalized Ordered Logit Approach**. *Canadian Journal of Higher Education*, 52(1), 83-107. <https://doi.org/10.47678/cjhe.v52i1.189007>

The ability of universities and colleges to predict the success of admitted students continues to be a key concern of higher education officials. Apart from a desire to see students have successful academic careers, there is also the fiscal reality of greater tuition revenues providing needed support for university budgets. Using administrative data, this article introduces a relatively new empirical approach to estimating the determinants of student success in post-secondary institutions. Using Ordered Logit and Generalized Ordered Logit estimators, we estimate the role a number of key factors play in influencing student success. As a test of robustness we also use the feologit estimator which is designed to fit fixed effects ordered logit models. An important feature of our approach to determining student success is that it can be conducted using readily available administrative data. While the results are based on one institution, we feel there are useful lessons for other institutions facing similar student performance issues.

Givord, P. (2021). **How age at school entry affects future educational and socioemotional outcomes: Evidence from PISA** [Post-Print]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/haljournal/hal-03386582.htm>

This study provides new empirical evidence of birthday effects over a range of educational and socioemotional outcomes. It relies on data from the recent cycles of the Program for International School Assessment (PISA) for six European countries. Age at entry has a significant and sizeable impact on cognitive outcomes for 15-year-old students as measured in PISA. The magnitude of the birthday effects on socioemotional skills varies, but overall the results suggest that those students who enter school relatively younger have more negative relationships with their teachers and peers at school. These students also have lower intrinsic motivation and self-esteem and have less ambitious educational expectations than their peers who entered school older.

Karababa, A. (2022). **School engagement and self-esteem among Turkish secondary school students: A moderated-mediation model for academic achievement and gender**. *Psychology in the Schools*, 59(6), 1088-1104. <https://doi.org/10.1002/pits.22663>

The study aimed to examine the direct relationships between school engagement, academic achievement, and self-esteem, and whether academic achievement mediated the relationship between school engagement and self-esteem among Turkish secondary school students. An additional aim of the study was also to test whether these associations were moderated by gender. The study sample consisted of 402 adolescents (207 female–195 male) studying at the secondary school, aged from 11 to 14 years old. The study findings showed both the significant direct positive associations among the studied variables and the mediating role of academic achievement in the relationship between school engagement and self-esteem. It also found that the direction, strength, and structure of the direct and indirect relationships among the studied variables did not differ between the two gender groups. In conclusion, students who have higher levels of school engagement tend to show improvements in their academic achievement, and achieving better educational performance promotes higher self-esteem. Directions for future research and application were discussed.

Kumar, D., Pratap, B., & Aggarwal, A. (2022a). **Correction to: Gender differences in students' progress from elementary to secondary education in India: who are performing**

better? *Educational Research for Policy and Practice*, 21(2), 243-243.
<https://doi.org/10.1007/s10671-021-09304-x>

Kumar, D., Pratap, B., & Aggarwal, A. (2022b). **Gender differences in students' progress from elementary to secondary education in India: who are performing better?** *Educational Research for Policy and Practice*, 21(2), 217-241.
<https://doi.org/10.1007/s10671-021-09302-z>

This paper analyzes gender differences in the progress of students from elementary to secondary education in India by using India Human Development Survey (2004–05 and 2011–12) panel data. Using a logit model analysis, we have examined how post-enrollment, a child's family background, household educational inputs and process indicators determine his/her elementary and secondary school completion (SSC). Our findings suggest that even after accounting for school accessibility, family socioeconomic status plays an important role in the manifestation of gender inequality in school progression. Secondary school completion has emerged as the major stumbling block for scheduled castes, scheduled tribes and Muslim children, particularly for girls belonging to low-economic-status households. Family educational inputs and student process indicators are also significant influencers of SSC. We find a significant gap in the performance of private and government school children that narrows as family economic status improves.

Landaud, F., & Maurin, E. (2022). **Tracking When Ranking Matters** (IZA Discussion Paper N° 15157). Consulté à l'adresse Institute of Labor Economics (IZA) website:
<https://econpapers.repec.org/paper/izaizadps/dp15157.htm>

This paper investigates the effect of grouping students by prior achievement into different classes (or schools) in settings where students are competing for admission to programs offering only a limited number of places. We first develop a model that identifies the conditions under which the practice of tracking students by prior achievement increases inequalities between students that do not initially have the same academic background, such as may exist between students with different social backgrounds. We then test our model using new data on the competitive entrance exams to elite scientific higher education programs in France. We find that 70% of the inequality in success in these exams between students from different social backgrounds can be explained by the practice of tracking students by prior achievement that prevails during the years of preparation for these exams.

Lawson, T. J. (2022). **Effects of Cued-Recall Versus Recognition Retrieval Practice on Beginning College Students' Exam Performance.** *College Teaching*, 70(2), 181-185.
<https://doi.org/10.1080/87567555.2021.1910124>

Cognitive psychologists have found that taking practice tests improves students' learning, and some claim that tests that require recall are more effective than those that require recognition. This study examined whether recognition (i.e., multiple-choice) quizzes were as effective as cued-recall (i.e., fill-in-the-blank) quizzes for improving introductory psychology students' exam performance. Chapters covered on each of four exams were assigned to either a no-quiz, fill-in-the-blank-quiz, or multiple-choice-quiz condition, and I evaluated students' average exam performance on questions related to each quiz condition. Both the multiple-choice and fill-in-the-blank quizzes improved students' exam scores, and there was no significant difference in the effectiveness of the two types of quizzes.

Layte, R. (2022). **Does Family Economic Strain Reduce Child Educational Achievement? A Longitudinal Assessment Using the Great Recession in Ireland.** *European Sociological Review*, 38(3), 408-424. <https://doi.org/10.1093/esr/jcab049>

Although the association between family social position and children's educational achievement has been repeatedly shown, evidence of what explains this association has been more elusive. We put forward two broad theories which have come to dominate the literature: the 'family investments model' (FIM) and the 'family stress model' (FSM). Using longitudinal cohort data from Growing Up in Ireland, a nationally representative cohort study of young people and propensity score methods to adjust for selection bias, we show that a family's experience of economic strain can significantly reduce child attainment in state exams at age 15. Together, FIM and FSM measures explain between 36 per cent and 47 per cent of the effect of change in economic strain, but the variables associated with FSM explain more of the effect for economic strain than change in the variables associated with FIM. These results add to mounting evidence that psycho-social processes are at least as important, if not more important than human capital processes in explaining the effects of low resources on child health, education, and social development.

Ma, L., Xiao, L., & Hau, K.-T. (2022). **Teacher feedback, disciplinary climate, student self-concept, and reading achievement: A multilevel moderated mediation model.** *Learning and Instruction*, 79, 101602. <https://doi.org/10.1016/j.learninstruc.2022.101602>

Research has confirmed the importance of teacher feedback on student learning. The mechanism of how they are related, however, is not clear enough. In this study, we explored this relation with 60,501 fifteen-year-old students from collectivistic and individualistic cultures in PISA 2018. Importantly, we examined the possible mediating role of reading self-concept and the moderating role of disciplinary climate at both student level and school level in multi-level structural equation models (MSEM). Results demonstrated that the association between teacher feedback and reading achievement was significantly mediated via reading self-concept at student level across cultures, and this indirect effect was significant irrespective of the disciplinary climate level. Moreover, results showed that a positive disciplinary climate would facilitate the building of students' reading self-concept which subsequently would enhance their reading achievement at school level. This study has important theoretical, practical, cross-cultural, and methodological implications for teacher feedback research and student learning.

Marquez, J., Lambert, L., Ridge, N. Y., & Walker, S. (2022). **The PISA performance gap between national and expatriate students in the United Arab Emirates.** *Journal of Research in International Education*, 21(1), 22-45. <https://doi.org/10.1177/14752409221090440>

In most education systems, students with an immigrant background perform worse academically than do native students. However, in the United Arab Emirates (UAE) differences emerge in the opposite direction and the national-expatriate gap in academic performance is equivalent to almost three years of schooling. This gap is a concern in the UAE, where national students mainly attend public schools while expatriates mostly attend private schools. In this study, to investigate the performance gap between national and expatriate students we estimate group differences and conduct linear regression analysis using data from the 2018 Programme for International

Student Assessment. Results show that the gap varies by emirate and country of origin, and is greater among boys, better-off students and those attending private schools. Between 33% and 47% of this gap is explained by school type, whether public or private. We offer recommendations for the UAE that may also be useful for other high expatriate recruiting nations in development; however, in a country characterized by 85% expatriates and a maturing education policy, challenges remain.

McCoy, S., Byrne, D., & O'Connor, P. (2022). **Gender stereotyping in mothers' and teachers' perceptions of boys' and girls' mathematics performance in Ireland.** *Oxford Review of Education*, 48(3), 341-363. <https://doi.org/10.1080/03054985.2021.1987208>

Parents' and teachers' beliefs and evaluations of young people are important. Using a feminist institutionalist perspective, and drawing on rich data from one in seven nine-year-old children in Ireland, this paper examines mothers' (who make up the overwhelming majority of primary care-givers) and teachers' perceptions of boys' and girls' mathematics performance. The evidence shows that girls' mathematics performance is underestimated by both relative to boys'. Mother's gender bias was evident among high performing children, at all levels of children's academic self-concept, and among mothers with at least third level education. While the judgements reflect children's actual performance and engagement, a notable gender gap remains. It is suggested that the results reflect gender stereotypes: overestimating boys' and underestimating girls' mathematics achievements. The article indicates the importance of the informal dimension of institutions and the part played by women in the effective devaluation of girls by endorsing gendered stereotypes. Women teachers are less likely to rate children highly in mathematics, taking account of performance: arguably reflecting their own lack of confidence in mathematics assessment. The findings raise concerns for girls' futures since mathematics is seen as an indicator of intelligence. Given the move towards teacher-assessed grading during COVID-19, understanding, and challenging, gender-stereotyping is pressing.

Mihut, G., McCoy, S., & Maître, B. (2022). **A capability approach to understanding academic and socio-emotional outcomes of students with special educational needs in Ireland.** *Oxford Review of Education*, 48(3), 271-288. <https://doi.org/10.1080/03054985.2021.1973982>

Using data from Ireland's national longitudinal study of children, this paper employs a capabilities approach to disability to understand how individual characteristics as well as home and school environmental factors at age 9 relate to academic and socio-emotional outcomes of students with special educational needs (SEN) at age 17. Results suggest that young people with SEN register both lower average scores and make less academic progress between the age of 9 and their national lower secondary examination, with the exception of young people with a physical SEN. Both home and school environmental factors at 9 years have long-term associations with the academic outcomes of young people with SEN, after controlling for individual characteristics and prior academic achievement. Home and school environmental factors had less consistent associations with the socio-emotional outcomes of young people with SEN. By using rigorous nationally representative longitudinal data, this paper offers a more holistic understanding of the development of young people with SEN. The paper also provides important evidence that a more inclusive approach for supporting students with additional needs, their parents, and their schools is needed.

Pov, S., Kawai, N., & Murakami, R. (2022). **Identifying causes of lower secondary school dropout in Cambodia: a two-level hierarchical linear model.** *International Journal of Inclusive Education*, 26(8), 834-847. <https://doi.org/10.1080/13603116.2020.1735542>

In recent years, the Royal Government of Cambodia has strongly emphasised the issue of school dropout. To date, many Cambodian workers have still not completed at least nine years of basic education due to the high dropout rate. Additionally, a great number of students at the secondary level continue to leave school early. To deal with the high dropout rate, addressing factors influencing dropout is crucial for Cambodia's educational policy. This correlational study examined what factors might influence dropout from lower secondary schools in rural Cambodia. Twenty lower secondary schools from four rural districts were randomly selected, and 517 seventh graders were followed for an academic year. Due to the nested and hierarchical structure of the data, the current study employed a two-level hierarchical linear model (HLM) for the analyses. Student-, family-, and school-related factors were estimated using the two-level HLM models. The results indicate that grade retention, absenteeism, academic expectations, and private tutoring significantly influenced dropout, whereas family- and school-related factors had no effect on dropout. Practical implications are discussed with the call for solid evidence-based strategies to decrease the dropout rate.

Quinn-Nilas, C., Kennett, D. J., & Maki, K. (2022). **Predictors of University Adaptation and Grades for Direct Entry and Transfer Students.** *Canadian Journal of Higher Education*, 52(1), 1-17. <https://doi.org/10.47678/cjhe.vi0.189079>

This study compared the differences between students entering university directly from high school vs. those transferring from other higher education institutions for the variables of the academic self-control model (general resourcefulness, academic resourcefulness, academic self-efficacy, preparedness, failure attributions, and university adaptation). The goals of the research were to test the following: (1) the full academic self-control model using a large sample of undergraduate students to predict university adaptation and final grades; (2) if the pathways of association implied by the model are equally predictive regardless of whether students are direct entry, university transfer, or college transfer; and (3) if the means of the variables differed among these three groups. Results replicated previous studies showing that, for the entire sample, general resourcefulness, preparedness, explanatory style for failure, and academic self-efficacy were strongly predictive of academic resourcefulness, which, in turn, was strongly associated with university adaptation and grade. Moreover, the indirect and direct pathways of the model were found to be equivalent for the three student groups. Comparisons of the groups' means for the psychological variables revealed the university transfer group to have the most favourable scores followed by the college transfer group. The findings suggest that both college and university transfer students bring valuable skills to undergraduate programs and the keys to their university adaptation and academic achievement are the same as for direct entry students.

Smith, J., Paquin, S., St-Amand, J., Singh, C., Moreau, D., Bergeron, J., & Leroux, M. (2022). **A remediation measure as an alternative to grade retention: A study on achievement motivation.** *Psychology in the Schools*, 59(6), 1209-1221. <https://doi.org/10.1002/pits.22677>

This study investigates the effects of an alternative approach to grade retention, known as a "remediation measure." This measure was tested in 2010–2011 in two high schools in Quebec (Canada) and its effects on students' achievement motivation were analyzed. Specifically, the evolution of general and domain-specific expectancy and value

perceptions of 74 students who failed Grade 8 and experienced this measure ($M_{age} = 14.81$ years) were compared with those of 42 same-age peers ($M_{age} = 14.84$ years) who graduated to Grade 9. This evolution was also examined as a function of teachers' support and friends' school attitudes. This measure appeared to have a favorable effect on competence beliefs, in general, and in French. However, the results did not reveal any moderating effects of teacher support and friends' school attitudes. Findings are discussed in light of research evidence concerning the role of social influence on achievement motivation.

Smith, N. A., Thelamour, B., & Booth, M. X. (2022). **Caribbean Immigrant Youths' Ethnic Identity and Academic Achievement: The Role of Academic Beliefs.** *Youth & Society*, 54(3), 462-480. <https://doi.org/10.1177/0044118X20981382>

Ethnic identity (EI) can facilitate racially and ethnically marginalized youths' academic achievement but the mediating process by which it exerts its influence is unclear. This study examines how EI is associated with academic achievement through academic beliefs in a sample of Caribbean first and second generation immigrant adolescents whose identities are connected to cultural groups outside of the U.S. Youth ($N = 128$; 12-18 years old, $M = 16.32$, $SD = 1.81$; 69.3% second generation; 58.6% Black) reported on their EI affirmation and belonging and EI achievement, academic self-efficacy, academic aspirations, and grades. Results of our serial mediation model showed that stronger EI achievement was associated with higher academic self-efficacy and in turn higher academic aspirations, and higher grades. These findings offer potential targets (i.e., academic self-beliefs) for supporting the academic success of Black and Hispanic Caribbean immigrant students and have implications for their boosting educational outcomes.

Sullivan, K., Dodge, J., Williamson, V., Alves-Costa, F., Barr, N., Kintzle, S., ... Castro, C. (2022). **Preliminary Exploration of the Relationship between Veteran Family Membership, School Climate, and Adverse Outcomes among School-Aged Youth.** *Education and Urban Society*, 54(5), 605-628. <https://doi.org/10.1177/00131245211027363>

Little is known about the functioning of children in veteran-connected families, who may experience a unique constellation of stressors including exposure to parental mental health symptoms and unemployment. Further, research has not previously considered the role of school climate in counteracting these stressors for veteran-connected students. This preliminary study examines the relationship between veteran parent's mental health and employment with adverse outcomes for their school-age children, as well as the potential moderating effect of safe school climate. Participants were 218 veteran parents of children in K-12 schools, who completed the Chicago Veterans Survey, including measures of PTSD and depression, unemployment, a school safety scale drawn from the California School Parent Survey, and an adverse child functioning screening tool. Regression models suggest that depression symptomatology and perceptions of less safe school climate were significantly associated with adverse outcomes among veteran-connected students. Safe school climate buffered against the negative effects of parents' depression symptoms, particularly at lower levels of depression severity. Findings suggest the need for future research to explore the potentially crucial role for schools, including teachers, administrators, and particularly school-based mental health providers, in supporting the healthy functioning of veteran-connected students and their families.

Trinidad, J. E., & King, R. B. (2022). **Ability grouping predicts inequality, not achievement gains in Philippine schools: findings from PISA 2018**. *Educational Research for Policy and Practice*, 21(2), 305-322. <https://doi.org/10.1007/s10671-021-09307-8>

Grouping students in terms of ability and aptitude is assumed to be advantageous, given that high-performing students may be stimulated more while low-performing students may be supported more. However, studies on ability grouping often provide mixed results. Additionally, although ability grouping is a common practice in the Philippines, it has not been empirically investigated with a nationally representative dataset. Drawing on the Philippine data in PISA 2018 which contained responses from 6952 students nested in 180 schools, we found that students in schools that practice ability grouping did not perform any better than those in schools that did not engage in ability grouping. More importantly, schools which practice ability grouping had greater academic inequalities among students. Similar academic inequalities were also more prevalent for urban and more advantaged schools while less prevalent for private schools. Taken together, these results suggest the need to attend to sources of inequalities among students in a school, and to reconsider assumptions for the supposed benefits of ability grouping.

Wang, X., Wang, L., Zhang, J., & Wang, J. (2022). **A multilevel analysis on the evaluation and promotion of emotional intelligence among Chinese school adolescents**. *Youth & Society*, 54(3), 481-500. <https://doi.org/10.1177/0044118X20982316>

Emotional intelligence (EI) is closely connected with mental health, academic achievement, and social adaptation. The purpose of this cross-sectional study is to evaluate EI and explore its associated factors in Chinese adolescents in school. Self-reported questionnaires were distributed to participants—a total of 2,058 students aged 10 to 18 years and 114 homeroom teachers. A hierarchical linear model was used to test the effects of individual and class level variables on EI, respectively. The study found that the participants exhibited slightly higher EI scores than their Western counterparts and that EI levels varied between classes. Students' prosocial behaviors, study pressure, left-behind status (at the individual level) as well as the homeroom teachers' gratitude, job rewards, negative teacher-student relationships, and perceived organizational support (at the class level) were significantly associated with EI. Therefore, the emotional expressions and working situations of homeroom teachers should be promoted to facilitate the development of adolescents.

Wood, E., Klausz, N., & MacNeil, S. (2022). **Examining the Influence of Multiple-Choice Test Formats on Student Performance**. *Innovative Higher Education*, 47(3), 515-531. <https://doi.org/10.1007/s10755-021-09581-7>

Learning gains associated with multiple-choice testing formats that provide immediate feedback (e.g., IFAT®) are often greater than those for typical single-choice delayed feedback formats (e.g. Scantron®). Immediate feedback formats also typically permit part marks unlike delayed feedback formats. The present study contrasted IFAT® with a new delayed feedback format, Personal Point Allocation (PPA), designed to encourage students to carefully evaluate test questions prior to assigning mark weightings for each question (whole, or partial marks). Organic chemistry students (N = 299) used IFAT® and PPA for 2 term tests followed by IFAT® for the final exam. Student responses were examined in terms of movement from correct and incorrect answers on the term tests to correct and incorrect answers on identical questions on the final exam. Of all response types (correct → correct, correct → incorrect, incorrect → correct, incorrect → incorrect), approximately half reflected correct answers on the term test to correct answers on the

final exam (correct → correct). Shifts from incorrect to correct answers exceeded shifts from correct answers to incorrect answers. The pattern of outcomes, i.e., the relative numbers of each response type, did not differ between PPA and IFAT®. Discussion considers the relative merits of IFAT® and PPA.

Valeurs

Bañales, J., Pech, A., Pinetta, B. J., Pinedo, A., Whiteside, M., Diemer, M. A., & Romero, A. J. (2022). **Critiquing Inequality in Society and on Campus: Peers and Faculty Facilitate Civic and Academic Outcomes of College Students**. *Research in Higher Education*, 63(4), 589-609. <https://doi.org/10.1007/s11162-021-09663-7>

Guided by Critical Consciousness Theory and the Multicontextual Model for Diverse Learning Environments, this research explored whether a critical reflection of societal inequality and a hostile campus climate were associated with collective student efficacy and grade point average (GPA) among racially/ethnically diverse students. We examined whether these relationships were mediated by positive and informal experiences with peers or faculty. Multiple indicator multiple causes models indicated that there were no latent mean differences or differential item functioning based on students' race/ethnicity, indicating that study measures were not biased against Students of Color or white students. There was one latent mean difference based on gender, such that women were more likely than men to endorse a critical reflection of societal inequality. Structural equation modeling indicated that a critical reflection of societal inequality was positively associated with collective student efficacy and GPA. In contrast, a hostile campus climate was negatively associated with collective student efficacy, GPA, and positive and informal experiences with peers or faculty. Negative experiences with faculty mediated the association between a hostile campus climate and collective student efficacy, such that a more hostile campus climate was associated with fewer positive and informal experiences with faculty and these negative experiences, in turn, were associated with less collective student efficacy. These findings suggest that a critical reflection of societal inequality promotes positive civic and academic capacities among college students, and that support from campus members (e.g., faculty) is key to achieve these positive outcomes.

Boelen, V. (2022). **Éducation, nature et spiritualité : développement d'un modèle éducationnel holistique** (Thèse ou essai doctoral accepté, Université du Québec à Montréal). Consulté à l'adresse <https://archipel.uqam.ca/15350/>

La crise écologique planétaire en cette ère qualifiée d'anthropocène questionne notre rapport au monde et réintroduit la question du sens. Il importe d'apprendre à vivre ensemble au-delà de toute conception anthropocentrique, intégrant l'ensemble du monde vivant et non vivant au sein de notre communauté de vie, notre Oïkos⁶. Une telle crise ne peut être ignorée en éducation, levier de conscientisation. La question de la relation au monde est ancrée dans le champ de l'éthique, plus particulièrement dans celui de l'éthique de la reliance selon Edgar Morin, impliquant la responsabilité. Cette dimension éthique de la relation au monde ouvre aussi sur le champ de la spiritualité. Celle-ci aborde les questions existentielles autour d'une quête de sens ; elle correspond également à une expérience de reliance à l'autre et à une recherche d'harmonie et d'unité. La recherche de développement théorique exposée dans cette thèse a pour but de contribuer au champ de la didactique de l'éducation relative à l'environnement en proposant un modèle éducationnel axé sur cette dimension de l'humanité qu'est la

spiritualité. Souvent incomprise et mise de côté, et pourtant essentielle, celle-ci doit être prise en compte dans une éducation qui se veut holistique, c'est-à-dire axée sur le développement intégral du jeune prenant en compte toutes ses dimensions (tant cognitive, corporelle, affective que spirituelle) selon une pédagogie ancrée dans le milieu de vie naturel. La visée éducative du modèle en question est de favoriser chez le jeune la compréhension profonde de son lien au milieu de vie naturel, faisant naître chez lui un attachement et le désir d'en prendre soin. La démarche cadre de l'anasynthèse a permis de proposer un modèle écospirituel en trois volets : 1) un volet théorique définissant et clarifiant les concepts clés sur lesquels repose le modèle, en l'occurrence la spiritualité et sa dimension écologique ; 2) un volet axiologique exposant la visée et les objectifs du modèle ; 3) un volet praxéologique, explicitant l'approche globale et présentant le choix de stratégies pédagogiques inscrites dans une didactique générale propre à une didactique germanique ou scandinave de la Bildung. L'originalité de ce modèle est d'associer la spiritualité déjà considérée en éducation formelle dans le Programme de Formation de l'École Québécoise, à une éducation relative à l'environnement conçue comme un creuset d'écoformation et faisant appel à la dimension spirituelle du sujet dans sa rencontre avec le vivant. Il s'agit ainsi avant tout d'une éducation transformationnelle qui, contrastant avec une éducation transmissive, encourage la coconstruction de savoirs et le développement du pouvoir agir : la visée est celle de l'émancipation du sujet, ce que le philosophe Georges Leroux appelle une formation à la vie libre. Un tel modèle éducationnel écospirituel interpelle nécessairement un agir professionnel qui sollicite toute l'humanité et la profondeur d'un praticien réflexif. La formation initiale à l'enseignement pourrait alors s'enrichir de l'examen et de l'expérimentation d'un modèle comme celui que nous proposons.

Directorate-General for Research and Innovation (European Commission), & Haklay, M. (2022). **Mutual learning exercise on citizen science initiatives: policy and practice. First topic report, Introduction and overview of citizen science.** Consulté à l'adresse <https://data.europa.eu/doi/10.2777/29886>

This report provides background information on the Mutual Learning Exercise on Citizen Science. It is written with a science policy audience in mind and provides an introduction and details of the modus operandi for the MLE. The report first provides a brief overview of the activities that are part of the field of citizen science. It then covers the available information about participation, and the place of citizen science within the wider context of public engagement with science, including an analysis of Special Eurobarometer 516. The report also looks at definitions, typologies, and best practice guidelines. Finally, it looks at the place of citizen science within European R&I funding programmes.

Myoung, E., & Liou, P.-Y. (2022). **Adolescents' Political Socialization at School, Citizenship Self-efficacy, and Expected Electoral Participation.** *Journal of Youth and Adolescence*, 51(7), 1305-1316. <https://doi.org/10.1007/s10964-022-01581-w>

Adolescents' political socialization is crucial for their future political participation. Little research has examined this relationship and the importance of citizenship self-efficacy in an Asian context. This study focused on the effectiveness of Korean adolescents' political socialization and self-efficacy on their expected electoral participation. Data from Korean 8th graders participating in the 2016 International Civic and Citizenship Education Study were examined (N = 2601; Mage = 14.02; 46% female). Political socialization included open classroom discussion, active learning strategies, and formal citizenship education. The result showed that citizenship self-efficacy is the most important predictor

for Korean adolescents' future engagement, but open classroom discussion is not significant. It indicates that citizenship education needs to consider countries' social and cultural contexts.

OCDE : Organisation de coopération et de développement économiques. (2022). **Un chemin court et sinueux jusqu'à 2030 (version abrégée) : mesurer la distance à parcourir pour atteindre les cibles des ODD**. Consulté à l'adresse https://www.oecd-ilibrary.org/social-issues-migration-health/un-chemin-court-et-sinueux-jusqu-a-2030-version-abreegee_2fa2183f-fr

Afin d'aider les gouvernements nationaux mettre en œuvre Le Programme de développement durable à l'horizon 2030, l'OCDE a mis au point une méthode permettant de comparer les progrès accomplis ainsi que les dynamiques sous-jacentes pour l'ensemble des 17 objectifs et 169 cibles du Programme de Développement Durable. Le rapport propose un bilan détaillé des résultats obtenus par les pays membres de l'OCDE visant ainsi à aider les pays membres à avancer au mieux vers la réalisation des objectifs et à identifier leurs propres priorités d'action.

Sanjakdar, F. (2022). **Making Sense of British Muslim Parents' Objections to 'Progressive' Sexuality Education**. *British Journal of Educational Studies*, 70(2), 187-216. <https://doi.org/10.1080/00071005.2021.1905770>

Statutory requirements for compulsory Relationships and Sexuality Education (RSE) in the UK is generating concern among many religious communities and reigniting debates about the purpose of School Based Sexuality Education (SBSE). Among the communities voicing their dissent are members of the British Islamic community. Quranic scripture deems obligatory the teaching and learning about all aspects relevant to human sexuality, however, religion, and in particular Islam, is widely viewed as hostile to sexuality education. Whilst Muslim objection to 'progressive' agendas in SBSE (i.e., same-sex relations, gender fluidity, pleasure and desire) is generating much attention, equal attention to understanding the Islamic theological, philosophical and epistemological underpinnings of these views, is less frequently sought. The purpose of this paper is to foreground Islamic responses to some of the 'progressive' topics featuring in RSE and SBSE more broadly. Using British printed media sources and Critical Discourse Analysis, this paper aims to make sense of British Muslim parents' objections to 'progressive' sexuality education. A more concerted focus on Islamic underpinnings of these views is imperative to alleviate negative responses to Muslim positions on this subject as well as inform the ongoing dilemma of finding ways in which religious diversity be addressed in SBSE.