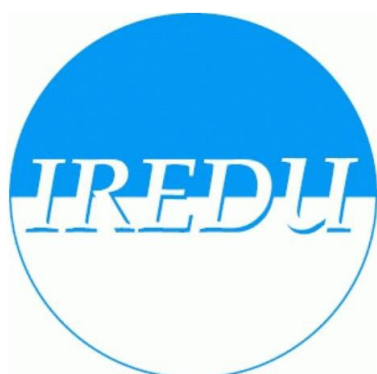


Veille de l'IREDU



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Acquisition de compétences

Ben Abid-Zarrouk, S., & Nal, E. (2022). **Les compétences interculturelles et la coopération internationale : le cas des échanges germano-maghrébins.** *Savoirs*, (59), 53-71. <https://doi.org/10.3917/savo.059.0053>

Comme nous le verrons dans ce numéro 59 de la revue *Savoirs* portant sur l'interculturalité en formation, il ne s'agira pas tant de caractériser un ensemble composite commun à différentes cultures, mais de signifier le souci d'une personne ou d'un groupe de s'ouvrir à une autre culture, ainsi qu'à celles et ceux qui l'incarnent, pour en comprendre les traditions et les valeurs, en vue d'instaurer des convergences. La Note de synthèse proposée par J. Mbiatong, intitulée *L'interculturalité en formation des adultes : tendances, enjeux et perspectives de recherche*, s'intéresse au développement polymorphe de l'interculturalité, notamment dans les champs du management humain au sein des organisations internationales, des métiers de l'intervention sociale ou médico-sociale et de la formation. La question est également traitée sur le plan historique depuis l'après Seconde guerre mondiale jusqu'à nos jours, afin de mieux saisir la compétence interculturelle au sein d'un environnement mondialisé. Le numéro se poursuit par deux articles de recherche en lien avec la thématique de la note de synthèse. Le premier de S. Ben Abid-Zarrouk et E. Nal a pour titre *Les compétences interculturelles et la coopération internationale : Le cas des échanges germano-maghrébins*. Il resitue les fondements théoriques de la compétence interculturelle, pour mieux analyser ensuite les situations où elle a fait défaut dans le projet observé. Le second que l'on doit à S. Bezzari et J. Eneau s'intitule *Les compétences communicatives interculturelles en contexte hétérogène : (trans)formation et transfert*. La recherche empirique qui y est présentée a été réalisée dans le cadre de la formation des adultes en communication interculturelle et a observé les capacités de (trans)formation et de transfert de ces mêmes compétences en contexte professionnel. Un troisième article vient enrichir la rubrique *Enjeux théoriques* et a pour autrice Stéphanie Reyssier. Il porte sur *L'approche écologique pour percevoir les conditions favorisant le développement humain*, qui est envisagé ici en termes de perception et d'activité.

Bezzari, S., & Eneau, J. (2022). **Les compétences communicatives interculturelles en contexte hétérogène : (trans)formation et transfert.** *Savoirs*, (59), 73-91. <https://doi.org/10.3917/savo.059.0073>

Comme nous le verrons dans ce numéro 59 de la revue *Savoirs* portant sur l'interculturalité en formation, il ne s'agira pas tant de caractériser un ensemble composite commun à différentes cultures, mais de signifier le souci d'une personne ou d'un groupe de s'ouvrir à une autre culture, ainsi qu'à celles et ceux qui l'incarnent, pour en comprendre les traditions et les valeurs, en vue d'instaurer des convergences. La Note de synthèse proposée par J. Mbiatong, intitulée *L'interculturalité en formation des adultes : tendances, enjeux et perspectives de recherche*, s'intéresse au développement polymorphe de l'interculturalité, notamment dans les champs du management humain au sein des organisations internationales, des métiers de l'intervention sociale ou médico-sociale et de la formation. La question est également traitée sur le plan historique depuis l'après Seconde guerre mondiale jusqu'à nos jours, afin de mieux saisir la compétence interculturelle au sein d'un environnement mondialisé. Le numéro se poursuit par deux articles de recherche en lien avec la thématique de la note de synthèse. Le premier de S. Ben Abid-Zarrouk et E. Nal a pour

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Brion, C. (2022). **Building Emotionally Resilient Schools and Educators During Crises.** *Journal of Cases in Educational Leadership*, 25(2), 136-152. <https://doi.org/10.1177/15554589211047261>

This teaching case study illustrates the increasing need for school leaders to offer and foster adult social emotional learning (SEL) in schools, particularly in the context of crises. This scenario takes place in an urban high school that is representative of many other American schools. In particular, I examine the challenges educational leaders commonly face when they do not take SEL for adults into consideration prior to implementing SEL for students. This teaching case study aims at encouraging meaningful conversations about adult SEL, equity, and leadership in times of crisis. The hope is to better understand how school leaders can lead and embrace adult SEL during crises. I also pose questions designed to prepare prospective and current educational leaders for similar situations.

Brod, G., & Shing, Y. L. (2022). **Are there Age-Related Differences in the Effects of Prior Knowledge on Learning? Insights Gained from the Memory Congruency Effect.** *Mind, Brain, and Education*, 16(2), 89-98. <https://doi.org/10.1111/mbe.12320>

Humans accumulate knowledge throughout their entire lives. In what ways does this accumulation of knowledge influence learning of new information? Are there age-related differences in the way prior knowledge is leveraged for remembering new information? We review studies that have investigated these questions, focusing on those that have used the memory congruency effect, which provides a quantitative measure of memory advantage because of prior knowledge. Regarding the first question, evidence suggests that the accumulation of knowledge is a key factor promoting the development of memory across childhood and counteracting some of the decline in older age. Regarding the second question, evidence suggests that, if available knowledge is controlled for, age-related differences in the memory congruency effect largely disappear. These results point to an age-invariance in the way prior knowledge is leveraged for learning new information. Research on neural mechanisms and implications for application are discussed.

Eidhof, B., & de Ruyter, D. (2022). **Citizenship, self-efficacy and education: A conceptual review.** *Theory and Research in Education*, 20(1), 64-82. <https://doi.org/10.1177/14778785221093313>

Primary and secondary schools across the world are expected to contribute to the citizenship development of their pupils. Most citizenship curricula focus on the acquisition of knowledge and the cultivation of skills and attitudes. Citizenship-related self-efficacy

beliefs are often neglected in the literature on citizenship education, although they appear to play a crucial role in learning processes, among others as explanatory factors for the inequalities between students in different educational tracks. As such, studies on the development of citizenship-related self-efficacy beliefs have the potential to inform practice in a way that fosters greater equality of opportunity. However, as the literature on civic and political self-efficacy uses different dimensions and conceptualizations, this poses challenges to both the scientific accumulation of knowledge and translation to teaching practices. Here, we analyse the conceptual challenges and propose a framework for the study of self-efficacy in citizenship education research that incorporates social and political tasks of citizens and distinguishes the variety of communities in which citizens perform those tasks on two axes, namely formality and size. In doing so, we argue for fine-grained distinctions based on context instead of the all-encompassing notions of civic and political self-efficacy political theorists appear to prefer. We end by discussing two normative issues.

Fleury, D., Le Cam, M., & Vourc'h, R. (2022). **Panel des élèves entrés en CP en 2011**. *Note d'information*, (22.14), 1-4. <https://doi.org/10.48464/ni-22-14>

Les données longitudinales recueillies auprès du panel d'élèves entrés en CP en 2011 offrent la possibilité d'étudier l'évolution des acquis des élèves à l'école élémentaire. Cette étude met en exergue des profils d'élèves qui semblent davantage prédisposer à la réussite scolaire, en fonction notamment de leur niveau d'entrée en CP et de leur environnement socio-économique. Mais on voit aussi que la moitié des élèves les plus en difficulté à l'entrée en CP ne le sont plus en CM2, aussi bien en français qu'en mathématiques. La progression de ces élèves dépend beaucoup du profil socioéconomique du milieu familial de l'élève et plus particulièrement en mathématiques. Par ailleurs, on constate des évolutions des compétences selon le sexe entre le CP et le CM2, et ce particulièrement en défaveur des filles en mathématiques. Enfin, l'estime de soi des élèves en CM2 est différenciée selon le sexe, le secteur de scolarisation et le niveau des acquis.

Luckey, E. F. (2022). **Refining dissent: Response to Sarah M. Stitzlein's 'Democratic education in an era of town hall protests' (2011)**. *Theory and Research in Education*, 20(1), 119-124. <https://doi.org/10.1177/14778785221090855>

What is dissent? And how should educators teach students the skills and dispositions of this democratic virtue? By engaging with the 2011 article by Sarah M. Stitzlein on 'Democratic education in an era of town hall protests', this retrospective article discusses Stitzlein's definition of dissent, her curricular approach to teaching dissent, and the context in which she offered both. It concludes by offering a refined definition of dissent and reassessing the curricular implications for democratic educators.

Southworth, J. (2022). **Bridging critical thinking and transformative learning: The role of perspective-taking**. *Theory and Research in Education*, 20(1), 44-63. <https://doi.org/10.1177/14778785221090853>

Although the literature on critical thinking and transformative learning has remained relatively distinct, they have both emphasized the importance of working through and resolving states of doubt. There has been less focus, however, on how we can bring ourselves from a confirmed belief to a position of doubt. This is a foundational skill. Without it, the possibility for intellectual and personal growth is limited. In part one, I focus on critical thinking to investigate what ability and/or disposition can help thinkers arouse a

state of doubt. I first consider traditional dispositions of critical thinking, specifically reflection and open-mindedness, and argue that they are largely ineffective as they do not confront the problem of cognitive bias. I then propose perspective-taking as an essential tool to bring about a position of doubt. In part two, I examine leading theorists in transformative experience, transformative education, and transformative learning, who have also largely neglected perspective-taking. I illustrate that perspective-taking can initiate some instances of transformative learning and thereby provides a connecting point to critical thinking. Nevertheless, when engaging with perspective-taking exercises, I argue that instructors ought to prioritize the development of students' critical thinking skills. In part three, I focus my discussion on incorporating nonfiction perspective-taking readings into university course syllabi as a way to develop students' critical thinking while creating the conditions for transformative learning.

Vandenberghe, B., Montero Perez, M., Reynvoet, B., & Desmet, P. (2022). **Second Language Vocabulary Learning through Ecologically Valid Classroom Practice Can Be Indexed by Event-Related Potentials (ERPs). A Conceptual Replication Study.** *Mind, Brain, and Education*, 16(2), 122-138. <https://doi.org/10.1111/mbe.12324>

Previous research has suggested that Event-Related Potentials (ERPs) can index form-, meaning-, and use-related aspects of the second language (L2) vocabulary knowledge, through, respectively, a lexical decision task (LDT, targeting N400), a semantic relatedness task (SEMREL, targeting N400), and a grammatical judgment task (GJT, targeting P600/AN). Yet, those findings were established in the context of either laboratory-based or longitudinal word learning studies. Therefore, this conceptual replication study investigates whether LDT, SEMREL, and GJT could reveal the aforementioned ERP components in the context of an ecologically valid short-term intervention representative of L2 classroom practice. Twenty Dutch-speaking participants performed reading and writing tasks in a computer-assisted learning environment. Target words were 20 real L2 French verbs. ERPs were recorded immediately after the learning sessions. Results showed N400 for form- and meaning-related knowledge and P600 for grammatical use. We conclude that ERPs can index L2 vocabulary knowledge gained through ecologically valid classroom activities.

Wortham, D. G., & Forgety Grimm, L. (2022). **School Interrupted: Recovering Learning Losses Related to COVID-19.** *Journal of Cases in Educational Leadership*, 25(2), 124-135. <https://doi.org/10.1177/15554589221078273>

The COVID-19 pandemic plunged education communities into an emergency mode of operation and challenged the pedagogic core of education. Schools across America suddenly lost access to everything essential to their daily educational practices, including face-to-face interactions with students. School administrators scrambled to devise remote learning plans, only to find those plans woefully susceptible to erupting inequities. As schools move into a recovery mode of teaching and learning, educators and policymakers have an opportunity to reimagine interventions to abate and negate learning losses.

Aspects économiques de l'éducation

Blanden, J., Doepke, M., & Stuhler, J. (2022). **Educational Inequality** (IZA Discussion Paper N° 15225). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15225.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 socio-economic 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.

Canaan, S., Deeb, A., & Mouganie, P. (2022). **Does Religious Diversity Improve Trust and Performance? Evidence from Lebanon** (IZA Discussion Paper N° 15206). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15206.htm>

Religious divisions have long played a primary role in major conflicts throughout much of the world. Intergroup contact may increase trust between members of different religions. However, evidence on how inter-religious contact affects individuals' behavior towards one another is scarce. We examine this question in the setting of a four-year university in Lebanon, a country with a long history of deep divisions and armed conflicts between religious groups. To identify causal effects, we exploit the university's random assignment of first-year students to peer groups. We proxy students' religious backgrounds by whether they attended secular, Christian or Islamic high schools—the last of which have the most religiously homogeneous student body. Results indicate that for students from Islamic high schools, exposure to peers from different religious backgrounds decreases their enrollment in courses taught by instructors with distinctively Muslim names, suggesting that contact improves trust towards members of other religions. Moreover, we show that students from Islamic schools experience improvements in GPA when interacting with those from other groups, while exposure to Islamic students reduces secular students' academic performance.

de la Croix, D., Docquier, F., Fabre, A., & Stelter, R. (2022). **The Academic Market and the Rise of Universities in Medieval and Early Modern Europe (1000-1800)** [Working Paper]. Consulté à l'adresse HAL website: <https://econpapers.repec.org/paper/halwpaper/hal-03652304.htm>

We argue that market forces shaped the geographic distribution of upper-tail human capital across Europe during the Middle Ages, and contributed to bolstering universities at the dawn of the Humanistic and Scientific Revolutions. We build a unique database of thousands of scholars from university sources covering all of Europe, construct an index of their ability, and map the academic market in the medieval and early modern periods. We show that scholars tended to concentrate in the best universities (agglomeration), that better scholars were more sensitive to the quality of the university (positive sorting) and migrated over greater distances (positive selection). Agglomeration, selection and sorting patterns testify to an integrated academic market, made possible by the use of a common language (Latin).

Espinoza, O., González, L. E., Sandoval, L., McGinn, N., & Corradi, B. (2022). **Reducing inequality in access to university in Chile: the relative contribution of cultural capital and financial aid.** *Higher Education*, 83(6), 1355-1370. <https://doi.org/10.1007/s10734-021-00746-z>

In 2016, Chile implemented a policy of free higher education (gratuity) for secondary school graduates from families in the lower income range. One of the stated objectives of the new policy was to increase the access of secondary school graduates from families with lower levels of education. To answer that concern, we analyzed administrative data from more than 800,000 students seeking university admission in 2012, 2015, and 2019. Our objective was to determine whether an increased proportion of "first-generation" students had been admitted to selective universities. The results show that between 2015 and 2019, the impact of the gratuity on first-generation admissions was marginal. It was of some importance only for those secondary school graduates from public schools and those who had been enrolled in the technical-professional track. The enrollment rate of these groups increased 2.2 and 2.7%, respectively. In sum, the effect of the introduction of gratuity on enrollment of first-generation students was not as impressive as expected. It has acted principally as an alternative source of finance, reducing use of other forms such as bank loans and scholarships. These results challenge directly the hypothesis that inequity in access to university is primarily attributable to financial difficulties.

Francis, D. V., Hardy, B. L., & Jones, D. (2022). **Black Economists on Race and Policy: Contributions to Education, Poverty and Mobility, and Public Finance.** *Journal of Economic Literature*, 60(2), 454-493. <https://doi.org/10.1257/jel.20211686>

Hollingsworth, A., Huang, M., Rudik, I., & Sanders, N. (2022). **A Thousand Cuts: Cumulative Lead Exposure Reduces Academic Achievement** (CESifo Working Paper Series N° 9674). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cescswps/_5f9674.htm

We study how ambient lead exposure impacts learning in elementary school by leveraging a natural experiment where a large national automotive racing organization switched from leaded to unleaded fuel. We find increased levels and duration of exposure to lead negatively affect academic performance, shift the entire academic performance distribution, and negatively impact both younger and older children. The average treated student in our setting has an expected income reduction of \$5,200 in present value terms. Avoiding said treatment has an effect size similar to improving teacher value added by one-fourth of a standard deviation, reducing class size by 5 students, or increasing school spending per pupil by \$750. The marginal impacts of lead are larger in impoverished, non-white counties, and among students with greater duration of exposure, even after controlling for the total quantity of exposure.

Hu, S., Hood, M., Creed, P. A., & Shen, X. (2022). **The Relationship Between Family Socioeconomic Status and Career Outcomes: A Life History Perspective.** *Journal of Career Development*, 49(3), 600-615. <https://doi.org/10.1177/0894845320958076>

Based on the life history perspective, this study tested a serial mediation model in which family socioeconomic status (SES) related to person-job fit via resource scarcity, career exploration, and goal persistence. We expected that when seeking employment, higher SES students would perceive lower resource scarcity, and, in turn, adopt more adaptive career behaviors (i.e., career exploration and goal persistence) to maximize career

success, which would then lead to better person–job fit upon graduation. Using a sample of 224 final-year students (mean age 21 years, 77% male), we found, as expected, that higher SES was related to more career exploration and goal persistence via lower perceived scarcity and that exploration and persistence were related to better person–job fit. In addition, higher SES was indirectly related to person–job fit via scarcity and the two career behaviors. The findings highlight the importance of family SES in young people's career development.

Karle, H., Engelmann, D., & Peitz, M. (2022). **Student performance and loss aversion.** *The Scandinavian Journal of Economics*, 124(2), 420-456. <https://doi.org/10.1111/sjoe.12486>
We match data on performance in a multiple-choice examination with data on risk preferences from a classroom experiment. Students who are more loss averse leave more questions unanswered and perform worse in the exam when an incorrect answer is penalized compared with no answer. Thus, loss aversion parameters extracted from lottery choices in a controlled experiment have predictive power in a field environment of decision-making under uncertainty. Furthermore, the degree of loss aversion appears to be persistent over time, as the experiment was conducted three months prior to the exam. Important differences across genders are partly explained by differences in loss aversion.

Lee, S., & Vignoles, A. (2022). **Does college level the playing field? Socioeconomic gaps in the earnings of similar graduates: evidence from South Korea.** *Higher Education*, 83(6), 1335-1354. <https://doi.org/10.1007/s10734-021-00745-0>

The socioeconomic gap in participation at university is an enduring policy issue in South Korea, as in many other countries. However, less attention has been paid to the socioeconomic gap in the outcomes from tertiary education. This paper addresses this gap in the literature, using the Korean Education and Employment Panel (KEEP) data to investigate the extent to which the wages of Korean graduates who attended similar higher education institutions vary by socioeconomic background. The results show that a degree appears to largely level the playing field, in terms of earnings, between male graduates from poor and rich backgrounds. For females, by contrast, family background is still a strong predictor of earnings, even after allowing for institution attended and discipline of degree. Further, the wage premium for 2-year and 4-year college degrees also varies by family background. Four-year college degrees, contrary to popular belief, do not always attract a higher wage premium than 2-year college degrees, particularly for men from poorer family backgrounds.

McNally, S., Schmidt, L., & Valero, A. (2022). **Do Management Practices Matter in Further Education?** (IZA Discussion Paper N° 15213). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15213.htm>

Further Education colleges are a key way in which 16-19 year olds acquire skills in the UK (much like US Community Colleges), especially those from low income backgrounds. Yet, little is known about what could improve performance in these institutions. We design and conduct the world's first management practices survey in these colleges (based on the World Management Survey) and match this to administrative longitudinal data on over 40,000 students. Value added regressions with rich controls suggest that structured management matters for educational outcomes (e.g. upper secondary qualifications), especially for students from low-income backgrounds. In a hypothetical scenario where a learner is moved from a college at the 10th percentile of management practices to

the 90th, this would be associated with 8% higher probability of achieving a good high school qualification, which is nearly half of the educational gap between those from poor and non-poor backgrounds. Hence, improving management practices may be an important channel for reducing inequalities.

Mehta, N. (2022). **A Partial Identification Approach to Identifying the Determinants of Human Capital Accumulation: An Application to Teachers** (CESifo Working Paper Series N° 9681). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9681.htm

This paper views teacher quality through the human capital perspective. Teacher quality exhibits substantial growth over teachers' careers, but why it improves is not well understood. I use a human capital production function nesting On-the-Job-Training (OJT) and Learning-by-Doing (LBD) and experimental variation from Glewwe et al. (2010), a teacher incentive pay experiment in Kenya, to discern the presence and relative importance of these forces. The identified set for the OJT and LBD components has a closed-form solution, which depends on experimentally estimated average treatment effects. The results provide evidence of an LBD component, as well as an informative upper bound on the OJT component.

Mitra, D., Pham, H., & Ural Marchand, B. (2022). **Enhanced Intergenerational Occupational Mobility through Trade Expansion: Evidence from Vietnam** (Working Paper N° 2022-9). Consulté à l'adresse University of Alberta, Department of Economics website: https://econpapers.repec.org/paper/risalbaec/2022_5f009.htm

Using eight rounds of the Vietnam Household Living Standards Surveys (VHLSSs) spanning 16 years and exploiting the US Vietnam Bilateral Trade Agreement (BTA) in 2001 as a large export shock, we investigate the impact of this shock on intergenerational occupational mobility in Vietnam employing a difference-in-differences research design. Our analysis suggests that the BTA has led to substantial upward occupational mobility, allowing both sons and daughters to have better occupations than their parents, with the effects being larger for daughter-mother pairs. The effect is larger in the long-run compared to the short-run. We find evidence that the driving force is an increase in skill demand via gender-biased expansion in export volumes. The effects are largely driven by intersectoral resource reallocation rather than within-sector upgrades. In addition, the BTA induced a higher likelihood of college education for both sons and daughters, but of vocational training only for sons. Overall, the BTA shock accounts for 36% of the overall increase in mobility for both genders. Our results control for Vietnam's own tariff reductions, which do not seem to have any statistically significant impact on mobility.

Pavese, C., & Rubolino, E. (2022). **Austerity Harmed Student Achievement** [Cahiers de Recherches Economiques du Département d'économie]. Consulté à l'adresse Université de Lausanne, Faculté des HEC, Département d'économie website: <https://econpapers.repec.org/paper/laucrdeep/22.09.htm>

This paper shows that austerity-induced spending cuts harmed student performance in standardized national tests. To identify this relationship, we use cross-municipality variation in the timing of eligibility for the Italian Domestic Stability Pact as an exogenous shifter of local public spending. We then compare test scores for students that were from the same municipality but were exposed to different levels of austerity spending cuts, based on their birth year. Combining administrative data on public spending and test scores with an instrumental variable model, we show that the implied test score impact

of austerity is between 2.1-2.4 (1.7- 1.9) percent of a standard deviation per 1,000 euros per-pupil reduction in current (capital) spending. The effects are more pronounced for children with limited resources at home. By contrast, effects are substantially dampened in municipalities with high-skill politicians and school principals, which are more likely to allocate the marginal spending cut toward less productive spending categories.

Salah, M. B., Chambru, C., & Fourati, M. (2022). **The Colonial Legacy of Education: Evidence from of Tunisia** (IHEID Working Paper N° 13-2022). Consulté à l'adresse Economics Section, The Graduate Institute of International Studies website: <https://econpapers.repec.org/paper/giigihei/heidwp13-2022.htm>

We study the effect of exposure to colonial public primary education on contemporary education outcomes in Tunisia. We assemble a new data set on the location of schools with the number of pupils by origin, along with population data during the French protectorate (1881-1956). We match those with contemporary data on education at both district and individual level. We find that the exposure of local population to colonial public primary education has a long-lasting effect on educational outcomes, even when controlling for colonial investments in education. A one per cent increase in Tunisian enrolment rate in 1931 is associated with a 1.69 percentage points increase in literacy rate in 2014. Our results are driven by older generations, namely individuals who attended primary schools before the 1989/91 education reform. We suggest that the efforts undertaken by the Tunisian government after independence to promote schooling finally paid off after 40 years and overturned the effects of history.

Shidiqi, K.-A., Di Paolo, A., & Choi, Á. (2022). **Earthquake exposure and schooling: impacts and mechanisms** (IREA Working Paper N° 202206). Consulté à l'adresse University of Barcelona, Research Institute of Applied Economics website: <https://econpapers.repec.org/paper/irawpaper/202206.htm>

Natural disasters are a significant threat to human development. In this paper, we analyze the effects of being exposed to a strong earthquake during school age on schooling outcomes. We merge geolocated data about the intensity of the shock at the district level with individual information from the Indonesia Family Life Survey. The identification strategy exploits variation in exposure to the natural shock by birth cohort and district of residence, considering as the treated group individuals who were residing in affected districts while they were in school age. Earthquake exposure reduces years of schooling by somewhat less than one year and negatively affects the probability of completing compulsory education but does not alter the chances of enrolling into post-compulsory education. Falsification analysis and several robustness checks corroborate the causal interpretation of our findings. The analysis of the potential mechanisms indicates that induced migration and casualties occurring at the family level as a consequence of the earthquake do not seem to play a relevant role. However, damages in educational infrastructures do represent a relevant channel through which natural disasters harm human capital formation. Part of the overall impact of the earthquake represents a delay in schooling progression, but a substantial share of its effect consists in a permanent loss of human capital among affected individuals.

Tungodden, J., Willén, A., & Willén, A. L. P. (2022). **When Parents Decide: Gender Differences in Competitiveness** (CESifo Working Paper Series N° 9516). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9516.htm>

Parents make important choices for their children in many areas of life, yet the empirical literature on this topic is scarce. We study parents' competitiveness choices for their children by combining two large-scale artefactual field experiments with high-quality longitudinal administrative data. We document three main sets of findings. First, parents choose more competition for their sons than daughters. Second, this gender difference can largely be explained by parents' beliefs about their children's competitiveness preferences. Third, parents' choices predict children's later-in-life educational outcomes. Taken together, these findings provide novel evidence on the role of parents in shaping children's long-term outcomes.

Van Borm, H., & Baert, S. (2022). **Diving in the minds of recruiters: What triggers gender stereotypes in hiring?** (GLO Discussion Paper Series N° 1083). Consulté à l'adresse Global Labor Organization (GLO) website: <https://econpapers.repec.org/paper/zbwglodps/1083.htm>

We investigate the drivers of gender differentials in hiring chances. More concretely, we test (i) whether recruiters perceive job applicants in gender stereotypical terms when making hiring decisions and (ii) whether the activation of these gender stereotypes in recruiters' minds varies by the salience of gender in a particular hiring context and the gender prototypicality of a job applicant, as hypothesised in Ridgeway and Kricheli-Katz (2013). To this end, we conduct an innovative vignette experiment in the United States with 290 genuine recruiters who evaluate fictitious job applicants regarding their hireability and 21 statements related to specific gender stereotypes. Moreover, we experimentally manipulate both the gender prototypicality of a job applicant and the salience of gender in the hiring context. We find that employers perceive women in gender stereotypical terms when making hiring decisions. In particular, women are perceived to be more social and supportive than men, but also as less assertive and physically strong. Furthermore, our results indicate that the gender prototypicality of job applicants moderates these perceptions: the less prototypical group of African American women, who are assumed to be less prototypical, are perceived in less stereotypical terms than white women, while some stereotypes are more outspoken when female résumés reveal family responsibilities.

Wheelahan, L., & Moodie, G. (2022). **Gig qualifications for the gig economy: micro-credentials and the 'hungry mile'**. *Higher Education*, 83(6), 1279-1295. <https://doi.org/10.1007/s10734-021-00742-3>

This paper argues that micro-credentials are gig credentials for the gig economy. Micro-credentials are short competency-based industry-aligned units of learning, while the gig economy comprises contingent work by individual 'suppliers'. Both can be facilitated by (often the same) digital platforms, and both are underpinned by social relations of precariousness in the labour market and in society. They are mutually reinforcing and each has the potential to amplify the other. Rather than presenting new opportunities for social inclusion and access to education, they contribute to the privatisation of education by unbundling the curriculum and blurring the line between public and private provision in higher education. They accelerate the transfer of the costs of employment preparation, induction, and progression from governments and employers to individuals. Micro-credentials contribute to 'disciplining' higher education in two ways: first by building tighter links between higher education and workplace requirements (rather than whole occupations), and through ensuring universities are more 'responsive' to employer demands in a competitive market crowded with other types of providers.

Instead of micro-credentials, progressive, democratic societies should seek to ensure that all members of society have access to a meaningful qualification that has value in the labour market and in society more broadly, and as a bridge to further education. This is a broader vision of education in which the purpose of education is to prepare individuals to live lives they have reason to value, and not just in the specifics required of particular jobs.

Aspects psychologiques de l'éducation

Brod, G., & Shing, Y. L. (2022). **Are there Age-Related Differences in the Effects of Prior Knowledge on Learning? Insights Gained from the Memory Congruency Effect.** *Mind, Brain, and Education*, 16(2), 89-98. <https://doi.org/10.1111/mbe.12320>

Humans accumulate knowledge throughout their entire lives. In what ways does this accumulation of knowledge influence learning of new information? Are there age-related differences in the way prior knowledge is leveraged for remembering new information? We review studies that have investigated these questions, focusing on those that have used the memory congruency effect, which provides a quantitative measure of memory advantage because of prior knowledge. Regarding the first question, evidence suggests that the accumulation of knowledge is a key factor promoting the development of memory across childhood and counteracting some of the decline in older age. Regarding the second question, evidence suggests that, if available knowledge is controlled for, age-related differences in the memory congruency effect largely disappear. These results point to an age-invariance in the way prior knowledge is leveraged for learning new information. Research on neural mechanisms and implications for application are discussed.

Chae, S. E., & Alexander, P. A. (2022). **Exploring Potential Educational and Social Contributors to Relational Reasoning Development.** *Mind, Brain, and Education*, 16(2), 183-192. <https://doi.org/10.1111/mbe.12311>

The purpose of this investigation was to examine the relational reasoning performance of three groups from South Korea who either differed significantly in age or in the timing of their education. One group consisted of 200 sixth-grade adolescents. The other groups were composed of older adults who either attended school during the mandated timeframe (typical, n = 34) or who are only now enrolled in a secondary-school program (atypical, n = 45). Our quantitative investigation of the participants' performances on the Test of Relational Reasoning-Junior showed that the atypically schooled older adults performed significantly below the young adolescents and typically schooled peers on the composite scores and on all four scales (i.e., analogical, anomaly, antinomy, and antithesis). Further, the semi-structured interviews elaborated on social conditions pertinent to the quantitative analyses. Overall messages shown in the data about relational reasoning development and the potential contributions of educational and social factors are discussed.

Drozdowska, A., Jendrusch, G., Platen, P., Lücke, T., Kersting, M., & Sinning, K. (2022). **Cross-Sectional Association Between Level of School Sports and Different Cognitive Parameters in Schoolchildren, Considering Multiple Covariates.** *Mind, Brain, and Education*, 16(2), 139-148. <https://doi.org/10.1111/mbe.12321>

The objective of this study was to investigate the association between specified levels of physical education (PE) at school and different parameters of cognition in boys and girls, considering potential covariates. Baseline data from a crossover nutrition intervention study were used for a secondary analysis of 247 schoolchildren (37% girls). Participants were children from the fifth and sixth grade with an "advanced" (5–6 hr) or "regular" (3 hr) level of PE a week, without random allocation. Using three computerized tasks, cognition data were collected under usual school conditions. An advanced level of PE at school was associated with better overall cognitive performance, specifically in response speed and accuracy when controlling for lunch conditions. Girls attending advanced-PE classes showed the best performance. The potential covariates explained little about cognitive variability. Given the cognitive differences between boys and girls, future research is warranted to replicate these findings by measuring motor skills.

Figuera Gazo, P., Llanes Ordóñez, J., Torrado Fonseca, M., Valls Figuera, R.-G., & Buxarrais Estrada, M. R. (2022). **Reasons for Course Selection and Academic Satisfaction among Master's Degree Students.** *Journal of Hispanic Higher Education*, 21(3), 261-281. <https://doi.org/10.1177/1538192720954573>

This study investigated the relationships between the motivations of master's students and satisfaction with the programme. Participants included 978 students from two Spanish universities. The results showed that the characteristics of the master's programme explained the differences in the reasons for choice and student satisfaction. We found a positive relationship between academic satisfaction and the reasons for self-realization and personal growth. The results allow us to reconsider the process of student guidance and counselling.

Frausel, R. R., Vollman, E., Muzard, A., Richland, L. E., Goldin-Meadow, S., & Levine, S. C. (2022). **Developmental Trajectories of Early Higher-Order Thinking Talk Differ for Typically Developing Children and Children With Unilateral Brain Injuries.** *Mind, Brain, and Education*, 16(2), 153-166. <https://doi.org/10.1111/mbe.12301>

The use of higher-order thinking talk (HOTT), where speakers identify relations between representations (e.g., comparison, causality, abstraction) is examined in the spontaneous language produced by 64 typically developing (TD) and 46 brain-injured children, observed from 14–58 months at home. HOTT is less frequent in lower-income children and children with brain injuries, but effects differed depending on HOTT complexity and type of brain injury. Controlling for income, children with larger and later-occurring cerebrovascular infarcts produce fewer surface (where relations are more perceptual) and structure (where relations are more abstract) HOTT utterances than TD children. In contrast, children with smaller and earlier occurring periventricular lesions produce HOTT at comparable rates to TD children. This suggests that examining HOTT development may be an important tool for understanding the impacts of brain injury in children. Theoretically, these data reveal that both neurological (size and timing of brain injury) and environmental (family income) factors contribute to these skills.

Goldwater, M. B., Hilton, C., & Davis, T. H. (2022). **Developing an Educational Neuroscience of Category Learning.** *Mind, Brain, and Education*, 16(2), 167-182. <https://doi.org/10.1111/mbe.12306>

There is a disconnect between neuroscience research on concept learning and representation (focusing on categories of concrete objects), and concept learning challenges in science education (which concern systems of causal relationships among

objects and events). Bridging this gap will both inform theories of science learning and expand our understanding about how the brain learns and represents knowledge. We examine both literatures, point to where they converge and diverge, and offer paths forward for collaboration between science educators and cognitive neuroscientists to the benefit of each. In cognitive neuroscience, we describe advances in neuroimaging analyses based on cognitive models that directly relate cognitive processes to neural activity. Adapting science education content to support these model-based analyses offers unique opportunities to answer open questions about the cognition behind successful science learning. Further, adapting educational materials for use in neuroimaging may create useful learning exercises that offer unique affordances complementing typical classroom activities.

Jimenez, A., Piña-Watson, B., & Manzo, G. (2022). **Resilience Through Family: Family Support as an Academic and Psychological Protective Resource for Mexican Descent First-Generation College Students.** *Journal of Hispanic Higher Education*, 21(3), 352-363. <https://doi.org/10.1177/1538192720987103>

The present study examines the potential protective effect of familial support among first-gen Mexican descent college students regarding GPA, college persistence, and depressive symptoms. Participants included 487 Mexican descent college students from across the United States (66.7% first-gen). Results indicated that being a first-gen student was not related to the outcomes; however, family support was related to better academic and psychological outcomes (lower depressive symptoms and higher college persistence) regardless of generation status.

Kalra, P. B., & Richland, L. E. (2022). **Relational Reasoning: A Foundation for Higher Cognition Based on Abstraction.** *Mind, Brain, and Education*, 16(2), 149-152. <https://doi.org/10.1111/mbe.12323>

This article provides an introduction to the special issue on relational reasoning. It first provides a definition of relational reasoning, and provides a conceptual framework for relational reasoning research as follows: The ability to represent concepts abstractly is critical for relational reasoning. Relational reasoning in turn provides a foundation for higher cognitive abilities such as language, and analogical reasoning. Understanding relational concepts is also crucial for STEM education. Experience, including formal education, may enhance relational reasoning ability, which in turn may facilitate future learning, forming a positive feedback loop. Creative problem-solving or reasoning can also be defined in terms of abstraction or semantic distance, providing an important link between relational reasoning and creativity. Each of the articles in the special issue is briefly discussed and framed within these concepts.

Mouillot, P. (2022, juin 10). **Scientifiquement, le HPI n'existe pas.** Consulté 23 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/scientifiquement-le-hpi-nexiste-pas-184606>

La notion de « haut potentiel intellectuel », qui désigne un quotient intellectuel élevé, s'impose dans le débat public mais ne recoupe aucune réalité validée par les scientifiques.

Prokofieva, V., Kostromina, S., Brandt-Pomares, P., Hérold, J.-F., Fenouillet, F., & Velay, J.-L. (2022). **The Relationship Between Assessment-Related Stress, Performance, and Gender**

in a Class Test. *Mind, Brain, and Education*, 16(2), 112-121. <https://doi.org/10.1111/mbe.12316>

An assessment-related stress is an object of interest of both educational and neurobiological research. In educational literature, "feeling stressed" is measured by self-reports and mostly in the situation of high-stakes examinations before and after an exam. In neurophysiological research, "acute stress" is laboratory observed through controlled variables. However, the studies of functionally measured stress in real school context are missing in scientific literature. This article relates the results of a study carried out in a real school context during a class test. Stress data obtained through the functional measurement (heart rate variability) in 16 students and behavioral data in 76 students were analyzed. The results show that class tests under assessment are more stressful compared with nonassessed tests. A decrease in number of correct responses and an increase in response time was observed. Girls show better performance and respond more slowly under assessment. The results are discussed in the scope of interdisciplinary research.

Sainz Sujet, P. (2022). **Do Institutions Matter in Student Engagement? A Comparison in Engagement Between Two Universities in Different Contexts.** *Journal of Hispanic Higher Education*, 21(3), 333-351. <https://doi.org/10.1177/15381927211052712>

Academic engagement has been studied for several years because of its influence on student attrition. According to Tinto, engagement is the most important predictor for student dropout, which makes it relevant to understand how the environment influences engagement. Yet very few studies have addressed this relationship outside higher income countries. The results of a 2×2 factorial multivariate analysis of variance (MANOVA) suggest significant differences in engagement means between students from one American and one Bolivian university.

Schroeder-Strong, M. (2022). **Motivational aspects of transformative education.** *Theory and Research in Education*, 20(1), 83-90. <https://doi.org/10.1177/14778785221088133>

Douglas Yacek's Transformative Education is critiqued according to how well various transformative education practices reflect current motivational theories. The conversion, emancipation, reconstruction, and aspirational strategies are set against popular theories of motivation in education: Deci and Ryan's Self-Determination Theory, Carol Dweck's Growth Mindset Theory, and Abraham Maslow's Human Needs Theory. Overall, the aspirational approach is found to be more consistent with motivational theory, and future directions for the aspirational approach are discussed.

Strom, Strom, Sindel-Arrington, Rude, & Wang. (2022). **Gender Differences in Stress of Community College Students.** *Community College Journal of Research and Practice*, 46(7), 472-487. <https://doi.org/10.1080/10668926.2021.1873872>

Stress experienced by community college students is increasing and can jeopardize health and performance. Sources of stress felt by students are not well understood because they typically confide in peers. This article reviews the literature on the scope, signs, and effects of stress. A study is described that identifies gender differences in sources of stress among community college students. The 351 subjects (210 females, 141 males) attended the same community college; most (69%) lived at home with their parents. They self-administered the online College Stress Poll consisting of 17 multiple-choice items. Poll data were analyzed using a series of Chi-square independence tests to compare gender responses with Cramer's V applied as the measurement of effect

size. Females significantly more often than males reported getting along with family as stressful and felt greater pressure from parents to perform better than their classmates. Females were more often exposed to stress from peers who interrupted them during study time and insisted that they respond quickly to text messages. Both genders identified getting good grades as a major source of stress, admitted having poor time management skills, and lacked understanding in some courses. Results identified ways for educators and parents to reduce undue stress imposed on students. Workshop topics about stress were chosen by students that they wanted the college to provide for parents, teachers, and students.

Suwinyattichaiorn, T., & Johnson, Z. D. (2022). **The Impact of Family and Friends Social Support on Latino/a First-Generation College Students' Perceived Stress, Depression, and Social Isolation.** *Journal of Hispanic Higher Education*, 21(3), 297-314. <https://doi.org/10.1177/1538192720964922>

This study highlights Latino/a first-generation students by investigating the associations of stress, depression, and social isolation with family and friend social support in their college experiences. Using random sampling, nine-hundred and seven (N = 907) Latino/a first-generation students participated in this study. Results indicated family social support is negatively associated with stress and depression, social support from friends is negatively associated with social isolation, and family social support is a moderator of stress and depression.

Tracey, L., Bowyer-Crane, C., Bonetti, S., Nielsen, D., D'Apice, K., & Compton, S. (2022). **The impact of the COVID-19 pandemic on children's socioemotional well-being and attainment during the Reception Year.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3617> [Report]. Consulté à l'adresse Education endowment foundation website: <https://d2tic4wvo1iusb.cloudfront.net/documents/projects/EEF-School-Starters.pdf?v=1652814985>

Using a sample of Early Years Foundation Stage data, the researchers assessed the impact of the pandemic on the development of children who were in Reception class for the school year that ran from 2020-21. The proportion of children reaching the expected levels in all areas – communication and language, physical development, literacy, maths, and personal, social and emotional development – was 59% in 2021, compared to 72% for the 2019 cohort. This difference is equivalent to, on average, three more children in every classroom not reaching the expected levels by the end of the school year. The findings are supported by surveys of schools asking them about their pupils' development. When this cohort of children started school in 2020, over three-quarters (76%) reported that they needed more support than those starting school before the pandemic. This had fallen to just over half (56%) by the end of the school year.

Vandenbergh, B., Montero Perez, M., Reynvoet, B., & Desmet, P. (2022). **Second Language Vocabulary Learning through Ecologically Valid Classroom Practice Can Be Indexed by Event-Related Potentials (ERPs). A Conceptual Replication Study.** *Mind, Brain, and Education*, 16(2), 122-138. <https://doi.org/10.1111/mbe.12324>

Previous research has suggested that Event-Related Potentials (ERPs) can index form-, meaning-, and use-related aspects of the second language (L2) vocabulary knowledge, through, respectively, a lexical decision task (LDT, targeting N400), a semantic relatedness task (SEMREL, targeting N400), and a grammatical judgment task (GJT,

targeting P600/AN). Yet, those findings were established in the context of either laboratory-based or longitudinal word learning studies. Therefore, this conceptual replication study investigates whether LDT, SEMREL, and GJT could reveal the aforementioned ERP components in the context of an ecologically valid short-term intervention representative of L2 classroom practice. Twenty Dutch-speaking participants performed reading and writing tasks in a computer-assisted learning environment. Target words were 20 real L2 French verbs. ERPs were recorded immediately after the learning sessions. Results showed N400 for form- and meaning-related knowledge and P600 for grammatical use. We conclude that ERPs can index L2 vocabulary knowledge gained through ecologically valid classroom activities.

Wang, Q., Zhu, Y., Wei, L., & Deng, H. (2022). **Visual Attention Pattern of Middle School Students During Problem-Solving in Physics.** *Mind, Brain, and Education*, 16(2), 99-111. <https://doi.org/10.1111/mbe.12313>

This study investigated how visual attention differed between students who hold scientific knowledge and those who have misconceptions. We analyzed visual fixations of 98 middle students on problems containing information relevant to scientific knowledge and common misconceptions. It showed that students who acquired scientific concepts paid more attention to appropriate information but took less consideration to irrelevant information. On the contrary, students who held misconceptions fixated more on misleading information but failed to select appropriate information. In addition, the senior students demonstrated more eye fixations on relevant information than their younger peers. These findings reflect that students' conceptual understanding affects the way they evaluate the problem information. Our results also suggest that formal science education improves students' ability to select relevant information and efficiently solve a problem. Studying the visual attention pattern during problem-solving provides implications for the development of effective instructions to promote their ability to solve scientific problems.

Xing, X., & Rojewski, J. W. (2022). **Understanding Postsecondary Education Enrollment of First-Generation Students From a Social Cognitive Perspective.** *Journal of Career Development*, 49(3), 519-537. <https://doi.org/10.1177/0894845320958075>

Data from the High School Longitudinal Study of 2009 were used to describe and compare postsecondary education enrollment patterns of first- and continuing-generation students. Social cognitive career theory was used to explain the processes of educational and career pursuit and attainment, as well as personal, behavioral, and contextual/environmental factors influencing these processes. Postsecondary educational self-efficacy (i.e., a belief or confidence in future educational success) had a significant positive influence on establishing higher postsecondary educational goals for all adolescents. Postsecondary educational self-efficacy and goals, together, also had a substantial positive influence on postsecondary enrollment patterns of both groups. Self-efficacy exerted a stronger total effect for first-generation students. Contextual supports and barriers directly influenced students' goals but played different roles depending on generational status.

Aspects sociaux de l'éducation

Baker, S. J., & Osanloo, A. F. (2022). **To Dean, or Not To Dean?** *Journal of Cases in Educational Leadership*, 25(2), 195-209. <https://doi.org/10.1177/15554589221085567>

The lack of women holding high-level leadership positions in higher education institutions is problematic. From a historical standpoint, women face several more obstacles while working toward obtaining leadership roles in higher education than men do. In addition, from a societal lens, women are judged differently in regard to leadership style, emotion, and success in higher education leadership. This case follows a woman who obtained the position of interim dean and was unceremoniously removed from the role. Authors make suggestions regarding factors for her success, how her emotions affected her performance, and variables leading to her accepting the role of interim dean.

Bennett, C. B., Ramos, D., & Wyatt, R. (2022). **Latinx Youth's Funds of Knowledge: Empowering Activist Identities in a Nuevo South College Access Program.** *Journal of Hispanic Higher Education*, 21(3), 282-296. <https://doi.org/10.1177/1538192720963717>

This paper highlights Latinx youth's community engagement and activist identities during their participation in CHANCE (Campamento Hispano Abriendo Nuestro Camino a la Educación), a college access program at UNC Greensboro. We examined Latinx youth's activist identities using critical qualitative inquiry. Findings reveal collective consciousness and responsibility to the Latinx community. Implications and significance for higher education demonstrate how college access pathway programs, such as CHANCE, reinforce Latinx students' scholar-activist identities.

Blanden, J., Doepke, M., & Stuhler, J. (2022). **Educational Inequality** (IZA Discussion Paper N° 15225). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15225.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 socio-economic 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.

Canaan, S., Deeb, A., & Mouganie, P. (2022). **Does Religious Diversity Improve Trust and Performance? Evidence from Lebanon** (IZA Discussion Paper N° 15206). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15206.htm>

Religious divisions have long played a primary role in major conflicts throughout much of the world. Intergroup contact may increase trust between members of different religions. However, evidence on how inter-religious contact affects individuals' behavior towards one another is scarce. We examine this question in the setting of a four-year university in

Lebanon, a country with a long history of deep divisions and armed conflicts between religious groups. To identify causal effects, we exploit the university's random assignment of first-year students to peer groups. We proxy students' religious backgrounds by whether they attended secular, Christian or Islamic high schools—the last of which have the most religiously homogeneous student body. Results indicate that for students from Islamic high schools, exposure to peers from different religious backgrounds decreases their enrollment in courses taught by instructors with distinctively Muslim names, suggesting that contact improves trust towards members of other religions. Moreover, we show that students from Islamic schools experience improvements in GPA when interacting with those from other groups, while exposure to Islamic students reduces secular students' academic performance.

Chae, S. E., & Alexander, P. A. (2022). **Exploring Potential Educational and Social Contributors to Relational Reasoning Development.** *Mind, Brain, and Education*, 16(2), 183-192. <https://doi.org/10.1111/mbe.12311>

The purpose of this investigation was to examine the relational reasoning performance of three groups from South Korea who either differed significantly in age or in the timing of their education. One group consisted of 200 sixth-grade adolescents. The other groups were composed of older adults who either attended school during the mandated timeframe (typical, n = 34) or who are only now enrolled in a secondary-school program (atypical, n = 45). Our quantitative investigation of the participants' performances on the Test of Relational Reasoning-Junior showed that the atypically schooled older adults performed significantly below the young adolescents and typically schooled peers on the composite scores and on all four scales (i.e., analogical, anomaly, antinomy, and antithesis). Further, the semi-structured interviews elaborated on social conditions pertinent to the quantitative analyses. Overall messages shown in the data about relational reasoning development and the potential contributions of educational and social factors are discussed.

Chovelon, C. G. (2022, juin 7). **Mixité scolaire : que peuvent apporter les cours de récréation « non genrées » ?** Consulté 15 juin 2022, à l'adresse The Conversation website: <http://theconversation.com/mixite-scolaire-que-peuvent-apporter-les-cours-de-recreation-non-genrees-183502>

Les garçons et les filles ne se comportent pas de la même façon dans la cour de récréation. Pour les mettre sur un pied d'égalité, il s'agit donc de repenser les espaces.

Coulson-Johnston, Salinas, & Vásquez-Colina. (2022). **A Document Analysis of Community College Published Scholarship about Native American Students and Tribal Colleges and Universities.** *Community College Journal of Research and Practice*, 46(7), 511-524. <https://doi.org/10.1080/10668926.2022.2064373>

This document analysis study identified how many articles' purposes focused on Native American peoples and Tribal Colleges and Universities (TCUs) are published in five community college journals and one professional magazine, and how this published research portrays Native American peoples and TCUs. Utilizing a document analysis design, five peer-review journals and one professional magazine committed to community college research were searched using the terms: "Native American" "American Indian" "Indigenous," "Indian," "native," and "Tribal Colleges and Universities." The journal searches yielded 1,993 articles with only 17 articles specific to Native American peoples or TCUs. Two findings emerged from this study: 1) the

reinforcement that tribal colleges and universities provide culturally relevant opportunities to aid in student success; and 2) challenging stereotypes and promoting Indigenous learning at non-Native community colleges. This document analysis study provides four recommendations for future research and practice.

Espinoza, O., González, L. E., Sandoval, L., McGinn, N., & Corradi, B. (2022). **Reducing inequality in access to university in Chile: the relative contribution of cultural capital and financial aid.** *Higher Education*, 83(6), 1355-1370. <https://doi.org/10.1007/s10734-021-00746-z>

In 2016, Chile implemented a policy of free higher education (gratuity) for secondary school graduates from families in the lower income range. One of the stated objectives of the new policy was to increase the access of secondary school graduates from families with lower levels of education. To answer that concern, we analyzed administrative data from more than 800,000 students seeking university admission in 2012, 2015, and 2019. Our objective was to determine whether an increased proportion of "first-generation" students had been admitted to selective universities. The results show that between 2015 and 2019, the impact of the gratuity on first-generation admissions was marginal. It was of some importance only for those secondary school graduates from public schools and those who had been enrolled in the technical-professional track. The enrollment rate of these groups increased 2.2 and 2.7%, respectively. In sum, the effect of the introduction of gratuity on enrollment of first-generation students was not as impressive as expected. It has acted principally as an alternative source of finance, reducing use of other forms such as bank loans and scholarships. These results challenge directly the hypothesis that inequity in access to university is primarily attributable to financial difficulties.

Fantuzzo, J. P. (2022). **Recognizing human dignity behind bars: A moral justification for college-in-prison programs.** *Theory and Research in Education*, 20(1), 26-43. <https://doi.org/10.1177/14778785221102035>

There is currently bipartisan support for criminal justice reform in the United States. One reform, recently passed through the Consolidated Appropriations Act/COVID relief package (December 2020), restored need-based, higher educational aid for incarcerated persons. With a resurgence of college-in-prison programs on the horizon, this article joins recent efforts to understand the moral justification of these programs not exclusively in terms of reductions in recidivism rates but in terms of a duty-based recognition of human dignity. It contributes to these efforts by examining the meaning and implications of recognizing human dignity behind bars, contending that the achievements of college-in-prison programs are morally justified insofar as they provide a model for recognizing the human dignity of all incarcerated persons (not just the select few they educate) and thereby spur the transformation of an institution that systematically ignores the role of human dignity in our moral lives.

Francis, D. V., Hardy, B. L., & Jones, D. (2022). **Black Economists on Race and Policy: Contributions to Education, Poverty and Mobility, and Public Finance.** *Journal of Economic Literature*, 60(2), 454-493. <https://doi.org/10.1257/jel.20211686>

Frank, J. (2022). **Failures of imagination: Racial justice in philosophy and education.** *Theory and Research in Education*, 20(1), 125-129. <https://doi.org/10.1177/14778785221085938>

This article is a retrospective look at Chris Lebron's essay 'Thoughts on Racial Democratic Education and Moral Virtue'. I argue that Lebron's work remains extremely relevant, both for its vision of antiracist education, and for the methodological questions it allows readers to contend with. As we are living in an age of increasing backlash to antiracist education, taking another look at Lebron's essay also allows us to consider the reasonableness of this backlash and what this backlash says about imagination and failures of imagination.

Hu, S., Hood, M., Creed, P. A., & Shen, X. (2022). **The Relationship Between Family Socioeconomic Status and Career Outcomes: A Life History Perspective.** *Journal of Career Development*, 49(3), 600-615. <https://doi.org/10.1177/0894845320958076>

Based on the life history perspective, this study tested a serial mediation model in which family socioeconomic status (SES) related to person-job fit via resource scarcity, career exploration, and goal persistence. We expected that when seeking employment, higher SES students would perceive lower resource scarcity, and, in turn, adopt more adaptive career behaviors (i.e., career exploration and goal persistence) to maximize career success, which would then lead to better person-job fit upon graduation. Using a sample of 224 final-year students (mean age 21 years, 77% male), we found, as expected, that higher SES was related to more career exploration and goal persistence via lower perceived scarcity and that exploration and persistence were related to better person-job fit. In addition, higher SES was indirectly related to person-job fit via scarcity and the two career behaviors. The findings highlight the importance of family SES in young people's career development.

Jarraud, F. (2022, juin 1). **Comment le lycée entretient les stéréotypes sexistes...** Consulté 20 juillet 2022, à l'adresse Le café pédagogique website: <https://www.cafepedagogique.net/2022/06/01/comment-le-lycee-entretient-il-les-stereotypes-sexistes/>

« L'étude invite à changer de paradigme en ne considérant plus le lycée uniquement comme un espace neutre qui devrait agir davantage en faveur de l'égalité mais bien comme un lieu où se forment et se renforcent les inégalités entre les filles et les garçons ». Réalisée par le Centre Hubertine Auclert cette enquête sur « les freins à l'accès des filles aux filières informatiques et numériques » débouche sur des perspectives plus larges. Analysant la place et le devenir des filles dans la spécialité NSI (82% de garçons), elle montre comment le lycée participe plus généralement du processus de « mise en conformité » des filles et des garçons. Et elle fait aussi des propositions pour changer les choses.

Jimenez, A., Piña-Watson, B., & Manzo, G. (2022). **Resilience Through Family: Family Support as an Academic and Psychological Protective Resource for Mexican Descent First-Generation College Students.** *Journal of Hispanic Higher Education*, 21(3), 352-363. <https://doi.org/10.1177/1538192720987103>

The present study examines the potential protective effect of familial support among first-gen Mexican descent college students regarding GPA, college persistence, and depressive symptoms. Participants included 487 Mexican descent college students from across the United States (66.7% first-gen). Results indicated that being a first-gen student was not related to the outcomes; however, family support was related to better academic and psychological outcomes (lower depressive symptoms and higher college persistence) regardless of generation status.

Lee, S., & Vignoles, A. (2022). **Does college level the playing field? Socioeconomic gaps in the earnings of similar graduates: evidence from South Korea.** *Higher Education*, 83(6), 1335-1354. <https://doi.org/10.1007/s10734-021-00745-0>

The socioeconomic gap in participation at university is an enduring policy issue in South Korea, as in many other countries. However, less attention has been paid to the socioeconomic gap in the outcomes from tertiary education. This paper addresses this gap in the literature, using the Korean Education and Employment Panel (KEEP) data to investigate the extent to which the wages of Korean graduates who attended similar higher education institutions vary by socioeconomic background. The results show that a degree appears to largely level the playing field, in terms of earnings, between male graduates from poor and rich backgrounds. For females, by contrast, family background is still a strong predictor of earnings, even after allowing for institution attended and discipline of degree. Further, the wage premium for 2-year and 4-year college degrees also varies by family background. Four-year college degrees, contrary to popular belief, do not always attract a higher wage premium than 2-year college degrees, particularly for men from poorer family backgrounds.

Lemke, M., Bascug, E., & Howard, A. (2022). **Seen Yet Unseen: A Case of Human Trafficking at Harris High School.** *Journal of Cases in Educational Leadership*, 25(2), 153-168. <https://doi.org/10.1177/15554589211055105>

Although anyone can become a victim, commercial exploitation and human trafficking disproportionately affect women, girls, and communities of color within the United States. Despite its prevalence, misinformation and a widespread lack of understanding on this issue create barriers to identifying and supporting trafficking victims. School staff are critically positioned to both identify and support the needs of trafficked youth. This article offers a fact-based case example of human trafficking in a small town in New York State, including one principal's challenges and opportunities in addressing human trafficking in her school. Programming and practice frameworks that utilize trauma-informed care, cultural and linguistic responsiveness, and human rights approaches are offered as strategies for engagement with this topic.

Mitra, D., Pham, H., & Ural Marchand, B. (2022). **Enhanced Intergenerational Occupational Mobility through Trade Expansion: Evidence from Vietnam** (Working Paper N° 2022-9). Consulté à l'adresse University of Alberta, Department of Economics website: https://econpapers.repec.org/paper/risalbaec/2022_5f009.htm

Using eight rounds of the Vietnam Household Living Standards Surveys (VHLSSs) spanning 16 years and exploiting the US Vietnam Bilateral Trade Agreement (BTA) in 2001 as a large export shock, we investigate the impact of this shock on intergenerational occupational mobility in Vietnam employing a difference-in-differences research design. Our analysis suggests that the BTA has led to substantial upward occupational mobility, allowing both sons and daughters to have better occupations than their parents, with the effects being larger for daughter-mother pairs. The effect is larger in the long-run compared to the short-run. We find evidence that the driving force is an increase in skill demand via gender-biased expansion in export volumes. The effects are largely driven by intersectoral resource reallocation rather than within-sector upgrades. In addition, the BTA induced a higher likelihood of college education for both sons and daughters, but of vocational training only for sons. Overall, the BTA shock accounts for 36% of the overall

increase in mobility for both genders. Our results control for Vietnam's own tariff reductions, which do not seem to have any statistically significant impact on mobility.

O'Hara, E. M. (2022). **Latino Student Retention: A Case Study in Perseverance and Retention.** *Journal of Hispanic Higher Education*, 21(3), 315-332.
<https://doi.org/10.1177/1538192720968509>

This qualitative single case study explored the lived experience of a first-generation Latino college student in a four-year higher education setting, who despite obstacles, persisted in college. The study revealed the need for a supportive system, both in and out of school, with an understanding and respect for the culture. Moreover, the findings revealed the need to "burst the bubble" leaving the comfort zone, to grow academically and personally. The results of this study offer a valuable perspective to the experiences of a Latino students.

Prokofieva, V., Kostromina, S., Brandt-Pomares, P., Hérold, J.-F., Fenouillet, F., & Velay, J.-L. (2022). **The Relationship Between Assessment-Related Stress, Performance, and Gender in a Class Test.** *Mind, Brain, and Education*, 16(2), 112-121.
<https://doi.org/10.1111/mbe.12316>

An assessment-related stress is an object of interest of both educational and neurobiological research. In educational literature, "feeling stressed" is measured by self-reports and mostly in the situation of high-stakes examinations before and after an exam. In neurophysiological research, "acute stress" is laboratory observed through controlled variables. However, the studies of functionally measured stress in real school context are missing in scientific literature. This article relates the results of a study carried out in a real school context during a class test. Stress data obtained through the functional measurement (heart rate variability) in 16 students and behavioral data in 76 students were analyzed. The results show that class tests under assessment are more stressful compared with nonassessed tests. A decrease in number of correct responses and an increase in response time was observed. Girls show better performance and respond more slowly under assessment. The results are discussed in the scope of interdisciplinary research.

Reeves, R. V., & Deng, B. (2022). **Who you know: relationships, networks, and social capital in boosting opportunity for young Americans.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3614> [Report]. Consulté à l'adresse Brookings Institution (États-Unis) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3614>

Who you know can have a significant impact on one's accessibility to resources and opportunities for mobility. While it is difficult to determine the causal impact of social capital on educational outcomes, we do present some evidence that relationships with families, peers, teachers, and counselors play a role in college enrollment, especially those of marginalized identities. In this report we define social capital, contextualize the role of social capital in college-going, and center the narratives of students and programs who strengthen and maintain social networks as a means of boosting opportunity. Finally, we present recommendations for policymakers and practitioners in this space, mainly more high-quality evaluation of the efficacy of these programs to further bolster their impacts on students and their educational and economic prospects.

Strom, Strom, Sindel-Arrington, Rude, & Wang. (2022). **Gender Differences in Stress of Community College Students.** *Community College Journal of Research and Practice*, 46(7), 472-487. <https://doi.org/10.1080/10668926.2021.1873872>

Stress experienced by community college students is increasing and can jeopardize health and performance. Sources of stress felt by students are not well understood because they typically confide in peers. This article reviews the literature on the scope, signs, and effects of stress. A study is described that identifies gender differences in sources of stress among community college students. The 351 subjects (210 females, 141 males) attended the same community college; most (69%) lived at home with their parents. They self-administered the online College Stress Poll consisting of 17 multiple-choice items. Poll data were analyzed using a series of Chi-square independence tests to compare gender responses with Cramer's V applied as the measurement of effect size. Females significantly more often than males reported getting along with family as stressful and felt greater pressure from parents to perform better than their classmates. Females were more often exposed to stress from peers who interrupted them during study time and insisted that they respond quickly to text messages. Both genders identified getting good grades as a major source of stress, admitted having poor time management skills, and lacked understanding in some courses. Results identified ways for educators and parents to reduce undue stress imposed on students. Workshop topics about stress were chosen by students that they wanted the college to provide for parents, teachers, and students.

Suwinyattichaiorn, T., & Johnson, Z. D. (2022). **The Impact of Family and Friends Social Support on Latino/a First-Generation College Students' Perceived Stress, Depression, and Social Isolation.** *Journal of Hispanic Higher Education*, 21(3), 297-314. <https://doi.org/10.1177/1538192720964922>

This study highlights Latino/a first-generation students by investigating the associations of stress, depression, and social isolation with family and friend social support in their college experiences. Using random sampling, nine-hundred and seven (N = 907) Latino/a first-generation students participated in this study. Results indicated family social support is negatively associated with stress and depression, social support from friends is negatively associated with social isolation, and family social support is a moderator of stress and depression.

Tungodden, J., Willén, A., & Willén, A. L. P. (2022). **When Parents Decide: Gender Differences in Competitiveness** (CESifo Working Paper Series N° 9516). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9516.htm>

Parents make important choices for their children in many areas of life, yet the empirical literature on this topic is scarce. We study parents' competitiveness choices for their children by combining two large-scale artefactual field experiments with high-quality longitudinal administrative data. We document three main sets of findings. First, parents choose more competition for their sons than daughters. Second, this gender difference can largely be explained by parents' beliefs about their children's competitiveness preferences. Third, parents' choices predict children's later-in-life educational outcomes. Taken together, these findings provide novel evidence on the role of parents in shaping children's long-term outcomes.

Van Borm, H., & Baert, S. (2022). **Diving in the minds of recruiters: What triggers gender stereotypes in hiring?** (GLO Discussion Paper Series N° 1083). Consulté à l'adresse Global

Labor Organization (GLO) website:
<https://econpapers.repec.org/paper/zbwglodps/1083.htm>

We investigate the drivers of gender differentials in hiring chances. More concretely, we test (i) whether recruiters perceive job applicants in gender stereotypical terms when making hiring decisions and (ii) whether the activation of these gender stereotypes in recruiters' minds varies by the salience of gender in a particular hiring context and the gender prototypicality of a job applicant, as hypothesised in Ridgeway and Kricheli-Katz (2013). To this end, we conduct an innovative vignette experiment in the United States with 290 genuine recruiters who evaluate fictitious job applicants regarding their hireability and 21 statements related to specific gender stereotypes. Moreover, we experimentally manipulate both the gender prototypicality of a job applicant and the salience of gender in the hiring context. We find that employers perceive women in gender stereotypical terms when making hiring decisions. In particular, women are perceived to be more social and supportive than men, but also as less assertive and physically strong. Furthermore, our results indicate that the gender prototypicality of job applicants moderates these perceptions: the less prototypical group of African American women, who are assumed to be less prototypical, are perceived in less stereotypical terms than white women, while some stereotypes are more outspoken when female résumés reveal family responsibilities.

Vasquez, de Jesus Gonzalez, Cataño, & Garcia. (2022). **Exploring the Role of Women as Validating Agents for Latino Men in Their Transfer Success.** *Community College Journal of Research and Practice*, 46(7), 488-503. <https://doi.org/10.1080/10668926.2021.1873874>

This phenomenological study explored the ways women served as validating agents for Latino men who had transferred from a community college to a four-year institution. Informed by Rendón's theory of validation, participants expressed numerous ways in which women figures (e.g., mothers, sisters, significant others) were sources of validation across their pre and post transfer experience. Findings yielded the need for increased involvement of women in men of color initiatives, compensation for emotional labor performed by women, and engagement opportunities for women family members. The authors provide recommendations for research and practice.

Wicht, A., Miyamoto, A., & Lechner, C. M. (2022). **Are Girls More Ambitious Than Boys? Vocational Interests Partly Explain Gender Differences in Occupational Aspirations.** *Journal of Career Development*, 49(3), 551-568. <https://doi.org/10.1177/0894845321991665>

Previous research suggests that girls have higher occupational aspirations than boys before entering the labor market. We investigate whether this gender gap in occupational aspirations generalizes to secondary school students in Germany and illuminate the possible mechanisms behind these purported gender differences. For this purpose, we used a large and representative sample of ninth graders (N = 10,743) from the German National Educational Panel Study. Adolescents' occupational aspirations were coded on the International Socio-Economic Index of Occupational Status (ISEI) according to the socioeconomic status of the aspired occupation. Results showed that girls' occupational aspirations were 6.5 ISEI points higher than boys' (Cohen's $d = .36$). Mediation analyses further revealed that gender differences in vocational interest could explain one-half of the gender gap in occupational aspirations. This suggests that girls' higher occupational aspirations reflect their specific vocational interests rather than a general striving for higher status and prestige compared to boys.

Ziegler, L., Schwarzberg Milanello, T., Winthrop, R., & Sukumar, C. (2022). **Adolescent isolation, ideology, and the missing voice of parents: A social listening analysis of Brazilian education.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3615> [Report]. Consulté à l'adresse Brookings Institution (États-Unis) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3615>

The first case of coronavirus in Brazil was confirmed in February 2020, followed by a rapid increase in cases, news, and discourses on social media. Since then, life for many Brazilian students and teachers has become more difficult not only due to the disease's health impacts, but also its social impacts. For education, the immediate repercussion of the pandemic was the sudden suspension of face-to-face activities and the temporary closure of schools and universities. As a result, emergency distance learning activities were implemented—generally without adequate technological infrastructure, educational material, or previous teacher training. This took place amid economic, social, and political disruptions in which educational institutions played a key role. Our effort in this report is to understand and share what Brazilian teachers, parents, and students are discussing on social media about education both before and during the pandemic.

Climat de l'école

Tracey, L., Bowyer-Crane, C., Bonetti, S., Nielsen, D., D'Apice, K., & Compton, S. (2022). **The impact of the COVID-19 pandemic on children's socioemotional well-being and attainment during the Reception Year.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3617> [Report]. Consulté à l'adresse Education endowment foundation website: <https://d2tic4wvo1iusb.cloudfront.net/documents/projects/EEF-School-Starters.pdf?v=1652814985>

Using a sample of Early Years Foundation Stage data, the researchers assessed the impact of the pandemic on the development of children who were in Reception class for the school year that ran from 2020-21. The proportion of children reaching the expected levels in all areas – communication and language, physical development, literacy, maths, and personal, social and emotional development – was 59% in 2021, compared to 72% for the 2019 cohort. This difference is equivalent to, on average, three more children in every classroom not reaching the expected levels by the end of the school year. The findings are supported by surveys of schools asking them about their pupils' development. When this cohort of children started school in 2020, over three-quarters (76%) reported that they needed more support than those starting school before the pandemic. This had fallen to just over half (56%) by the end of the school year.

Évaluation des dispositifs d'éducation-formation

Bennett, C. B., Ramos, D., & Wyatt, R. (2022). **Latinx Youth's Funds of Knowledge: Empowering Activist Identities in a Nuevo South College Access Program.** *Journal of Hispanic Higher Education*, 21(3), 282-296. <https://doi.org/10.1177/1538192720963717>

This paper highlights Latinx youth's community engagement and activist identities during their participation in CHANCE (Campamento Hispano Abriendo Nuestro Camino a la

Educación), a college access program at UNC Greensboro. We examined Latinx youth's activist identities using critical qualitative inquiry. Findings reveal collective consciousness and responsibility to the Latinx community. Implications and significance for higher education demonstrate how college access pathway programs, such as CHANCE, reinforce Latinx students' scholar-activist identities.

Reynolds, Xiao, & Friedel. (2022). **Success of Community College Faculty in Mentoring Programs.** *Community College Journal of Research and Practice*, 46(7), 531-534. <https://doi.org/10.1080/10668926.2022.2064371>

Do community colleges have formal mentoring for new faculty? Are these programs effective? A research study of mentors and mentees from one Midwestern community college rated its efficacy. These survey findings share their ratings of the program, suggestions for improvement, additional professional development needed to support the mentoring program, and recommendations for further research.

Formation continue

Mbiatong, J. (2022). **L'interculturalité en formation des adultes : tendances, enjeux et perspectives de recherche.** *Savoirs*, (59), 13-50. <https://doi.org/10.3917/savo.059.0013>

Comme nous le verrons dans ce numéro 59 de la revue *Savoirs* portant sur l'interculturalité en formation, il ne s'agira pas tant de caractériser un ensemble composite commun à différentes cultures, mais de signifier le souci d'une personne ou d'un groupe de s'ouvrir à une autre culture, ainsi qu'à celles et ceux qui l'incarnent, pour en comprendre les traditions et les valeurs, en vue d'instaurer des convergences. La Note de synthèse proposée par J. Mbiatong, intitulée *L'interculturalité en formation des adultes : tendances, enjeux et perspectives de recherche*, s'intéresse au développement polymorphe de l'interculturalité, notamment dans les champs du management humain au sein des organisations internationales, des métiers de l'intervention sociale ou médico-sociale et de la formation. La question est également traitée sur le plan historique depuis l'après Seconde guerre mondiale jusqu'à nos jours, afin de mieux saisir la compétence interculturelle au sein d'un environnement mondialisé. Le numéro se poursuit par deux articles de recherche en lien avec la thématique de la note de synthèse. Le premier de S. Ben Abid-Zarrouk et E. Nal a pour titre *Les compétences interculturelles et la coopération internationale : Le cas des échanges germano-maghrébins*. Il resitue les fondements théoriques de la compétence interculturelle, pour mieux analyser ensuite les situations où elle a fait défaut dans le projet observé. Le second que l'on doit à S. Bezzari et J. Eneau s'intitule *Les compétences communicatives interculturelles en contexte hétérogène : (trans)formation et transfert*. La recherche empirique qui y est présentée a été réalisée dans le cadre de la formation des adultes en communication interculturelle et a observé les capacités de (trans)formation et de transfert de ces mêmes compétences en contexte professionnel. Un troisième article vient enrichir la rubrique *Enjeux théoriques* et a pour autrice Stéphanie Reyssier. Il porte sur *L'approche écologique pour percevoir les conditions favorisant le développement humain, qui est envisagé ici en termes de perception et d'activité*.

Marché du travail

Aggeri, F. (2022, juin 8). **Les jeunes diplômés veulent un travail avec du sens**. Consulté 23 janvier 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/franck-aggeri/jeunes-diplomes-veulent-un-travail-sens/00103432>
Le message n'est pas passé inaperçu : 100 000 vues sur les réseaux sociaux en vingt-quatre heures.

L'Horty, Y. (2022, juin 13). **Quelles seraient les conséquences d'une hausse du smic ?** Consulté 15 juin 2022, à l'adresse The Conversation website: <http://theconversation.com/quelles-seraient-les-consequences-dune-hausse-du-smic-184865>

Une revalorisation du salaire minimum constitue un outil peu efficace pour préserver le pouvoir d'achat des ménages. Quant à ses effets sur l'emploi, ils restent difficiles à mesurer.

Métiers de l'éducation

Baker, S. J., & Osanloo, A. F. (2022). **To Dean, or Not To Dean?** *Journal of Cases in Educational Leadership*, 25(2), 195-209. <https://doi.org/10.1177/15554589221085567>
The lack of women holding high-level leadership positions in higher education institutions is problematic. From a historical standpoint, women face several more obstacles while working toward obtaining leadership roles in higher education than men do. In addition, from a societal lens, women are judged differently in regard to leadership style, emotion, and success in higher education leadership. This case follows a woman who obtained the position of interim dean and was unceremoniously removed from the role. Authors make suggestions regarding factors for her success, how her emotions affected her performance, and variables leading to her accepting the role of interim dean.

Brion, C. (2022). **Building Emotionally Resilient Schools and Educators During Crises**. *Journal of Cases in Educational Leadership*, 25(2), 136-152. <https://doi.org/10.1177/15554589211047261>

This teaching case study illustrates the increasing need for school leaders to offer and foster adult social emotional learning (SEL) in schools, particularly in the context of crises. This scenario takes place in an urban high school that is representative of many other American schools. In particular, I examine the challenges educational leaders commonly face when they do not take SEL for adults into consideration prior to implementing SEL for students. This teaching case study aims at encouraging meaningful conversations about adult SEL, equity, and leadership in times of crisis. The hope is to better understand how school leaders can lead and embrace adult SEL during crises. I also pose questions designed to prepare prospective and current educational leaders for similar situations.

Butzbach, M. (2022, juin 10). **Attractivité du métier d'enseignant : une crise européenne**. Consulté 23 janvier 2023, à l'adresse Alternatives Economiques website: <https://www.alternatives-economiques.fr/attractivite-metier-denseignant-une-crise-europeenne/00103653>

Tous les pays européens sont touchés par la désaffection envers le métier d'enseignant, diagnostique un rapport sénatorial.

Daumiller, M., Janke, S., Rinas, R., Dickhäuser, O., & Dresel, M. (2022). **Need satisfaction and achievement goals of university faculty: an international study of their interplay and relevance.** *Higher Education*, 83(6), 1183-1206. <https://doi.org/10.1007/s10734-021-00736-1>

Previous research has successfully used basic psychological need satisfaction and achievement goal approaches for describing the motivations of university faculty for teaching and for explaining differences in faculty experiences, success, and learning. However, the interplay between these motivational constructs has been largely ignored, with only faculty from specific educational contexts being studied—neglecting those from other higher education systems and institution types that potentially differ in the configurations, levels, and effects of their motivations. As combining both approaches and examining multiple educational contexts is essential for a comprehensive theoretical understanding of faculty motivation and generalizable results, we conducted an international study including 1410 university faculty members from German, Indian, and US-American teaching and research universities. Aside from need satisfaction and achievement goals, we measured their positive affect, teaching quality, and professional learning. Results demonstrated measurement invariance of basic need and achievement goal scales regarding language, higher education context, and institution type. We found small differences in motivations between the three higher education contexts and negligible differences between institution types. Task, learning, and relational goals were positively and work avoidance goals were negatively linked to the outcome variables. Need satisfaction sensibly explained differences in pursuit of these goals, and—directly and indirectly through the goals—also the outcome variables. Taken together, these results provide international evidence for the importance of faculty motivation for teaching and illuminate how need satisfaction is relevant for goal pursuit, while both motivation approaches uniquely matter for faculty experiences, success, and learning.

Gewerc, M. (2022). **La formation culturelle des enseignants de l'école primaire** (Phdthesis, Université Pontificale Catholique de Rio de Janeiro (Brésil) ; Université Côte D'Azur). Consulté à l'adresse <https://hal.science/tel-03682094>

Cette thèse vise à comprendre la contribution des musées d'art de Rio de Janeiro comme lieu de formation culturelle et esthétique des enseignants du primaire et la relation que ces professionnels établissent avec les musées. Comprendre la formation culturelle en tant que droit et contenu de la formation des enseignants implique d'assumer la diversité, la continuité et la médiation comme faisant partie des principes éthiques, politiques et esthétiques d'une formation des enseignants humanisée. L'éducation culturelle se configure comme un processus intentionnel, continu, médiatisé, réflexif et partagé qui permet de vivre des expériences esthétiques et contribue à une éducation à la diversité par l'exercice de l'altérité et le partage de la sensibilité. Basé sur des auteurs du champ de l'éducation et de l'éducation muséale, le concept d'éducation esthétique et culturelle est discuté à partir d'un examen théorique, de la perspective des enseignants et des éducateurs de musée. Comme ressources méthodologiques, un questionnaire en ligne a été proposé aux enseignants de l'école maternelle et de l'enseignement primaire, des entretiens ont été menés avec des éducateurs de musées, et une analyse documentaire des musées sélectionnés a été

réalisée. Les résultats de la recherche indiquent que, malgré la sous-utilisation du musée d'art comme lieu d'éducation, les musées étudiés proposent des activités qui privilégient la créativité active des enseignants dans un processus qui implique l'écoute et la circulation des connaissances. Quant aux enseignants, on a pu constater que le concept de formation culturelle n'est pas clair et que l'idée d'accès à des biens culturels légitimés prévaut comme norme. Cette perception affecte la relation que l'enseignant établit avec les équipements culturels de la ville et la vision compensatoire qui traverse sa pratique avec les enfants. Cependant, certains résultats pointent vers de voix dissidentes qui associent une formation culturelle à une formation sensible qui transforme la subjectivité du sujet et privilégie la diversité et l'altérité.

Ito, H. (2022). **Quality Education or Defense of Accreditation? The Struggle of a University Professor Leading an Education Committee.** *Journal of Cases in Educational Leadership*, 25(2), 181-194. <https://doi.org/10.1177/15554589211052074>

This case illustrates Professor Saitoh's struggles in a middle-management position leading an education committee called the Assurance of Learning (AOL) Committee at a business school in Japan. The committee assessed students' learning outcomes and provided suggestions for curriculum improvement. The school was accredited by the Association to Advance Collegiate Schools of Business (AACSB), and AOL played an important role in defending that accreditation. However, some faculty members shared dissatisfaction with AOL for various reasons. This case may provide practical and theoretical implications in developing potential middle-level leaders managing committees in higher education.

Jarraud, F. (2022, juin 10). **Démissions : Qu'est ce qui pousse les enseignants ?** Consulté 23 janvier 2023, à l'adresse Le café pédagogique website: <https://www.cafepedagogique.net/lexpresso/Pages/2022/06/10062022Article637904398312083296.aspx.html>

Alors que le taux de démissions est en rapide hausse en France, deux sociologues, Richard Etienne et Céline Avenel (LIRDEF Université P Valéry de Montpellier) interrogent des enseignants démissionnaires, d'autres qui souhaitent partir et des formateurs sur les raisons de ces départs. Ils montrent comment la formation et l'organisation du système éducatif jouent un rôle dans ces départs.

Kenny, J., & Fluck, A. E. (2022). **Emerging principles for the allocation of academic work in universities.** *Higher Education*, 83(6), 1371-1388. <https://doi.org/10.1007/s10734-021-00747-y>

Internationally, much has changed in the governance of universities since the adoption of corporate management approaches. A strong focus on efficiency, productivity and accountability arising from these approaches has been well documented in the literature. Reductions in government funding have caused universities to become more competitive and entrepreneurial. However, little is known about the impacts of these changes on the working lives of individual academics. This paper is part of an ongoing study exploring the lived experiences of 2526 Australian academics who responded to a national questionnaire. This paper builds on earlier work by holistically drawing together the earlier findings which separately analysed the teaching, research and administration/service aspects of their work. In examining the effectiveness of universities through the ability of their academics to undertake their roles, we found the voices of academics that need to be heard in the development and implementation of key

policies, such as academic workload and performance, to preserve the essentially self-managed nature of their work. By combining the learning from the project through the literature review, the statistical analysis and themes from the open-ended questions, we developed a set of principles to underpin these policies in universities. These principles can guide universities to shift towards a more collaborative working relationship with academics, based on trust, and actively encourage them to play be more active in institutional decision-making, especially in relation to policies that directly affect their work. These results have implications for improving the productivity of academics and the institutions in which they work.

Kotok, S., & Sorden, A. (2022). **School Choice, Competition, and Disruptions for a High-Achieving Traditional Public School.** *Journal of Cases in Educational Leadership*, 25(2), 169-180. <https://doi.org/10.1177/15554589221078275>

Principals and superintendents operating in high-choice environments are often faced with enrollment challenges as they compete for students. This case study examines the experience of a principal at Crossroads Elementary—a high-performing, culturally responsive, and innovative traditional public school that struggles to retain many of its older students. Despite outperforming most elementary schools in New York City and seemingly doing “everything right,” most of their older students transferred to charter school networks as they approach middle school. We discuss implications in terms of equity, ethics, community engagement, and planning in high-choice districts.

Lemke, M., Bascug, E., & Howard, A. (2022). **Seen Yet Unseen: A Case of Human Trafficking at Harris High School.** *Journal of Cases in Educational Leadership*, 25(2), 153-168. <https://doi.org/10.1177/15554589211055105>

Although anyone can become a victim, commercial exploitation and human trafficking disproportionately affect women, girls, and communities of color within the United States. Despite its prevalence, misinformation and a widespread lack of understanding on this issue create barriers to identifying and supporting trafficking victims. School staff are critically positioned to both identify and support the needs of trafficked youth. This article offers a fact-based case example of human trafficking in a small town in New York State, including one principal's challenges and opportunities in addressing human trafficking in her school. Programming and practice frameworks that utilize trauma-informed care, cultural and linguistic responsiveness, and human rights approaches are offered as strategies for engagement with this topic.

Longuet, G. (2022). **Comparaison européenne des conditions de travail et de rémunération des enseignants** (N° 649 (2021-2022)). Consulté à l'adresse Sénat website: <http://www.senat.fr/notice-rapport/2021/r21-649-notice.html>

Mehta, N. (2022). **A Partial Identification Approach to Identifying the Determinants of Human Capital Accumulation: An Application to Teachers** (CESifo Working Paper Series N° 9681). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cesceswps/5f9681.htm>

This paper views teacher quality through the human capital perspective. Teacher quality exhibits substantial growth over teachers' careers, but why it improves is not well understood. I use a human capital production function nesting On-the-Job-Training (OJT) and Learning-by-Doing (LBD) and experimental variation from Glewwe et al. (2010), a teacher incentive pay experiment in Kenya, to discern the presence and relative

importance of these forces. The identified set for the OJT and LBD components has a closed-form solution, which depends on experimentally estimated average treatment effects. The results provide evidence of an LBD component, as well as an informative upper bound on the OJT component.

Reynolds, Xiao, & Friedel. (2022). **Success of Community College Faculty in Mentoring Programs.** *Community College Journal of Research and Practice*, 46(7), 531-534. <https://doi.org/10.1080/10668926.2022.2064371>

Do community colleges have formal mentoring for new faculty? Are these programs effective? A research study of mentors and mentees from one Midwestern community college rated its efficacy. These survey findings share their ratings of the program, suggestions for improvement, additional professional development needed to support the mentoring program, and recommendations for further research.

Vasquez, de Jesus Gonzalez, Cataño, & Garcia. (2022). **Exploring the Role of Women as Validating Agents for Latino Men in Their Transfer Success.** *Community College Journal of Research and Practice*, 46(7), 488-503. <https://doi.org/10.1080/10668926.2021.1873874>

This phenomenological study explored the ways women served as validating agents for Latino men who had transferred from a community college to a four-year institution. Informed by Rendón's theory of validation, participants expressed numerous ways in which women figures (e.g., mothers, sisters, significant others) were sources of validation across their pre and post transfer experience. Findings yielded the need for increased involvement of women in men of color initiatives, compensation for emotional labor performed by women, and engagement opportunities for women family members. The authors provide recommendations for research and practice.

Wilcox, K. C. (2022). **A Rural School's Adaptations, Improvements, and Innovations During the COVID-19 Pandemic.** *Journal of Cases in Educational Leadership*, 25(2), 111-123. <https://doi.org/10.1177/15554589211058103>

COVID-19 prompted unprecedented disruptions to schools with challenges particularly severe for high-poverty remote rural schools. This case study recounts the story of a rural school that had participated in a research-practice partnership (RPP) multi-year improvement effort prior to the pandemic and documents the ways the RPP and the school-based improvement team worked to navigate pandemic-related disruptions. This case study provides educational leaders with insights into ways to surmount challenges and innovate especially during times of significant disruption and provides prompts to consider with regard to the use of RPP support and improvement science-based processes and tools.

Numérique et éducation

Chen, C.-Y. (2022). **Immersive virtual reality to train preservice teachers in managing students' challenging behaviours: A pilot study.** *British Journal of Educational Technology*, 53(4), 998-1024. <https://doi.org/10.1111/bjet.13181>

This pilot study investigated the effects of immersive virtual reality (VR) training on the classroom management ability of preservice teachers, the addition of real-time audio feedback as reinforcement and whether preservice teachers could apply their training in an actual classroom setting. We employed the Breaking Bad Behaviours' immersive VR

system to design a training situation. Managing students' challenging behaviours was the training target, and 10 preservice teachers were invited to participate (five men and five women; age range, 20–26 years). The results revealed that the immersive VR training experience improved the speed and effectiveness of the participants' management of challenging behaviours in students and enabled the participants to transfer their learning to an actual classroom setting. After the training, the teachers were more confident in halting challenging behaviours by approaching the students, taking appropriate actions and using oral commands. Real-time audio feedback had a positive but weak influence and gave the participants a feeling of encouragement and affirmation regarding their actions; the influence of real-time feedback is expected to be stronger if the target of the reinforcement is focused on specific classroom management strategies. Finally, more interactive student avatars should be added to the immersive VR system to enhance classroom management communication, thus making the system a more effective teacher training tool. Practitioner notes What is already known about this topic Virtual reality (VR) provides a high degree of realism that increases the effectiveness of teacher training simulations. Desktop VR technology has been applied in professional development for classroom management; few studies have used immersive VR for classroom management training. What this paper adds The immersive virtual training experience could improve preservice teachers' ability to handle students' challenging behaviours, and the classroom management ability learned through immersive VR can be transferred to a real classroom. Real-time audio feedback can encourage preservice teachers and provide a feeling of achievement and affirm their actions. Implications for practice and/or policy Immersive VR simulations can be used as a training tool to provide preservice teachers with authentic classroom management practice experience. Through careful design, real-time audio feedback can be incorporated into the immersive virtual simulation process to reinforce the target behaviours.

Chen, Y., & Cao, L. (2022). **Promoting maker-centred instruction through virtual professional development activities for K-12 teachers in low-income rural areas.** *British Journal of Educational Technology*, 53(4), 1025-1048. <https://doi.org/10.1111/bjet.13183> With an increased interest in makerspace in K-12 education, professional development (PD) is needed to equip teachers with the knowledge, skills and dispositions to effectively incorporate makerspace and maker technology in teaching. This study examined a virtual PD programme to improve K-12 teachers' knowledge, attitudes and beliefs in teaching with maker technology. Data were collected from 43 in-service schoolteachers through project artefacts, survey questionnaires and reflection journals. Results of the qualitative and quantitative analyses show that the PD experience effectively improved participants' knowledge in maker technology and the associated pedagogy, as well as their attitudes and beliefs towards teaching with maker technology. Implications for designing and implementing a virtual maker-centred teacher PD programme and directions for future research are discussed. Practitioner notes What is currently known about this topic Makerspaces and maker technology have been increasingly introduced to K-12 settings to promote student learning. Teachers struggle to effectively design and implement maker-centred instruction. Empirical research was very limited on preparing in-service teachers for maker-centred instruction. Maker resource deficiency in rural areas and the COVID-19 pandemic added pressure for researchers and educators to develop alternative models for digitalizing maker-centred professional development (PD). What this paper adds This study designed and implemented virtual maker-centred PD activities to prepare K-12 schoolteachers for integrating maker technology in

classroom teaching. Both quantitative and qualitative results show that virtual maker-centred PD activities significantly improved teachers' knowledge of maker technology and the associated pedagogy, and also improved their attitudes and beliefs toward teaching with maker technology. This paper provides a practical example of how maker-centred PD for in-service teachers could be accomplished through a virtual programme. Implications for practitioners It is beneficial for teachers to have hands-on experience through making to better understand what maker technology can do and what the learning process is in making. Domain and context-specific making contributed to the development of making-associated pedagogy skills, as well as attitudes and beliefs towards maker technology. PD programmes should focus on maker knowledge and skills first to improve teachers' attitudes and beliefs. For at-a-distance making, it is important to provide access to a collection of tools and give teachers an immersive experience in an authentic makerspace.

Cui, Y., Zhao, G., & Zhang, D. (2022). **Improving students' inquiry learning in web-based environments by providing structure: Does the teacher matter or platform matter?** *British Journal of Educational Technology*, 53(4), 1049-1068. <https://doi.org/10.1111/bjet.13184>

Web-based scientific inquiry learning is characterized as providing an autonomy-supportive environment for students to solve scientific problems. However, as a complementary approach for improving students' learning, structure-supportive strategies in a web-based learning environment deserve further exploration. Whilst both teachers and platforms could make essential contributions in providing structure support, research findings concerning how teachers could successfully interact with the platform in such an environment are scarce. Grounded on self-determination theory, two quasi-experimental studies with pre and post measurements were conducted to address two questions. First, whether structure support could improve students' inquiry learning in an autonomous web-based inquiry learning environment? Second, what is the relationship between teachers and platforms in doing this? As hypothesized, study 1 provides empirical evidence on the effectiveness of applying structure-supportive instructional strategies in autonomous web-based scientific inquiry. Study 2 confirmed that students performed best in the class with high structure support provided by both teachers and platforms. The results shed light on the positive impacts of integrating both autonomy and structure support and emphasize the critical role of teachers in a web-based inquiry learning environment. Additionally, they infer a possible causal link between the efficient application of structure strategies and students' learning outcomes. Practitioner notes What is already known about this topic A web-based scientific inquiry learning environment is helpful in assisting science inquiry learning. However, appropriate scaffolding is critical for students in regulating their learning. The autonomy- and structure-supportive strategies could positively influence students' academic performance in the traditional face-to-face environment. However, how to integrate both strategies in web-based learning environments deserves more exploration. Both teachers and platforms should make important contributions in providing structure support, but empirical evidence on how to integrate both are highly needed. What this paper adds The findings of the current study contribute to the growing body of literature by highlighting the potential importance of self-determination theory (SDT) in designing instructional strategies from an integrated perspective, particularly in a web-based scientific learning environment. The results shed light on the positive impacts of integrating both autonomy and structure support, but also provide more implications inferring a possible causal link between the efficient application of structure strategies and students' learning

outcomes. The results further indicated the essential role of teachers in a web-based inquiry science environment. Implications for practice and/or policy As we recognize the significance of autonomy-supportive web-based learning environments, its weaknesses should not be ignored. In designing such a platform, appropriate structure-supportive strategies should be integrated to assist Chinese students in self-regulating their learning. It is of practical significance for teachers to explore how to better cope with the use of platforms in the classroom and provide meaningful guidance for their students.

Darvishi, A., Khosravi, H., Sadiq, S., & Gašević, D. (2022). **Incorporating AI and learning analytics to build trustworthy peer assessment systems.** *British Journal of Educational Technology*, 53(4), 844-875. <https://doi.org/10.1111/bjet.13233>

Peer assessment has been recognised as a sustainable and scalable assessment method that promotes higher-order learning and provides students with fast and detailed feedback on their work. Despite these benefits, some common concerns and criticisms are associated with the use of peer assessments (eg, scarcity of high-quality feedback from peer student-assessors and lack of accuracy in assigning a grade to the assessee) that raise questions about their trustworthiness. Consequently, many instructors and educational institutions have been anxious about incorporating peer assessment into their teaching. This paper aims to contribute to the growing literature on how AI and learning analytics may be incorporated to address some of the common concerns associated with peer assessment systems, which in turn can increase their trustworthiness and adoption. In particular, we present and evaluate our AI-assisted and analytical approaches that aim to (1) offer guidelines and assistance to student-assessors during individual reviews to provide better feedback, (2) integrate probabilistic and text analysis inference models to improve the accuracy of the assigned grades, (3) develop feedback on reviews strategies that enable peer assessors to review the work of each other, and (4) employ a spot-checking mechanism to assist instructors in optimally overseeing the peer assessment process. Practitioner notes What is already known about this topic Engaging students in peer assessment has been demonstrated to have various benefits. However, there are some common concerns associated with employing peer assessment that raise questions about their trustworthiness as an assessment item. What this paper adds Methods and processes on how AI and learning analytics may be incorporated to address some of the common concerns associated with peer assessment systems, which in turn, can increase their trustworthiness and adoption. Implications for practice Presentation of a systematic approach for development, deployment and evaluation of AI and analytics approaches in peer assessment systems.

Deho, O. B., Zhan, C., Li, J., Liu, J., Liu, L., & Duy Le, T. (2022). **How do the existing fairness metrics and unfairness mitigation algorithms contribute to ethical learning analytics?** *British Journal of Educational Technology*, 53(4), 822-843. <https://doi.org/10.1111/bjet.13217>

With the widespread use of learning analytics (LA), ethical concerns about fairness have been raised. Research shows that LA models may be biased against students of certain demographic subgroups. Although fairness has gained significant attention in the broader machine learning (ML) community in the last decade, it is only recently that attention has been paid to fairness in LA. Furthermore, the decision on which unfairness mitigation algorithm or metric to use in a particular context remains largely unknown. On this premise, we performed a comparative evaluation of some selected unfairness mitigation algorithms regarded in the fair ML community to have shown promising results.

Using a 3-year program dropout data from an Australian university, we comparatively evaluated how the unfairness mitigation algorithms contribute to ethical LA by testing for some hypotheses across fairness and performance metrics. Interestingly, our results show how data bias does not always necessarily result in predictive bias. Perhaps not surprisingly, our test for fairness-utility tradeoff shows how ensuring fairness does not always lead to drop in utility. Indeed, our results show that ensuring fairness might lead to enhanced utility under specific circumstances. Our findings may to some extent, guide fairness algorithm and metric selection for a given context. Practitioner notes What is already known about this topic LA is increasingly being used to leverage actionable insights about students and drive student success. LA models have been found to make discriminatory decisions against certain student demographic subgroups—therefore, raising ethical concerns. Fairness in education is nascent. Only a few works have examined fairness in LA and consequently followed up with ensuring fair LA models. What this paper adds A juxtaposition of unfairness mitigation algorithms across the entire LA pipeline showing how they compare and how each of them contributes to fair LA. Ensuring ethical LA does not always lead to a dip in performance. Sometimes, it actually improves performance as well. Fairness in LA has only focused on some form of outcome equality, however equality of outcome may be possible only when the playing field is levelled. Implications for practice and/or policy Based on desired notion of fairness and which segment of the LA pipeline is accessible, a fairness-minded decision maker may be able to decide which algorithm to use in order to achieve their ethical goals. LA practitioners can carefully aim for more ethical LA models without trading significant utility by selecting algorithms that find the right balance between the two objectives. Fairness enhancing technologies should be cautiously used as guides—not final decision makers. Human domain experts must be kept in the loop to handle the dynamics of transcending fair LA beyond equality to equitable LA.

Flores, M. A., Barros, A., Simão, A. M. V., Pereira, D., Flores, P., Fernandes, E., ... Ferreira, P. C. (2022). **Portuguese higher education students' adaptation to online teaching and learning in times of the COVID-19 pandemic: personal and contextual factors.** *Higher Education*, 83(6), 1389-1408. <https://doi.org/10.1007/s10734-021-00748-x>

The COVID-19 pandemic brought about a global crisis affecting all sectors of society. Higher education is no exception. The closure of higher education institutions has dictated a sudden and unexpected transition from face-to-face to remote teaching to mitigate the spread of the SARS-CoV-2. This paper draws upon a wider piece of research which aimed to understand how higher education students adapted to the closure of their institution and how they looked at their experience of online teaching and learning. In total, 2718 students from different Portuguese higher education institutions participated in the study. Findings showed that both personal and contextual factors explained students' positive or negative adaptation to online teaching and learning as a result of the closure of higher education institutions. Institutional and pedagogical responses, individual self-regulatory and socio-emotional competencies and adequate resources were factors that led to either a more positive or negative student experience of online teaching and learning in times of COVID-19.

Goger, A., Parco, A., & Vegas, E. (2022). **Learning and working in the digital age: Advancing opportunities and identifying the risks.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3616> [Report]. Consulté à

l'adresse Brookings Institution (États-Unis) website: https://www.brookings.edu/wp-content/uploads/2022/05/Learning-and-working-in-the-digital-age_FINAL.pdf

The rapid expansion of new technologies into every sector has contributed to the proliferation of alternative models of education, learning, and skill signaling in global labor markets. From digital badges to bootcamps to learning and employment records (LERs), a wide range of public, private, and nonprofit initiatives and platforms have emerged to address ongoing demand for education and skills among employers and workers alike. Beyond simply moving existing courses and curricula into an online environment, the latest wave of educational innovation represents a more fundamental shift in how education and skills data are gathered, stored, taught, verified, accessed, and signaled in the labor market. Some observers refer to this shift as “Education 3.0,” (Borden, 2015) and others refer to it as “The Internet of Education” (Learning Economy Foundation, 2020). This paper provides a high-level map of the landscape of education and labor market innovations in formal and informal education (including the workplace), with an emphasis on digital credentials and LERs. As technologies and their uses rapidly expand, our goal is to make the emerging digital education-to-career ecosystem more accessible to non-technical audiences and specifically to inform decisionmakers, such as labor and education leaders, worldwide about the promises and perils of these initiatives for expanding access to opportunity. As we began this work, we found a disconnect: Most of these initiatives are led by organizations in the world's most wealthy, industrialized countries. Yet, youth and adults in low-income countries and in marginalized communities within wealthy countries are most likely to be excluded from traditional high-quality education and training opportunities. As such, these low-income countries and marginalized communities have the most to gain from having a more diverse range of learning and hiring options.

Hutt, S., Baker, R. S., Ashenafi, M. M., Andres-Bray, J. M., & Brooks, C. (2022). **Controlled outputs, full data: A privacy-protecting infrastructure for MOOC data.** *British Journal of Educational Technology*, 53(4), 756-775. <https://doi.org/10.1111/bjet.13231>

Learning analytics research presents challenges for researchers embracing the principles of open science. Protecting student privacy is paramount, but progress in increasing scientific understanding and improving educational outcomes depends upon open, scalable and replicable research. Findings have repeatedly been shown to be contextually dependent on personal and demographic variables, so how can we use this data in a manner that is ethical and secure for all involved? This paper presents ongoing work on the MOOC Replication Framework (MORF), a big data repository and analysis environment for Massive Open Online Courses (MOOCs). We discuss MORF's approach to protecting student privacy, which allows researchers to use data without having direct access. Through an open API, documentation and tightly controlled outputs, this framework provides researchers with the opportunity to perform secure, scalable research and facilitates collaboration, replication, and novel research. We also highlight ways in which MORF represents a solution template to issues surrounding privacy and security in the age of big data in education and key challenges still to be tackled. Practitioner notes What is already known about this topic Personal Identifying Information (PII) has many valid and important research uses in education. The ability to replicate or build on analyses is important to modern educational research, and is usually enabled through sharing data. Data sharing generally does not involve PII in order to protect student privacy. MOOCs present a rich data source for education researchers to better understand online learning. What this paper adds The MOOC replication framework

(MORF) 2.1 is a new infrastructure that enables researchers to conduct analyses on student data without having direct access to the data, thus protecting student privacy. Detail of the MORF 2.1 structure and workflow. Implications for practice and/or policy MORF 2.1 is available for use by practitioners and research with policy implications. The infrastructure and approach in MORF could be applied to other types of educational data.

Li, C., Xing, W., & Leite, W. (2022). **Building socially responsible conversational agents using big data to support online learning: A case with Algebra Nation.** *British Journal of Educational Technology*, 53(4), 776-803. <https://doi.org/10.1111/bjet.13227>

A discussion forum is a valuable tool to support student learning in online contexts. However, interactions in online discussion forums are sparse, leading to other issues such as low engagement and dropping out. Recent educational studies have examined the affordances of conversational agents (CA) powered by artificial intelligence (AI) to automatically support student participation in discussion forums. However, few studies have paid attention to the safety of CAs. This study aimed to address the safety challenges of CAs constructed with educational big data to support learning. Specifically, we proposed a safety-aware CA model, benchmarked with two state-of-the-art (SOTA) models, to support high school student learning in an online algebra learning platform. We applied automatic text analysis to evaluate the safety and socio-emotional support levels of CA-generated and human-generated texts. A large dataset was used to train and evaluate the CA models, which consisted of all discussion post-reply pairs ($n = 2,097,139$) by 71,918 online math learners from 2015 to 2021. Results show that while SOTA models can generate supportive texts, their safety is compromised. Meanwhile, our proposed model can effectively enhance the safety of generated texts while providing comparable support. Practitioner notes What is already known about this topic Online discussion forums have been plagued by a lack of interaction among students due to factors such as expectations to receive no response and perceptions of topic irrelevance which lead to low motivation to participate. AI-based conversational agents can automatically support students' interactions in online discussion forums at a large scale, and their generated responses can be human-like, contextually coherent and socio-emotionally supportive. Unsafe discourse exchanges between students and conversational agents can be dangerous as identity attacks, aggravation and bullying behaviours embedded in discourses can disrupt students' knowledge inquiry and negatively influence student motivation and engagement. However, few educational studies have paid attention to the safety of conversational agents. What this paper adds This study proposes and synthesized strategies to build AI-based conversational agents that automatically support online discussions with safe and supportive discourses. This study reveals the relationship between discourse safety and social support, suggesting supportive discourses can also be unsafe. This study enriches the literature on educational conversational agents by synthesizing a conceptual framework on discourse safety and social support, and by proposing concrete algorithmic strategies to improve the safety of conversational agents. Implications for practice and/or policy Researchers and practitioners can adopt strategies in this study such as generation control, open-sourced models and public API services to evaluate students' discourse safety for early intervention or modify existing conversational agents to be safety-aware. Practitioners can utilize the proposed conversational agent to automatically support students both safely and socio-emotionally at a large scale. Practitioners should be cautious when examining social support with automatic analysis, as not all supportive texts are safe.

While unsafe texts can provide emotional support, it does not justify their appropriateness in a learning environment.

Marshall, R., Pardo, A., Smith, D., & Watson, T. (2022). **Implementing next generation privacy and ethics research in education technology**. *British Journal of Educational Technology*, 53(4), 737-755. <https://doi.org/10.1111/bjet.13224>

For the developers of next-generation education technology (EdTech), the use of Learning Analytics (LA) is a key competitive advantage as the use of some form of LA in EdTech is fast becoming ubiquitous. At its core LA involves the use of Artificial Intelligence and Analytics on the data generated by technology-mediated learning to gain insights into how students learn, especially for large cohorts, which was unthinkable only a few decades ago. This LA growth-spurt coincides with a growing global "Ethical AI" movement focussed on resolving questions of personal agency, freedoms, and privacy in relation to AI and Analytics. At this time, there is a significant lack of actionable information and supporting technologies, which would enable the goals of these two communities to be aligned. This paper describes a collaborative research project that seeks to overcome the technical and procedural challenges of running a data-driven collaborative research project within an agreed set of privacy and ethics boundaries. The result is a reference architecture for ethical research collaboration and a framework, or roadmap, for privacy-preserving analytics which will contribute to the goals of an ethical application of learning analytics methods. Practitioner notes What is already known about this topic Privacy Enhancing Technologies, including a range of provable privacy risk reduction techniques (differential privacy) are effective tools for managing data privacy, though currently only pragmatically available to well-funded early adopters. Learning Analytics is a relatively young but evolving field of research, which is beginning to deliver tangible insights and value to the Education and EdTech industries. A small number of procedural frameworks have been developed in the past two decades to consider data privacy and other ethical aspects of Learning Analytics. What this paper adds This paper describes the mechanisms for integrating Learning Analytics, Data Privacy Technologies and Ethical practices into a unified operational framework for Ethical and Privacy-Preserving Learning Analytics. It introduces a new standardised measurement of privacy risk as a key mechanism for operationalising and automating data privacy controls within the traditional data pipeline; It describes a repeatable framework for conducting ethical Learning Analytics. Implications for practice and/or policy For the Learning Analytics (LA) and Education Technology communities the approach described here exemplifies a standard of ethical LA practice and data privacy protection which can and should become the norm. The privacy risk measurement and risk reduction tools are a blueprint for how data privacy and ethics can be operationalised and automated. The incorporation of a standardised privacy risk evaluation metric can help to define clear and measurable terms for inter- and intra-organisational data sharing and usage policies and agreements (Author, Ruth Marshall, is an Expert Contributor on ISO/IEC JTC 1/SC 32/WG 6 « Data usage », due for publication in early 2022).

Mutimukwe, C., Viberg, O., Oberg, L.-M., & Cerratto-Pargman, T. (2022). **Students' privacy concerns in learning analytics: Model development**. *British Journal of Educational Technology*, 53(4), 932-951. <https://doi.org/10.1111/bjet.13234>

Understanding students' privacy concerns is an essential first step toward effective privacy-enhancing practices in learning analytics (LA). In this study, we develop and

validate a model to explore the students' privacy concerns (SPICE) regarding LA practice in higher education. The SPICE model considers privacy concerns as a central construct between two antecedents—perceived privacy risk and perceived privacy control, and two outcomes—trusting beliefs and non-self-disclosure behaviours. To validate the model, data through an online survey were collected, and 132 students from three Swedish universities participated in the study. Partial least square results show that the model accounts for high variance in privacy concerns, trusting beliefs, and non-self-disclosure behaviours. They also illustrate that students' perceived privacy risk is a firm predictor of their privacy concerns. The students' privacy concerns and perceived privacy risk were found to affect their non-self-disclosure behaviours. Finally, the results show that the students' perceptions of privacy control and privacy risks determine their trusting beliefs. The study results contribute to understand the relationships between students' privacy concerns, trust and non-self-disclosure behaviours in the LA context. A set of relevant implications for LA systems' design and privacy-enhancing practices' development in higher education is offered. Practitioner notes What is already known about this topic Addressing students' privacy is critical for large-scale learning analytics (LA) implementation. Understanding students' privacy concerns is an essential first step to developing effective privacy-enhancing practices in LA. Several conceptual, not empirically validated frameworks focus on ethics and privacy in LA. What this paper adds The paper offers a validated model to explore the nature of students' privacy concerns in LA in higher education. It provides an enhanced theoretical understanding of the relationship between privacy concerns, trust and self-disclosure behaviour in the LA context of higher education. It offers a set of relevant implications for LA researchers and practitioners. Implications for practice and/or policy Students' perceptions of privacy risks and privacy control are antecedents of students' privacy concerns, trust in the higher education institution and the willingness to share personal information. Enhancing students' perceptions of privacy control and reducing perceptions of privacy risks are essential for LA adoption and success. Contextual factors that may influence students' privacy concerns should be considered.

Nazaretsky, T., Ariely, M., Cukurova, M., & Alexandron, G. (2022). **Teachers' trust in AI-powered educational technology and a professional development program to improve it.** *British Journal of Educational Technology*, 53(4), 914-931. <https://doi.org/10.1111/bjet.13232>

Evidence from various domains underlines the critical role that human factors, and especially trust, play in adopting technology by practitioners. In the case of Artificial Intelligence (AI) powered tools, the issue is even more complex due to practitioners' AI-specific misconceptions, myths and fears (e.g., mass unemployment and privacy violations). In recent years, AI has been incorporated increasingly into K-12 education. However, little research has been conducted on the trust and attitudes of K-12 teachers towards the use and adoption of AI-powered Educational Technology (AI-EdTech). This paper sheds light on teachers' trust in AI-EdTech and presents effective professional development strategies to increase teachers' trust and willingness to apply AI-EdTech in their classrooms. Our experiments with K-12 science teachers were conducted around their interactions with a specific AI-powered assessment tool (termed AI-Grader) using both synthetic and real data. The results indicate that presenting teachers with some explanations of (i) how AI makes decisions, particularly compared to the human experts, and (ii) how AI can complement and give additional strengths to teachers, rather than replacing them, can reduce teachers' concerns and improve their trust in AI-EdTech. The

contribution of this research is threefold. First, it emphasizes the importance of increasing teachers' theoretical and practical knowledge about AI in educational settings to gain their trust in AI-EdTech in K-12 education. Second, it presents a teacher professional development program (PDP), as well as the discourse analysis of teachers who completed it. Third, based on the results observed, it presents clear suggestions for future PDPs aiming to improve teachers' trust in AI-EdTech. Practitioner notes What is already known about this topic Human factors, and especially trust, play a critical role in practitioners' adoption of technology. In recent years, AI has been incorporated increasingly into K-12 education. Little research has been conducted on the trust and attitudes of K-12 teachers towards the use and adoption of AI-powered Educational Technology. What this paper adds This research emphasizes the importance of increasing teachers' theoretical and practical knowledge about AI in educational settings to gain their trust in AI-EdTech in K-12 education. It presents a teacher professional development program (PDP) to increase teachers' trust in AI-EdTech, as well as the discourse analysis of teachers who completed it. It presents clear suggestions for future PDPs aiming at improving teachers' trust in AI-EdTech. Implications for practice and/or policy Pre- and in-service teacher education programs that aim to increase teachers' trust in AI-EdTech should include a section providing teachers with a basic understanding of AI. PDPs aimed to increase teachers' trust in AI-EdTech should focus on concrete pedagogical tasks and specific AI-powered tools that are considered by teachers as helpful and worth the effort to learn. AI-EdTech should not restrict teachers to follow specific pedagogical scenarios, but rather provide teachers with the freedom to design and implement various types of pedagogies that meet their preferences, students' needs, and classroom reality. Teacher agency is key to gaining their trust. AI-EdTech should allow teachers to review, modify, and if necessary, override AI-based recommendations before they are sent to students.

Or, C., & Chapman, E. (2022). **Development and validation of an instrument to measure online assessment acceptance in higher education.** *British Journal of Educational Technology*, 53(4), 977-997. <https://doi.org/10.1111/bjet.13180>

Many educational institutions have adopted online assessment in recent years. Previous studies on online assessment have often been tied to studies on learning management systems. As such, questions of online assessment acceptance have typically been overshadowed by a focus on the acceptance of learning management systems in general. The focus of the present research on online assessment is relatively rare. This paper describes the validation of an instrument to measure online assessment adoption by lecturers in higher education. A total of 213 participants responded to a 20-item online questionnaire. With the data collected and the model fit, the instrument developed was able to meet the expectations to measure online assessment. The preliminary evidence of the validity of the extended Unified Theory of Acceptance and Use of Technology model, based on its reliability found in the current study, supports the use of the instrument as a technology acceptance framework for online assessment systems. Practitioner notes What is already known about this topic Unified Theory of Acceptance and Use of Technology (UTAUT) model has been found to be a reliable and robust model to study and explain technology acceptance and use across various educational contexts. In the UTAUT model, performance expectancy (PE), effort expectancy (EE), social influence (SI) and facilitating conditions are direct determinants of user acceptance and use behaviour. Subsequent validation by Venkatesh et al. (2003) in a longitudinal study found that the UTAUT model was a competent model that explained the relationships between PE, EE, SI and user behavioural intention (BI). What this paper adds An extended UTAUT

model has been proposed, with the removal of EE as many UTAUT studies have shown that its influence has not been as consistent as compared to that of the other original constructs. In its place, constructs such as usability and learnability have been added as potential influences on both BI and use behaviour. Attitude as a construct has been added, as this was first included in an earlier Technology Acceptance Model but absent in the original UTAUT model. Development of a validated instrument suitable for assessing educators' acceptance of online assessment based on the extended UTAUT model. Implications for practice and/or policy The instrument proposed in this study can be used as a tool to examine educators' perception on online assessment. The instrument can also be used as a tool to inform educational institutions the factors that influence the successful implementation of online assessment or assessment-related systems. Based on its reliability found in the current study, this study supports the use of the instrument as a technology acceptance framework for online assessment systems.

Prinsloo, P., & Kaliisa, R. (2022). **Data privacy on the African continent: Opportunities, challenges and implications for learning analytics.** *British Journal of Educational Technology*, 53(4), 894-913. <https://doi.org/10.1111/bjet.13226>

Whilst learning analytics is still nascent in most African higher education institutions, many African higher education institutions use learning platforms and analytic services from providers outside of the African continent. A critical consideration of the protection of data privacy on the African continent and its implications for learning analytics in African higher education is therefore needed. In this paper, we map the current state of legal and regulatory environments and frameworks on privacy to establish their implications for learning analytics. This scoping review of privacy regulations in 32 African countries, complemented by 15 scholarly papers, revealed that there are numerous national and regional legislation and regulatory frameworks, providing clear pointers pertaining to (student) data privacy to governments, higher education institutions and researchers. As such, the findings of this research have implications for African higher education to ensure not only legal compliance but also to oversee and safeguard student data privacy as part of their fiduciary duty. This research provides crucial insights regarding the importance of context for thinking about the expansion and institutional adoption of learning analytics. Practitioner notes What is already known about this topic Personal data have become commodified and are regarded as a valuable commercial asset. The commercial value of data relies on the collection and analysis of increasing volumes, granularity, variety and velocity of personal data (both identifiable and aggregated). Africa and African higher education are regarded as new data frontiers to be exploited. What this paper adds This paper, for the first time, makes an attempt to map privacy legislation and academic research on (student) data privacy in the African continent. Maps key implications for African higher educations to consider in collecting, analysing, using and sharing student data. It provides pointers for a research agenda pertaining to student data privacy on the African continent. Implications for practice and/or policy African higher education institutions should consider student data privacy when entering into service level agreements with educational technology and platform providers. African governments should develop common data sharing frameworks to facilitate cross-border data transfer. Current African data privacy legislation provides important implications for the adoption and institutionalisation of learning analytics. African higher education also has to consider the ethical aspects of learning analytics.

Prinsloo, P., Slade, S., & Khalil, M. (2022). **The answer is (not only) technological: Considering student data privacy in learning analytics.** *British Journal of Educational Technology*, 53(4), 876-893. <https://doi.org/10.1111/bjet.13216>

Evidence shows that appropriate use of technology in education has the potential to increase the effectiveness of, eg, teaching, learning and student support. There is also evidence that technology can introduce new problems and ethical issues, eg, student privacy. This article maps some limitations of technological approaches that ensure student data privacy in learning analytics from a critical data studies (CDS) perspective. In this conceptual article, we map the claims, grounds and warrants of technological solutions to maintaining student data privacy in learning analytics. Our findings suggest that many technological solutions are based on assumptions, such as that individuals have control over their data ('data as commodity'), which can be exchanged under agreed conditions, or that individuals embrace their personal data privacy as a human right to be respected and protected. Regulating student data privacy in the context of learning analytics through technology mostly depends on institutional data governance, consent, data security and accountability. We consider alternative approaches to viewing (student) data privacy, such as contextual integrity; data privacy as ontological; group privacy; and indigenous understandings of privacy. Such perspectives destabilise many assumptions informing technological solutions, including privacy enhancing technology (PET). Practitioner notes What is already known about this topic Various actors (including those in higher education) have access to and collect, use and analyse greater volumes of personal (student) data, with finer granularity, increasingly from multiplatforms and data sources. There is growing awareness and concern about individual (student) privacy. Privacy enhancing technologies (PETs) offer a range of solutions to individuals to protect their data privacy. What this paper adds A review of the assumption that technology provides adequate or complete solutions for ensuring individual data privacy. A mapping of five alternative understandings of personal data privacy and its implications for technological solutions. Consideration of implications for the protection of student privacy in learning analytics. Implications for practice and/or policy Student data privacy is not only a technological problem to be solved but should also be understood as a social problem. The use of PETs offers some solutions for data privacy in learning analytics. Strategies to protect student data privacy should include student agency, literacy and a whole-system approach.

Qiao, S., Yeung, S. S., Shen, X., & Chu, S. K. W. (2022). **The effects of a gamified morphological awareness intervention on students' cognitive, motivational and affective outcomes.** *British Journal of Educational Technology*, 53(4), 952-976. <https://doi.org/10.1111/bjet.13178>

Purpose: Morphological awareness (MA), the ability to reflect on and manipulate the smallest language units within a word, has been identified as an essential metalinguistic awareness to predict literacy development. In this study, we examine whether an online gamified English MA programme is more effective than physical face-to-face instruction in terms of cognitive, motivational and affective learning outcomes. Method: We applied a quasi-experimental design using a sample of 33 students in an intervention group (gamified MA programme) and 49 in a control group (face-to-face programme). Both programmes were 8 hours in duration (30 minutes/session for 16 sessions). Students' cognitive, motivational and affective learning outcomes were evaluated before and after delivery of the programmes. We took an exploratory sequential mixed-methods approach, in which qualitative data from semi-structured interviews were used to

validate the quantitative results. Results: The intervention group performed significantly better than the control group in MA and intrinsic motivation. No differences were found for word reading, reading comprehension or affective engagement. The qualitative analyses of the interview responses revealed in detail the students' perceptions of gamified learning. Conclusion: The findings provide evidence for the beneficial effects of gamified learning experiences in terms of cognitive and motivational outcomes in comparison to face-to-face instruction. Practitioner notes What is already known about this topic Morphological awareness (MA) is identified as a crucial reading-related skill that relates to students' word reading and reading comprehension. However, few studies can be found that have investigated the use of gamification to teach MA. Gamification is emerging as a popular approach to motivate learners and facilitate learning. However, limited evidence has been presented of its effects on students' cognitive, motivational and affective outcomes, and no clear theoretical framework for gamified MA learning designs has been established. What this paper adds In this study, the effects of gamified and face-to-face morphology programmes were compared. Self-determination theory was applied to gamification design and the meta design theory 'First Principles of Instruction' was applied in the development of online MA activities. Gamified morphology programme is more effective than a face-to-face programme on students' cognitive and motivational outcomes. Implications for practice and/or policy This study advances the pedagogical design of gamified learning, which can be applied to the teaching of reading-related skills such as MA. Both appropriate uses of game design elements and theory-driven instructional design are important to the success of gamified learning. Future studies should investigate the design of gamification that encourage collaboration and support low-achieving students.

Tidiane, D. (2021). **Transformation numérique dans l'enseignement à distance en République de Guinée : cas de l'institut Supérieur de Formation à distance (ISFAD)** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2542>

Tienin, R. B. (2022). **Usage de Facebook par les enseignants du Burkina Faso pour la construction de leur professionnalité : entre conflit interpersonnel et conflit sociocognitif** (Phdthesis, CY Cergy Paris Université). Consulté à l'adresse <https://theses.hal.science/tel-03687301>

Notre travail de recherche porte sur l'usage de Facebook par les enseignants du Burkina Faso pour la construction de leur professionnalité : entre conflit interpersonnel (CIP) et conflit sociocognitif (CSC). L'objectif est de chercher à comprendre si ce réseau socio-numérique pourrait être un cadre de construction de la professionnalité, donc de l'apprentissage informel des enseignants. Ensuite, il s'agit de chercher à savoir si les conflits interpersonnels, qui pourraient exister sur ce réseau social, ont des effets sur le conflit sociocognitif pris comme élément pour rendre compte de l'apprentissage informel. Pour ce faire nous avons postulé que Facebook participe à la construction de la professionnalité des enseignants et à leur formation informelle par une dialectique collaboration/conflits. Une enquête exploratoire nous a permis de rendre compte de la proportion des usagers et des fréquences d'usages de Facebook parmi les enseignants. La littérature nous a permis de cerner non seulement l'utilisation de Facebook par les enseignants, dans leur rapport aux élèves pour des apprentissages informels, mais aussi les usages faits pour la construction de leur professionnalité. Cette littérature a également permis de cerner les concepts relatifs à la professionnalité, au conflit

sociocognitif, au conflit interpersonnel et de parvenir à des grilles qui ont servi à l'encodage de nos données. Nous avons proposé une méthodologie de recherche des groupes professionnels Facebook, de choix de fils de discussion. Nous avons proposé une méthodologie d'encodage des traces numériques issues des fils de discussion Facebook en s'appuyant sur la proposition comme unité d'encodage. Après l'encodage des catégories de professionnalité, des éléments caractéristiques du conflit sociocognitif et du conflit interpersonnel, après l'entretien réalisé avec des enseignants, après le traitement des données, nous sommes parvenu aux résultats suivants : Les enseignants échangent effectivement sur toutes les catégories de la professionnalité. Ces échanges se font dans une confrontation de points de vue opposés, de conflits sociocognitifs pour aboutir à une prise de conscience traduisant l'apprentissage réalisé. Les résultats font ressortir également l'existence de conflits interpersonnels (CIP). Le CIP est présent dans les fils de discussions et occupe 28,28% des échanges de l'ensemble des fils de discussion. La remise en cause des compétences, les colères exprimées, les reproches, les provocations expresses sont les principales causes de ce CIP. Il y a des situations où le CIP n'a pas d'effets sur le CSC et des situations où le CIP affecte effectivement le CSC. Les conditions dans lesquelles le CIP peut avoir un effet sur le CSC ont été identifiées. Mots clés : Facebook, usage, professionnalité, conflit sociocognitif, conflit interpersonnel

Vatsalan, D., Rakotoarivelo, T., Bhaskar, R., Tyler, P., & Ladjal, D. (2022). **Privacy risk quantification in education data using Markov model**. *British Journal of Educational Technology*, 53(4), 804-821. <https://doi.org/10.1111/bjet.13223>

With Big Data revolution, the education sector is being reshaped. The current data-driven education system provides many opportunities to utilize the enormous amount of collected data about students' activities and performance for personalized education, adapting teaching methods, and decision making. On the other hand, such benefits come at a cost to privacy. For example, the identification of a student's poor performance across multiple courses. While several works have been conducted on quantifying the re-identification risks of individuals in released datasets, they assume an adversary's prior knowledge about target individuals. Most of them do not utilize all the available information in the datasets. For example, event-level information that associates multiple records to the same individual and correlation between attributes. In this work, we propose a method using a Markov Model (MM) to quantify re-identification risks using all available information in the data under a more realistic threat model that assumes different levels of an adversary's knowledge about the target individual, ranging from any one of the attributes to all given attributes. Moreover, we propose a workflow for efficiently calculating MM risk which is highly scalable to large number of attributes. Experimental results from real education datasets show the efficacy of our model for re-identification risk. Practitioner notes What is already known about this topic? There has been a number of works/research conducted on privacy risk quantification in datasets and in the Web. Majority of them have strong assumption about adversary's prior knowledge of target individual(s). Most of them do not utilize all the available information in the datasets, eg, event-level or duplicate records and correlation between attributes. What this paper adds? This paper proposes a new re-identification risk quantification model using Markov models. Our model addresses the shortcomings of existing works, eg, strong assumption about adversary's knowledge, unexplainable model, and utilizing available information in the datasets. Specifically, our proposed model not only focuses on the uniqueness of data points in the datasets (as most of the other existing methods), but also takes into account uniformity and correlation characteristics of these data

points. Re-identification risk quantification is computationally expensive and is not scalable to large datasets with increasing number of attributes. This paper introduces a workflow for data custodians to use to efficiently evaluate the worst-case re-identification risk in their datasets before releasing. It presents extensive experimental evaluation results of the proposed model for quantifying re-identification risks on several real education datasets. Implications for practice and/or policy? Empirical results on real education datasets validate the significance and efficacy of the proposed model for re-identification risk quantification compared to existing approaches. Our model can be used by the data custodians as a tool to evaluate the worst-case risk of a dataset. It empowers data custodians to make informed decisions on appropriate actions to mitigate these risks (eg, data perturbation) before sharing or releasing their datasets to third parties. A typical use case would be one where the data custodian is an online course/program provider, which collects data about students' engagement with their courses and would like to share it with third parties for them to run learning analytics that would provide value-added benefits back to the data custodian. We specifically study the privacy risk quantification for education data; however, our model is applicable to any tabular data release.

Yedibahoma, M. (2021). **Les politiques linguistiques éducatives du français de la diplomatie et des relations internationales dans l'écosystème numérique** (Thesis). Consulté à l'adresse <https://theses.hal.science/tel-03602047/document>

Orientation scolaire et professionnelle

Hu, S., Hood, M., Creed, P. A., & Shen, X. (2022). **The Relationship Between Family Socioeconomic Status and Career Outcomes: A Life History Perspective**. *Journal of Career Development*, 49(3), 600-615. <https://doi.org/10.1177/0894845320958076>

Based on the life history perspective, this study tested a serial mediation model in which family socioeconomic status (SES) related to person-job fit via resource scarcity, career exploration, and goal persistence. We expected that when seeking employment, higher SES students would perceive lower resource scarcity, and, in turn, adopt more adaptive career behaviors (i.e., career exploration and goal persistence) to maximize career success, which would then lead to better person-job fit upon graduation. Using a sample of 224 final-year students (mean age 21 years, 77% male), we found, as expected, that higher SES was related to more career exploration and goal persistence via lower perceived scarcity and that exploration and persistence were related to better person-job fit. In addition, higher SES was indirectly related to person-job fit via scarcity and the two career behaviors. The findings highlight the importance of family SES in young people's career development.

Krieger Cohen, P. E., & Johnson, A. T. (2022). **Career Counselors Self-Disclosing to First-Generation College Students: A Grounded Theory Study**. *Journal of Career Development*, 49(3), 491-504. <https://doi.org/10.1177/0894845320941251>

Financial security is cited among reasons why first-generation college students (FGCS) pursue higher education, yet the literature advocating the pursuit of a bachelor's degree for its perceived value in the employment marketplace fails to include the need for career exploration and planning during the college years. The purpose of this grounded

theory study was to examine how career counselors who had been the first in their families to go to college use their personal experience to support current FGCS. The findings of the study suggest that career counselors who share personal, relevant stories from their own college experiences can counter students' feelings of isolation and confusion regarding career exploration and planning. Further, findings suggest that career counselors who actively partner with academic and student life colleagues on their campuses help FGCS students form a network of contacts, subsequently creating equitable social capital opportunities for all students.

Lee, Y., Kim, Y., Im, S., Lee, E., & Yang, E. (2022). **Longitudinal Associations Between Vocational Identity Process and Career Goals.** *Journal of Career Development, 49*(3), 569-584. <https://doi.org/10.1177/0894845320955237>

Vocational identity develops through the interplay between process and content dimensions. A three-wave longitudinal study investigated how identity process dimensions (in-breadth exploration, in-depth exploration, commitment making, identification with commitment, self-doubt, flexibility) and content dimensions represented by career goals (intrinsic goals, extrinsic goals) are interconnected across time. Participants were 327 full-time college students in South Korea at Time 1, 253 at Time 2, and 227 at Time 3. They rated values associated with their current career goal and completed the Vocational Identity Status Assessment 3 times with a 6-month interval. The autoregressive cross-lagged path analysis found positive reciprocal associations between intrinsic career goals and identification with commitment. Furthermore, intrinsic career goals positively predicted in-depth exploration, and self-doubt negatively predicted intrinsic career goals. These findings support the reciprocal relationships between vocational identity process and career goals in general, and between intrinsic career goals and the commitment dimension of identity more specifically.

Loquais, M. (2022). « **Sois acteur de ton parcours!** »: **l'engagement des jeunes « en difficultés » au coeur des injonctions paradoxales.** Consulté à l'adresse <https://pur-editions.fr/product/9084/sois-acteur-de-ton-parcours>

Wicht, A., Miyamoto, A., & Lechner, C. M. (2022). **Are Girls More Ambitious Than Boys? Vocational Interests Partly Explain Gender Differences in Occupational Aspirations.** *Journal of Career Development, 49*(3), 551-568. <https://doi.org/10.1177/0894845321991665>

Previous research suggests that girls have higher occupational aspirations than boys before entering the labor market. We investigate whether this gender gap in occupational aspirations generalizes to secondary school students in Germany and illuminate the possible mechanisms behind these purported gender differences. For this purpose, we used a large and representative sample of ninth graders (N = 10,743) from the German National Educational Panel Study. Adolescents' occupational aspirations were coded on the International Socio-Economic Index of Occupational Status (ISEI) according to the socioeconomic status of the aspired occupation. Results showed that girls' occupational aspirations were 6.5 ISEI points higher than boys' (Cohen's $d = .36$). Mediation analyses further revealed that gender differences in vocational interest could explain one-half of the gender gap in occupational aspirations. This suggests that girls' higher occupational aspirations reflect their specific vocational interests rather than a general striving for higher status and prestige compared to boys.

Xing, X., & Rojewski, J. W. (2022). **Understanding Postsecondary Education Enrollment of First-Generation Students From a Social Cognitive Perspective.** *Journal of Career Development, 49*(3), 519-537. <https://doi.org/10.1177/0894845320958075>

Data from the High School Longitudinal Study of 2009 were used to describe and compare postsecondary education enrollment patterns of first- and continuing-generation students. Social cognitive career theory was used to explain the processes of educational and career pursuit and attainment, as well as personal, behavioral, and contextual/environmental factors influencing these processes. Postsecondary educational self-efficacy (i.e., a belief or confidence in future educational success) had a significant positive influence on establishing higher postsecondary educational goals for all adolescents. Postsecondary educational self-efficacy and goals, together, also had a substantial positive influence on postsecondary enrollment patterns of both groups. Self-efficacy exerted a stronger total effect for first-generation students. Contextual supports and barriers directly influenced students' goals but played different roles depending on generational status.

Yukhymenko-Lescroart, M. A., & Sharma, G. (2022). **Passion for Work and Well-Being of Working Adults.** *Journal of Career Development, 49*(3), 505-518. <https://doi.org/10.1177/0894845320946398>

The purpose of the present study was to extend a study by Yukhymenko-Lescroart and Sharma (2019, "The Relationship Between Faculty Members' Passion for Work and Well-Being") to test the relationship between passion for work and well-being using a completely independent and much more heterogeneous sample of full-time working adults representing a wide variety of professions. Participants, who were recruited through the Amazon's Mechanical Turk website, completed several scales (N = 297, 55.2% female, median age = 34 years), and the data were analyzed using structural equation modeling. In line with our hypotheses, results showed that harmonious passion for work contributed positively to life satisfaction, subjective happiness, awareness of purpose, altruistic purpose, and awakening to the purpose. Additionally, obsessive passion for work contributed positively to altruistic purpose and awakening to the purpose. However, the results did not support the hypothesis that obsessive passion for work contributed to the awareness of purpose.

Politique de l'éducation et système éducatif

Aydarova, E. (2022). **Shadow Elite of Teacher Education Reforms: Intermediary Organizations' Construction of Accountability Regimes.** *Educational Policy, 36*(5), 1188-1221. <https://doi.org/10.1177/0895904820951121>

In the 2010s, teacher education witnessed the rise of accountability regimes. Studies examining efforts to introduce teacher preparation accountability focused predominantly on federal or state actors, leaving the involvement of intermediary organizations in the construction of these regimes largely underexplored. To address this gap, I analyze nonprofit and for-profit actors' advocacy for teacher preparation accountability. Using the tools of anthropology of policy and social network analysis, I demonstrate that these actors' success rests on their ability to work together as a flex net, or a collective that pursues a shared vision and pools together resources to accomplish a common agenda.

Bas, M. del C., & Carot, J. M. (2022). **A Model for Developing an Academic Activity Index for Higher Education Instructors Based on Composite Indicators**. *Educational Policy*, 36(5), 1108-1134. <https://doi.org/10.1177/0895904820951123>

The assessment of the teacher performance is a subject of criticism due to the lack of a well-established methodology. This study develops an overall score to measure the dimensions that encompass the academic activities. To that end, a Benefit-of-the-doubt model is proposed. The advantage of this technique is the flexibility in the weights, so that the model selects for each teacher the most favourable set of weights. Furthermore, the paper proposes the barycentric coordinate system as a method to classify the teachers in clusters depending on their contribution to the dimensions. A specific pie chart has been proposed as an efficient way to report the contribution of the teachers to the dimensions and the overall teacher performance.

Bill, M. (2022). **The Transformative Classroom: Philosophical Foundations and Practical Applications**. *Theory and Research in Education*, 20(1), 91-97. <https://doi.org/10.1177/14778785221087018>

Douglas Yacek delivers a careful critique of contemporary models of transformative education and presents his own model of the aspiration in *The Transformative Classroom*. This article examines Yacek's arguments and highlights the need to include the complexities of collectivism and cultural identity in contemporary discussion about educational transformation.

Brown, N., & Ramlackhan, K. (2022). **Exploring experiences of ableism in academia: a constructivist inquiry**. *Higher Education*, 83(6), 1225-1239. <https://doi.org/10.1007/s10734-021-00739-y>

To understand the experiences of the disabled in academia, a fully accessible and inclusive workshop conference was held in March 2018. Grounded in critical disability studies within a constructivist inquiry analytical approach, this article provides a contextualisation of ableism in academia garnered through creative data generation. The nuanced experiences of disabled academics in higher education as well as their collective understandings of these experiences as constructed through normalisation and able-bodiedness are presented. We show that disabled academics are marginalised and othered in academic institutions; that the neoliberalisation of higher education has created productivity expectations, which contribute to the silencing of the disabled academics' perspectives and experiences due to constructions of normality and stigmatisation; and that it is important to enact policies, procedures, and practices that value disabled academics and bring about cultural and institutional changes in favour of equality and inclusion.

Callahan, R., Gautsch, L., Hopkins, M., & Carmen Unda, M. D. (2022). **Equity and State Immigrant Inclusivity: English Learner Education in ESSA**. *Educational Policy*, 36(5), 1011-1053. <https://doi.org/10.1177/0895904820925819>

With the 2015 passage of the Every Student Succeeds Act (ESSA), the oversight of language policy in U.S. schools shifted from federal to state governance. Although the education of students officially designated as English learners (ELs) has historically been grounded in federal law, we argue that ELs' educational experiences are also largely influenced by societal attitudes toward immigrants and immigration. Using a critical policy analysis (CPA) approach, we examine how 12 states' immigrant policy contexts are associated with the EL educational policies articulated in their ESSA implementation

plans. We find that states' demographic and immigrant policy contexts combine to produce four distinct approaches toward EL education, from departing to approaching equity.

Carales, V. D., & Doran, E. E. (2022). **The Pursuit of Equal Educational Opportunity: A Historical Analysis of the South Texas/Border Initiative.** *Educational Policy*, 36(5), 1162-1187. <https://doi.org/10.1177/0895904820951128>

The purpose of this historical study was to investigate how individuals articulated the call for the South Texas/Border Initiative, a legislative mandate that funneled unprecedented amounts of funding to underserved universities along the Texas-Mexico border region between 1987 and 2003. Utilizing archival sources, we conducted an analysis of the intentional shifts in funding critical to equity and access in higher education. The events surrounding the South Texas/Border Initiative are unique in that they represent purposeful Latina/o community and state-wide activism that challenged higher education funding inequities.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2022). **The future of vocational education and training in Europe . Volume 1, The changing content and profile of VET: : epistemological challenges and opportunities.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3618> (p. 132) [Report]. Consulté à l'adresse European Centre for the Development of Vocational Training (Transnational) website: <https://op.europa.eu/fr/publication-detail/-/publication/d6bfde28-e21d-11ec-a534-01aa75ed71a1>

This study examines changes in the way that knowledge, skills and competence are differentiated in curricula, and how learning is organised across different learning sites: in classrooms, workshops or laboratories, and at workplaces. The study collected information through Cedefop's ReferNet network, in-depth country case studies, and an online survey among almost 1 000 European VET providers. Results show that several countries have strengthened the general education component of their VET programmes either by increasing the extent of teaching general subjects or by better integrating them into the vocational curriculum. At the same time, the increased emphasis on general skills has not taken place at the expense of workplace learning; on the contrary, an expansion of workplace learning in IVET curricula has been ubiquitous. However, it is becoming increasingly difficult to assess the exact extent of workplace learning, due to increased flexibility allowed at provider and individual level in the combination of different learning environments.

Cherrstrom, Lopez, & Ashford-Hanser. (2022). **STEM Knowledge in Non-STEM Occupations: Implications for Community Colleges.** *Community College Journal of Research and Practice*, 46(7), 457-471. <https://doi.org/10.1080/10668926.2020.1868359>

The U.S. faces increasing demand for STEM knowledge, contributing to enhanced products, improved health care, more efficient energy sources, a preserved environment, safeguarded national security, and economic growth. In addition, high-paying occupations increasingly require STEM knowledge, and in non-STEM occupations, workers increasingly need STEM knowledge for workplace success and earn significantly more than those without such knowledge. Community colleges supply a major portion of STEM education to the current and future workforce, and researchers have examined the role of community colleges in preparing current and future workers with for STEM occupations but less so for non-STEM occupations. The current study examined STEM

knowledge in non-STEM occupations in the U.S. Using data from the Occupational Information Network (O*NET) and U.S. Bureau of Labor Statistics, the findings included 19 major groups of non-STEM occupations and 15 STEM knowledge areas in non-STEM occupations. The study further found higher levels of STEM knowledge associated with higher wages for select areas and, using O*NET benchmark standards, identified the levels of STEM knowledge required in non-STEM occupations.

Coats & King. (2022). **The Presence of Courses that Address Diversity in Community College Curricula.** *Community College Journal of Research and Practice*, 46(7), 504-510. <https://doi.org/10.1080/10668926.2021.1877214>

With the growing diversity of the population in the United States, it is becoming increasingly important to teach students about issues related to diversity. This is especially true in the community college where a large, and diverse, number of students enter postsecondary education. This study employed a descriptive design of the catalogs of 145 rural, suburban, and urban community colleges with varied enrollments throughout the United States to determine how many courses that address diversity were offered, including the department offering the course and the specific focus. Findings revealed that colleges classified as small and medium were less likely to offer these courses, as were colleges located in rural areas and towns and those located in New England, the middle section of the United States, and the South.

Coulson-Johnston, Salinas, & Vásquez-Colina. (2022). **A Document Analysis of Community College Published Scholarship about Native American Students and Tribal Colleges and Universities.** *Community College Journal of Research and Practice*, 46(7), 511-524. <https://doi.org/10.1080/10668926.2022.2064373>

This document analysis study identified how many articles' purposes focused on Native American peoples and Tribal Colleges and Universities (TCUs) are published in five community college journals and one professional magazine, and how this published research portrays Native American peoples and TCUs. Utilizing a document analysis design, five peer-review journals and one professional magazine committed to community college research were searched using the terms: "Native American" "American Indian" "Indigenous," "Indian," "native," and "Tribal Colleges and Universities." The journal searches yielded 1,993 articles with only 17 articles specific to Native American peoples or TCUs. Two findings emerged from this study: 1) the reinforcement that tribal colleges and universities provide culturally relevant opportunities to aid in student success; and 2) challenging stereotypes and promoting Indigenous learning at non-Native community colleges. This document analysis study provides four recommendations for future research and practice.

Dahlbeck, J. (2022). **Transformative gestures.** *Theory and Research in Education*, 20(1), 105-111. <https://doi.org/10.1177/14778785221087009>

Douglas Yacek's recent book *The Transformative Classroom* proposes a useful aspirational model of transformative education. In this critical commentary, I review this model and suggest that while it succeeds in overcoming some ethical shortcomings of other dominant models of transformative education, I would like to suggest that focusing on more subtle transformative gestures could have the benefit of being less dependent of the teacher's intention to transform and of being less constrained by the expectation that transformation should take place primarily in the classroom. When transformation is conceived as an educational fiction, it may be conceived as a retroactive experience

constructed around memories of the teacher's transformative gestures, thereby adding to Yacek's aspirational model by allowing for transformation to continue beyond the walls of the classroom.

Ellison, B. S., & Iqtadar, S. (2022). **A Qualitative Research Synthesis of the "No Excuses" Charter School Model.** *Educational Policy*, 36(5), 915-941. <https://doi.org/10.1177/0895904820917362>

The "no excuses" charter school model is widely regarded in public debate as an effective policy intervention to politically and economically empower historically marginalized student populations. The organizing principle of the "no excuses" model is to do whatever it takes to close the achievement gap and to prepare students for university education and the professional job market. This article seeks to critically evaluate the "no excuses" model through a qualitative research synthesis of an emerging body of qualitative research literature. The findings from this synthesis raise serious questions about the desirability of the "no excuses" charter school model.

Fantuzzo, J. P. (2022). **Recognizing human dignity behind bars: A moral justification for college-in-prison programs.** *Theory and Research in Education*, 20(1), 26-43. <https://doi.org/10.1177/14778785221102035>

There is currently bipartisan support for criminal justice reform in the United States. One reform, recently passed through the Consolidated Appropriations Act/COVID relief package (December 2020), restored need-based, higher educational aid for incarcerated persons. With a resurgence of college-in-prison programs on the horizon, this article joins recent efforts to understand the moral justification of these programs not exclusively in terms of reductions in recidivism rates but in terms of a duty-based recognition of human dignity. It contributes to these efforts by examining the meaning and implications of recognizing human dignity behind bars, contending that the achievements of college-in-prison programs are morally justified insofar as they provide a model for recognizing the human dignity of all incarcerated persons (not just the select few they educate) and thereby spur the transformation of an institution that systematically ignores the role of human dignity in our moral lives.

Ferreira de Oliveira, R., Mottet, C., Ambrogi, P.-R., Lepaon, T., & Tardy, S. (2022). **Mission prospective sur l'illettrisme.** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3612> (p. 60) [Report]. Consulté à l'adresse IGÉSR website: <https://www.education.gouv.fr/media/114581/download>

Longtemps sous-estimé, l'illettrisme apparaît désormais au grand jour à la faveur d'indicateurs robustes et convergents. Au-delà des données statistiques, il correspond à une réalité contrastée et complexe que l'on observe y compris dans des formes très contemporaines.

Fleury, D., Le Cam, M., & Vourc'h, R. (2022). **Panel des élèves entrés en CP en 2011.** *Note d'information*, (22.14), 1-4. <https://doi.org/10.48464/ni-22-14>

Les données longitudinales recueillies auprès du panel d'élèves entrés en CP en 2011 offrent la possibilité d'étudier l'évolution des acquis des élèves à l'école élémentaire. Cette étude met en exergue des profils d'élèves qui semblent davantage prédisposer à la réussite scolaire, en fonction notamment de leur niveau d'entrée en CP et de leur environnement socio-économique. Mais on voit aussi que la moitié des élèves les plus en difficulté à l'entrée en CP ne le sont plus en CM2, aussi bien en français qu'en

mathématiques. La progression de ces élèves dépend beaucoup du profil socioéconomique du milieu familial de l'élève et plus particulièrement en mathématiques. Par ailleurs, on constate des évolutions des compétences selon le sexe entre le CP et le CM2, et ce particulièrement en défaveur des filles en mathématiques. Enfin, l'estime de soi des élèves en CM2 est différenciée selon le sexe, le secteur de scolarisation et le niveau des acquis.

Flores, M. A., Barros, A., Simão, A. M. V., Pereira, D., Flores, P., Fernandes, E., ... Ferreira, P. C. (2022). **Portuguese higher education students' adaptation to online teaching and learning in times of the COVID-19 pandemic: personal and contextual factors.** *Higher Education*, 83(6), 1389-1408. <https://doi.org/10.1007/s10734-021-00748-x>

The COVID-19 pandemic brought about a global crisis affecting all sectors of society. Higher education is no exception. The closure of higher education institutions has dictated a sudden and unexpected transition from face-to-face to remote teaching to mitigate the spread of the SARS-CoV-2. This paper draws upon a wider piece of research which aimed to understand how higher education students adapted to the closure of their institution and how they looked at their experience of online teaching and learning. In total, 2718 students from different Portuguese higher education institutions participated in the study. Findings showed that both personal and contextual factors explained students' positive or negative adaptation to online teaching and learning as a result of the closure of higher education institutions. Institutional and pedagogical responses, individual self-regulatory and socio-emotional competencies and adequate resources were factors that led to either a more positive or negative student experience of online teaching and learning in times of COVID-19.

Foirien, R. (2022). **Fréquentation des accueils collectifs de mineurs (accueil de loisirs, colonies de vacances, scoutisme...).** In <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3613> [Report]. Consulté à l'adresse Institut national de la jeunesse et de l'éducation populaire (France) website: <https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3613>

Parmi les communes ayant une école primaire sur leur territoire en 2020-2021, une sur deux dispose également d'un accueil de loisirs pour les enfants âgés de moins de 14 ans. Au total, 2,75 millions de places sont ouvertes pour l'accueil des 3-17 ans. Après la chute historique observée au printemps et à l'été 2020, le nombre de places en accueil de loisirs retrouve un niveau globalement assez proche de celui d'avant la crise sanitaire. Ce n'est pas le cas pour les colonies et autres séjours de vacances dont la fréquentation rebondit en 2020-2021 mais sans retrouver son niveau d'avant-crise : après 670 000 départs d'enfants ou d'adolescents en 2019-2020, 900 000 sont comptabilisés en 2020-2021, encore loin des 1,44 million de départs enregistrés en 2018-2019.

Francis, D. V., Hardy, B. L., & Jones, D. (2022). **Black Economists on Race and Policy: Contributions to Education, Poverty and Mobility, and Public Finance.** *Journal of Economic Literature*, 60(2), 454-493. <https://doi.org/10.1257/jel.20211686>

Hollingshead, A., Lowrey, K. A., & Howery, K. (2022). **Universal Design for Learning: When Policy Changes Before Evidence.** *Educational Policy*, 36(5), 1135-1161. <https://doi.org/10.1177/0895904820951120>

Universal Design for Learning (UDL) is a scientifically validated framework that has been included in policy like the Every Student Succeeds Act of 2015 and the Higher Education

Opportunity Act of 2008. However, studies have pointed out the variability in definitions and implementation surrounding UDL. In order to clarify this conversation, researchers collected and analyzed the narratives of experts in the origination and research of UDL. Nineteen experts participated in semi-structured interviews that examined definitions of UDL, its critical components, and identified priorities within the framework. Findings resulted in five themes. Implications for future research, policy, and practice are offered.

Huang, F., Daizen, T., Chen, L., & Horiuchi, K. (2022). **Japan's higher education and the public good**. *Higher Education*, 83(6), 1297-1314. <https://doi.org/10.1007/s10734-021-00743-2>

The purpose of this study is to analyze different interpretations of public good(s) in the context of higher education, the contributions that higher education makes to the public good, and how these contributions are measured in Japan. The analysis draws on 17 semi-structured interviews with policy makers, presidents of national professional associations, institutional leaders, deans and professors from contrasting disciplines, and other administrators from two national universities in Japan. Firstly, all interviewees believed that Japan's higher education could be considered to be a public good. However, they did not consider it a pure public good. Secondly, the study not only reveals a wide variety of interviewees' interpretations of the public good, the public good of higher education, the contributions that higher education makes to the public good, and the measurement of these contributions, but also suggests to what extent interviewees' understanding deviates from the literature. Finally, while the structure of Japan's higher education system, including the quantitative dominance of private universities, tuition fee system, and existing oversight of the public good, may suggest that there are fewer contributions to public good in Japan's higher education than in European continental countries, the study reveals that Japan's higher education, including private universities, contributes the public goods, and its contributions to the public good or public goods are highly valued.

Ison, M. P. (2022). **The Viability of Tuition-Free Community College**. *Educational Policy*, 36(5), 1054-1077. <https://doi.org/10.1177/0895904820951119>

Free higher education has become a major policy discussion of the past few years, one that is often debated or supported along partisan lines. Those supporting this policy initiative often point to the rising cost of a college education and the barrier it creates for underrepresented populations hoping to access higher education. Others point to a broken financial aid system that leaves more individuals financing their education through student loans, adding to a massive national loan debt now exceeding a trillion dollars. Various arguments for and against a free-tuition program within the American higher education system are addressed. While an argument can be made that all public American higher education should be tuition-free, limiting a large-scale federal program to the American community college has economic and political implications that could make the policy more feasible for a larger percentage of the American public.

Jarraud, F. (2022a, juin 1). **La pandémie a cassé la voix des élèves**. Consulté 20 juillet 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/06/01062022Article637896621212399170.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMcZVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=516797

Jarraud, F. (2022b, juin 1). **Pierre Merle démonte la politique des dédoublements.** Consulté 20 juillet 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/06/01062022Article637896621219743155.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=516797

Klipfel, J. (2022). **Qui sont les bacheliers 2014 diplômés au niveau bac + 5 à la rentrée 2020 ?** Note d'information du SIES, (22.06). Consulté à l'adresse <https://www.enseignementsup-recherche.gouv.fr/fr/qui-sont-les-bacheliers-2014-diplomes-bac-5-la-rentree-2020-85315>

Six ans après leur inscription dans l'enseignement supérieur, plus d'un quart des bacheliers 2014 sont titulaires d'un diplôme de niveau bac + 5.

Kotok, S., & Sorden, A. (2022). **School Choice, Competition, and Disruptions for a High-Achieving Traditional Public School.** *Journal of Cases in Educational Leadership*, 25(2), 169-180. <https://doi.org/10.1177/15554589221078275>

Principals and superintendents operating in high-choice environments are often faced with enrollment challenges as they compete for students. This case study examines the experience of a principal at Crossroads Elementary—a high-performing, culturally responsive, and innovative traditional public school that struggles to retain many of its older students. Despite outperforming most elementary schools in New York City and seemingly doing “everything right,” most of their older students transferred to charter school networks as they approach middle school. We discuss implications in terms of equity, ethics, community engagement, and planning in high-choice districts.

Lefébure, A. (2022, mai 31). **Les universités chinoises vont-elles quitter les classements internationaux ?** Consulté 20 juillet 2022, à l'adresse The Conversation website: <http://theconversation.com/les-universites-chinoises-vont-elles-quitter-les-classements-internationaux-183151>

Trois universités chinoises ont déclaré se retirer des palmarès internationaux. Une annonce ironique alors que la Chine, avec le classement de Shanghai, a contribué à y imposer certains critères ?

Lelièvre, C. (2022, mai 29). **À l'Éducation nationale, l'arrivée d'un nouveau ministre peut-elle vraiment changer l'école ?** Consulté 23 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/a-leducation-nationale-larrivee-dun-nouveau-ministre-peut-elle-vraiment-changer-lecole-183667>

Quelle portée un changement à la tête de l'Éducation nationale a-t-il sur le terrain ? Quelques éclairages sur l'histoire de l'école pour remettre en perspective la nomination de Pap Ndiaye.

Lemke, M., Bascug, E., & Howard, A. (2022). **Seen Yet Unseen: A Case of Human Trafficking at Harris High School.** *Journal of Cases in Educational Leadership*, 25(2), 153-168. <https://doi.org/10.1177/15554589211055105>

Although anyone can become a victim, commercial exploitation and human trafficking disproportionately affect women, girls, and communities of color within the United States. Despite its prevalence, misinformation and a widespread lack of understanding on this issue create barriers to identifying and supporting trafficking victims. School staff are critically positioned to both identify and support the needs of trafficked youth. This article

offers a fact-based case example of human trafficking in a small town in New York State, including one principal's challenges and opportunities in addressing human trafficking in her school. Programming and practice frameworks that utilize trauma-informed care, cultural and linguistic responsiveness, and human rights approaches are offered as strategies for engagement with this topic.

Mann, B. A., & Bruno, P. (2022). **The effects of charter school enrollment losses and tuition reimbursements on school districts: Lifting boats or sinking them?** *Educational Policy*, 36(5), 1078-1107. <https://doi.org/10.1177/0895904820951124>

We analyze a natural experiment in which policymakers in Pennsylvania first implemented, and later removed, reimbursements to districts for students exiting to brick and mortar and cyber charter schools. Generalized difference-in-difference models show that larger shares of students enrolling in charter schools predict decrements in spending, financial health, and achievement in sending districts; however, these relationships attenuate in years when districts receive reimbursements. After receiving reimbursements, districts with increased competition spent more on instruction and instructional support services, but not on facilities or non-instructional operations. Perhaps due to higher instructional expenditures, the relationship between competition and student achievement in reimbursement years is significantly less negative, and at times even positive, compared to non-reimbursement years. Cyber charter schools induce fewer instructional expenditures in districts than brick and mortar charter schools. The findings show clear policy choices can support traditional public systems experiencing competition.

Martinez & Acevedo. (2022). **Access to What? Geography of Opportunity and Baccalaureate Degree-Granting Community Colleges in California.** *Community College Journal of Research and Practice*, 46(7), 525-530. <https://doi.org/10.1080/10668926.2021.1932640>

Guided by a Geography of Opportunity framework and using Arc Geographic Information Systems (ArcGIS) mapping, we sought to explore how and to what extent California Community Colleges baccalaureate programs graduates' expected earnings are likely to meet the Self-Sufficiency Standard and afford fair market rent for the region in which they are located. In addition, we conducted a proximity analysis of the 15 approved California Community College baccalaureate pilot sites to examine the proximal relationship with the California State University (CSU) and the University of California (UC) campuses. The findings highlight the extent to which geography, place, and quality of life are considered when authorizing community colleges to grant bachelor's degrees and in which fields.

Martínez, D. G., & Spikes, D. D. (2022). **Se Acabaron Las Palabras: A Post-Mortem Flores v. Arizona Disproportional Funding Analysis of Targeted English Learner Expenditures.** *Educational Policy*, 36(5), 942-980. <https://doi.org/10.1177/0895904820917370>

Arizona has played a large part in the development and implementation of policy that directly inhibits equity of opportunity for the English learner (EL) population, the largest and most damaging of which came out of legislation passed due to the Flores v. Arizona case which concluded in 2015. This research article seeks to critically challenge how Arizona-reified barriers to learning ELs continue to experience. This article serves as a post-mortem to Flores v. Arizona and measures the relationship between targeted EL expenditures as a function of the percentage of ELs within districts. The findings suggest

that the scale of ELs within districts is inversely related to targeted EL expenditures. Furthermore, Arizona has reified laws that inhibit EL educational opportunities across the state.

McNally, S., Schmidt, L., & Valero, A. (2022). **Do Management Practices Matter in Further Education?** (IZA Discussion Paper N° 15213). Consulté à l'adresse Institute of Labor Economics (IZA) website: <https://econpapers.repec.org/paper/izaizadps/dp15213.htm> Further Education colleges are a key way in which 16-19 year olds acquire skills in the UK (much like US Community Colleges), especially those from low income backgrounds. Yet, little is known about what could improve performance in these institutions. We design and conduct the world's first management practices survey in these colleges (based on the World Management Survey) and match this to administrative longitudinal data on over 40,000 students. Value added regressions with rich controls suggest that structured management matters for educational outcomes (e.g. upper secondary qualifications), especially for students from low-income backgrounds. In a hypothetical scenario where a learner is moved from a college at the 10th percentile of management practices to the 90th, this would be associated with 8% higher probability of achieving a good high school qualification, which is nearly half of the educational gap between those from poor and non-poor backgrounds. Hence, improving management practices may be an important channel for reducing inequalities.

Morgan, H. (2022). **Yacek's Transformative Classroom in the contemporary K-12 system.** *Theory and Research in Education*, 20(1), 98-104. <https://doi.org/10.1177/14778785221087016>

In his theory of educational transformation, Douglas Yacek outlines the possibility of aspiration as an educational model. In Yacek's aspirational model, students undergo an awakening, acknowledge their ethical distance, recognize their ethical difference, and then make a resolution to change. After providing the theoretical background in conversation with other theories of transformation, Yacek offers the reader practical tools to actualize the aspirational classroom. This review proceeds to raise questions regarding the applicability of aspirational theory in a contemporary classroom, explicating additional barriers to the project and offering areas where additional research and problem-solving may be necessary.

Odlin, D., Benson-Rea, M., & Sullivan-Taylor, B. (2022). **Student internships and work placements: approaches to risk management in higher education.** *Higher Education*, 83(6), 1409-1429. <https://doi.org/10.1007/s10734-021-00749-w>

The increased use of student internships and other forms of work placements in higher education programmes brings recognised benefits to students but also changes the risks for higher education institutions (HEIs) globally. This paper responds to the under-addressed problem for HEI managers of understanding the varying levels of risk of harm to students and HEIs, and the HEIs' strategic responsibilities to understand how to mitigate the risk for both parties. We develop a typology of the main types of internship placements and theorise their associated levels of risk according to the HEI's levels of responsibility and operational control. The risk types are then plotted in a model of risk mitigation, mapped against the frequency of their occurrence and the severity of their impact, with a focus on HEIs and students. We conclude with practical and policy implications for HEIs and their managers. Our paper argues that HEIs must balance their risks and responsibilities with the costs and benefits of student internships and work

placements, and contributes to understanding potential gaps between HEI strategic decision-making and operational practice at the programme level, along with solutions to address these.

Pavese, C., & Rubolino, E. (2022). **Austerity Harmed Student Achievement** [Cahiers de Recherches Economiques du Département d'économie]. Consulté à l'adresse Université de Lausanne, Faculté des HEC, Département d'économie website: <https://econpapers.repec.org/paper/laucrdeep/22.09.htm>

This paper shows that austerity-induced spending cuts harmed student performance in standardized national tests. To identify this relationship, we use cross-municipality variation in the timing of eligibility for the Italian Domestic Stability Pact as an exogenous shifter of local public spending. We then compare test scores for students that were from the same municipality but were exposed to different levels of austerity spending cuts, based on their birth year. Combining administrative data on public spending and test scores with an instrumental variable model, we show that the implied test score impact of austerity is between 2.1-2.4 (1.7- 1.9) percent of a standard deviation per 1,000 euros per-pupil reduction in current (capital) spending. The effects are more pronounced for children with limited resources at home. By contrast, effects are substantially dampened in municipalities with high-skill politicians and school principals, which are more likely to allocate the marginal spending cut toward less productive spending categories.

Rafael, D. P. (2021). **L'Enseignement Supérieur au Mozambique: une analyse de l'orientation scolaire des femmes et des hommes dans les filières universitaires de Licence** (Phdthesis, Université de Bordeaux). Consulté à l'adresse <https://tel.archives-ouvertes.fr/tel-03618362>

Les transformations économiques et politiques que le Mozambique a connu depuis la fin des années 1980, notamment la transition du socialisme à la démocratie multipartite, formellement achevée par la Constitution de 1990 et la fin de la guerre civile en 1992, ont marqué une nouvelle ère dans l'histoire des politiques éducatives, en particulier celle de l'enseignement supérieur au Mozambique (ESM). Les investissements croissants de l'État sur ce secteur et la libéralisation du marché qui a permis l'intervention d'acteurs privés, ont augmenté rapidement l'offre de l'enseignement supérieur à travers l'ouverture de nouvelles institutions et de nouveaux cursus. Cependant, malgré l'expansion du système et l'augmentation de l'offre, les inégalités de sexe restent persistantes. Si d'un côté, les filles continuent d'être moins présentes par rapport aux garçons dans le système, d'un autre côté, leurs choix d'orientation se tournent davantage vers les filières des Sciences Humaines et Sociales (SHS), considérées comme moins rentables par rapport aux filières des Sciences et Technologies (ST) dominées par les garçons, et où les filles sont quasi absentes. On se questionne sur qu'est-ce qui est à l'origine de ces inégalités sexuées dans les choix de filières entre filles et garçons dans l'ESM ? On cherche, de façon plus spécifique, à analyser le rôle joué par l'origine socioculturelle des étudiant.e.s dans la production de ces inégalités, ainsi que le rôle de l'institution scolaire dans le cheminement différencié des étudiant.e.s. En plus, on se questionne sur le rôle des représentations que les filles et les garçons se font des métiers d'après les stéréotypes de sexe liés à la division sexuée du travail, associées aux perceptions subjectives des chances de réussite fondées sur une base sexuée. À partir d'une combinaison de méthodes qui inclut un travail de terrain dans deux établissements d'enseignement secondaire et deux d'enseignement supérieur, privées et publiques, consistant en la mise en œuvre d'un questionnaire aux étudiant.e.s ainsi que la réalisation

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

Retailleau, S. **Suppression de la carte des formations supérieures.** , (2022).

Ruoppila, S. (2022). **Hiding the unwanted: A University-level campus carry policy.** *Higher Education*, 83(6), 1241-1258. <https://doi.org/10.1007/s10734-021-00740-5>

Campus carry laws have allowed civilians to legally bring their concealed firearms onto college and university campuses in several states in the U.S. over the past decade. Previous studies have addressed the policy's legal grounds, arguments for and against it, impacts on campus safety, and faculty and students' attitudes toward it. This paper examines the less addressed topic of policy implementation, especially the role of universities in modifying the outcomes, including what kinds of rules the higher educational institutions themselves have designed and what these approaches mean. The article focuses on Texas, where public higher educational institutions were required to allow campus carry but also given some discretion in implementation. The article provides a qualitative content analysis of policy documents and expert interviews regarding the campus carry policy at The University of Texas at Austin. It argues that the university fully accomplishes the law, but through its policy it has also sought to hide it, removing the issue from everyday life on campus.

Sainz Sujet, P. (2022). **Do Institutions Matter in Student Engagement? A Comparison in Engagement Between Two Universities in Different Contexts.** *Journal of Hispanic Higher Education*, 21(3), 333-351. <https://doi.org/10.1177/15381927211052712>

Academic engagement has been studied for several years because of its influence on student attrition. According to Tinto, engagement is the most important predictor for student dropout, which makes it relevant to understand how the environment influences engagement. Yet very few studies have addressed this relationship outside higher income countries. The results of a 2 × 2 factorial multivariate analysis of variance (MANOVA) suggest significant differences in engagement means between students from one American and one Bolivian university.

Salah, M. B., Chambru, C., & Fourati, M. (2022). **The Colonial Legacy of Education: Evidence from of Tunisia** (IHEID Working Paper N° 13-2022). Consulté à l'adresse Economics Section, The Graduate Institute of International Studies website: <https://econpapers.repec.org/paper/giigihei/heidwp13-2022.htm>

We study the effect of exposure to colonial public primary education on contemporary education outcomes in Tunisia. We assemble a new data set on the location of schools with the number of pupils by origin, along with population data during the French protectorate (1881-1956). We match those with contemporary data on education at both district and individual level. We find that the exposure of local population to colonial public primary education has a long-lasting effect on educational outcomes, even when controlling for colonial investments in education. A one per cent increase in Tunisian enrolment rate in 1931 is associated with a 1.69 percentage points increase in literacy rate in 2014. Our results are driven by older generations, namely individuals who attended primary schools before the 1989/91 education reform. We suggest that the efforts undertaken by the Tunisian government after independence to promote schooling finally paid off after 40 years and overturned the effects of history.

Schroeder-Strong, M. (2022). **Motivational aspects of transformative education**. *Theory and Research in Education*, 20(1), 83-90. <https://doi.org/10.1177/14778785221088133>

Douglas Yacek's Transformative Education is critiqued according to how well various transformative education practices reflect current motivational theories. The conversion, emancipation, reconstruction, and aspirational strategies are set against popular theories of motivation in education: Deci and Ryan's Self-Determination Theory, Carol Dweck's Growth Mindset Theory, and Abraham Maslow's Human Needs Theory. Overall, the aspirational approach is found to be more consistent with motivational theory, and future directions for the aspirational approach are discussed.

Sutherland, D. H. (2022). **School Board Sensemaking of Federal and State Accountability Policies**. *Educational Policy*, 36(5), 981-1010. <https://doi.org/10.1177/0895904820925816>

This qualitative case study examines how board members make sense of federal accountability policies and how their sensemaking shapes their use of assessment data as a policy instrument. Deviating from previous work on practitioner sensemaking, the participants' interpretations of assessments did not align with their ensuing use of the data. Furthermore, board members' use of assessment data diverged from both federal and state messaging, illustrating board members' synthesis and adaptation of external messaging into a locally driven narrative. As the nation has shifted to state accountability systems under Every Student Succeeds Act (ESSA), the findings provide insights to policymakers and practitioners to support local implementation.

Tellier, V. (2022). **Inclusion scolaire** [Billet]. Consulté 23 janvier 2023, à l'adresse Dictionnaire des termes utilisés en formation website: <https://dicoema.hypotheses.org/544>

Claire de Saint Martin, Julie Duval & Muriel Epstein Laboratoire ÉMA (EA4507) 2022 Sans méconnaître l'extension du concept, l'article traite spécifiquement de l'inclusion des personnes en situation de handicap. L'inclusion est à la fois...

Tidiane, D. (2021). **Transformation numérique dans l'enseignement à distance en République de Guinée: cas de l'institut Supérieur de Formation à distance (ISFAD)** (Thesis). Consulté à l'adresse <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2542>

Tracey, L., Bowyer-Crane, C., Bonetti, S., Nielsen, D., D'Apice, K., & Compton, S. (2022). **The impact of the COVID-19 pandemic on children's socioemotional well-being and attainment during the Reception Year**. In <https://veille-et-analyses.ens-lyon.fr/Recherches/DetailThese.php?parent=actu&these=2542>

lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3617 [Report]. Consulté à l'adresse Education endowment foundation website: <https://d2tic4wvo1iusb.cloudfront.net/documents/projects/EEF-School-Starters.pdf?v=1652814985>

Using a sample of Early Years Foundation Stage data, the researchers assessed the impact of the pandemic on the development of children who were in Reception class for the school year that ran from 2020-21. The proportion of children reaching the expected levels in all areas – communication and language, physical development, literacy, maths, and personal, social and emotional development – was 59% in 2021, compared to 72% for the 2019 cohort. This difference is equivalent to, on average, three more children in every classroom not reaching the expected levels by the end of the school year. The findings are supported by surveys of schools asking them about their pupils' development. When this cohort of children started school in 2020, over three-quarters (76%) reported that they needed more support than those starting school before the pandemic. This had fallen to just over half (56%) by the end of the school year.

Urbanski, S., & Bouvier, A. (2022). **La République à l'épreuve des nationalismes : école publique, valeurs communes et religions en Europe**. Consulté à l'adresse <https://pureditions.fr/product/8915/la-republique-a-l-epreuve-des-nationalismes>

Wilcox, K. C. (2022). **A Rural School's Adaptations, Improvements, and Innovations During the COVID-19 Pandemic**. *Journal of Cases in Educational Leadership*, 25(2), 111-123. <https://doi.org/10.1177/15554589211058103>

COVID-19 prompted unprecedented disruptions to schools with challenges particularly severe for high-poverty remote rural schools. This case study recounts the story of a rural school that had participated in a research–practice partnership (RPP) multi-year improvement effort prior to the pandemic and documents the ways the RPP and the school-based improvement team worked to navigate pandemic-related disruptions. This case study provides educational leaders with insights into ways to surmount challenges and innovate especially during times of significant disruption and provides prompts to consider with regard to the use of RPP support and improvement science-based processes and tools.

Wortham, D. G., & Forgety Grimm, L. (2022). **School Interrupted: Recovering Learning Losses Related to COVID-19**. *Journal of Cases in Educational Leadership*, 25(2), 124-135. <https://doi.org/10.1177/15554589221078273>

The COVID-19 pandemic plunged education communities into an emergency mode of operation and challenged the pedagogic core of education. Schools across America suddenly lost access to everything essential to their daily educational practices, including face-to-face interactions with students. School administrators scrambled to devise remote learning plans, only to find those plans woefully susceptible to erupting inequities. As schools move into a recovery mode of teaching and learning, educators and policymakers have an opportunity to reimagine interventions to abate and negate learning losses.

Yacek, D. W. (2022). **Revisiting The Transformative Classroom: A response to Schroeder-Strong, Merrifield, Morgan, and Dahlbeck**. *Theory and Research in Education*, 20(1), 112-118. <https://doi.org/10.1177/14778785221092192>

In this response to reviewers, I revisit some of the central positions and theses of my book *The Transformative Classroom* and engage with several important criticisms. In doing so, I try to point out what I think is of particular value for further understanding the transformative potential of the classroom, especially where I think I could have captured this better in the book.

Yedibahoma, M. (2021). **Les politiques linguistiques éducatives du français de la diplomatie et des relations internationales dans l'écosystème numérique** (Thesis). Consulté à l'adresse <https://theses.hal.science/tel-03602047/document>

Pratiques enseignantes

Alexander, K., Gonzalez, C. H., Vermette, P. J., & Di Marco, S. (2022). **Questions in secondary classrooms: Toward a theory of questioning.** *Theory and Research in Education*, 20(1), 5-25. <https://doi.org/10.1177/14778785211043020>

At the heart of the teaching practice is the art of questioning. Costa and Kallick noted that questions are the means by which insights unlock thinking. Effective questioning is essential to effective teaching. Despite this, a cohesive theory on the method of questioning has yet to be developed. A discussion of questioning is vital to moving the teaching profession forward. In this article, we propose a model of effective questioning that we see as the first step toward identifying a unifying theory of questioning. Our model contains the following three components: (1) a well-structured item (a good question), (2) clear expectations for the response (which we call 'the five considerations'), and (3) a constructivist conversation. This work succeeds in bridging the gap between practice and theory that may otherwise limit good teachers from utilizing their questions in the most effective manner. Because of this, our model should be of use to teachers, teacher educators, professional developers, educational researchers, and theoreticians. We hope that a continued discussion of questioning ensues in all of these circles, so that our field can move closer toward the development of a theory of questioning.

Amaro-Jimenez, C., Martinez-Cosio, M., Patterson, O. K., Clark, K., & Luken-Sutton, J. (2022). **"Feel Like More than a Number in the Classroom:" Faculty Perceptions of Professional Development for Student Success.** *Journal of Hispanic Higher Education*, 21(3), 247-260. <https://doi.org/10.1177/1538192720950863>

Students benefit when faculty develop their teaching practice. This study aimed to identify why faculty seek professional development (PD), barriers to addressing classroom needs, and the benefit of PD in developing an understanding of classroom diversity at an HSI. Data from over 400 participants indicate a desire for classroom and online engagement activities. Faculty also described PD as facilitating the building of a community of peers engaged in student success while better understanding shifting demographics.

Bisault, J., Le Bourgeois, R., Thémines, J.-F., Le Mentec, M., & Chauvet-Chanoine, C. (Éd.). (2022). **Objects to Learn About and Objects for Learning 1. Which teaching Practices for Which Issues ?** Consulté à l'adresse <https://iste.co.uk/book.php?id=1844>

Resulting from a conference that took place in Amiens, France, in June 2019, this book examines the place and role of objects centered in teaching practices from kindergarten to university, both in the context of France and elsewhere. These "objects

for learning” are considered in their physicality as productions, work or signs that are used for learning. They become “objects to learn about” when the object itself is the learning objective. This book offers a cross-disciplinary perspective, linking the different disciplinary fields studied and the many reference sources used by the authors.

Bobroff, J. (2022, juin 8). **Témoignage : Comment construire de nouvelles pédagogies ?** Consulté 23 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/temoignage-comment-construire-de-nouvelles-pedagogies-184123>

Pour réfléchir à de nouveaux modes de transmission des sciences et innover vraiment sur le plan pédagogique, encore faut-il construire un format de dialogue adéquat. Expérience.

Luckey, E. F. (2022). **Refining dissent: Response to Sarah M. Stitzlein's 'Democratic education in an era of town hall protests' (2011)**. *Theory and Research in Education*, 20(1), 119-124. <https://doi.org/10.1177/14778785221090855>

What is dissent? And how should educators teach students the skills and dispositions of this democratic virtue? By engaging with the 2011 article by Sarah M. Stitzlein on 'Democratic education in an era of town hall protests', this retrospective article discusses Stitzlein's definition of dissent, her curricular approach to teaching dissent, and the context in which she offered both. It concludes by offering a refined definition of dissent and reassessing the curricular implications for democratic educators.

MacMahon, S., Leggett, J., & Carroll, A. (2022). **Partnering to Learn: A Collaborative Approach to Research Translation for Educators and Researchers**. *Mind, Brain, and Education*, 16(2), 79-88. <https://doi.org/10.1111/mbe.12317>

The science of learning (SoL) has powerful contributions to make to both the production of knowledge about learning and to the ways in which this knowledge can be successfully mobilized into educational practice. However, as a multidisciplinary field, it also faces some challenges if it is to bridge the research-practice gap. Using Levin's (2013) conceptualization of knowledge mobilization, this paper will describe the challenges and promising approaches to effective research translation and frame existing approaches across three interacting domains of (1) knowledge production, (2) knowledge use, and (3) knowledge mediation. It will then present a novel partnership approach developed by the Science of Learning Research Center at The University of Queensland, Australia—the Partner Schools Program (PSP). Drawing upon existing promising practices, the PSP brings together educators, researchers, and research brokers in partnership to transform research into contextually relevant applications.

Rinck, F. (2022, juin 6). **Orthographe : la dictée ne suffit pas à évaluer le niveau des élèves**. Consulté 23 janvier 2023, à l'adresse The Conversation website: <http://theconversation.com/orthographe-la-dictee-ne-suffit-pas-a-evaluer-le-niveau-des-eleves-177494>

De nombreuses publications ont au fil des années lancé l'alerte sur la baisse du niveau en orthographe. Mais comment évaluer ce qu'il en est réellement et aider les élèves à progresser vraiment ?

Tienin, R. B. (2022). **Usage de Facebook par les enseignants du Burkina Faso pour la construction de leur professionnalité : entre conflit interpersonnel et conflit sociocognitif**

(Phdthesis, CY Cergy Paris Université). Consulté à l'adresse <https://theses.hal.science/tel-03687301>

Notre travail de recherche porte sur l'usage de Facebook par les enseignants du Burkina Faso pour la construction de leur professionnalité : entre conflit interpersonnel (CIP) et conflit sociocognitif (CSC). L'objectif est de chercher à comprendre si ce réseau socio-numérique pourrait être un cadre de construction de la professionnalité, donc de l'apprentissage informel des enseignants. Ensuite, il s'agit de chercher à savoir si les conflits interpersonnels, qui pourraient exister sur ce réseau social, ont des effets sur le conflit sociocognitif pris comme élément pour rendre compte de l'apprentissage informel. Pour ce faire nous avons postulé que Facebook participe à la construction de la professionnalité des enseignants et à leur formation informelle par une dialectique collaboration/conflits. Une enquête exploratoire nous a permis de rendre compte de la proportion des usagers et des fréquences d'usages de Facebook parmi les enseignants. La littérature nous a permis de cerner non seulement l'utilisation de Facebook par les enseignants, dans leur rapport aux élèves pour des apprentissages informels, mais aussi les usages faits pour la construction de leur professionnalité. Cette littérature a également permis de cerner les concepts relatifs à la professionnalité, au conflit sociocognitif, au conflit interpersonnel et de parvenir à des grilles qui ont servi à l'encodage de nos données. Nous avons proposé une méthodologie de recherche des groupes professionnels Facebook, de choix de fils de discussion. Nous avons proposé une méthodologie d'encodage des traces numériques issues des fils de discussion Facebook en s'appuyant sur la proposition comme unité d'encodage. Après l'encodage des catégories de professionnalité, des éléments caractéristiques du conflit sociocognitif et du conflit interpersonnel, après l'entretien réalisé avec des enseignants, après le traitement des données, nous sommes parvenu aux résultats suivants : Les enseignants échangent effectivement sur toutes les catégories de la professionnalité. Ces échanges se font dans une confrontation de points de vue opposés, de conflits sociocognitifs pour aboutir à une prise de conscience traduisant l'apprentissage réalisé. Les résultats font ressortir également l'existence de conflits interpersonnels (CIP). Le CIP est présent dans les fils de discussions et occupe 28,28% des échanges de l'ensemble des fils de discussion. La remise en cause des compétences, les colères exprimées, les reproches, les provocations expresses sont les principales causes de ce CIP. Il y a des situations où le CIP n'a pas d'effets sur le CSC et des situations où le CIP affecte effectivement le CSC. Les conditions dans lesquelles le CIP peut avoir un effet sur le CSC ont été identifiées. Mots clés : Facebook, usage, professionnalité, conflit sociocognitif, conflit interpersonnel

Walkowiak, C., & Delboé, G. (Éd.). (2022). **Que nous apportent les méthodes ? (Dossier).** *Les Cahiers pédagogiques*, (577). Consulté à l'adresse <https://www.cahiers-pedagogiques.com/n-577-que-nous-apportent-les-methodes%e2%80%89/>

Relation formation-emploi

Alam, G. M., & Forhad, Md. A. R. (2022). **What makes a difference for further advancement of engineers: socioeconomic background or education programs?** *Higher Education*, 83(6), 1259-1278. <https://doi.org/10.1007/s10734-021-00741-4>

Education is considered to be the most effective tool that people can use to lift themselves out of poor socioeconomic backgrounds and lead to professional success, which in turn improves society. Since an education system often supports individuals with a higher socioeconomic status (SES), it may not resolve the issue of socioeconomic

background impacting on career outcomes. Given the nature of the research questions, an individualistic approach is used for selecting tools. Using qualitative and quantitative analysis methods, we argue that graduates studying an 8-year engineering program fail to succeed compared to counterparts who studied a 4-year engineering program. Findings suggest that engineering graduates' socioeconomic backgrounds help them with their career advancement. A policy intervention may help to address the influence of SES on engineering education and professional employment.

Lee, S., & Vignoles, A. (2022). **Does college level the playing field? Socioeconomic gaps in the earnings of similar graduates: evidence from South Korea.** *Higher Education*, 83(6), 1335-1354. <https://doi.org/10.1007/s10734-021-00745-0>

The socioeconomic gap in participation at university is an enduring policy issue in South Korea, as in many other countries. However, less attention has been paid to the socioeconomic gap in the outcomes from tertiary education. This paper addresses this gap in the literature, using the Korean Education and Employment Panel (KEEP) data to investigate the extent to which the wages of Korean graduates who attended similar higher education institutions vary by socioeconomic background. The results show that a degree appears to largely level the playing field, in terms of earnings, between male graduates from poor and rich backgrounds. For females, by contrast, family background is still a strong predictor of earnings, even after allowing for institution attended and discipline of degree. Further, the wage premium for 2-year and 4-year college degrees also varies by family background. Four-year college degrees, contrary to popular belief, do not always attract a higher wage premium than 2-year college degrees, particularly for men from poorer family backgrounds.

Réussite scolaire

Amaro-Jimenez, C., Martinez-Cosio, M., Patterson, O. K., Clark, K., & Luken-Sutton, J. (2022). **"Feel Like More than a Number in the Classroom:" Faculty Perceptions of Professional Development for Student Success.** *Journal of Hispanic Higher Education*, 21(3), 247-260. <https://doi.org/10.1177/1538192720950863>

Students benefit when faculty develop their teaching practice. This study aimed to identify why faculty seek professional development (PD), barriers to addressing classroom needs, and the benefit of PD in developing an understanding of classroom diversity at an HSI. Data from over 400 participants indicate a desire for classroom and online engagement activities. Faculty also described PD as facilitating the building of a community of peers engaged in student success while better understanding shifting demographics.

Écalle, J., Dujardin, É., Labat, H., Thierry, X., & Magnan, A. (2022). **Prédicteurs de réussite en lecture dans l'Étude longitudinale française depuis l'enfance (ELFE).** *Enfance*, 2(2), 195-216. <https://doi.org/10.3917/enf2.222.0195>

Cette étude longitudinale présente l'examen de données de 2767 enfants suivis sur deux ans, évalués en littéracie précoce à 4 ans (HabLit4a) puis en lecture à 6 ans (HabLec6a). HabLit4a a été évaluée à partir de trois épreuves, connaissance du nom des lettres, habiletés phonologiques et vocabulaire, et HabLec6a avec quatre épreuves, segmentation phonémique, lecture de mots, compréhension orale, compréhension écrite. Le poids de trois variables socio-démographiques, niveau d'éducation parentale (NEP), le revenu familial (RF) et les pratiques parentales de littéracie (PrParLit) et de deux

variables individuelles, âge et genre a été également examiné. Les résultats issus d'une analyse en équations structurelles montrent un lien puissant (.68) entre HabLit4a et HabLec6a. Toutes les variables impactent directement les performances à 4 ans et c'est le NEP qui a le poids le plus élevé (.25) sur HabLit4a. L'effet de l'âge sur les habiletés est en faveur des enfants les plus âgés et en faveur des filles. Les cinq variables ont également un effet indirect sur HabLec6a via HabLit4a : .17 pour NEP et l'âge. Au-delà des résultats attendus, conformes à ce qu'on observe dans d'autres langues, il est à souligner la prise en compte de deux variables socio-économiques, NEP et RF distinguées dans cette étude : les résultats montrent que c'est le niveau d'éducation parentale qui a le poids le plus important sur le niveau de lecture atteint en CP.

Hollingsworth, A., Huang, M., Rudik, I., & Sanders, N. (2022). **A Thousand Cuts: Cumulative Lead Exposure Reduces Academic Achievement** (CESifo Working Paper Series N° 9674). Consulté à l'adresse CESifo website: <https://econpapers.repec.org/paper/cescswps/5f9674.htm>

We study how ambient lead exposure impacts learning in elementary school by leveraging a natural experiment where a large national automotive racing organization switched from leaded to unleaded fuel. We find increased levels and duration of exposure to lead negatively affect academic performance, shift the entire academic performance distribution, and negatively impact both younger and older children. The average treated student in our setting has an expected income reduction of \$5,200 in present value terms. Avoiding said treatment has an effect size similar to improving teacher value added by one-fourth of a standard deviation, reducing class size by 5 students, or increasing school spending per pupil by \$750. The marginal impacts of lead are larger in impoverished, non-white counties, and among students with greater duration of exposure, even after controlling for the total quantity of exposure.

O'Hara, E. M. (2022). **Latino Student Retention: A Case Study in Perseverance and Retention.** *Journal of Hispanic Higher Education*, 21(3), 315-332. <https://doi.org/10.1177/1538192720968509>

This qualitative single case study explored the lived experience of a first-generation Latino college student in a four-year higher education setting, who despite obstacles, persisted in college. The study revealed the need for a supportive system, both in and out of school, with an understanding and respect for the culture. Moreover, the findings revealed the need to "burst the bubble" leaving the comfort zone, to grow academically and personally. The results of this study offer a valuable perspective to the experiences of a Latino students.

Pavese, C., & Rubolino, E. (2022). **Austerity Harmed Student Achievement** [Cahiers de Recherches Economiques du Département d'économie]. Consulté à l'adresse Université de Lausanne, Faculté des HEC, Département d'économie website: <https://econpapers.repec.org/paper/laucrdeep/22.09.htm>

This paper shows that austerity-induced spending cuts harmed student performance in standardized national tests. To identify this relationship, we use cross-municipality variation in the timing of eligibility for the Italian Domestic Stability Pact as an exogenous shifter of local public spending. We then compare test scores for students that were from the same municipality but were exposed to different levels of austerity spending cuts, based on their birth year. Combining administrative data on public spending and test scores with an instrumental variable model, we show that the implied test score impact

of austerity is between 2.1-2.4 (1.7- 1.9) percent of a standard deviation per 1,000 euros per-pupil reduction in current (capital) spending. The effects are more pronounced for children with limited resources at home. By contrast, effects are substantially dampened in municipalities with high-skill politicians and school principals, which are more likely to allocate the marginal spending cut toward less productive spending categories.

Prokofieva, V., Kostromina, S., Brandt-Pomares, P., Hérold, J.-F., Fenouillet, F., & Velay, J.-L. (2022). **The Relationship Between Assessment-Related Stress, Performance, and Gender in a Class Test.** *Mind, Brain, and Education*, 16(2), 112-121. <https://doi.org/10.1111/mbe.12316>

An assessment-related stress is an object of interest of both educational and neurobiological research. In educational literature, "feeling stressed" is measured by self-reports and mostly in the situation of high-stakes examinations before and after an exam. In neurophysiological research, "acute stress" is laboratory observed through controlled variables. However, the studies of functionally measured stress in real school context are missing in scientific literature. This article relates the results of a study carried out in a real school context during a class test. Stress data obtained through the functional measurement (heart rate variability) in 16 students and behavioral data in 76 students were analyzed. The results show that class tests under assessment are more stressful compared with nonassessed tests. A decrease in number of correct responses and an increase in response time was observed. Girls show better performance and respond more slowly under assessment. The results are discussed in the scope of interdisciplinary research.

Valeurs

Eidhof, B., & de Ruyter, D. (2022). **Citizenship, self-efficacy and education: A conceptual review.** *Theory and Research in Education*, 20(1), 64-82. <https://doi.org/10.1177/14778785221093313>

Primary and secondary schools across the world are expected to contribute to the citizenship development of their pupils. Most citizenship curricula focus on the acquisition of knowledge and the cultivation of skills and attitudes. Citizenship-related self-efficacy beliefs are often neglected in the literature on citizenship education, although they appear to play a crucial role in learning processes, among others as explanatory factors for the inequalities between students in different educational tracks. As such, studies on the development of citizenship-related self-efficacy beliefs have the potential to inform practice in a way that fosters greater equality of opportunity. However, as the literature on civic and political self-efficacy uses different dimensions and conceptualizations, this poses challenges to both the scientific accumulation of knowledge and translation to teaching practices. Here, we analyse the conceptual challenges and propose a framework for the study of self-efficacy in citizenship education research that incorporates social and political tasks of citizens and distinguishes the variety of communities in which citizens perform those tasks on two axes, namely formality and size. In doing so, we argue for fine-grained distinctions based on context instead of the all-encompassing notions of civic and political self-efficacy political theorists appear to prefer. We end by discussion two normative issues.

Reyssier, S. (2022). **L'approche écologique pour percevoir les conditions favorisant le développement humain.** *Savoirs*, (59), 95-110. <https://doi.org/10.3917/savo.059.0095>

Comme nous le verrons dans ce numéro 59 de la revue *Savoirs* portant sur l'interculturalité en formation, il ne s'agira pas tant de caractériser un ensemble composite commun à différentes cultures, mais de signifier le souci d'une personne ou d'un groupe de s'ouvrir à une autre culture, ainsi qu'à celles et ceux qui l'incarnent, pour en comprendre les traditions et les valeurs, en vue d'instaurer des convergences. La Note de synthèse proposée par J. Mbiatong, intitulée *L'interculturalité en formation des adultes: tendances, enjeux et perspectives de recherche*, s'intéresse au développement polymorphe de l'interculturalité, notamment dans les champs du management humain au sein des organisations internationales, des métiers de l'intervention sociale ou médico-sociale et de la formation. La question est également traitée sur le plan historique depuis l'après Seconde guerre mondiale jusqu'à nos jours, afin de mieux saisir la compétence interculturelle au sein d'un environnement mondialisé. Le numéro se poursuit par deux articles de recherche en lien avec la thématique de la note de synthèse. Le premier de S. Ben Abid-Zarrouk et E. Nal a pour titre *Les compétences interculturelles et la coopération internationale: Le cas des échanges germano-maghrébins*. Il resitue les fondements théoriques de la compétence interculturelle, pour mieux analyser ensuite les situations où elle a fait défaut dans le projet observé. Le second que l'on doit à S. Bezzari et J. Eneau s'intitule *Les compétences communicatives interculturelles en contexte hétérogène: (trans)formation et transfert*. La recherche empirique qui y est présentée a été réalisée dans le cadre de la formation des adultes en communication interculturelle et a observé les capacités de (trans)formation et de transfert de ces mêmes compétences en contexte professionnel. Un troisième article vient enrichir la rubrique *Enjeux théoriques* et a pour autrice Stéphanie Reyssier. Il porte sur *L'approche écologique pour percevoir les conditions favorisant le développement humain*, qui est envisagé ici en termes de perception et d'activité.