17 OCTOBRE 2022 NUMÉRO 183

Veille de l'IREDU

© Pascal Bochaton - UB

Sommaire :

Acquisition de compétences 2
Aspects économiques de l'éducation 8
Aspects psychologiques de l'éducation 18
Aspects sociaux de l'éducation 32
Climat de l'école 45
Évaluation des dispositifs d'éducation-formation 49
Formation continue 49
Marché du travail 50
Métiers de l'éducation 52
Numérique et éducation 69
Orientation scolaire et professionnelle 100
Politique de l'éducation et système éducatif 103
Pratiques enseignantes 155
Relation formation-emploi 179
Réussite scolaire 181
Valeurs 185

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

Acquisition de compétences

Barbe, F., & Boboc, A. (2022). **La réalité virtuelle dans la formation professionnelle à la lumière des environnements capacitants**. *Travail et Apprentissages*, *23*(1), 116-129. https://doi.org/10.3917/ta.023.0116
Les dispositifs numériques ne cessent de se diffuser dans la mise en place des formations professionnelles. Parmi eux, ceux qui mobilisent la réalité virtuelle (RV), suscitent un intérêt croissant ces derniers temps, lié à la diffusion de RV auprès du grand public. Après une analyse des discours qui soulignent les avantages de ces dispositifs sur le plan cognitif, commercial et financier, les sciences cognitives et la sociologie du travail nous permettront de prendre de la distance par rapport à ces discours. L'approche par les « capabilités » et les environnements capacitants dans l'apprentissage avec le numérique en contexte professionnel sera mobilisée dans la perspective d'ouvrir des pistes de réflexion sur l'intégration de ces dispositifs d'apprentissage en situation de travail.

Blandin, B. (2022). **Pour une approche mésologique des « environnements capacitants » dans une perspective d'ingénierie**. *Travail et Apprentissages*, *23*(1), 130-147. https://doi.org/10.3917/ta.023.0130
Le concept d'environnement capacitant est généralement abordé à partir de la théorie des capabilités d'Amartya Sen, rarement à partir des théories qui s'intéressent d'abord à l'autre partie du syntagme, à savoir l'environnement. Pourtant, certaines approches, comme la mésologie d'Augustin Berque, ou la théorie des affordances, de James J. Gibson, peuvent utilement compléter la conceptualisation des environnements capacitants. Ces approches s'appuient sur l'idée qu 'il existe une réalité perçue, qui n'est ni le monde matériel des objets, ni le monde cognitif / affectif / conatif du sujet, mais un entre-deux qui peut être décrit en tant que tel. Berque qualifie de « trajective » cette réalité d'entre-deux, ni objective, ni subjective. Considérer l'environnement capacitant au prisme de la mésologie, c'est-à-dire comme faisant partie d'une réalité trajective, et en tirer quelques conséquences théoriques pour comprendre et construire les environnements d'apprentissage, voilà ce que propose cette contribution.

Brunner, E., Bernet, F., & Nänny, S. (2022). **Zum Zusammenhang zwischen sprachlichen und mathematischen Leistungen in unterschiedlichen Inhaltsbereichen**. *Swiss Journal of Educational Research*, *44*(2), 167-179. https://doi.org/10.24452/sjer.44.2.1
The relationship between linguistic and mathematical performance was examined for third-year pupils with regard to two language measures and three mathematical content areas (N = 215). For both language measures, considerable correlations were found with the performance in mathematical text tasks, but also with relatively language-poor, iconic geometric tasks. It becomes clear that known correlations between linguistic and mathematical performance should be analyzed in greater depth with regard to the task design, but also with regard to the mathematical content area, in order to be able to develop a corresponding potential for language-conscious and subject- or content-focused learning support and encouragement.

Ciavaldini-Cartaut, S., & Garino, M. (2022). **Stéréotypes négatifs à propos des séniors chômeurs et création d'un environnement capacitant de retour vers l'emploi**. *Travail et Apprentissages*, *23*(1), 11-39. https://doi.org/10.3917/ta.023.0011

La littérature du domaine documente une intégration de stéréotypes négatifs chez les séniors chômeurs qui limite leurs capacités à retrouver un emploi. Par ailleurs, la psychologisation des politiques d'insertion et l'absence de prise en compte des facteurs organisationnels et environnementaux du marché du travail pondèrent souvent l'efficacité des dispositifs dont ils sont bénéficiaires. Cet article rend compte d'une ingénierie de projet d'insertion à caractère expérimental qui est déployée dans le Sud de la France. L'analyse de données mixtes à partir de l'approche par les capabilités et la théorie sociale cognitive de Bandura se focalise sur la substitution du caractère psychologisant de l'accompagnement vers l'emploi par celui plus développemental du projet expérimental. Ce dernier renforce les facteurs d'opportunité créés avec des entreprises partenaires et confère un caractère plus capacitant à l'environnement de retour vers l'emploi au sein du territoire concerné.

Damon-Tao, L. (2022). ***Prendre soin de la relation enseignant-élève. La formation au développement des compétences émotionnelles des enseignants comme piste potentielle***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=74498
Favoriser des interactions enseignant-élève empreintes de chaleur, d'affection et de soutien est primordial. Pour les élèves, ce type de relation contribue à développer leur engagement, leurs résultats scolaires, leurs compétences émotionnelles et sociales. Pour les enseignants, il favorise le ressenti d'émotions positives. Une telle relation est cependant rarement instaurée avec les élèves présentant des comportements perturbateurs, ces derniers ayant tendance à vivre une relation conflictuelle avec leur professeur. Or, ce type d'interactions favorise le maintien de ces comportements dans le temps et l'épuisement émotionnel des enseignants. Outiller ces derniers à améliorer la qualité de la relation vécue avec ces enfants constitue un enjeu important. Dans cette perspective, une recherche a été menée auprès de sept enseignantes de maternelle pour évaluer l'efficacité d'une formation courte, dédiée au développement de leurs compétences émotionnelles. Cet ouvrage présente le cadre théorique mobilisé, l'ingénierie de formation réalisée et les résultats observés.

DIAZ, M. M., LIM, J. R., & MATEO DIAZ, M. (2022). ***The power of curriculum to transform education: How education systems incorporate 21st century skills to prepare students for today's challenges***. Consulté à l'adresse https://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=EZSHARE-573880384-69
La réforme des programmes d'études est aujourd'hui en tête de l'agenda de l'éducation. L'inadéquation des compétences acquises au sein des systèmes d'éducation et de formation formels progresse. Le curriculum constitue le premier levier permettant aux systèmes éducatifs de traduire ce dont la société a besoin en termes de capital humain, de contenus, de compétences et de savoir-faire spécifiques. Ce rapport examine dans une perspective comparative les réformes curriculaires axées sur les compétences du 21ème siècle. La première partie étudie comment les systèmes éducatifs les plus performants ont intégré ces compétences pour aider les élèves à se préparer aux défis d'aujourd'hui en se penchant sur cinq dimensions : le curriculum, l'enseignement, l'évaluation, les facteurs institutionnels facilitant le changement et les stratégies de financement. La deuxième partie du rapport se concentre sur les pays d'Amérique latine et des Caraïbes et présente des instruments politiques, une sélection

de programmes particulièrement pertinents. Les auteurs identifient les initiatives concernant l'apprentissage socio-émotionnel les plus prometteuses.

Duarte, A.-P. (2022). ***Apprenance et situations de crise : une approche empirique en terrain hospitalier*** (Phdthesis, Université de Nanterre - Paris X). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03805289
Cette thèse a pour objectif d'explorer les possibilités d'apprenance qui émergent des situations de crise en terrain hospitalier. En voulant investir cet objet de recherche, l'auteur part de la question suivante : les situations de crise peuvent-elles être génératrices d'opportunités d'apprenance pour les professionnels de santé ? Si la réponse est oui, alors quels processus d'apprenance(s) peut-on observer ? S'agit-il d'apprenance(s) exclusivement d'ordre professionnel ? A partir d'un recueil de récits d'expériences, l'auteur a cherché à faire émerger l'évidence empirique d'apprenance dans la gestion des situations de crise. Le recueil d'expérience des professionnels de santé sur le terrain s'appuie sur une approche dite de la théorie enracinée, qui consiste à faire ressortir, à partir d'une analyse inductive, des récits des professionnels, de nouvelles connaissances et enseignements. L'analyse des récits recueillis en terrain hospitalier permet de mettre en évidence trois axes de recherche majeurs : un axe de compréhension des dynamiques d'agression, protection et repli générées par les situations de crise (émergence du stress aigu, les effets du stress aigu, un processus de compréhension du vécu, des stratégies protectives, défensives et adaptatives), un axe d'émergence d'apprenances multiples (apprenance expérientielle, apprenance émotionnelle, apprenance sur soi) et un axe sur les répercussions sur la formation des apprenants professionnels.

Fernagu, S. (2022). **L'approche par les capabilités dans le champ du travail et de la formation : vers une définition des environnements capacitants ?** *Travail et Apprentissages*, *23*(1), 40-69. https://doi.org/10.3917/ta.023.0040
De nombreux travaux conduits à partir du cadre des capabilités (Sen, 2001) interrogent la qualité des environnements de travail et/ ou de formation, et leur capacité à soutenir la professionnalisation, le développement professionnel ou le pouvoir d'agir. Les capabilités se présentent comme une grille de lecture de ces processus, un outil d'évaluation de ces derniers. Plus un environnement permettra de développer ses capabilités, plus il sera considéré comme capacitant. C'est cette notion d'environnement capacitant qui sera étudiée dans ce texte,pour mieux en comprendre les enjeux, en dessiner les contours, et apprécier la manière dont elle peut permettre de penser la mise en capacité à faire et à apprendre. Nous confronterons cette notion, en voie de théorisation, à quelques recherches empiriques issues des champs de l'ergonomie constructive et des sciences de l'éducation et de la formation.

Fernagu, S., & Vidal-Gomel, C. (2022). **Environnement capacitant : regard pluriel**. *Travail et Apprentissages*, *23*(1), 7-10. https://doi.org/10.3917/ta.023.0007

Grätz, M., Lang, V., & Diewald, M. (2022). **The effects of parenting on early adolescents' noncognitive skills: Evidence from a sample of twins in Germany**. *Acta Sociologica*, *65*(4), 398-419. https://doi.org/10.1177/00016993211051958

Hagen, R., Watermann, R., & Nückles, M. (2022). **Der Einfluss wissenschaftlicher Textgenres auf das Textverständnis und epistemologische Überzeugungen bei Studierenden der**

Bildungswissenschaften. *Swiss Journal of Educational Research*, *44*(2), 237-249. https://doi.org/10.24452/sjer.44.2.6
This study examines whether adapted primary literature, a newly introduced scientific text format, promotes both text comprehension and elaborate epistemological beliefs. In a randomised experiment, 74 students of educational science read primary scientific literature, adapted primary literature or a textbook text. Participants who read the adapted primary literature displayed a better text comprehension and elaborated epistemological beliefs concerning the dimension of source of knowledge than students who read the other two text formats. With regard to the other epistemological dimensions, no differences were found. It is discussed what use adapted primary literature has for higher education research-based teaching and learning.

Higuchi, Y., Nakamuro, M., Roever, C., Sasaki, M., & Yashima, T. (2022). ***Impact of Stay Abroad on Language Skill Development: Regression discontinuity evidence from Japanese university students*** [Discussion paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: https://econpapers.repec.org/paper/etidpaper/22085.htm
The importance of English communication skills has been increasing with globalization, and the governments in various countries have encouraged students to go abroad. However, the causal impact of overseas stays has been little investigated, particularly in non-European countries. This study adopts a regression discontinuity design to the Japanese governmentâ€™s flagship scholarship program for studying abroad. We found that the scholarships significantly increased the probability of the scholarship recipients living overseas for a period by 40 points. By comparing the students placed close to the cutoff, we found that the scholarship increased English proficiency by 12% (or 0.42 standard deviation), measured by a multiple-choice test we originally developed. We also found that the scholarship significantly improved the participantsâ€™ international posture scores and the perceived communication competence in a foreign language, which are the two traits found as important determinants of future development in language ability in applied linguistics literature.

Idul, J. J. A., & Caro, V. B. (2022). **Does process-oriented guided inquiry learning (POGIL) improve students' science academic performance and process skills?** *International Journal of Science Education*, *44*(12), 1994-2014. https://doi.org/10.1080/09500693.2022.2108553
This study investigates the effects of process-oriented guided inquiry learning (POGIL) on the academic performance and science process skills of Grade 10 Filipino students in science. Specifically, this study aimed to (1) determine and compare the level of academic performance of students when exposed to POGIL and non-POGIL and (2) assess the scientific process skills of students before and after being exposed to POGIL and non-POGIL. Two (2) Grade 10 were tested using POGIL and the traditional lecture method (non-POGIL). Using a teacher-made pre/post assessment and an adapted basic science process skills test, results showed that (1) the academic performance of the POGIL class was 'Satisfactory' ($\bar{x}$ = 77.76), while the non-POGIL class attained the 'Fairly Satisfactory' level ($\bar{x}$ = 67.00); a statistically significant difference was found to occur for the level of academic performance between the POGIL and non-POGIL groups ($f = 31.072$; $p < 0.001$). (2) The science process skills of the students in POGIL were 'Nearing Mastery' ($\bar{x}$ = 6.68), while the non-POGIL reached 'Moving towards Mastery'($\bar{x}$ = 5.99);

there was a statistically significant difference in the science process skills of learners between POGIL and non-POGIL groups (t = 4.52; p = 0.006).

Jarraud, F. (2022, octobre 5). **Lecture : Avantage au livre papier**. Consulté 14 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/05102022Article638005423573765538.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519398
Rien ne vaut le livre papier. Les lecteurs de livres ont de meilleures compétences en lecture que ceux qui ne lisent jamais de livre. L'OCDE le démontre sans difficulté et ce n'est pas une découverte. Pas plus que le lien entre la position sociale et la lecture de livres. Mais qu'en est il quand les livres deviennent digitaux ? Selon l'OCDE les lecteurs de livres papier ont de bien meilleures compétences en lecture que les lecteurs d'ouvrages digitaux. Et ils tirent beaucoup plus de plaisir de leur lecture. Une réalité nettement affirmée qui interroge.

Morón-Monge, H., & García-Carmona, A. (2022). **Developing prospective primary teachers' learning-to-learn competence through experimental activities**. *International Journal of Science Education*, *44*(12), 2015-2034. https://doi.org/10.1080/09500693.2022.2108929
A qualitative study was made of how the learning-to-learn competence is favoured in prospective primary teachers when they participate in an experimental activity (ExA). The ExA was on the germination of seeds. Its objective was for the prospective teachers to learn how to (i) design and execute a school scientific inquiry, and (ii) reflect metacognitively about their experience with the ExA and what they had learnt. This latter objective is analysed in the present study. To this end, a category-descriptor instrument was designed for the learning-to-learn competence. This allowed the moments and actions to be analysed, as well as the prospective teachers' cognitive and metacognitive strategies during the ExA. The participants were organised into small work groups, and the information analysed was drawn from the records of the ExA in the notebooks which those groups prepared. In general, the results are indicative of the positive effect of the proposed ExA on the development of cognitive and metacognitive strategies in the prospective teachers' learning processes. Especially important were the moments of idea confrontation, reflection, and whole-class sharing since they let the prospective teachers become aware of and control these strategies. The scope, limitations, and implications of the study are discussed.

Musa, E. V., Chidyau, A., & Kileo, E. (2022). **Practicality of Skills Emphasized by Economics Subject Teachers to Enhance Entrepreneurship Ability among Secondary School Students in Moshi District, Tanzania**. *British Journal of Education*, *10*(13), 20-32. https://doi.org/10.37745/bje.2013/vol10n132032
This study investigated the practicality of skills emphasised by Economics subject teachers to enhance entrepreneurial ability among secondary school students in Moshi District, Tanzania. The study employed a convergent research design under mixed research approach. Both probability and non-probability sampling techniques were used to sample 93 participants from the target population of 568. The sample included 1 zonal quality assurance officer, 4 Heads of Schoolss, 8 Economics subject teachers, and 80 advanced-level students. An interview guide, questionnaires, and a documentary analysis guide were used for data collection. The validity of the instruments was

determined by 3 lecturers who are experts in research, curriculum and instruction. The reliability was estimated using Cronbach's alpha and a coefficient of 0.769 was obtained. With the help of the Statistical Package for Social Sciences (SPSS, version 26), quantitative data were analysed and presented in tables using means, frequencies, and percentages. The qualitative data from the interview guide was gathered and presented through direct quotations and narrations after establishing themes according to the research questions. The study found that entrepreneurial skills are emphasised by advanced Economics subject teachers with great prominence on business management skills, teamwork skills, leadership skills, communication skills, customer care skills, financial skills, analytical and problem-solving skills, advertising skills, and risk-taking skills, as well as time management skills. The study concluded that the entrepreneurship ability of advanced students who were undertaking Economics subject was well developed through different learning approaches employed by their Economics subject teachers, including learner-centered approaches. The study recommended that the government should sponsor the training and retraining of Economics subject teachers to acquire current entrepreneurship knowledge and skills required for self-employment so that they teach students the same.

Pachá, P. M., & Aloisio Alves, C. (2022). **La formation médicale dans le contexte de la pandémie de covid-19 : impacts et enjeux de l'apprentissage**. *Raisons éducatives*, *26*(1), 259-278. https://doi.org/10.3917/raised.026.0259
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Pérez-Sanagustín, M., Pérez-Álvarez, R., Maldonado-Mahauad, J., Villalobos, E., & Sanza, C. (2022). **Designing a Moodle Plugin for Promoting Learners' Self-regulated Learning in Blended Learning**. In I. Hilliger, P. J. Muñoz-Merino, T. D. Laet, A. Ortega-Arranz, & T. Farrell (Éd.), *17th European Conference on Technology Enhanced Learning (EC-TEL 2022)* (p. 324-339). https://doi.org/10.1007/978-3-031-16290-9_24
After the COVID-19 pandemic, universities moved towards online and Blended Learning (BL) modes to offer greater curricular flexibility. Yet, recent research shows that students have difficulties regulating their learning strategies to adapt to the different learning modes that BL entails, which mixes face-to-face with online activities taking place in different learning contexts and environments. Prior work on Self-Regulated Learning (SRL) has explored the use of dashboard-based scaffolds for supporting students' learning

strategies. However, most existing solutions are designed for supporting students in online settings (i.e., MOOCs), disregarding the teachers' role in BL settings and the support they need to monitor and promote students' SRL. This paper presents the design process followed for transforming a tool designed for supporting students' SRL in MOOCs into a Moodle plugin for BL. Following a design-based research methodological approach, we describe all the phases conducted for identifying the most appropriate indicators and visualizations for supporting SRL in BL practices, implementing and evaluating a first prototype. Results of a local evaluation with 114 teachers and a broad evaluation with 311 students shed some light on the type of indicators, dashboards and functionalities that should be considered when designing solutions for supporting SRL in BL settings.

Yves Lena, J., Chalmeau, R., Julien, M.-P., & Vergnolle-Mainar, C. (2022). **L'expérience de la complexité et de l'incertitude par les élèves dans le cadre d'un projet d'éducation au développement durable à l'école**. *Spirale - Revue de recherches en éducation*, *70*(2), 125-137. https://doi.org/10.3917/spir.070.0125
L'orientation principale de cette recherche collaborative est d'étudier comment les élèves de cycle 3 (CM1-CM2) s'approprient des problématiques complexes lors d'une activité de projet en Éducation au Développement Durable (EDD)1. Deux questions nous guideront : quelles sont les caractéristiques d'une pensée complexe construite par les élèves ? Quelle prise en compte par les élèves de l'incertitude lors de la projection dans le futur du territoire ? Durant le projet annuel, les élèves découvrent ce territoire et l'étudient au présent (sortie sur le terrain) et au passé (archives et sortie sur le terrain), afin de déterminer les dynamiques passées et présentes. Les élèves ont ensuite imaginé l'évolution d'un site naturel (tourbière et forêt) en s'y projetant en 2038.

Aspects économiques de l'éducation

Akesson, J., Hahn, R. W., Metcalfe, R., & Rasooly, I. (2022). ***Race and Redistribution in the United States: An Experimental Analysis*** (NBER Working Paper N° 30426). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30426.htm
Scholars have suggested that White American support for welfare is related to beliefs about the racial composition of welfare recipients. While a host of observational studies lend credence to this view, it has not yet been tested using the tools of randomized inference. In this study, we do this by conducting two incentive-compatible experiments (n = 9,775) in which different participants are randomly given different signals about the share of welfare recipients who identify as Black and White. Our analysis yields four main findings. First, 86% of respondents greatly overestimate the share of welfare recipients who are Black, with the average respondent overestimating this by almost a factor of two. Second, White support for welfare is inversely related to the proportion of welfare recipients who are Black—a causal claim that we establish using treatment assignment as an instrument for beliefs about the racial composition of welfare recipients. Third, just making White participants think about the racial composition of welfare recipients reduces their support for welfare. Fourth, providing White respondents with accurate information about the racial composition of welfare recipients (relative to not receiving any information) does not significantly influence their support for welfare.

Albanesi, S., Gihleb, R., & Zhang, N. (2022). ***Boomerang College Kids: Unemployment, Job Mismatch and Coresidence*** (IZA Discussion Paper N° 15507). Consulté à l'adresse Institute

of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15507.htm
Labor market outcomes for young college graduates have deteriorated substantially in the last twenty five years, and more of them are residing with their parents. The unemployment rate at 23-27 years old for the 1996 college graduation cohort was 9%, whereas it rose to 12% for the 2013 graduation cohort. While only 25% of the 1996 cohort lived with their parents, 31% for the 2013 cohort chose this option. Our hypothesis is that the declining availability of « matched jobs » that require a college degree is a key factor behind these developments. Using a structurally estimated model of child-parent decisions, in which coresidence improves college graduates' quality of job matches, we find that lower matched job arrival rates explain two thirds of the rise in unemployment and coresidence between the 2013 and 1996 graduation cohorts. Rising wage dispersion is also important for the increase in unemployment, while declining parental income, rising student loan balances and higher rental costs only play a marginal role.

Arendt, J. N., Dustmann, C., & Ku, H. (2022). ***Refugee Migration and the Labor Market: Lessons from 40 Years of Post-arrival Policies in Denmark*** (IZA Discussion Paper N° 15497). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15497.htm
Denmark has accepted refugees from a large variety of countries and for more than four decades. Denmark has also frequently changed policies and regulations concerning integration programs, transfer payments, and conditions for permanent residency. Such policy variation in conjunction with excellent administrative data provides an ideal laboratory to evaluate the effects of different immigration and integration policies on the outcomes of refugee immigrants. In this article, we first describe the Danish experience with refugee immigration over the past four decades. We then review different post-arrival refugee policies and summarize studies that evaluate their effects on the labor market performance of refugees. Lastly, we discuss and contrast these findings in the context of international studies of similar policies and draw conclusions for policy.

Arold, B. W., Woessmann, L., & Zierow, L. (2022). ***Can Schools Change Religious Attitudes? Evidence from German State Reforms of Compulsory Religious Education*** (Rationality and Competition Discussion Paper Series N° 309). Consulté à l'adresse CRC TRR 190 Rationality and Competition website: https://econpapers.repec.org/paper/rcodpaper/309.htm
We study whether compulsory religious education in schools affects students' religiosity as adults. We exploit the staggered termination of compulsory religious education across German states in models with state and cohort fixed effects. Using three different datasets, we find that abolishing compulsory religious education significantly reduced religiosity of affected students in adulthood. It also reduced the religious actions of personal prayer, church-going, and church membership. Beyond religious attitudes, the reform led to more equalized gender roles, fewer marriages and children, and higher labor-market participation and earnings. The reform did not affect ethical and political values or non-religious school outcomes.

Beine, M., Peri, G., & Raux, M. (2022). ***International College Students' Impact on the US Skilled Labor Supply*** (NBER Working Paper N° 30431). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30431.htm

US universities have attracted hundreds of thousands of international students each year for the last decade. Some of these remain in the US after graduating and contribute to the high skilled labor supply in US labor markets. In this paper, we identify and estimate by how much one more international master's (or bachelor's) student increases the skilled labor supply of the US in the short-run. To estimate this « transition rate » we implement an instrumental variable estimation using quasi-random variation in the tuition charged to international students by public US universities in the year that they likely started their studies. We find that attracting an additional international student to a US university increases the local labor supply by about 0.23 employees for master's students and about 0.11 for bachelor's students. These averages conceal an important difference. While non-STEM bachelor's and master's students had negligible transition rates into US employment, STEM Master students have had significant transition rates around 0.2, especially after the 2008 reform of Optional Practical Training for STEM graduates.

Bernal, N., Costa-Font, J., & Ritter, P. (2022). ***The Effect of Health Insurance on Child Nutritional Outcomes. Evidence from a Regression Discontinuity Design in Peru*** (IZA Discussion Paper N° 15490). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15490.htm
We study the effect of health insurance expansion on nutrition-related children's health outcomes. We exploit quasi-random variation from an insurance expansion targeted at poor households in Peru. We find that access to insurance reduces childhood obesity and exerts positive and economically significant effects on some preventive health care utilization and behaviours, such as children's regular growth checks-ups and deworming treatments, the duration of breastfeeding, and a substitution of foods rich in carbohydrates for other foods rich in proteins. In contrast, we do not find any effect on other outcomes typically related to other interventions.

Bernhofer, J., Fedele, A., & Tonin, M. (2022). ***Wage Expectations and Access to Healthcare Occupations: Evidence from an Information Experiment*** (BEMPS - Bozen Economics & Management Paper Series N° BEMPS95). Consulté à l'adresse Faculty of Economics and Management at the Free University of Bozen website: https://econpapers.repec.org/paper/bznwpaper/bemps95.htm
Health systems around the world face an increasing shortage of workers. It is thus important to understand what motivates people to enter the sector. We study how financial incentives affect the performance on the entry test into medical and healthcare schools, a crucial step for aspiring healthcare professionals. To this end, we conduct a randomized information experiment with Italian applicants. We first elicit applicants' expectations about the starting wage of the healthcare job they want to study for. We then inform the treatment group about the true starting wages, while we provide no information to the control group. We finally collect the test scores obtained by applicants. Correcting wage expectations enhances the test scores when expectations are lower than the true wage level, while no significant effects occur when expectations are higher. The treatment does not induce negative selection in terms of ability and altruism. Our findings provide novel experimental evidence that wages matter for prospective students in the health sector and suggest an impact of prospective financial rewards also at a very early stage of careers.

Burgess, S. (2022). ***Beyond the threshold: The implications for pupil achievement of reforming school performance metrics*** [Bristol Economics Discussion Paper]. Consulté à l'adresse School of Economics, University of Bristol, UK website: https://econpapers.repec.org/paper/briuobdis/22_2f770.htm
We study the effecst of a major change to the school accountability system in England. In 2015, the leading published school performance metric was switched from a threshold measure (essentially the fraction of students above a test score level) to an average score measure. Using 7 years of data on all secondary schools in England, we show that this intervention relatively reduced the test scores of students near the threshold, in favour of groups above the threshold (marginally) and below (substantially). We check the sensitivity of our results to different decisions, and present findings on heterogeneous treatments.

Butzbach, M. (2022, octobre 11). **Bourses étudiantes : vers la réforme d'un système « à bout de souffle »**. Consulté 14 octobre 2022, à l'adresse Alternatives Economiques website: https://www.alternatives-economiques.fr/bourses-etudiantes-vers-reforme-dun-systeme-a-bout-de-souffle/00104719
Les syndicats étudiants critiquent le système actuel de bourses étudiantes qui exclut les classes moyennes. Alors qu'une concertation débute en vue d'une réforme, l'enjeu porte sur les moyens accordés.

Capasso, S., Goel, R., & Saunoris, J. W. (2022). ***The Nexus between Corruption and Academic Freedom: An International Examination Using Mediation Analysis*** (CESifo Working Paper Series N° 9890). Consulté à l'adresse CESifo website: https://econpapers.repec.org/paper/cesceswps/_5f9890.htm
Studying a relatively under-researched aspect in economics, this paper examines the nexus between corruption and academic freedom. Our main hypothesis is that greater corruption undermines academic freedom and we test this hypothesis using cross-national data for 104 nations over the years 2012 to 2018. Our results support the main hypothesis, and this finding also generally holds across alternative aspects of academic freedom. Another contribution of this work lies in dissecting the direct and indirect (through corruption) effects of various drivers of academic freedom. Finally, additional insights are gained via considering different dimensions of academic freedom and how they are (qualitatively and quantitatively) impacted by corruption.

Card, D., Domnisoru, C., Sanders, S. G., Taylor, L., & Udalova, V. (2022). ***The Impact of Female Teachers on Female Students' Lifetime Well-Being*** (NBER Working Paper N° 30430). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30430.htm
It is widely believed that female students benefit from being taught by female teachers, particularly when those teachers serve as counter-stereotypical role models. We study education in rural areas of the US circa 1940--a setting in which there were few professional female exemplars other than teachers--and find that female students were more successful when their primary-school teachers were disproportionately female. Impacts are lifelong: female students taught by female teachers were more likely to move up the educational ladder by completing high school and attending college, and had higher lifetime family income and increased longevity.

Delaney, J. A., & Kearney, T. D. (2022). **TV Networks for College Sports: Implications for Institutional Subsidies**. *Research in Higher Education*, *63*(7), 1158-1203. https://doi.org/10.1007/s11162-022-09684-w
University athletics because of its reporting structure, regulation by the NCAA, and relationship to the academic enterprise of institutions, provides a unique look into postsecondary institutional behavior. Using a difference-in-difference design, this study tests the introduction of new television networks dedicated to college sports on institutional subsidy levels for athletics. Overall, our findings show that institutions are responsive to the introduction of new college-sports-dedicated television networks. When considering institutions in the Power Five athletic conferences, we find an average decline in subsidy levels of approximately $1.2 million. When considering different types of subsidies, we find significant declines in direct subsidies and student fees, but no significant change for indirect subsidies.

Délégation générale à la formation professionnelle (DGEFP), Direction de l'animation de la recherche, des études et des statistiques (DARES), Direction générale de l'offre de soins (DGOS, Centre National de la Fonction Publique Territoriale (CNFPT), Direction générale de l'administration et de la fonction publique (DGAFP), & direction générale de l'enseignement scolaire (DGESCO). (2022). ***Annexe au projet de loi de finances pour 2023 : Formation professionnelle*** (p. 241). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/19134

Diris, R., & Van Vliet, O. (2022). ***The Relation between Skills and Job Security: Identifying the Contractual Return to Skills*** (IZA Discussion Paper N° 15513). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15513.htm
The last decades have shown that the traditional steady job with a permanent contract is on the decline. While permanent contracts and the insider position that they bring are highly valued by workers, research on the returns to human capital have predominantly focused on wages as subject of that return. This study uses PIAAC data from 29 countries to estimate how skills relate to the odds of obtaining a permanent contract, versus alternative contractual arrangements for employees. Our pooled analysis shows that skills substantially relate to having a permanent contract across the full sample. Numeracy skills contribute more than literacy skills; a difference that is largely driven by sorting to occupations and industries. We further identify substantial heterogeneities across countries, in which either no skills, only numeracy skills or only literacy skills significantly predict permanent employment at the country level, but never both. Moreover, this « contractual return to skills » differs substantially from the traditional wage return to skills across countries. We find suggestive evidence that these differences relate to demand factors and labour market institutions.

Eshaghnia, S., Heckman, J. J., Landersø, R., & Qureshi, R. (2022). ***Intergenerational Transmission of Family Influence*** (NBER Working Paper N° 30412). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30412.htm
This paper studies intergenerational mobility—the transmission of family influence. We develop and estimate measures of lifetime resources (income and wealth) motivated by economic theory that account for generational differences in life-cycle trajectories, uncertainty, and credit constraints. These measures of lifetime resources allow us to

estimate the transmission of welfare and lifetime resources at different stages of the life cycle. We compare these measures with traditional ones such as wage income and disposable income measured over narrow windows of age that are used to proxy lifetime wealth. The performance of proxy measures is poor. Parents' expected lifetime resources are stronger predictors of many important child outcomes (including children's own expected lifetime resources and education) than the income measures traditionally used in the literature on social mobility. Changes in patterns of educational attainment across generations explain most of the intergenerational change in life-cycle dynamics. While relative mobility is overstated by the traditional income measures, absolute upward mobility is understated. Recent generations have higher welfare and are better off compared to their parents.

Gaus, N., Jasruddin, Saleh, A., Resnawaty, R., Paramma, M. A., & Tanjung, Y. (2022). **Trading-off monetary rewards as reinforcers to enhance task motivation and performance of publication in academia**. *Higher Education Quarterly*, *76*(4), 800-814. https://doi.org/10.1111/hequ.12350
This paper aims to examine how an inappropriate traded-off design scheme of monetary rewards as reinforcers to task motivation and performance can promote poor quality of publication in academia and create the potential 'hidden costs of rewards.' Six universities in the western and eastern regions of Indonesia were selected to investigate this issue, and 70 academics from different social science backgrounds were interviewed. Our research results show that the monetary rewards implemented by the Indonesian government only act as a trigger for the initial motivation and become a quantitative lever for journal publications, not a quality lever. Consequently, the quality of publication is still poor because of the low-powered incentive schemes that are designed based on task-completion, disregarding the 'synergistic effect' between the government's intentions and the academics' attributions. The implications of this study and recommendations to policymakers are provided in this paper.

Georgiadis, A., Benny, L., Galab, S., Reddy, P., & Behrman, J. (2022). **Parental aspirations and child private-school enrollment: Evidence from India**. *Review of Development Economics*, *26*(4), 2070-2089. https://doi.org/10.1111/rode.12911
We estimate the relationship between parental aspirations and child private-school enrollment using longitudinal data on children from India aged 8–22 years and instrumental variables that address a number of possible biases in the estimation for a causal interpretation. We find that children whose parents aspire for them to complete university are 21% more likely to attend a private school at age 12 and that this persists through to age 15. Our results also suggest that children living in wealthier households and in communities with higher wages are more likely to be enrolled in private schools at both age 12 and 15 years. We further find that children whose parents aspire for them to complete university are more likely to have done so by age 22 years. Overall, our findings highlight the scope for improving access to private schools among the poor through relaxing associated external and internal constraints.

Guha, P. (2022). **The effects of school-based management on Indian government schools**. *Review of Development Economics*, *26*(4), 2090-2108. https://doi.org/10.1111/rode.12904
India institutionalized school-based management in 2009 by requiring all government schools to constitute school management committees, primarily staffed by parents, that

would make decisions on school-related issues. This article utilizes school-level panel data from the state of Uttar Pradesh and uses a matched difference-in-difference estimation methodology to examine the effect of this policy on the provision of basic school infrastructure and services in government schools. It finds evidence that the policy resulted in improving the provision of libraries and medical checkups for students.

Higuchi, Y., Nakamuro, M., Roever, C., Sasaki, M., & Yashima, T. (2022). ***Impact of Stay Abroad on Language Skill Development: Regression discontinuity evidence from Japanese university students*** [Discussion paper]. Consulté à l'adresse Research Institute of Economy, Trade and Industry (RIETI) website: https://econpapers.repec.org/paper/etidpaper/22085.htm
The importance of English communication skills has been increasing with globalization, and the governments in various countries have encouraged students to go abroad. However, the causal impact of overseas stays has been little investigated, particularly in non-European countries. This study adopts a regression discontinuity design to the Japanese governmentâ€™s flagship scholarship program for studying abroad. We found that the scholarships significantly increased the probability of the scholarship recipients living overseas for a period by 40 points. By comparing the students placed close to the cutoff, we found that the scholarship increased English proficiency by 12% (or 0.42 standard deviation), measured by a multiple-choice test we originally developed. We also found that the scholarship significantly improved the participantsâ€™ international posture scores and the perceived communication competence in a foreign language, which are the two traits found as important determinants of future development in language ability in applied linguistics literature.

Jarraud, F. (2022, octobre 4). **OCDE : La France dépense t-elle assez pour son éducation ?** Consulté 14 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/LEXPRESSO/Pages/2022/10/03102022Article638003930998159488.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519391
C'est l'argument classique à droite : la France dépense trop pour l'éducation, nettement plus que les autres pays de l'OCDE. La réalité est plus complexe et nuancée si l'on en croit Regards sur l'éducation, une publication annuelle de l'OCDE qui sort ce matin. Alors défendons les deux cotés de la médaille. Si la France dépense un peu plus en terme de PIB, l'écart n'est pas très important. Et cette dépense est en baisse. Par contre la France consacre un pourcentage nettement plus faible de sa dépense publique pour l'enseignement scolaire. Qui le dit ?

Jorda, O., & Nechio, F. (2022). ***Inflation and Wage Growth Since the Pandemic*** (Working Paper Series N° 2022-17). Consulté à l'adresse Federal Reserve Bank of San Francisco website: https://econpapers.repec.org/paper/fipfedfwp/94747.htm
Following the worst of the COVID-19 pandemic, inflation has surged to 1980s levels in advanced economies. Motivated by vast differences in pandemic support across countries, we investigate the subsequent response of inflation and the feedback to wages. We exploit these differences to identify the effect these programs had on inflation and to examine the link between wages and inflation. Our empirical approach is based on a novel dynamic difference-in differences method based on local projections. Our estimates suggest that an increase of 5% in direct transfers (relative to trend) peaked at about an average 3 percentage points boost to the rate of inflation and wage growth

after one year the support measures are introduced, with their effect waning by the second year. Moreover, since the pandemic and under a high-inflation environment, the role of inflation expectations on wage-setting dynamics have increased and become longer lasting.

Lalley, C., & Adetutu, M. O. (2022). **Higher education widening access initiatives—An estimation of wage returns from Scottish Articulation**. *Higher Education Quarterly*, *76*(4), 847-860. https://doi.org/10.1111/hequ.12353
We estimate the wage returns of undergraduates who attained their degree via Scotland's Further Education College Articulation policy. We contribute to existing literature by adding to the research on varying returns based on paths to acquiring a degree, while also being the first paper to examine the returns associated with Scottish Articulation. While Articulation students receive a wage premium relative to college students, we find lower returns for Articulation students relative to those from older and higher ranking university institutions in Scotland. This result questions whether improving educational equality, translates to improved income equality between low versus higher income backgrounds.

List, J., & Shah, R. (2022). ***The Impact of Team Incentives on Performance in Graduate School: Evidence from Two Pilot RCTs*** (NBER Working Paper N° 30374). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30374.htm
In organizations, teams are ubiquitous. "Weakest Link" and "Best Shot" are incentive schemes that tie a group member's compensation to the output of their group's least and most productive member, respectively. In this paper, we test the impact of these incentive schemes by conducting two pilot RCTs (one in-person, one online), which included more than 250 graduate students in a graduate math class. Students were placed in study groups of three or four students, and then groups were randomized to either control, Weakest Link, or Best Shot incentives. We find evidence that such incentive approaches can affect test scores, both in-person and online.

Londoño-Vélez, J. (2022). ***The Impact of Diversity on Perceptions of Income Distribution and Preferences for Redistribution*** (NBER Working Paper N° 30386). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30386.htm
Does diversity affect people's perceptions of income distribution and their preferences for redistribution? I leverage variation from a Colombian financial aid reform boosting the share of low-income students at an elite university. Combining college records and original survey data, I study how diversity affects high-income students' social networks, perceptions, and preferences by exploiting treatment variation across cohorts and majors using difference-in-differences. Exposure to low-income peers caused high-income students to diversify their social networks, have more accurate perceptions of the income distribution, and support progressive redistribution. My preferred interpretation is that diversity raised students' concerns about (the lack of) equal opportunity.

Ouedraogo, R., Atsebi, J.-M., & Séri, R. (2022). ***Is Education Neglected in Natural Resources-Rich Countries? An Intergenerational Approach in Africa*** (IMF Working Paper

N° 2022/160). Consulté à l'adresse International Monetary Fund website: https://econpapers.repec.org/paper/imfimfwpa/2022_2f160.htm
The literature on the effects of natural resources on education is mixed and inconclusive. In this paper, we adopt an innovative approach by exploring the effects of mineral discoveries and productions on intergenerational educational mobility (IM), linking parents to the children education levels for more than 14 million individuals across 28 African countries and 2,890 districts. We find that mineral discoveries and productions positively affect educational IM for primary education in Africa for individuals exposed to the mineral sites and living in districts with discoveries. Specifically, the probability of upward primary IM increases by 2.7 percentage points (pp.) following mineral discoveries and 6.7 pp. following mineral productions. Downward primary IM decreases by 1.2 pp. following both mineral discoveries and productions. These positive effects are increasing for individuals born later after discoveries and productions, for males, and individuals living in the urban area. However, no significant effects are found for secondary and tertiary educational IM. Finally, we explore the income and returns to education channels through which mineral discoveries and productions affect educational IM.

Radsky, V., Domina, T., Clark, L. R., & Bhaskar, R. (2022). ***Stigma Free Lunch: School Meals and Student Discipline*** [Working Paper]. Consulté à l'adresse U.S. Census Bureau, Center for Economic Studies website: https://econpapers.repec.org/paper/cenwpaper/22-23.htm
We investigate the effect of the Community Eligibility Provision (CEP) of the National School Lunch Program on student suspension rates. CEP allows high-poverty schools to offer free meals to all students regardless of their family's household income. We conceptualize CEP as a strategy to alleviate well-documented stigma associated with school meals. As such, we hypothesize that CEP implementation will reduce the incidence of suspensions, particularly for students from low-income backgrounds and minoritized racial and ethnic groups. We construct a unique panel dataset that links educational records for K-12 students enrolled in Oregon public schools between 2010 and 2017 with rich administrative data records describing their families' household income and social safety net program participation. Difference-in-difference analyses indicate that CEP implementation has a measurable protective effect on suspension rates in participating schools. These effects are pronounced for students from low-income families and Hispanic students.

République française. (2022a). ***Budget général, mission interministérielle, projets annuels de performances, annexe au projet de loi de finances pour 2023 : enseignement scolaire*** (p. 440). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18240
Cette annexe au projet de loi de finances est prévue par l'article 51-5° de la loi organique du 1 er août 2001 relative aux lois de finances (LOLF). Conformément aux dispositions de la loi organique, ce document développe l'ensemble des moyens alloués à une politique publique et regroupés au sein d'une mission. Il comprend les projets annuels de performances (PAP) des programmes qui lui sont associés.

République française. (2022b). ***Budget général, Programme 139, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : enseignement privé du premier et du second degré*** (p. 75). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18441

République française. (2022c). ***Budget général, Programme 140, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : enseignement scolaire public du premier degré*** (p. 56). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18444

République française. (2022d). ***Budget général, Programme 141, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : enseignement scolaire public du second degré*** (p. 98). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18447

République française. (2022e). ***Budget général, Programme 143, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : enseignement technique agricole*** (p. 98). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18453

République française. (2022f). ***Budget général, Programme 214, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : soutien de la politique de l'éducation nationale*** (p. 92). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18600

République française. (2022g). ***Budget général, Programme 230, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : vie de l'élève*** (p. 62). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18624

Saavedra-Caballero, F., & Van Bellegem, S. (2022). **About job market outcomes: Assessing the performance of Colombian higher education institutions**. *Higher Education Quarterly*, *76*(4), 695-714. https://doi.org/10.1111/hequ.12340
One method for evaluating higher education performance is to conceptualize it as a production function represented as an input/output process. This paper proposes a performance evaluation of higher education institutions from the perspective of recent graduates taking as inputs students' cognitive abilities and tuition, and as outputs three we contend are relevant for recent graduates: starting salary, sectoral distinctiveness, and sectoral variety. Using a sample of recent Colombian higher-education graduates, we apply the DEA technique to analyze efficiency at the institutional level in the formal labor market. Our results highlight the importance of focusing on the student as the protagonist of the educational process and contribute to the debate about the selection of relevant inputs and outputs when measuring institution's efficiency.

Shahjahan, M., La Mattina, G., & Ayyagari, P. (2022). ***The Impact of Maternal Education on Child Immunization: Evidence from Bangladesh*** (IZA Discussion Paper N° 15553). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15553.htm
Vaccine-preventable diseases remain a significant public health concern in Bangladesh. We examine the role of maternal education in improving immunization rates among Bangladeshi children. We exploit the 1994 Female Secondary School Stipend Program (FSSSP), which significantly increased education among rural girls, to identify causal effects. Applying a difference-in-differences model based on differential exposure to FSSSP by birth cohort and rural residence, we find that full immunization rates increased

by 5.5 percent among children of mothers eligible for a stipend for 5 years relative to children of mothers who were not eligible, but there were no significant effects for children of mothers eligible for a stipend for only 2 years. Results from event study specifications and placebo tests support a causal interpretation of the impact of maternal education on child immunization.

Tan, M. (2022). **School socioeconomic desegregation and student academic performance: evidence from a longitudinal study on middle school students in China**. *Social Psychology of Education*, *25*(5), 1135-1155. https://doi.org/10.1007/s11218-022-09710-w
School socioeconomic segregation is regarded as a threat to education equity worldwide. A policy tool randomising school admission can be utilised to adjust school socioeconomic status (SES), and it has the potential to compensate students disadvantaged by family socioeconomic status. To test this claim, this study investigated a longitudinal data. The analytic models reveal the following main findings: (1) school SES is positively associated with students' academic performance; (2) the positive effect of school SES is consistent among students from different socioeconomic backgrounds; (3) overmatching to middle-SES schools academically benefits low-SES students; (4) the frog pond effect prevents low-SES and middle-SES students from obtaining advantages through studying in high-SES schools; (5) school factors are overwhelmed by family factors in predicting low-SES students' academic achievement. This research suggests that although students generally benefit from the rise of school SES, overmatching to a school does not necessarily compensate for students' academic disadvantages. Due to the potential frog pond effect, school socioeconomic desegregation fails to mitigate education inequity as a policy tool.

Aspects psychologiques de l'éducation

Bach, J.-C., Beugnard, A., Castaigne, J.-L., Mallet, J., Martínez, S., & Segarra, M.-T. (2022). **An analysis of software design understanding & motivation of engineering students**. *MODELS 2022 Educators Symposium*. Présenté à Montreal, Canada. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03801001

Cabanas, E., & González-Lamas, J. (2022). **A critical review of positive education: challenges and limitations**. *Social Psychology of Education*, *25*(5), 1249-1272. https://doi.org/10.1007/s11218-022-09721-7
Positive education has gained increased interest and attention in the last decade. Born as an applied movement within positive psychology, positive education aims to introduce a positive approach to education to aid schools in promoting happiness, improving learning and performance, and reducing mental health problems among children and adolescents. Whereas relatively new, positive education has made notable progress and bears enormous potential. However, the movement still presents vulnerabilities and limitations that need addressing. With a focus on critical and supporting literature, this integrative review explores and brings together some of the most pressing challenges that positive education faces today. Tackling these vulnerabilities would positively contribute to the ongoing advancement of the movement.

Callan, G., Longhurst, D., Shim, S., & Ariotti, A. (2022). **Identifying and predicting teachers' use of practices that support SRL**. *Psychology in the Schools*, *59*(11), 2327-2344. https://doi.org/10.1002/pits.22712
This study examined how teachers support self-regulated learning (SRL) by examining reports of 15 potential practices and differentiated the use of these practices via teachers' SRL knowledge, beliefs, demographics, and student characteristics. Teachers (n = 112) responded to open-ended questions targeting SRL knowledge, beliefs, and practices and a demographics survey about themselves and their students. Teachers reported few practices to support SRL, but teachers who used more practices tended to have greater SRL knowledge, teaching experience, and time limits. Reporting excessive responsibility for students negatively correlated with SRL practices. SRL knowledge and limited time were significant predictors in regression analyses. Teachers reported few SRL practices (even when examining 15 potential practices). However, our findings highlight SRL knowledge as a potential first step for teacher trainers and professional developers to target in attempts to increase SRL supports in the classroom.

Canat-Faure, S., & Huet, C. (2022). **Approche clinique et didactique de l'inclusion des élèves porteurs de troubles du comportement**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20964
Cet article, à partir d'entretiens et d'observations auprès d'enseignants et d'élèves porteurs de troubles du comportement, propose une lecture clinique et didactique des obstacles rencontrés afin de démontrer que l'inclusion doit prendre en compte les besoins d'étayage des enseignants autant que les besoins éducatifs particuliers des élèves. Les auteurs convoquent les notions d'entre-deux et de transitionnalité ainsi que le concept de cadre sécurisé (externe) et sécurisant (interne). Car l'enjeu est bien de construire un contexte et une relation étayants pour des jeunes porteurs de troubles du comportement et pour les enseignants.

Card, D., Domnisoru, C., Sanders, S. G., Taylor, L., & Udalova, V. (2022). ***The Impact of Female Teachers on Female Students' Lifetime Well-Being*** (NBER Working Paper N° 30430). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30430.htm
It is widely believed that female students benefit from being taught by female teachers, particularly when those teachers serve as counter-stereotypical role models. We study education in rural areas of the US circa 1940--a setting in which there were few professional female exemplars other than teachers--and find that female students were more successful when their primary-school teachers were disproportionately female. Impacts are lifelong: female students taught by female teachers were more likely to move up the educational ladder by completing high school and attending college, and had higher lifetime family income and increased longevity.

Davis, K. M., Dunham, K. J., Kahlo, D. M., & Cochran, B. N. (2022). **Gender and sexuality alliance advisors' perceptions of self-efficacy and social emotional competency: An exploratory study**. *Psychology in the Schools*, *59*(11), 2144-2158. https://doi.org/10.1002/pits.22738
The presence of a Gender and Sexuality Alliance (GSA) reduces risk for sexual and gender minority (SGM) youth across a variety of domains, but little is known about the adult advisor-level variables contributing to these observed benefits. This study explored relationships between advisors' tenure, receipt of professional development, self-

efficacy, and social emotional competencies (SECs). Participants (N = 167) completed an online survey measuring their own social-emotional competencies and their perceived self-efficacy as a GSA advisor. As hypothesized, results demonstrated relationships between advisor tenure and self-efficacy and between advisor receipt of professional development and self-efficacy. Further, advisor SEC significantly predicted self-efficacy, and both receipt of professional development and SEC positively predicted perceived self-efficacy, as well. Findings point to opportunities for providing training to GSA advisors, with a focus on SEC to increase their efficacy in working with SGM youth. Implications for school psychologists are discussed.

De Gioannis, E. (2022). **Implicit gender-science stereotypes and college-major intentions of italian adolescents**. *Social Psychology of Education*, *25*(5), 1093-1112. https://doi.org/10.1007/s11218-022-09709-3
Gender stereotypes are often viewed as one of the root causes of the gender gap in STEM. According to Eccles' model, they would indirectly influence major choices by shaping expectations of success and values attached to the viable options. However, empirical findings on the link between implicit gender-science stereotypes and college major intentions are limited. To fill this gap, the current study examines this association in a mixed-gender sample of 302 Italian high-school students. Logistic regression analysis revealed that implicit gender stereotypes were directly associated with females' intention of majoring in STEM. Unlike previous findings, the mediation analysis could not confirm that other relevant factors, i.e., interest in the subject, performance at school, identification with the subject, and value attributed to the job's salary and social utility, moderated this association.

Denton, K., Coneway, B., Simmons, M., Behl, M., & Shin, M. (2022). **Parents' voices matter: A mixed-method study on the dyslexia diagnosis process**. *Psychology in the Schools*, *59*(11), 2267-2286. https://doi.org/10.1002/pits.22762
Difficulty learning to read presents many struggles for children and their families, and evaluation of parental perspectives of the dyslexia assessment process within the United States represents an under-researched area. This study sought to investigate how parental perspectives change during their child's dyslexia assessment. Six hundred one parents of children experiencing reading difficulties provided both Likert scale and open-ended responses to an online survey regarding their experiences throughout the dyslexia assessment and diagnosis process. Participants' responses were analyzed through thematic coding, sentiment analysis, and regression analysis. Parent perspectives were largely positive but revealed three important areas for investigation: shift in parental perspectives and lifestyles, assessment timelines, and parental advocacy and support. The assessment timeline predicted parental satisfaction. Results indicate a desire for clarity in the assessment process and ongoing needs for advocacy, support, and intervention. Implications for educational assessments, parent/family support, and suggestions for future research are discussed.

Duprat, M. (2022). **Travail coopératif avec un robot pédagogique : quels effets sur le ressenti des élèves avec TSA ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.21285
L'accueil des élèves avec troubles du spectre de l'autisme (TSA) à l'école primaire vise non seulement à développer leurs compétences scolaires, mais aussi à faciliter leur participation à la vie sociale au sein du groupe-classe et de l'école. Le rôle de l'unité

d'enseignement externalisée (UEE) est précisément de contribuer à produire ce contexte favorable. Dans de nombreuses recherches, le recours à des ressources numériques a montré son efficacité pour faciliter les apprentissages. Cependant le degré de l'opérationnalité inclusive d'un environnement numérique de travail n'a pas encore été testé. Le projet d'expérimentation mené s'intéresse ainsi au rôle que peut jouer un dispositif numérique utilisé dans une démarche coopérative dans l'apprentissage de compétences scolaires et le tissage de liens sociaux. Il s'agira en particulier de rapporter le ressenti d'élèves avec TSA peu verbaux et celui d'élèves neurotypiques quand ils sont amenés à travailler en coopération, à travers un environnement numérique de travail.

Espelage, D. L., Valido, A., Robinson, L. E., Ingram, K. M., El Sheikh, A., Woolweaver, A. M., … Pennefather, J. (2022). **Snitching versus reporting: A qualitative analysis of barriers and facilitators to addressing safety concerns among high school students**. *Social Psychology of Education*, *25*(5), 1177-1203. https://doi.org/10.1007/s11218-022-09703-9
Creating effective school-wide safety mechanisms depends on understanding students' previous experiences of reporting, however, students may also be apprehensive to report if it is considered "snitching." Focus groups were conducted in the 2015–2016, 2016–2017 school years across four U.S. high schools (N = 40). A phenomenological approach was used to answer research questions on how high school students define snitching, what they perceive as the barriers and consequences of snitching, and under what circumstances they perceive reporting as acceptable or effective. Findings suggest students differentiate between reporting and snitching based on the perceived severity of the issue, its proximity, and how effective adults' responses are likely to be. As U.S. schools move forward implementing tiplines and reporting apps to address school safety issues, students will need support on what to report, how to report it and who/where to report it to and school staff should also focus on addressing the cultural norms around reporting.

Fabian, K., Smith, S., Taylor-Smith, E., & Meharg, D. (2022). **Identifying factors influencing study skills engagement and participation for online learners in higher education during COVID-19**. *British Journal of Educational Technology*, *53*(6), 1915-1936. https://doi.org/10.1111/bjet.13221
The COVID-19 pandemic disrupted education across the world as campuses closed to restrict the spread of the virus. UK universities swiftly migrated to online delivery. The experiences of students and staff during this transition can inform our return to campus and our ability to deal with future disruption. This study draws on Moore's theory of transactional distance to understand factors influencing student study skills engagement and participation in online learning during this period. We surveyed students (n = 178) in a computing school at a UK university. A partial least squares (PLS) analysis was used to explore the influence of transactional distance (between students/teachers and between students/students), access to e-learning capital, and perceived usefulness on two measures: study skills engagement and participation in online collaborative activity. Results show that transactional distance influences participation, and e-learning capital influences study skills engagement. Our findings suggest that if universities continue with aspects of online learning for previously on-campus students they should provide access to infrastructure and training on utilising the online ecosystem to avoid disadvantaging students. Further investment in students' e-learning capital, such as signposting and adapting existing resources, is also necessary to support this key influence in study skills

engagement. Practitioner notes What is already known about this topic Moore's transactional distance theory recognises that the significant distance of distance learning is not of time or place, but rather a communication and psychological distance between the learner and teacher that is affected by the structure of the course, the dialogue between the learner and teacher, and the autonomy of the learners. Transactional distance affects student engagement. Studies using Davis' technology acceptance model have found perceived usefulness of the virtual learning environment to be an important factor in student engagement with online learning. Computer self-efficacy is a factor related to engagement with digital learning technologies. What this paper adds This study identifies the relationship between factors of transactional distance (transactional distance between student and teacher TDST and transactional distance between students TDSS) with study skills engagement and participation, as mediated by perceived usefulness. We introduce the term e-learning capital as a measure of self-expressed ability (skills and resources) to utilise the online learning environment. This e-learning capital influences students study skills engagement but not participation. Transactional distance between students and teacher did not directly affect study skills engagement or participation. Low student-student transactional distance positively affects participation in online activities and this relationship is mediated by perceived usefulness of these activities. Implications for practice and/or policy Universities should draw on this study's findings in order to focus on students' online study skills engagement and participation for any future online or hybrid online and face-to-face learning. Further investment in students' e-learning capital is necessary as a key influence in study skills engagement and this should be reflected in university policies. Lecturers should direct efforts to signposting the value of participation and academic advisors should reframe practical advice relating to study skills for online learners. This cohort effect of student-student transactions should be encouraged further in online learning activities, including facilitating sharing study approaches.

Feldman, M., Hamsho, N., Blacher, J., Carter, A. S., & Eisenhower, A. (2022). **Predicting peer acceptance and peer rejection for autistic children**. *Psychology in the Schools*, *59*(11), 2159-2182. https://doi.org/10.1002/pits.22739
Autistic students often experience peer relationship difficulties. As peer acceptance and rejection may be malleable over time, we examined predictors of change in peer acceptance and peer rejection among early elementary-age autistic students. We followed 166 autistic children (mean age: 6.1 years [range: 4–8], 82.5% boys, grades preK-2nd) longitudinally across 2 school years. Social skills, internalizing problems, and externalizing behaviors were considered as predictors of change in teacher-rated peer acceptance and rejection, covarying IQ and autism characteristics. Autistic children experienced high rejection and low acceptance; 51.9% of children were rejected by peers in one or both school years. Results revealed distinct predictors for peer acceptance versus rejection: social skills predicted change in peer acceptance across school years, whereas externalizing problems predicted change in peer rejection. Internalizing problems did not predict change in either construct. Findings can assist school professionals in supporting social acceptance and acceptance for young autistic students.

Fredrick, S. S., McClemont, A. J., Traudt, S., & Kern, M. (2022). **Boarding students' perceptions of school climate and well-being across gender and sexual orientation**. *Psychology in the Schools*, *59*(11), 2300-2316. https://doi.org/10.1002/pits.22698

The unique residential context found within boarding schools may have important implications for students' perceptions of school climate and, in turn, may impact their social-emotional well-being. However, there is limited research on the relations between school climate and boarding students social-emotional well-being. This study intended to address this gap by investigating relations between student perceptions of school climate (i.e., engagement, safety, and environment) and social-emotional problems (i.e., emotional problems, conduct problems, hyperactive/inattentive symptoms, and peer problems) across gender and sexual orientation. A sample of 309 boarding students (60% female, 36% sexual minority) was surveyed. Results indicate significant negative relations between school safety and conduct problems and peer problems, and between school environment and hyperactivity/inattention. Findings also revealed differences across gender and sexual orientation among these relations. Further research is needed with larger and more diverse samples of boarding students.

Hashemi Golpayegani, F., Hosseinian, S., Rezaeian, H., Pourshahriari, M., & Rasouli, R. (2022). **Psychometric evaluation of the Persian version of Adolescent Shame-Proneness Scale**. *Psychology in the Schools*, *59*(11), 2127-2143. https://doi.org/10.1002/pits.22737
Shame is a significant factor for psychological problems in adolescents. The present study aims to assess the Persian version of the Adolescent Shame-Proneness Scale (ASPS) among Iranian adolescents. Participants of this correlation study were 2291 high school students aged 12–18 (1296 girls and 1036 boys), selected through a multistage random cluster sampling method. The results indicated that the ASPS has adequate validity and reliability. Assessment of model fit using confirmatory factor analysis revealed satisfactory goodness of fit indices. Similar to the original version of ASPS, a three correlated factor model was confirmed in the present sample, and girls scored higher on all three subscales of ASPS. This scale can be a reliable and flexible instrument for measuring the significant emotion of shame in Iranian adolescents in research and clinical settings and can help expand the shame literature.

Hoarau, J., & Lauret, M. (2022). **Impact de la pandémie sur la santé mentale des enfants et des adolescents à La Réunion**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
À La Réunion, territoire ultramarin, la crise sanitaire et le confinement ont brutalement interrompu le cours habituel de la vie des élèves. Il a fallu s'adapter à l'incertitude et à l'angoisse, apprendre à vivre et à travailler autrement, chez soi, en distanciel, pendant ce « temps suspendu », loin de l'école et de ses repères. Le nombre d'élèves en mal-être a augmenté de façon notable sur l'académie depuis 2020. Une enquête a été menée auprès du service infirmier pour recueillir des données afin d'en déterminer les causes et les conséquences. Lors d'entretiens auprès d'élèves du primaire et du secondaire, à travers la grille d'analyse du psycho-trauma, nous avons tenté de comprendre comment cette crise majeure a pu impacter la qualité de vie et la santé mentale des élèves et comment elle a pu modifier leur rapport aux autres et à l'école.

Hsu, Y., & Chi, Y. (2022). **Academic major satisfaction and regret of students in different majors: Perspectives from Self-Determination Theory**. *Psychology in the Schools*, *59*(11), 2287-2299. https://doi.org/10.1002/pits.22563
The purpose of this study is to understand the differences in the academic motivation of students majoring in physical education (PE), fine arts, music, and other disciplines, and

the effect of academic motivation on major satisfaction and regret. A total of 898 valid questionnaires were collected from students at five universities in Taiwan, including 203 PE, 207 fine arts, 201 music, and 287 other majors (including Social science and Science, Technology, and Engineering). All participants completed questionnaires measuring motivation, academic major satisfaction, and decision regret. The results revealed that the intrinsic motivation of students in PE, fine arts, and music majors was significantly higher than those in other majors. Furthermore, major satisfaction was positively correlated with intrinsic motivation and identified regulation and negatively correlated with external regulation and amotivation. The opposite was true for the relationship between regret and the various motivation types. The research findings can serve as a reference for career counseling in related departments.

Jiménez-Villamizar, M. P., Campo-Arias, A., & Caballero-Domínguez, C. C. (2022). **Carrying weapons at school: Prevalence and associated factors in Colombian high-school students**. *Psychology in the Schools*, *59*(11), 2317-2326. https://doi.org/10.1002/pits.22697
The purpose of this study is to identify the prevalence and factors associated with weapon carrying in Colombian high-school students. A cross-sectional study was designed to analyze this phenomenon among students aged between 13 and 17 years. A sample of 1462 students participated, 18.46% of which reported having planned suicide, 56.16% reported having started fighting, 22.57% alcohol drinking, 11.63% cannabis smoking, and 20.45% carrying weapons at school. The phenomenon was later associated with the male gender (odds ratio [OR] = 3.49, 95% confidence interval [CI]: 2.59–4.70), alcohol drinking (OR = 2.67, 95% CI: 1.70–4.20), cannabis smoking (OR = 2.39, 95% CI: 1.55–3.70), use of other substances (OR = 2.52, 95% CI: 1.44–4.44), cigarette smoking (OR = 1.83, 95% CI: 1.16–2.88), starting fighting (OR = 2.30, 95% CI: 1.68–3.16), and suicide planning (OR = 2.05, 95% CI: 1.46–2.90). More proximate situational and contextual factors associated with love behavior in adolescents need to be studied.

Johnson, M. S., Liu, X., & McCaffrey, D. F. (2022). **Psychometric Methods to Evaluate Measurement and Algorithmic Bias in Automated Scoring**. *Journal of Educational Measurement*, *59*(3), 338-361. https://doi.org/10.1111/jedm.12335
With the increasing use of automated scores in operational testing settings comes the need to understand the ways in which they can yield biased and unfair results. In this paper, we provide a brief survey of some of the ways in which the predictive methods used in automated scoring can lead to biased, and thus unfair automated scores. After providing definitions of fairness from machine learning and a psychometric framework to study them, we demonstrate how modeling decisions, like omitting variables, using proxy measures or confounded variables, and even the optimization criterion in estimation can lead to biased and unfair automated scores. We then introduce two simple methods for evaluating bias, evaluate their statistical properties through simulation, and apply to an item from a large-scale reading assessment.

Jones, M. H., Hackel, T. S., & Gross, R. A. (2022). **The homophily and centrality of LGBQ youth: A new story?** *Social Psychology of Education*, *25*(5), 1157-1175. https://doi.org/10.1007/s11218-022-09720-8
The social acceptance of LGBQ individuals changed dramatically over the past several decades, which calls into question extant research suggesting that LGBQ youth are often socially excluded. The current study utilizes quantitative social network analysis

techniques to examine the peer group homophily and social centrality of Lesbian, Gay, Bisexual, and Questioning (LGBQ) students in two junior high schools. Results suggest that LGBQ students were more likely to be in peer groups with at least one other LGBQ individual. LGBQ students' centrality was the same as heterosexual students within their peer group as well as their peer group's perceived popularity across the whole school. These results suggest that LGBQ students today may not experience the same social exclusion as past generations.

Knepp, K. A., & Knepp, M. M. (2022). **Academic entitlement decreases engagement in and out of the classroom and increases classroom incivility attitudes**. *Social Psychology of Education*, *25*(5), 1113-1134. https://doi.org/10.1007/s11218-022-09716-4
Previous research has indicated that academic entitlement can serve as a barrier between students and the benefits of a university education. As entitled students function as consumers and externalize responsibility for their learning outcomes, they risk lower grades and anti-intellectualism attitudes. This study explored how academic entitlement can be damaging to the student via engagement and social interaction deficits, as well as to faculty and the university at large through a lack of civility and appropriate classroom behaviors. One hundred ninety-seven undergraduate students completed scales on academic entitlement, student and schoolwork engagement, social adjustment to college, emotion regulation, plagiarism attitudes, classroom citizenship, and classroom incivility behaviors. Increased academic entitlement was associated with decreased engagement in and out of the classroom; poor social adjustment to university; poor academic emotion regulation strategies; a lack of appropriate classroom behaviors; and a greater acceptance of plagiarism, academic dishonesty, and incivility. Future research exploring how academic entitlement decreases university affiliation, commitment, and retention is recommended.

Koh, J., Farruggia, S. P., Back, L. T., & Han, C. (2022). **Self-efficacy and academic success among diverse first-generation college students: The mediating role of self-regulation**. *Social Psychology of Education*, *25*(5), 1071-1092. https://doi.org/10.1007/s11218-022-09713-7
This study examines whether self-efficacy predicted academic success (via self-regulation) for first-generation and continuing-generation college students (Model 1) and among various racial/ethnic groups (Model 2). The 3,316 ethnically diverse incoming freshmen from a large, urban, public university (53% first-generation) participated in this study (43% Latinx, 24% Asian American, 23% White, and 10% Black). Participants' ages ranged from 16 to 23 (M = 17.97, SD = 0.41). Prior to matriculation, participants completed the online institutional survey, including items exploring self-efficacy and self-regulation. This study distinguishes between emotional and behavioral aspects of self-regulation. To assess academic success outcomes, first-semester grade point averages and first-to-second year retention rates were collected from institutional data. Significant direct and indirect paths varied by generational status as well as race/ethnicity. Two types of self-regulation—emotional and behavioral regulation—had divergent effects. Increased behavioral regulation but decreased emotional regulation enhanced academic success. Findings highlight that differentiated interventions should be provided to meet diverse needs.

Maclean, L., & Law, J. M. (2022). **Supporting primary school students' mental health needs: Teachers' perceptions of roles, barriers, and abilities**. *Psychology in the Schools*, *59*(11), 2359-2377. https://doi.org/10.1002/pits.22648
Mental health problems among children are on the rise across the United Kingdom. Teachers are uniquely placed to play a vital role in early identification and intervention. This study aims to identify and discuss potential barriers among Scottish teachers' concerning their role in supporting children's mental health. One hundred and seventy-nine Scottish primary school teaching staff from 30 different council areas completed an online survey. The survey examined mental health concerns observed in the classroom; barriers to support; perceived personal knowledge; and training. Results indicate that teachers believe they have a role in supporting children's mental health. However, teachers perceive themselves as having a lack of knowledge and specific skills to promote positive mental health. A lack of adequate training was identified as a primary barrier to delivering adequate supports and identification. Results demonstrate the need for a greater emphasis on professional development and preservice training to address this knowledge gap.

Maurice, A. (2022, octobre 13). **Oriane Petiot et Jérôme Visioli : Les émotions en contexte scolaire**. Consulté 14 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/13102022Article638012582859931875.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519605
Oriane Petiot, professeur agrégée d'EPS à l'UFR STAPS de Brest et Jérôme Visioli professeur agrégé d'EPS à l'UFR STAPS de Rennes publient « Les émotions en contexte scolaire » (édition de Boeck). Ils abordent à la fois les émotions des élèves mais également l'activité de l'enseignant, comme un « travail émotionnel ». Une approche qu'ils nous présentent.

Moè, A. (2022). **Does the Weekly Practice of Recalling and Elaborating Episodes Raise Well-Being in University Students?** *Journal of Happiness Studies*, *23*(7), 3389-3406. https://doi.org/10.1007/s10902-022-00547-w
Increasing well-being is a prominent worldwide goal that can be achieved primarily through social support and environmental factors. However, in times of social distancing or isolation, it is important to also rely on self-managed activities. This study aimed to (a) test the effectiveness of a seven-week well-being intervention, in increasing need satisfaction, self-compassion, emotion regulation, and grateful disposition by curbing need frustration, self-derogation, and emotional suppression, and (b) examine the maintenance and long-term effects of the practices based on recall, elaboration, and writing. One hundred and twenty university students weekly recalled and elaborated for seven consecutive weeks on three recent episodes of gratitude, self-affirmation, goal setting, or meaningful things, according to the group to which they were assigned. Before the intervention, immediately after and one month later, they filled in questionnaires to assess need satisfaction/frustration, self-compassion/derogation, emotion regulation and grateful disposition. The results confirmed an increase in well-being and a decrease in ill-being for all groups (Cohen d for the significant differences ranging from 0.18 to 0.53). The effects were maintained one month later and even increased for self-compassion, self-derogation, need frustration, and emotional reappraisal. A follow-up assessment revealed that a third of the participants continued with the well-being practices. Implications and suggestions for future well-being interventions are discussed.

Muenks, K., & Yan, V. X. (2022). **University STEM instructors with stronger failure-as-debilitating mindsets are perceived to engage in fewer mastery-oriented teaching Practices by their students: An exploratory study**. *Social Psychology of Education*, *25*(5), 1205-1219. https://doi.org/10.1007/s11218-022-09718-2
The present study builds on and adds to a growing body of literature suggesting that teachers' mindsets predict students' classroom experiences. We examine to what extent university STEM instructors' beliefs about the role of failure in students' learning (i.e., their failure-as-debilitating mindsets) are associated with their engagement in mastery-oriented teaching practices (as reported by students) as well as their students' overall perceptions of their courses. After surveying 238 university STEM instructors' failure-as-debilitating mindsets and collecting course evaluation data from institutional records, we found that instructors with stronger failure-as-debilitating mindsets were reported to engage in fewer mastery-oriented teaching practices (i.e., being available to students, encouraging student questions, and providing opportunities for active learning). Students also reported that they learned less in these instructors' courses and rated the instructor and course more negatively. Importantly, these associations were found even after controlling for several instructor- and course-relevant covariates that are typically associated with students' course evaluations, as well as instructors' mindsets about intelligence. Findings suggest that instructor mindsets about failure are visible to students and should be explored as a potential point of intervention in future research.

Obermeier, R., Schlesier, J., Meyer, S., & Gläser-Zikuda, M. (2022). **Trajectories of scholastic well-being: The effect of achievement emotions and instructional quality in the first year of secondary school (fifth grade)**. *Social Psychology of Education*, *25*(5), 1051-1070. https://doi.org/10.1007/s11218-022-09726-2
Due to their connections with positive educational outcomes, the maintenance of good health and scholastic well-being are highly relevant topics. However, to date, no studies have investigated developmental changes in scholastic well-being in the light of achievement emotions and instructional quality—although these predictors offer good approaches for intervention. A sample of N = 667 (age: M = 10.16; SD = 0.46; 81.7% female) students was questioned three times over one year, from the beginning of their fifth grade into sixth grade, using reliable questionnaires. The results of multilevel linear growth curve modelling calculations show that a decrease in scholastic well-being during the fifth grade was induced by changes in the predictors (achievement emotions and instructional quality). Since the highest effects are evident regarding achievement emotions, support programs should focus on facilitating these aspects in secondary school children.

Ong, E. L. C., & Chu, S. K. W. (2022). **A Hit or Miss—Can residential hall experience impact university students' development?** *Higher Education Quarterly*, *76*(4), 835-846. https://doi.org/10.1111/hequ.12352
Residential halls are an important component of college education, and the benefits for holistic personal development have been documented by previous research. The majority of studies, however, have focused on Western universities. The current research therefore assessed the academic, social and independent development of students attending universities in Hong Kong. A total of 1904 students completed a self-report questionnaire measuring various aspects of their development. The students living in residential halls scored significantly higher than those not living in halls on five aspects of development—peer group interactions and communication skills, self-efficacy, problem-

solving skills, self-control and open-mindedness—but not on other aspects such as academic development. The results imply that improvements to students' residential hall experiences are needed to facilitate their personal development.

Park, G., Hwang, Y., Kim, J. H., & Lee, D. H. (2022). **Validation of the South Korean adolescents version of the multidimensional scale of perceived social support**. *Psychology in the Schools*, *59*(11), 2345-2358. https://doi.org/10.1002/pits.22613
The Multidimensional Scale of Perceived Social Support (MSPSS) is an easy and brief instrument developed to assess individuals' perceptions of social support from three different sources (family, friend, and significant other). The MSPSS have been adapted to culturally diverse backgrounds, different age groups, and both clinical and nonclinical settings. This study aimed to investigate the psychometric properties of the Korean version of the MSPSS on 968 Korean high school students (467 males and 501 females). Confirmatory factor analysis result confirmed the proposed three-factor model. Cronbach's a coefficients indicated very good internal consistency for the scale as a whole and for the three subscales. Social support had a negative correlation with depression as well as anxiety symptoms and a positive correlation with ego-resiliency as well as school adjustment, confirming the discriminant and convergent validity of the scale. Female adolescents reported significantly higher levels of perceived social support than male adolescents. In conclusion, the Korean version of the MSPSS is a reliable and valid measure of perceived social support for Korean adolescents.

Parker, P. C., Perry, R. P., Chipperfield, J. G., Hamm, J. M., Daniels, L. M., & Dryden, R. P. (2022). **Adjustment and acceptance beliefs in achievement settings: Implications for student wellbeing**. *Social Psychology of Education*, *25*(5), 1031-1049. https://doi.org/10.1007/s11218-022-09717-3
Research suggests that when dealing with personal setbacks, secondary control (SC) adjustment and acceptance beliefs can foster psychological wellbeing. However, little research has examined these beliefs, in combination, and how they impact students in their academic development. We conducted secondary analysis using an eight-month longitudinal study design over a two-semester introductory course on a sample of university students (n = 237; 64% female; Mage = 19 years old). Multiple regression analyses assessed whether the students' Semester 1 adjustment and acceptance SC beliefs influenced Semester 2 learning-related emotions, perceived stress, and perceived course success, and whether Adjustment x Acceptance interactions emerged involving these outcomes. Adjustment beliefs promoted learning-related positive emotions (hope, pride), perceived course success, and reduced perceived stress; acceptance predicted higher shame and perceived stress. Students' adjustment predicted lower helplessness for students with high acceptance beliefs. These findings are discussed in light of the role that SC beliefs might play in curbing psychological distress reported by students on postsecondary campuses.

Passeggi, M., Furlanetto, E., & Biasoli, K. (2022). **Une approche clinique de la pandémie sous le regard de l'enfant**. *Raisons éducatives*, *26*(1), 155-174. https://doi.org/10.3917/raised.026.0155
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été

et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Petiot, O., & Visioli, J. (2022). ***Les émotions en contexte scolaire***. Consulté à l'adresse https://www.deboecksuperieur.com/ouvrage/9782807331747-les-emotions-en-contexte-scolaire
Comprendre les émotions en contexte scolaire et les prendre en compte concrètement dans le quotidien de la classe…

Sacré, M., Hénaff, B. L., Lafontaine, D., Neuville, E., Paulet, C., Petit, S., … Toczek, M.-C. (s. d.). **Motivation, participation et performances des étudiants dans deux dispositifs hybrides**. *e-JIREF*, *2022*(8), 111-143. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/335
This study aims to better understand the behavior of students taking blended courses. Specifically, we study the motivation, participation, and performance of students (N=156) in two blended courses under ecological conditions. After the formalization of two courses implemented in nursing schools, an analysis of the relationships between the characteristics of the courses and different variables related to motivation, participation and performance was conducted. In parallel, a comparison between the two courses is proposed. The results show that the two courses, which differ essentially in the face-to-face activities, improve student performance. However, the variables that influence performance are different in each of them: prior knowledge and mastery-approach goals in the « situations » course; performance-approach goals and external regulation in the « syntheses » course. Online participation is relatively low in both courses and does not predict student performance. These results complete the literature on the relationships between these different variables in blended learning, and particularly on the face-to-face activities.

Santiago, C. D., Bustos, Y., Sosa, S. S., Jolie, S. A., Flores Toussaint, R., Gebhardt, S., … Budd, K. S. (2022). **Examining the implementation of Teacher–Child Interaction Training-Universal in public schools**. *Psychology in the Schools*, *59*(11), 2208-2228. https://doi.org/10.1002/pits.22753
The Teacher–Child Interaction Training-Universal (TCIT-U) is a professional development program for teachers that promotes positive relational interactions and strengthens classroom management. This study examines the implementation of TCIT-U in a public school district to guide future implementation and sustainability. This study uses qualitative methods to examine the implementation of TCIT-U across preschool through second-grade classrooms in a suburban public school district in Illinois, United States. Eight teachers and five coaches participated in focus groups, while three administrators

completed interviews. Qualitative data from focus groups and interviews are supplemented by quantitative data on satisfaction, teacher sense of efficacy, teacher observations, and school records. Results demonstrated high levels of acceptability, good feasibility, high satisfaction, and several notable improvements across teachers and students, such as improved teachers' confidence and self-efficacy in managing classrooms. Nevertheless, there were implementation challenges, including timing, competing demands, and district priorities. The results from this study offer guidance for future implementation of TCIT-U as an acceptable, feasible, and universal intervention.

Shernoff, E. S., Ruork, A. K., Nadeem, E., & Rizvi, S. L. (2022). **The feasibility and promise of Dialectical Behavior Therapy Skills Training with teachers and school personnel in high-poverty schools**. *Psychology in the Schools*, *59*(11), 2229-2250. https://doi.org/10.1002/pits.22695
This study examined the feasibility and promise of using virtual Dialectical Behavior Therapy Skills Training (DBT-ST) with educators. DBT-ST was offered to 39 educators (89% female, mean age 46.45) in one high-poverty school district during the COVID-19 pandemic using a pre–post design. Educators attended five of eight groups (Mode = 8) and there were statistically significant decreases in stress (p = .001, rrb = −.51) and dysfunctional coping (p = .000, rrb = −.57), and increases in DBT skill use (p = .016, rrb = .44). Ratings on anxiety and depression were unchanged. The χ2 analyses indicated a significant relationship between stress and attendance with the high stress group more likely to attend the groups than the low stress group, χ2(1) = 4.88, p = .027. DBT-ST may be feasible for teachers but future considerations regarding the role of mental health personnel in delivering teacher health and wellness interventions is warranted.

Song, X., Yang, X., Wang, Q., Su, Y., & Hong, J.-C. (2022). **The relationship between teacher's gender and deep learning strategy: The mediating role of deep learning motivation**. *Psychology in the Schools*, *59*(11), 2251-2266. https://doi.org/10.1002/pits.22694
Deep learning has gradually appeared in the field of teacher education research and is considered as an effective way to promote teacher professional development. To explore the relationship between teacher gender and deep learning strategies, as well as the mediating role of teachers' deep learning motivation, we conducted a questionnaire survey in this study on 429 valid teachers of different genders, ages and backgrounds. The results show that male teachers are more likely to adopt deep learning strategies and deep learning motivations than female teachers. Deep learning motivation is positively correlated with deep learning strategy while negatively correlated with superficial learning strategy. It can be seen that deep learning motivation plays a mediating role between teacher gender and deep learning strategies. These findings expand the understanding of teachers' learning and indicate that in professional development programs, we should pay more attention to the deep learning of female teachers, to help female teachers improve their deep learning motivation and deep learning strategies.

Tan, M. (2022). **School socioeconomic desegregation and student academic performance: evidence from a longitudinal study on middle school students in China**. *Social Psychology of Education*, *25*(5), 1135-1155. https://doi.org/10.1007/s11218-022-09710-w

School socioeconomic segregation is regarded as a threat to education equity worldwide. A policy tool randomising school admission can be utilised to adjust school socioeconomic status (SES), and it has the potential to compensate students disadvantaged by family socioeconomic status. To test this claim, this study investigated a longitudinal data. The analytic models reveal the following main findings: (1) school SES is positively associated with students' academic performance; (2) the positive effect of school SES is consistent among students from different socioeconomic backgrounds; (3) overmatching to middle-SES schools academically benefits low-SES students; (4) the frog pond effect prevents low-SES and middle-SES students from obtaining advantages through studying in high-SES schools; (5) school factors are overwhelmed by family factors in predicting low-SES students' academic achievement. This research suggests that although students generally benefit from the rise of school SES, overmatching to a school does not necessarily compensate for students' academic disadvantages. Due to the potential frog pond effect, school socioeconomic desegregation fails to mitigate education inequity as a policy tool.

UNICEF : Fonds des Nations unies pour l'enfance. (2022). ***The role of remote modalities in implementing mental health and psychosocial support programs and services in the education sector***. Consulté à l'adresse https://www.unicef.org/media/127566/file/The%20role%20of%20remote%20modalities%20in%20implementing%20mental%20health%20and%20psychosocial%20support%20programs%20and%20services%20in%20the%20education%20sector.pdf
La COVID-19 a perturbé les systèmes éducatifs dans le monde entier, entraînant des problèmes de santé mentale en augmentation dans tous les groupes d'âge. Ce rapport examine les interventions qui favorisent la santé mentale et le bien-être psychosocial des apprenants, dispensées à distance ou de manière hybride dans le domaine de l'éducation (formelle et non formelle). Il identifie les programmes prometteurs de santé mentale et de soutien psychosocial au niveau mondial qui puissent convenir aux pays à revenu faible et intermédiaire (PRFI) et aux contextes d'urgence. Il s'agit notamment d'interventions utilisant la radio, le téléphone, la télévision et le numérique. Ce type de programmes renforce l'accessibilité, le soutien aux apprenants en situation de handicap et les capacités des parents. L'accès équitable aux appareils et aux données constitue le principal obstacle à l'utilisation des programmes d'apprentissage à distance dans les PRFI et les contextes d'urgence.

Zang, N., Cao, H., Zhou, N., Jiang, L., & Li, B. (2022). **Job load, job stress, and job exhaustion among Chinese junior middle school teachers: Job satisfaction as a mediator and teacher's role as a moderator**. *Social Psychology of Education*, *25*(5), 1003-1030. https://doi.org/10.1007/s11218-022-09719-1
Job exhaustion is not uncommon among Chinese middle school teachers, but the key antecedents of job exhaustion and the underlying mechanisms in this historically underrepresented population remain poorly understood. This study examined the association between job demand and exhaustion, and tested the mediating role of job satisfaction and the moderating role of teachers' role (i.e., homeroom versus subject) in this association. The two-wave, China Education Panel Survey data from 701 Chinese junior middle school teachers (Mage = 30.05 years old, SDage = 7.86; 78.75% females) were used. Primary hypotheses were tested using structural equation modelling. Results indicated that job load rather than job stress at Wave 1 was positively associated with job exhaustion at Wave 2 indirectly through its negative association with job satisfaction

at Wave 2 only among subject teachers; in contrast, for homeroom teachers, job satisfaction at Wave 2 was the only factor that was identified to be negatively associated with job exhaustion at Wave 2. Notably, all significant associations emerged after controlling for a number of covariates, including job exhaustion at Wave 1. Such findings shed initial light on the complexity inherent within the phenomena of middle school teachers' occupational health in a Chinese cultural context. Reducing teachers' work load associated with long working hours and promoting teachers' job satisfaction may be effective ways to relieve and prevent job exhaustion, especially for Chinese subject teachers.

Zogmaister, C., & Maricutoiu, L. P. (2022). **Mirror, mirror on the wall, tell me that I have succeeded at it all: Self-esteem and the defensive mechanisms against failure**. *Social Psychology of Education*, *25*(5), 1221-1248. https://doi.org/10.1007/s11218-022-09723-5
Students face frequent formal and informal tests, both in the academic context and social life. On each of these occasions, they risk falling short of their own or others' expectations. Facing failure is a psychological challenge, and people can react with defensive strategies, which may have negative consequences. Here we investigated the role of self-esteem as a possible buffer against these defensive strategies. Previous research has demonstrated that, in the face of failure, individuals with discrepant (fragile: high explicit and low implicit, or damaged: high implicit and low explicit) self-esteem are more likely to engage in defensive mechanisms than individuals with consistent implicit and explicit self-esteem. Two studies investigate the relationship between implicit and explicit self-esteem and two defensive strategies against the threat of failure: subjective overachievement and retroactive excuses. In Study 1 (N = 176 high school students), we find an association between fragile self-esteem and subjective overachievement. In Study 2 (N = 101 university students), damaged self-esteem is related to the increased use of retroactive excuses as a form of self-serving bias. These results add to the growing body of evidence documenting the maladaptive nature of fragile and damaged self-esteem.

Aspects sociaux de l'éducation

Akesson, J., Hahn, R. W., Metcalfe, R., & Rasooly, I. (2022). ***Race and Redistribution in the United States: An Experimental Analysis*** (NBER Working Paper N° 30426). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30426.htm
Scholars have suggested that White American support for welfare is related to beliefs about the racial composition of welfare recipients. While a host of observational studies lend credence to this view, it has not yet been tested using the tools of randomized inference. In this study, we do this by conducting two incentive-compatible experiments (n = 9,775) in which different participants are randomly given different signals about the share of welfare recipients who identify as Black and White. Our analysis yields four main findings. First, 86% of respondents greatly overestimate the share of welfare recipients who are Black, with the average respondent overestimating this by almost a factor of two. Second, White support for welfare is inversely related to the proportion of welfare recipients who are Black—a causal claim that we establish using treatment assignment as an instrument for beliefs about the racial composition of welfare recipients. Third, just making White participants think about the racial composition of welfare recipients reduces their support for welfare. Fourth, providing White respondents with accurate

information about the racial composition of welfare recipients (relative to not receiving any information) does not significantly influence their support for welfare.

Allouch, A. (2022, octobre 4). **Bonnes feuilles : « Les nouvelles portes des grandes écoles »**. Consulté 14 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/bonnes-feuilles-les-nouvelles-portes-des-grandes-ecoles-191396
Dans sa dernière enquête, « Les nouvelles portes des grandes écoles », la sociologue Annabelle Allouch se penche sur les programmes d'égalité des chances et leurs effets. Extraits.

Association École et famille. (2022). **Vers une reconfiguration des relations entre les familles et l'institution scolaire ? Mise à jour et exacerbation des vulnérabilités-inégalités**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.1931

Beauchemin, C., Ichou, M., & Simon, P. (2022, octobre 5). **Familles immigrées : le niveau d'éducation progresse sur trois générations mais les inégalités sociales persistent**. Consulté 14 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/familles-immigrees-le-niveau-deducation-progresse-sur-trois-generations-mais-les-inegalites-sociales-persistent-190767
Le niveau d'éducation augmente d'une génération à l'autre. Mais progresse-t-il autant dans les familles issues de l'immigration que dans les autres ?

Bennett, P. R., & Lutz, A. (2022). **Bans and Signals: Racial and Ethnic Differences in Applications to Elite Public Colleges in States With and Without Affirmative Action**. *Harvard Educational Review*, *92*(3), 361-390. https://doi.org/10.17763/1943-5045-92.3.361
In this research article, Pamela R. Bennett and Amy Lutz offer new hypotheses about how state bans on affirmative action affect application decisions based on students' beneficiary positions vis-à-vis affirmative action and evaluate them for black, white, Latino, and Asian American students separately. They posit that bans discourage applications to selective colleges from prospective students who benefit from affirmative action (black and Latino) and encourage applications from prospective students who do not benefit from the policy (white and Asian American). Members of nonbeneficiary groups that have strong academic credentials are more responsive to bans because they are best positioned for admission under restrictions on race-conscious admissions policies. Citing results from the Education Longitudinal Study of 2002–2006, the authors show how state restrictions on race-conscious admissions have contributed to racial inequality in higher education by further drawing into elite institutions' application pools racial groups that already account for most of their students while also raising the chances that students from those groups will be admitted.

Berghammer, C., & Adserà, A. (2022). **Growing inequality during the Great Recession: Labour market institutions and the education gap in unemployment across Europe and in the United States**. *Acta Sociologica*, *65*(4), 374-397. https://doi.org/10.1177/00016993221083226

Blassel, R. (2021). ***(Dé)Construire la race : Socialisation et conscientisation des rapports sociaux chez les diplômé.e.s du supérieur*** (Phdthesis, Université Côte d'Azur). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03200492
La thèse étudie l'expérience de la racialisation rapportée par des personnes diplômées de l'enseignement supérieur en France. Elle s'appuie sur une enquête qualitative par entretiens biographiques menés entre 2017 et 2019 auprès de diplômé·e·s de Master, né·e·s en France de parents étrangers, ou arrivé·e·s en France pour leurs études. Elle met en perspective les parcours d'hommes et de femmes d'origines diverses (Afrique du Nord et subsaharienne, Asie, Amérique du Sud, Outremer, Europe), et de trajectoires sociales variées. Cette recherche interroge les variations dans les récits, et met en lumière le processus de conscientisation du rapport de race, en interaction avec le rapport de classe et de sexe. Dans ce travail, la conscientisation désigne un processus continu de traitement cognitif d'un signal, lequel conduit, dans un contexte donné, à interpréter une situation comme racialisante ou non. L'enquête montre que les caractéristiques sociales, politiques et migratoires des enquêté·e·s, leur degré d'exposition au risque discriminatoire ou l'idée de « frustration relative » ne suffisent pas à expliquer pourquoi certain·e·s enquêté.e.s interprètent leur expérience en termes de race et de racisme, quand d'autres ne le font pas. L'hypothèse principale défendue dans ce travail met l'accent sur le rôle de la socialisation dans la conscientisation des rapports de race. Mon travail discute et précise alors la notion de socialisation raciale en mettant en évidence sa complexité et sa pluralité. Il identifie trois dimensions essentielles de la socialisation raciale : la socialisation relationnelle (relations familiales, amicales, scolaires, professionnelles), la socialisation intellectuelle (accès aux connaissances, notamment sur le racisme), et la socialisation expérientielle (apprentissage de la « visibilité » et des contextes de stigmatisation et de discrimination). Le contexte français, caractérisé par la massification de l'enseignement supérieur et l'essor de l'antiracisme post- et décolonial, est également présenté comme un élément socialisateur. La thèse analyse les effets de la conscientisation du rapport social de race sur la relation à soi-même et à autrui. Elle montre que cette conscientisation peut prendre différentes formes, qui orientent le récit du parcours et de la vie quotidienne. Selon ces différentes formes, la personne enquêtée exprime une acceptation, une contestation, ou une minimisation de la position minoritaire. Chacune de ces formes influe également sur les ressentis, sur les perspectives scolaires et professionnelles, et sur la sociabilité. L'enquête montre comment la position de classe revendiquée par les enquêté.e.s influence la perception de leur place dans le rapport de race. En mettant l'accent sur le processus de conscientisation, la thèse enrichit la compréhension de l'articulation des rapports sociaux de race, de sexe et de classe.

Brandén, M., & Bygren, M. (2022). **The opportunity structure of segregation: School choice and school segregation in Sweden**. *Acta Sociologica*, *65*(4), 420-438. https://doi.org/10.1177/00016993211068318

Carnoy, M., Rosa, L., & Simões, A. (2022). **Trends in the academic achievement gap between high and low social class children: The case of Brazil**. *International Journal of Educational Development*, *94*, 102650. https://doi.org/10.1016/j.ijedudev.2022.102650
Since student achievement is related to educational attainment and to adult earnings, there is considerable interest in within-country achievement gaps between different social class groups, how they change over time, and the possible sources of those changes. In this paper, we analyze academic achievement gaps over a ten year period

in Brazil. Our results suggest that social class inequality in public school student achievement on the Prova Brasil national test increased significantly among Brazilian 5th graders in the period 2007–2017, and that all of this increase was before 2013--indeed, mostly between 2011 and 2013. To the contrary, social class achievement inequality among 9th graders barely increased in 2007–2017, and that small increase appears to have occurred mainly in earlier years. We find that this increased achievement inequality among 5th graders was partly the result of increased inequality between schools with students of higher and lower average school class, and among municipalities with higher and lower income per capita and differing educational policies. Yet, a significant part of the increase is also related to changes in the within-school achievement gaps.

De Gioannis, E. (2022). **Implicit gender-science stereotypes and college-major intentions of italian adolescents**. *Social Psychology of Education*, *25*(5), 1093-1112. https://doi.org/10.1007/s11218-022-09709-3
Gender stereotypes are often viewed as one of the root causes of the gender gap in STEM. According to Eccles' model, they would indirectly influence major choices by shaping expectations of success and values attached to the viable options. However, empirical findings on the link between implicit gender-science stereotypes and college major intentions are limited. To fill this gap, the current study examines this association in a mixed-gender sample of 302 Italian high-school students. Logistic regression analysis revealed that implicit gender stereotypes were directly associated with females' intention of majoring in STEM. Unlike previous findings, the mediation analysis could not confirm that other relevant factors, i.e., interest in the subject, performance at school, identification with the subject, and value attributed to the job's salary and social utility, moderated this association.

Denice, P. (2022). **Spatial Mismatch and the Share of Black, Hispanic, and White Students Enrolled in Charter Schools**. *Sociology of Education*, *95*(4), 276-301. https://doi.org/10.1177/00380407221108976

Devineau, S. (Éd.). (2022). ***Une mixité professionnelle contrainte par le genre, Des hommes dans les métiers de la prime enfance ?*** Consulté à l'adresse https://www.lcdpu.fr/livre/?GCOI=27000100938440
L'entrée des hommes dans les métiers de la crèche ou de l'école maternelle s'inscrit dans un mouvement de mixité professionnelle qui reste timide dans le secteur de la petite enfance tant à l'échelle nationale qu'internationale. Les blocages liés aux stéréotypes sexués de « métiers féminins » restent nombreux et leur compréhension utile.

Dewulf, L., van Braak, J., & Van Houtte, M. (2022). **Examining reading comprehension in disadvantaged segregated classes. The role of class composition, teacher trust, and teaching learning strategies**. *Research Papers in Education*, *37*(5), 686-706. https://doi.org/10.1080/02671522.2020.1864766
At-risk students are overrepresented in disadvantaged segregated primary schools. Often, these students begin with an educational delay and have less parental support, which makes them more dependent on the quality of their education. Since quality of education depends in great measure upon mechanisms at the class level, it is crucial to gain insight into the interrelations between class input, teacher process variables and student outcomes. A multilevel path analysis was conducted to explore the relationship between socioeconomic and ethnic class composition, teacher trust in students,

teaching learning strategies, and reading comprehension in socially and ethnically disadvantaged segregated primary classes. A reading comprehension test, teacher questionnaire and video observations of language lessons were administered (September – October 2013) to a sample of 7- and 8-year-old students (n = 271) and their 22 teachers. The socioeconomic and ethnic class situation had a significant impact on teaching learning strategies, which in turn was positively related to students' reading comprehension. Our findings underline the key role of teaching learning strategies, which mediates the relationship between the socioeconomic and ethnic class composition and reading comprehension in disadvantaged, segregated primary classes. Policy implications, limitations and directions for future research are discussed.

Dupuis-Déri, F. (2022, octobre 3). **Débat : Qui a peur des études féministes et antiracistes à l'université ?** Consulté 14 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/debat-qui-a-peur-des-etudes-feministes-et-antiracistes-a-luniversite-190940
Depuis quelques années, les polémiques se succèdent au sujet de féministes et d'antiracistes qui imposeraient la terreur sur les campus. Analyse de cette rhétorique catastrophiste.

Duvoux, N. (2022). **« La pandémie et les confinements successifs ont radicalisé des inégalités préexistantes et entraîné le développement de situations de détresse »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.1458

Erb, L.-A., & L'Horty, Y. (s. d.). **Educational pathways drive France's gender pay gap – what our research shows**. Consulté 14 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/educational-pathways-drive-frances-gender-pay-gap-what-our-research-shows-189407
Region-level data from France indicate that some masters-level specialities dominated by women have low levels of remuneration once in employment.

Eshaghnia, S., Heckman, J. J., Landersø, R., & Qureshi, R. (2022). ***Intergenerational Transmission of Family Influence*** (NBER Working Paper N° 30412). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30412.htm
This paper studies intergenerational mobility—the transmission of family influence. We develop and estimate measures of lifetime resources (income and wealth) motivated by economic theory that account for generational differences in life-cycle trajectories, uncertainty, and credit constraints. These measures of lifetime resources allow us to estimate the transmission of welfare and lifetime resources at different stages of the life cycle. We compare these measures with traditional ones such as wage income and disposable income measured over narrow windows of age that are used to proxy lifetime wealth. The performance of proxy measures is poor. Parents' expected lifetime resources are stronger predictors of many important child outcomes (including children's own expected lifetime resources and education) than the income measures traditionally used in the literature on social mobility. Changes in patterns of educational attainment across generations explain most of the intergenerational change in life-cycle dynamics. While relative mobility is overstated by the traditional income measures, absolute upward

mobility is understated. Recent generations have higher welfare and are better off compared to their parents.

Fitchett, P. G., & Heafner, T. L. (2022). **Illuminating the Black Hole: Examining Middle Grade Social Studies Teacher Education Pathways and Student Achievement**. *Journal of Teacher Education*, *73*(5), 494-508. https://doi.org/10.1177/00224871221108642
Examining the connections among teacher characteristics, instructional decision-making, and student learning in social studies education are both complicated and contentious. In the current study, we shed light on middle grades social studies teaching and learning?a black hole of research in the subject area. Using data from the National Assessment for Education Progress (NAEP) eighth grade U.S. history assessment, we explore the intersections of eighth grade social studies teachers? teacher education pathways, instructional, decision-making, and curricular structure on students? knowledge of history. Results suggest that teachers identified as having a social studies-inclusive teacher education background and who only teach social studies (as opposed to multiple subjects) were associated with higher average student performance on the NAEP exam. Findings have implications for middle grades social studies teacher education and how the subject is organized within middle schools.

Goodrum, S., Slepicka, J., Woodward, W., & Kingston, B. (2022). **Learning from Error in Violence Prevention: A School Shooting as an Organizational Accident**. *Sociology of Education*, *95*(4), 257-275. https://doi.org/10.1177/00380407221120431

Grätz, M., Lang, V., & Diewald, M. (2022). **The effects of parenting on early adolescents' noncognitive skills: Evidence from a sample of twins in Germany**. *Acta Sociologica*, *65*(4), 398-419. https://doi.org/10.1177/00016993211051958

Grochocki, L. F. de M., & Cabello, A. F. (2022). **Academic endogamy or immobility? The impact on scholarly productivity in a developing country**. *International Journal of Educational Development*, *94*, 102652. https://doi.org/10.1016/j.ijedudev.2022.102652
Studies often associate endogamy with lower academic performance. Alternatively, external exposure seems to be correlated with higher research quality. Consequently, when measuring the effects of endogamy, authors should account for academic inertia as well as the different types of mobility. In this study, a large longitudinal database on the Brazilian higher education system is used to measure the effects of endogamy and mobility on scientific production. This paper examines whether types of scholars–such as those who never leave their doctoral institution or those that have some experience elsewhere, especially abroad, show differential results. Furthermore, it measures the changes in scholars' productivity when controlling for the distinct types of academic mobility throughout their careers. Results suggest that information about how mobile an academic is before and during its career is relevant when estimating the effects of endogamy on academic productivity and international academic experiences are correlated with higher likelihood of publishing.

Hofmeyr, H. (2022). **Why do girls do better? Unpacking South Africa's gender gap in PIRLS and TIMSS**. *International Journal of Educational Development*, *94*, 102648. https://doi.org/10.1016/j.ijedudev.2022.102648
South Africa exhibits one of the largest pro-girl gaps in education, yet the reasons behind this gap are poorly understood. This paper analyses South Africa's pro-girl gap in Grade

4 reading and Grade 5 mathematics achievement. I make use of Oaxaca-Blinder decomposition analysis to decompose the observed gender gaps into their explained and unexplained components, separately by school socio-economic quintile. This approach allows me to present new evidence that part of the country's pro-girl gaps in reading and mathematics are due to girls progressing through the early grades faster than boys. I also find that South African girls score higher on the constructs aimed at tapping student attitudes toward reading (reading self-efficacy and enjoyment, and engagement in reading lessons), and that these differences contribute significantly to the pro-girl gap in PIRLS reading achievement. Interestingly, despite outperforming boys in the TIMSS mathematics assessment, South African girls do not display more positive attitudes toward mathematics. The results suggest much more needs to be done to understand the reasons behind boys' disadvantage in the early grades, since much of the pro-girl achievement gap in Grade 4 reading and Grade 5 mathematics can be attributed the pro-girl advantage in grade completion in earlier grades.

Hossain, M. (2022). **Diffusing "Destandardization" Reforms across Educational Systems in Low- and Middle-Income Countries: The Case of the World Bank, 1965 to 2020**. *Sociology of Education*, *95*(4), 320-339. https://doi.org/10.1177/00380407221109209

Kezar, A., Perez, R. J., & Swanson, E. (2022). **The potential of and mechanisms for a hub of innovation on campus to support changes for low-income, first generation, and racially minoritized college students**. *Research in Higher Education*, *63*(7), 1237-1260. https://doi.org/10.1007/s11162-022-09690-y
This research explored the role of a hub of innovation in spreading changes that support at-promise (low-income, first-generation, racially minoritized) students from smaller programs to the broader campus environment. The study has several important insights, including the ability of a hub to spread innovations, supportive mechanisms that can assist in knowledge transfer from the hub to the overall campus, and the ways these support mechanisms can overcome the isolation that typically plagues hubs and have long made them less successful models for innovation.

Laferrière, T., Baron, G.-L., Allaire, S., Nadeau-Tremblay, S., Tremblay, M., & Beaudoin, F. B. M.-C. N. et J. (2022). **Numérique, éducation et forme scolaire : enjeux d'équité**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.1625
Ce texte s'intéresse principalement aux enjeux d'équité liés aux usages éducatifs du numérique. On distingue d'abord inégalités, iniquités et fractures numériques en prenant comme point d'entrée les différences d'alignement se manifestant entre les systèmes scolaires des pays développés et les usages dont la recherche a montré qu'ils pouvaient jouer un rôle émancipateur. Les pratiques intensifiant l'expérience de participation des élèves sont illustrées par deux cas québécois – l'initiative « École en réseau » (EER) et le projet « L'évaluation collaborative réussie des apprentissages par le numérique (L'ÉCRAN). Les enjeux et les tensions repérés confirment la nécessité de développer l'agentivité des acteurs et de développer des forums d'échange pluridisciplinaires et pluriculturels, afin de former des collectifs hybrides durables.

Le Nevé, S. (2022, octobre 5). **Dans la tête d'un étudiant de Sciences Po**. *Le Monde.fr*. Consulté à l'adresse https://www.lemonde.fr/campus/article/2022/10/05/marquage-a-

gauche-qui-s-accentue-culture-de-la-protestation-dans-la-tete-d-un-etudiant-de-sciences-po_6144428_4401467.html
Dans « Une jeunesse engagée », enquête à paraître jeudi 6 octobre, le professeur de sciences politiques Martial Foucault et la sociologue Anne Muxel décrivent l'évolution du profil socio-politique des étudiants de l'école parisienne, à vingt ans d'intervalle avec une première étude.

LENHOFF, S. W., SINGER, J., STOKES, K., MAHOWALD, J. B., & KHAWAJA, S. (2022). **Beyond the Bus: Reconceptualizing School Transportation for Mobility Justice**. *Harvard Educational Review*, *92*(3), 336-360. https://doi.org/10.17763/1943-5045-92.3.336
This essay combines an ecological perspective with a mobility justice theoretical framework to reconceptualize the relationship between school transportation and educational access. Authors Sarah Winchell Lenhoff, Jeremy Singer, Kimberly Stokes, James Bear Mahowald, and Sahar Khawaja document the problem of "getting to school" that is at the intersection of students' family, community, and social contexts and how it goes beyond whether there is a reliable mode of physical transportation. Bringing together a historical analysis of the policy landscape and interview data from parents and students in Detroit, they find that school transportation problems reflect the unequal political, social, and economic context in which families navigate enrollment and attendance. They discuss how policy makers can advance mobility justice in school policy by equitably distributing transportation resources, engaging students and parents as experts in developing and communicating transportation policy, and using institutional power to remedy structural barriers to educational access.

Liu, Q., Colak, F. Z., & Agirdag, O. (2022). **Celebrating culture and neglecting language: representation of ethnic minorities in Chinese primary school textbooks (1976–2021)**. *Journal of Curriculum Studies*, *54*(5), 687-711. https://doi.org/10.1080/00220272.2022.2045361
This study draws on data collected from Chinese language textbooks to investigate the ways in which ethnic minority cultures and languages are represented in primary school textbooks in China. Drawing on the methods of thematic and comparative analysis, we specifically analyse how the representation of ethnic minorities in Chinese textbooks has changed across different periods in history. The analysis reveals that the representation of ethnic minority cultures and languages is largely limited to the contributions approach and additive approach to multicultural curriculum development. The findings show a largely selective, traditional, and stereotypical representation of ethnic minority cultures and languages in school textbooks, which focus primarily on cultures from representative ethnic groups. Although an accurate and equitable representation of ethnic minorities is still mostly lacking in Chinese language textbooks, a multicultural approach to ethnic diversity has been gaining ground over the past four decades. Interestingly, increasing interest in a multicultural approach has been accompanied by decreasing tolerance towards ethnic multilingualism in textbooks over the past four decades. Such observable trends towards monolingualism and multiculturalism in the representation of ethnic and linguistic diversity in textbooks echo the continuous changes in national education policy.

Mousa, M. (2022). **Academia is racist: Barriers women faculty face in academic public contexts**. *Higher Education Quarterly*, *76*(4), 741-758. https://doi.org/10.1111/hequ.12343
Through addressing four public universities in Egypt, the author of this paper aims to uncover the main barriers women faculty face when fulfilling their academic roles. The

author employed a qualitative research method through conducting semi-structured interviews with 40 female academics. Moreover, he subsequently used thematic analysis to determine the main ideas in the transcripts. The author of the present study has identified the poor representation of women faculty at both professorial levels and in managerial academic positions. The study indicated that heavy teaching loads, lengthy working hours, accusations of low productivity, growth of masculine power distance and limited empowerment opportunities are the main barriers hindering the status and representation of women faculty in the addressed universities. The findings also showed that social realities, which include the implicit relations among humans (male and female faculty in this case) in the workplace and also relations between humans and their surrounding natural world (stakeholders in the surrounding environment in the present case) decide the volume of knowledge and level of power women might attain. This paper contributes by filling a gap in HR management and higher education, in which empirical studies on the status of women faculty and the barriers they face have been limited so far.

Mulier, C., & Porcher, J. (2022). **La calèche hippomobile : un tiers lieu éducatif ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20105
Le ramassage scolaire hippomobile dans la ville de Vendargues fait figure d'exception, de par le nombre d'enfants transportés et la fréquence des ramassages. Dans cet article nous faisons l'hypothèse que la calèche est un tiers-lieu éducatif au sens de Meirieu (2018), porté par la présence des chevaux, où les enfants apprennent à vivre ensemble. Nous montrons que ce tiers lieu permet d'améliorer la socialisation, l'autonomie, mais aussi l'entraide et la responsabilité entre les enfants, notamment en raison du cadre particulier créé par la calèche. Il permet aux enfants de faire l'apprentissage du respect de règles en communauté, et de développer différentes qualités au-delà des structures éducatives traditionnelles que sont l'école et la famille. Cette socialisation, réalisée en autonomie mais néanmoins encadrée, est rendue possible par l'existence des animaux au travail, et semble pouvoir constituer un nouveau lieu d'expérience du vivre ensemble dès le plus jeune âge.

Neuenschwander, M., Hänni, S., Makarova, E., & Kaqinari, T. (2022). **Hindernisse und Ressourcen eines Bildungsaufstiegs - Eine qualitative Studie mit jungen Erwachsenen mit tiefem sozioökonomischem Status und/oder Migrationshintergrund**. *Swiss Journal of Educational Research*, *44*(2), 209-222. https://doi.org/10.24452/sjer.44.2.4
Young people from socially biased and / or immigrant families are confronted with unequal educational opportunities on the way to the tertiary education segment. The present study analyzes barriers that can arise from educational disadvantage and resources that can be conducive to educational success. The study is based on the structured qualitative content analysis of interviews with adults with disadvantaged backgrounds. In summary, the results show that good relationships and social support from parents, teachers and classmates are important resources that greatly enhance the opportunity for educational success of both native and migrant youth.

Ngidi, N. D., & Essack, Z. (2022). **Mapping the unsafe school journey: Rural primary school children's perspectives on dangerous social geographies in South Africa**. *International Journal of Educational Development*, *94*, 102655. https://doi.org/10.1016/j.ijedudev.2022.102655

This paper describes a study conducted with 20 primary school children from a resource-poor rural community in South Africa. Using participatory mapping, the school children were asked to draw the paths they walked to school (referred to as child maps), and identify unsafe areas on this journey. The data were analyzed using participatory visual analysis techniques by focusing on the children's representations of their school journeys and their perspectives on their vulnerability on these paths. The analysis revealed a plethora of areas that posed a threat to children as they walked to school. Moreover, the findings suggest that children experienced heteropatriarchal violence on their school journeys, which evoked fear and anxiety since they associated this walk with risk. Using participatory mapping offered a unique opportunity to see how school children constructed and navigated the routes they walked to school, and how on these paths, different forms of violence occurred. The children's maps offered an important tool for understanding the significance of space and place on routes to school in rural communities.

OCDE. (2022). ***Finland's Right to Learn Programme: Achieving equity and quality in education***. https://doi.org/10.1787/65eff23e-en
Finland has been widely regarded as one of the most successful education systems in the world. However, recent trends suggest that Finland's considerable achievements may be at risk. The country's performance in international student assessments has been declining over the past decade, as gaps among student groups and levels of school segregation have grown. In light of these developments, Finland is advancing a number of policies, notably under the umbrella of the Right to Learn (RtL) Programme, to improve quality and equity in early childhood education and care (ECEC), pre-primary and basic education. This analysis explores the Ministry of Education and Culture's (OKM) planned reforms in regard to the country's main education challenges and priorities. At the request of the Ministry, the analysis focusses on three main policy issues: (i) financing equity and quality in education, (ii) expanding participation and strengthen quality in ECEC, and (iii) equalising education opportunities through strengthening the local school policy. A final section looks at some of the cross-cutting issues that emerge from the OECD's analysis. This analysis offers policy considerations aimed at strengthening the design and implementation of the RtL Programme.

Okura, K. (2022). **Stereotype Promise: Racialized Teacher Appraisals of Asian American Academic Achievement**. *Sociology of Education*, *95*(4), 302-319. https://doi.org/10.1177/00380407221119746

ORELLANA, M. F., LIU, L., & ÁNGELES, S. L. (2022). **"Reinventing Ourselves" and Reimagining Education: Everyday Learning and Life Lessons from the COVID-19 Pandemic**. *Harvard Educational Review*, 92(3), 413-436. https://doi.org/10.17763/1943-5045-92.3.413
In this "ethnographically-oriented" study, authors Marjorie Faulstich Orellana, Lu Liu, and Sophia L. Ángeles examine the learning experiences expressed in the diaries of thirty-five families from diverse ethnicities/races, cultures, national origins, and social classes living in the United States during the COVID-19 pandemic. Exploring participants' reflections on the learning they engaged in during this time and attending to what families prioritized as they reorganized their daily lives, the authors identify several common themes that emerged as participants figured out new ways of "reinventing themselves" during this unprecedented time by centering their cultural heritage, creativity, health, well-being, and connections to nature and to others and by using technology in creative and

innovative ways. In offering the life lessons and richness of learning the families experienced as a counter to the current focus on pandemic learning loss, this study has implications for reimagining education in culturally sustaining ways.

Park, G., Hwang, Y., Kim, J. H., & Lee, D. H. (2022). **Validation of the South Korean adolescents version of the multidimensional scale of perceived social support**. *Psychology in the Schools*, *59*(11), 2345-2358. https://doi.org/10.1002/pits.22613
The Multidimensional Scale of Perceived Social Support (MSPSS) is an easy and brief instrument developed to assess individuals' perceptions of social support from three different sources (family, friend, and significant other). The MSPSS have been adapted to culturally diverse backgrounds, different age groups, and both clinical and nonclinical settings. This study aimed to investigate the psychometric properties of the Korean version of the MSPSS on 968 Korean high school students (467 males and 501 females). Confirmatory factor analysis result confirmed the proposed three-factor model. Cronbach's a coefficients indicated very good internal consistency for the scale as a whole and for the three subscales. Social support had a negative correlation with depression as well as anxiety symptoms and a positive correlation with ego-resiliency as well as school adjustment, confirming the discriminant and convergent validity of the scale. Female adolescents reported significantly higher levels of perceived social support than male adolescents. In conclusion, the Korean version of the MSPSS is a reliable and valid measure of perceived social support for Korean adolescents.

Perry, E. L., Kulik, C. T., Mendelsohn, D. B., & Shon, D. (2022). **Faculty Gender Diversity, Institutional Performance, and the Role of Diversity Climate**. *Research in Higher Education*, *63*(7), 1204-1236. https://doi.org/10.1007/s11162-022-09688-6
The current study examined the relationship between faculty gender diversity (GD) and college and university level outcomes and the role that diversity climate (DC) plays in these relationships in a sample of N = 282 4-year, public and private, non-profit, degree granting institutions in the U.S. Based on social categorization and signaling theories, we hypothesized a negative effect of increasing percentages of female faculty on institutional student graduation and retention rates measured at three points in time. We also hypothesized that these negative effects would be attenuated in higher education institutions with more positive DCs. Results revealed that faculty GD had a consistent linear negative effect on graduation and retention rates with little evidence for a moderating effect of DC. Supplemental analyses using cross-lagged panel analyses on a larger sample of 4-year, public and private, non-profit, U.S. degree granting institutions found that these negative effects were consistent across time, lending support for the causal effect of faculty GD.

Sapir, A. (2022). **Social engagement as a proto-institution: Histories of institutional emergence in the Israeli higher education field**. *Higher Education Quarterly*, *76*(4), 861-873. https://doi.org/10.1111/hequ.12357
This paper aims to provide an historical perspective on the development of higher education's 'third mission' of social engagement. I explore how practices and structures of 'social engagement' emerged in the Israeli higher education field in the 1970s and early 1980s. Drawing on archival research in three universities' historical archives, and on the theoretical lens of neo-institutional theory, I explore the origins and emergence of social engagement as a proto-institution, that is, an institution in the making. My analysis suggests that the current dominant model of engagement in the Israeli field, based on

one-on-one tutoring for scholarships, has come to marginalize other initiatives that were based on principles of social action. I show how the emergence of a new proto-institution in an established field is shaped by processes of institutional work, through which actors create, maintain and disrupt institutions.

Sevilla, M. P., & Snodgrass Rangel, V. (2022). **Career Development in Highly Sex-typed Postsecondary Vocational Technical Education Programs: A Social Cognitive Analysis**. *Journal of Career Assessment*, *30*(4), 658-677. https://doi.org/10.1177/10690727221074871
Using social cognitive career theory (SCCT), we examined the career development of students in sex-typed postsecondary Vocational Technical Education (VTE) programs in the Chilean context. We assessed the moderating effects of students? socioeconomic background, sex, membership to the sex-atypical group, and the intersection of these attributes across SCCT measures and the model?s predicted relationships. The results showed that students in sex-atypical careers, particularly low-income students, perceived supports and barriers differently, and that supports and barriers have different effects on self-efficacy and outcome beliefs. We also found differences between female and male students in these careers path, which suggests that the former face more challenges. However, we also found that their career development process unfolds similarly, suggesting that strategies designed to support these groups may be equally helpful for female and male students. We discuss the findings in light of prior literature and offer practical implications for VTE institutions.

Shernoff, E. S., Ruork, A. K., Nadeem, E., & Rizvi, S. L. (2022). **The feasibility and promise of Dialectical Behavior Therapy Skills Training with teachers and school personnel in high-poverty schools**. *Psychology in the Schools*, *59*(11), 2229-2250. https://doi.org/10.1002/pits.22695
This study examined the feasibility and promise of using virtual Dialectical Behavior Therapy Skills Training (DBT-ST) with educators. DBT-ST was offered to 39 educators (89% female, mean age 46.45) in one high-poverty school district during the COVID-19 pandemic using a pre–post design. Educators attended five of eight groups (Mode = 8) and there were statistically significant decreases in stress (p = .001, rrb = −.51) and dysfunctional coping (p = .000, rrb = −.57), and increases in DBT skill use (p = .016, rrb = .44). Ratings on anxiety and depression were unchanged. The χ2 analyses indicated a significant relationship between stress and attendance with the high stress group more likely to attend the groups than the low stress group, χ2(1) = 4.88, p = .027. DBT-ST may be feasible for teachers but future considerations regarding the role of mental health personnel in delivering teacher health and wellness interventions is warranted.

Tan, M. (2022). **School socioeconomic desegregation and student academic performance: evidence from a longitudinal study on middle school students in China**. *Social Psychology of Education*, *25*(5), 1135-1155. https://doi.org/10.1007/s11218-022-09710-w
School socioeconomic segregation is regarded as a threat to education equity worldwide. A policy tool randomising school admission can be utilised to adjust school socioeconomic status (SES), and it has the potential to compensate students disadvantaged by family socioeconomic status. To test this claim, this study investigated a longitudinal data. The analytic models reveal the following main findings: (1) school SES is positively associated with students' academic performance; (2) the positive effect of school SES is consistent among students from different socioeconomic backgrounds; (3)

overmatching to middle-SES schools academically benefits low-SES students; (4) the frog pond effect prevents low-SES and middle-SES students from obtaining advantages through studying in high-SES schools; (5) school factors are overwhelmed by family factors in predicting low-SES students' academic achievement. This research suggests that although students generally benefit from the rise of school SES, overmatching to a school does not necessarily compensate for students' academic disadvantages. Due to the potential frog pond effect, school socioeconomic desegregation fails to mitigate education inequity as a policy tool.

Tang, L., & Horta, H. (2022). **Studies on women academics in Chinese academic journals: A review**. *Higher Education Quarterly*, *76*(4), 815-834. https://doi.org/10.1111/hequ.12351
This paper explores how women academics in Chinese higher education have been understood as a topic of research by conducting a comprehensive review of publications on the theme in Chinese national academic journals, that is, national journals written in Chinese. The study identifies publication trends and key research issues concerning academic women in China, adopting a knowledge mapping perspective that unveils research and methodological choices, including data collection methods used in Chinese national journals since the mid-1980s, when the first publication on women academics was identified. The study finds that despite the rapid expansion of the population of women academics in the Chinese higher education system, this topic has been intermittently researched: interest in it peaked in the early 2010s but has declined since then. Past interest in the topic would be largely activated by governmental policy considerations and changes, but would become relatively dormant during periods of lower policy activity. The research has been mainly focused on policy and practice, and has lacked long-term perspectives; it has not always acknowledged societal and structural challenges that academic women face, and has not engaged in theory building. The latter is probably because much of the knowledge production has been based on personal opinions and views, and has suffered from a lack of critical thinking, a reliance on largely unsophisticated methods, and findings that are not generalisable.

UNESCO. Fonds Malala. (2022). ***Girls' education report cards: grading governments' progress towards getting every girl in school***. Consulté à l'adresse https://assets.ctfassets.net/0oan5gk9rgbh/41plCGCHZqNQlcQK0S7AP1/85587bcd7eb351466707cc7ae11609f1/TransformingEducation_20_DIGITAL_01.pdf
A l'approche de l'échéance 2030, le Fonds Malala qui évalue les progrès des gouvernements engagés en 2015 à parvenir à une éducation universelle de qualité pour tous d'ici 2030, montre que 18 % des pays à revenu faible et intermédiaire inférieur abritant 4 % des filles en âge d'être scolarisées dans le monde ne soutiennent pas suffisamment l'éducation des filles et que plus, 72 % des pays donateurs ne donnent pas la priorité à leu éducation.

UNICEF : Fonds des Nations unies pour l'enfance. (2022). ***Solving the equation: helping girls and boys learn mathematics***. New-York: UNICEF. https://www.unicef.org/media/127261/file/Solving%20the%20Equation.pdf
D'après de nouvelles analyses de données concernant plus de 100 pays et territoires dans le monde, les filles accusent un retard en mathématiques par rapport aux garçons. Cette disparité est en partie causée par les normes de genre négatives et par la vision souvent stéréotypée qu'entretiennent le personnel enseignant, les parents et les autres

élèves au sujet de l'"incapacité innée" des filles à comprendre les mathématiques. Le rapport souligne qu'une telle attitude a également pour effet de saper la confiance personnelle des filles, les préparant ainsi à l'échec. À la lumière d'une analyse de données portant sur 34 pays à revenu faible et intermédiaire, il convient également de noter que les trois quarts des enfants d'âge scolaire en 4e année du cycle d'enseignement primaire ne possèdent pas les compétences fondamentales en calcul. D'après les données provenant de 79 pays à revenu intermédiaire et élevé, plus d'un tiers des élèves âgés de 15 ans ont encore des compétences insuffisantes en mathématiques.

Urrego, V., & Mohib, N. (2022). **Ouverture sociale : intérêts et limites d'une politique ambitieuse**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.19997
Cet article s'intéresse au phénomène de l'ouverture sociale des grandes écoles françaises. Depuis les années 2000, une multitude de mesures et de dispositifs se développent en France dans le but d'élargir la base de recrutement des institutions d'élite critiquées, pour leur manque de diversité. Mais vingt ans après, le bilan s'avère mitigé. Ce texte tente d'apporter un éclairage à la compréhension de cette situation à partir d'une recherche portant sur le fonctionnement d'un dispositif d'accompagnement mis en place par un réseau d'écoles d'ingénieurs pour diversifier les profils de leurs étudiant·e·s. Les résultats de l'enquête réalisée auprès de trois catégories d'acteurs impliqués (pilotes, étudiant·e·s, équipe pédagogique) conduisent à interroger la pertinence du modèle de l'égalité des chances méritocratique sur lequel repose la plupart des initiatives actuelles.

Climat de l'école

Curran, F. C. (2022). **Ban the Discipline Box? How University Applications that Assess Prior School Discipline Experiences Relate to Admissions of Students Suspended in High School**. *Research in Higher Education*, *63*(7), 1120-1157. https://doi.org/10.1007/s11162-022-09683-x
For the past decade and a half, many institutions of higher education have asked about high school disciplinary experiences, including suspensions, on their applications. Advocates have argued that this "discipline box" has a negative effect on suspended students' likelihood to apply and be accepted to institutions of higher education with such a box. This study leverages application-level data along with novel historical records of institutions' undergraduate applications to examine the relationship between a discipline box and application and acceptances for suspended students. Leveraging both student and institution fixed effects, the study finds mixed evidence with regard to whether the presence of a discipline box is systematically related to students' likelihood to apply or be accepted to IHEs with discipline boxes, once accounting for other factors. Implications for policy are discussed and suggestions for future research that can address existing data limitations are proposed.

Fredrick, S. S., McClemont, A. J., Traudt, S., & Kern, M. (2022). **Boarding students' perceptions of school climate and well-being across gender and sexual orientation**. *Psychology in the Schools*, *59*(11), 2300-2316. https://doi.org/10.1002/pits.22698
The unique residential context found within boarding schools may have important implications for students' perceptions of school climate and, in turn, may impact their

social-emotional well-being. However, there is limited research on the relations between school climate and boarding students social-emotional well-being. This study intended to address this gap by investigating relations between student perceptions of school climate (i.e., engagement, safety, and environment) and social-emotional problems (i.e., emotional problems, conduct problems, hyperactive/inattentive symptoms, and peer problems) across gender and sexual orientation. A sample of 309 boarding students (60% female, 36% sexual minority) was surveyed. Results indicate significant negative relations between school safety and conduct problems and peer problems, and between school environment and hyperactivity/inattention. Findings also revealed differences across gender and sexual orientation among these relations. Further research is needed with larger and more diverse samples of boarding students.

HCE : Haut conseil à l'Égalité entre les femmes et les hommes. (2022). ***Face à la montée des violences chez les jeunes, le HCE appelle à un plan d'urgence de l'égalité à l'école***. Consulté à l'adresse https://www.haut-conseil-egalite.gouv.fr/IMG/pdf/hce_vigilanceeduc-2.pdf
Harcèlement sexuel, culture du viol, sexisme destructeur, inégalité des chances, absence d'éducation à la vie sexuelle et affective, la société est en train de fabriquer des générations de plus en plus perdues. Du primaire au baccalauréat, l'école est le premier lieu de cristallisation du sexisme, de fixation des rôles sociaux et des stéréotypes de sexe. Le HCE exhorte les pouvoirs publics à faire de l'éducation à l'égalité et au respect entre les femmes et les hommes dès le plus jeune âge, une priorité absolue. Cela commence par la refonte et la tenue des séances d'éducation à la sexualité prévues par la loi.

Knepp, K. A., & Knepp, M. M. (2022). **Academic entitlement decreases engagement in and out of the classroom and increases classroom incivility attitudes**. *Social Psychology of Education*, *25*(5), 1113-1134. https://doi.org/10.1007/s11218-022-09716-4
Previous research has indicated that academic entitlement can serve as a barrier between students and the benefits of a university education. As entitled students function as consumers and externalize responsibility for their learning outcomes, they risk lower grades and anti-intellectualism attitudes. This study explored how academic entitlement can be damaging to the student via engagement and social interaction deficits, as well as to faculty and the university at large through a lack of civility and appropriate classroom behaviors. One hundred ninety-seven undergraduate students completed scales on academic entitlement, student and schoolwork engagement, social adjustment to college, emotion regulation, plagiarism attitudes, classroom citizenship, and classroom incivility behaviors. Increased academic entitlement was associated with decreased engagement in and out of the classroom; poor social adjustment to university; poor academic emotion regulation strategies; a lack of appropriate classroom behaviors; and a greater acceptance of plagiarism, academic dishonesty, and incivility. Future research exploring how academic entitlement decreases university affiliation, commitment, and retention is recommended.

Moè, A. (2022). **Does the Weekly Practice of Recalling and Elaborating Episodes Raise Well-Being in University Students?** *Journal of Happiness Studies*, *23*(7), 3389-3406. https://doi.org/10.1007/s10902-022-00547-w
Increasing well-being is a prominent worldwide goal that can be achieved primarily through social support and environmental factors. However, in times of social distancing or isolation, it is important to also rely on self-managed activities. This study aimed to (a)

test the effectiveness of a seven-week well-being intervention, in increasing need satisfaction, self-compassion, emotion regulation, and grateful disposition by curbing need frustration, self-derogation, and emotional suppression, and (b) examine the maintenance and long-term effects of the practices based on recall, elaboration, and writing. One hundred and twenty university students weekly recalled and elaborated for seven consecutive weeks on three recent episodes of gratitude, self-affirmation, goal setting, or meaningful things, according to the group to which they were assigned. Before the intervention, immediately after and one month later, they filled in questionnaires to assess need satisfaction/frustration, self-compassion/derogation, emotion regulation and grateful disposition. The results confirmed an increase in well-being and a decrease in ill-being for all groups (Cohen d for the significant differences ranging from 0.18 to 0.53). The effects were maintained one month later and even increased for self-compassion, self-derogation, need frustration, and emotional reappraisal. A follow-up assessment revealed that a third of the participants continued with the well-being practices. Implications and suggestions for future well-being interventions are discussed.

Ong, E. L. C., & Chu, S. K. W. (2022). **A Hit or Miss—Can residential hall experience impact university students' development?** *Higher Education Quarterly*, *76*(4), 835-846. https://doi.org/10.1111/hequ.12352
Residential halls are an important component of college education, and the benefits for holistic personal development have been documented by previous research. The majority of studies, however, have focused on Western universities. The current research therefore assessed the academic, social and independent development of students attending universities in Hong Kong. A total of 1904 students completed a self-report questionnaire measuring various aspects of their development. The students living in residential halls scored significantly higher than those not living in halls on five aspects of development—peer group interactions and communication skills, self-efficacy, problem-solving skills, self-control and open-mindedness—but not on other aspects such as academic development. The results imply that improvements to students' residential hall experiences are needed to facilitate their personal development.

Perry, E. L., Kulik, C. T., Mendelsohn, D. B., & Shon, D. (2022). **Faculty Gender Diversity, Institutional Performance, and the Role of Diversity Climate**. *Research in Higher Education*, *63*(7), 1204-1236. https://doi.org/10.1007/s11162-022-09688-6
The current study examined the relationship between faculty gender diversity (GD) and college and university level outcomes and the role that diversity climate (DC) plays in these relationships in a sample of N = 282 4-year, public and private, non-profit, degree granting institutions in the U.S. Based on social categorization and signaling theories, we hypothesized a negative effect of increasing percentages of female faculty on institutional student graduation and retention rates measured at three points in time. We also hypothesized that these negative effects would be attenuated in higher education institutions with more positive DCs. Results revealed that faculty GD had a consistent linear negative effect on graduation and retention rates with little evidence for a moderating effect of DC. Supplemental analyses using cross-lagged panel analyses on a larger sample of 4-year, public and private, non-profit, U.S. degree granting institutions found that these negative effects were consistent across time, lending support for the causal effect of faculty GD.

Rizzotto, J. S., & França, M. T. A. (2022). **Indiscipline: The school climate of Brazilian schools and the impact on student performance**. *International Journal of Educational Development*, *94*, 102657. https://doi.org/10.1016/j.ijedudev.2022.102657
The article aims to assess the impact of the school climate on the academic performance of Brazilian students through the 2018 Program for International Student Assessment (PISA). The methodology used was the propensity score matching (PSM), Nearest neighborhood, Kernel, Radius, Inverse Probability-Weighted Regression-Adjustment (IPWRA), and the dose-response function (DRF). The results showed that a negative school climate is detrimental to students' school performance and the intensity of the climate affects grades in different ways. The peer effects on students' grades are significant, indicating that classmates matter for the perception of climate in addition to impacting the grade of others. Furthermore, the disciplinary climate in reading classes is one of the strongest predictors of academic performance and it is extremely important to understand the relationship between them.

St-Vincent, L.-A., Gélinas-Proulx, A., Huot, A., Labelle, J., Carlson Berg, L., Laforme, C., & B-Lamoureux, B. (2022). ***La gestion du changement organisationnel pour le bien-être et la réussite en éducation***. Consulté à l'adresse https://extranet.puq.ca/media/produits/documents/3269_9782760558090.pdf
En contexte de changement, comment accompagner l'équipe de l'organisation? Quelle forme de leadership adopter? Comment maintenir un climat bienveillant et positif? Vivre un changement organisationnel pour le bien-être et la réussite en éducation peut susciter des questionnements chez le gestionnaire. Cet ouvrage vise à faire état des connaissances issues de la recherche quant à la gestion du changement organisationnel en contexte de diversité dans une visée de réussite éducative et de bien-être afin de soutenir les gestionnaires des organisations éducatives et les chercheurs intéressés à la question. Constitué de trois parties, cet ouvrage aborde le concept du changement organisationnel, la gestion du changement en éducation ainsi que le changement pour le bien-être et la réussite en éducation, et ce, autour de trois axes : le climat, le leadership et l'accompagnement.

Tyurikov, A. G., Kunizheva, D. A., Voevodina, E. V., & Gruzina, Y. M. (2022). **The impact of the university environment on the development of student research potential: Implementing inbreeding in an open innovation environment**. *Higher Education Quarterly*, *76*(4), 874-888. https://doi.org/10.1111/hequ.12359
The purpose of the study is to assess the impact of the university environment on the development of the research potential of students, as well as build a model for identifying and retaining talented graduates in universities based on the concept of open innovation. In the study, sociological and statistical methods were used: a questionnaire survey of students and teachers of the Financial University, a correlation analysis of the results, as well as an analysis of the practices of working with gifted students in leading world universities. In the course of the study, it was found that students oriented towards further education showed a great subjective significance of research activity. In the conclusion, the authors present a model of 'healthy' academic inbreeding, developed in accordance with the concept of open innovation, which is designed to promote the 'talented' inbreeding, minimising the possible negative aspects of this phenomenon. The study results indicate the importance of the model since a significant part of students have a predisposition to inbreeding but some of the tools that motivate them to participate in research activities are insufficiently formed.

Évaluation des dispositifs d'éducation-formation

Glennie, E., Unlu, F., Edmunds, J., & Lauen, D. (2022). **Missing Academic Targets in Ninth Grade: Do Early College High Schools Give Students Second Chances for College?** *Research in Higher Education*, *63*(7), 1095-1119. https://doi.org/10.1007/s11162-022-09680-0

Advancing in key courses in ninth grade is an early, crucial step in preparing for college. Students who miss academic targets early in high school may not be ready to go to college 4 years later. In the United States, when students fail key courses in ninth grade, they may struggle to catch up to their peers who successfully took and passed these required courses. Even if they graduate high school with a good GPA, if they have not taken all required courses, they will not be eligible to attend college. This paper explores whether a comprehensive high school reform model—early college high schools—can mitigate poor ninth grade performance. Early colleges couple a rigorous academic experience with extensive student supports. This study examines whether early colleges are more effective in having students advance in key ninth grade courses, and when students do not advance, whether these schools are more effective in helping those students recover. These analyses are part of a statewide quasi-experimental study of early colleges in North Carolina. We find that some students did miss the college-readiness target by failing to advance in ninth grade English or mathematics courses. In early colleges students who missed their target in ninth grade were more likely to recover by advancing in college preparatory classes, graduate, and enroll in college.

Formation continue

Proust-Androwkha, S. (2022). **Description de la mise en oeuvre d'une démarche inductive pour caractériser les perceptions de présence des pairs-apprenants dans le cadre de la réalisation d'activités collectives à distance**. *Distances et Médiations des Savoirs*, *38*. https://doi.org/10.4000/dms.7812

Cet article décrit la démarche empirico-inductive mise en œuvre dans une recherche dont l'objectif était de comprendre la manière dont des apprenants, impliqués dans un dispositif de formation en ligne, perçoivent la présence de leurs pairs dès lors qu'ils interagissent avec eux dans le cadre de la réalisation d'activités collectives en groupe restreint. Cette recherche repose sur deux volets empiriques ; trente apprenants, issus de deux promotions engagées dans le même dispositif de formation en ligne, y ont participé. Le corpus de données est constitué de trente-six entretiens individuels menés entre 2018 et 2020 et de dix-huit récits phénoménologiques. Dans un premier temps, deux analyses quantitatives par traitement statistique des données qualitatives ont offert une vue synoptique du lexique présent dans le discours des apprenants. Les résultats des analyses ont témoigné de l'importance que ces apprenants attachaient à la dimension socio-affective des interactions entre pairs. Dans un second temps, trois analyses qualitatives, conduites par analyse à l'aide des catégories conceptualisantes (Paillé et Mucchielli, 2016), ont permis d'approfondir la compréhension de la dimension socio-affective des interactions entre pairs et, in fine, de modéliser la présence socio-affective des pairs telle que perçue par les apprenants.

Marché du travail

Albanesi, S., Gihleb, R., & Zhang, N. (2022). ***Boomerang College Kids: Unemployment, Job Mismatch and Coresidence*** (IZA Discussion Paper No 15507). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15507.htm
Labor market outcomes for young college graduates have deteriorated substantially in the last twenty five years, and more of them are residing with their parents. The unemployment rate at 23-27 years old for the 1996 college graduation cohort was 9%, whereas it rose to 12% for the 2013 graduation cohort. While only 25% of the 1996 cohort lived with their parents, 31% for the 2013 cohort chose this option. Our hypothesis is that the declining availability of « matched jobs » that require a college degree is a key factor behind these developments. Using a structurally estimated model of child-parent decisions, in which coresidence improves college graduates' quality of job matches, we find that lower matched job arrival rates explain two thirds of the rise in unemployment and coresidence between the 2013 and 1996 graduation cohorts. Rising wage dispersion is also important for the increase in unemployment, while declining parental income, rising student loan balances and higher rental costs only play a marginal role.

Arendt, J. N., Dustmann, C., & Ku, H. (2022). ***Refugee Migration and the Labor Market: Lessons from 40 Years of Post-arrival Policies in Denmark*** (IZA Discussion Paper No 15497). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15497.htm
Denmark has accepted refugees from a large variety of countries and for more than four decades. Denmark has also frequently changed policies and regulations concerning integration programs, transfer payments, and conditions for permanent residency. Such policy variation in conjunction with excellent administrative data provides an ideal laboratory to evaluate the effects of different immigration and integration policies on the outcomes of refugee immigrants. In this article, we first describe the Danish experience with refugee immigration over the past four decades. We then review different post-arrival refugee policies and summarize studies that evaluate their effects on the labor market performance of refugees. Lastly, we discuss and contrast these findings in the context of international studies of similar policies and draw conclusions for policy.

Berghammer, C., & Adserà, A. (2022). **Growing inequality during the Great Recession: Labour market institutions and the education gap in unemployment across Europe and in the United States**. *Acta Sociologica*, *65*(4), 374-397. https://doi.org/10.1177/00016993221083226

Ciavaldini-Cartaut, S., & Garino, M. (2022). **Stéréotypes négatifs à propos des séniors chômeurs et création d'un environnement capacitant de retour vers l'emploi**. *Travail et Apprentissages*, *23*(1), 11-39. https://doi.org/10.3917/ta.023.0011
La littérature du domaine documente une intégration de stéréotypes négatifs chez les séniors chômeurs qui limite leurs capacités à retrouver un emploi. Par ailleurs, la psychologisation des politiques d'insertion et l'absence de prise en compte des facteurs organisationnels et environnementaux du marché du travail pondèrent souvent l'efficacité des dispositifs dont ils sont bénéficiaires. Cet article rend compte d'une ingénierie de projet d'insertion à caractère expérimental qui est déployée dans le Sud

de la France. L'analyse de données mixtes à partir de l'approche par les capabilités et la théorie sociale cognitive de Bandura se focalise sur la substitution du caractère psychologisant de l'accompagnement vers l'emploi par celui plus développemental du projet expérimental. Ce dernier renforce les facteurs d'opportunité créés avec des entreprises partenaires et confère un caractère plus capacitant à l'environnement de retour vers l'emploi au sein du territoire concerné.

Fernagu, S. (2022). **L'approche par les capabilités dans le champ du travail et de la formation : vers une définition des environnements capacitants ?** *Travail et Apprentissages*, *23*(1), 40-69. https://doi.org/10.3917/ta.023.0040
De nombreux travaux conduits à partir du cadre des capabilités (Sen, 2001) interrogent la qualité des environnements de travail et/ ou de formation, et leur capacité à soutenir la professionnalisation, le développement professionnel ou le pouvoir d'agir. Les capabilités se présentent comme une grille de lecture de ces processus, un outil d'évaluation de ces derniers. Plus un environnement permettra de développer ses capabilités, plus il sera considéré comme capacitant. C'est cette notion d'environnement capacitant qui sera étudiée dans ce texte,pour mieux en comprendre les enjeux, en dessiner les contours, et apprécier la manière dont elle peut permettre de penser la mise en capacité à faire et à apprendre. Nous confronterons cette notion, en voie de théorisation, à quelques recherches empiriques issues des champs de l'ergonomie constructive et des sciences de l'éducation et de la formation.

Guadalupe, M., Jaravel, X., Philippon, T., & Srae, D. (2022). **Cap sur le capital humain pour renouer avec la croissance de la productivité**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3684* [Report]. Consulté à l'adresse Conseil d'analyse économique (France) website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3684
Le diagnostic traditionnel du déclassement économique français établit que la productivité resterait forte et que le problème principal serait un faible taux d'emploi. La France a certes un faible taux d'emploi comparé à celui de ses partenaires, mais elle pâtit également d'un ralentissement de sa productivité depuis une vingtaine d'années par rapport à l'Allemagne et les États-Unis comme le montrent Maria Guadalupe, Xavier Jaravel, Thomas Philippon et David Sraer dans cette nouvelle Note du CAE. Investir dans les compétences, pour gagner en productivité, la solution prônée par le CAE.

Palencia-Esteban, A. (2022). **Ségrégation professionnelle selon le statut migratoire et le sexe en Europe: comment expliquer les écarts entre pays?** *Revue Internationale Du Travail*, *161*(3), 383-419. https://doi.org/10.1111/ilrf.12253
L'autrice mesure la ségrégation professionnelle selon le statut migratoire en Europe, en analysant la situation séparément pour les femmes et pour les hommes. Les données proviennent des vagues 2005–2019 de l'enquête EFT de l'Union européenne. La répartition est plus ségrégative pour les femmes, par rapport aux hommes, pour les immigrés de la première génération, par rapport à la deuxième, et dans les pays d'Europe méridionale et orientale, par rapport à l'Europe septentrionale et occidentale. Une analyse contrefactuelle montre que les caractéristiques des migrants influent peu sur les écarts géographiques. Les institutions, les politiques d'intégration et les systèmes de valeur pourraient jouer un rôle important.

Parini, L. (2022). **Faire et défaire le genre au travail: parcours professionnels de personnes trans en Suisse**. *Revue Internationale Du Travail*, *161*(3), 445-463. https://doi.org/10.1111/ilrf.12184
L'autrice s'intéresse aux effets de la transidentité sur le parcours professionnel. À partir d'entretiens individuels approfondis, réalisés avec douze personnes trans en 2014–2015 en Suisse, elle fait ressortir les difficultés et réussites de ces trajectoires, en organisant l'analyse selon trois dimensions: la différence selon le type de transition (vers le genre féminin ou masculin), la conciliation parfois difficile entre les temporalités de la transition et celles de l'organisation et la gestion du coming out. Dans une réflexion finale sur l'accès des personnes trans à la citoyenneté économique, l'autrice recommande de réviser la législation du travail et de mieux sensibiliser les cadres aux thématiques de la transidentité.

Métiers de l'éducation

Abou Hamdan, O., Meschitti, V., & Burhan, M. (2022). **How is leadership cultivated between principal investigators and research team members? Evidence from funded research projects in the UK**. *Higher Education Quarterly*, *76*(4), 726-740. https://doi.org/10.1111/hequ.12342
This paper investigates leadership dynamics in research teams. It studies how principal investigators (PIs) and team members cultivate their relationship through the lens of leader-member exchange theory (LMX). Thirty-one in-depth interviews with both PIs and team members across 15 externally funded teams in the UK are analysed. The findings show that these relationships can be characterised along four influential dimensions: positional layer; informal layer; and the newly identified political layer and life domain. These layers show how PIs balance between formal and informal power structures, and, more broadly, how leadership dynamics go beyond the specific context in which a team is situated and members work. The notion constructing working relationships is proposed to stress on the need for both PIs and members to engage in a process of balancing potential tensions. Thus, the paper provides PIs with insights into the nature of leadership within a research team and recommendations regarding team design.

Anton, A., & Denecheau, B. (2022). ***Soutenir la scolarité des enfants suivis en milieu ouvert***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03787225
En 2019, en France, 312 700 mineurs étaient suivis par l'Aide sociale à l'enfance, dont environ la moitié (49,2 %) via une mesure de milieu ouvert [1]. Si la scolarité peut faire partie des éléments pris en compte dans l'accompagnement, elle n'est pas centrale. Pour autant, les difficultés scolaires de ces enfants sont fréquentes. Comment les travailleurs sociaux appréhendent-ils la scolarité de l'enfant et les difficultés qu'elle peut poser ? Comment travaillent-ils ce sujet avec les parents et les enseignants ?

Bara, F., & Bergamaschi, A. (2022). **« Pour traiter de manière approfondie un objet de recherche, on a besoin de différents regards, particulièrement dans une thématique aussi vaste que l'éducation et aussi investie par les politiques et le grand public »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.2050
Ben Hamouda, L. (2022, octobre 5). **AESH, un métier en mal de reconnaissance**. Consulté 14 octobre 2022, à l'adresse Le café pédagogique website:

http://www.cafepedagogique.net/lexpresso/Pages/2022/10/05102022Article638005423565952938.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519398
Depuis la loi du 11 février 2005 pour l'égalité des droits et des chances, de plus en plus d'élèves en situation de handicap sont scolarisés en milieu ordinaire - dans les écoles, collèges et lycées. Une avancée notable pour le droit des enfants en situations de handicap, leurs familles mais aussi pour l'ensemble de la société qui opère un changement dans le regard qu'elle porte sur le handicap. Pourtant, comme souvent lorsqu'il s'agit d'éducation et du secteur public, les moyens sont loin d'être à la hauteur. Dix-sept ans après la promulgation de la loi, près de 430 000 enfants sont scolarisés en milieu ordinaire, ils étaient moins de 127 000 en 2004-2005 selon la DEPP. Les AESH jouent un rôle majeur dans l'adaptation de la scolarisation. Pas assez nombreuses (94% sont des femmes), leurs conditions de travail mais aussi leur manque de formation les empêchent bien souvent de mener à bien leur mission.

Bergeron, D. (2022). ***La représentation des rôles mobilisés par les directions de collèges et de lycées marocains dans le cadre du pilotage du projet d'établissement*** (Thèse de doctorat en éducation, Université du Québec). Consulté à l'adresse https://archipel.uqam.ca/15851/1/D4243.pdf
Depuis une décennie, les réformes développées dans le système éducatif marocain se sont faites relativement rapidement et ont entraîné, au fil des années, certains changements systémiques. La Charte nationale de l'éducation et le Plan d'urgence qui ont suivi les analyses du système éducatif ont précisé des lacunes majeures afin d'apporter des mesures d'amélioration pouvant se déployer dans l'ensemble. Ces mesures touchent plusieurs angles du système éducatif Notons des mesures structurelles, opérationnelles, organisationnelles, mais aussi d'ordre pédagogique dans un cadre de décentralisation des activités, des pouvoirs, etc. C'est dans le cadre d'une réforme que le projet d'établissement a été introduit comme le pivot central de l'amélioration des apprentissages des élèves dans l'école. Il est devenu l'outil incontournable géré par le responsable de l'établissement d'enseignement, la direction. Dans ce cadre de réforme, cette dernière a été confrontée à plusieurs enjeux organisationnels qui sont venus grandement modifier ses tâches et ses rôles dans l'établissement d'enseignement et plus spécifiquement en ce qui concerne la gouvernance et la gestion pédagogique. Piloter un nouveau projet d'établissement, de sa conception à sa mise en oeuvre et à sa régulation, suscite des modifications importantes des rôles de la direction d'établissement et par ricochet ceux des autres responsables pédagogiques (Directions du Ministère, direction des AREF, directions provinciales, etc.) du système éducatif marocain qui interviennent dans l'établissement d'enseignement. Comme les directions des établissements d'enseignement ont l'obligation de mettre en place le projet d'établissement comme dispositif de gestion central pour une bonne gouvernance afin de favoriser les conditions d'amélioration de la qualité des apprentissages des élèves, cette situation les place dans une nouvelle dynamique managériale donnant une perspective inédite aux différents rôles qu'ils auront à mobiliser. Les objectifs de cette recherche visent à décrire les rôles mobilisés associés à de nouvelles responsabilités des directions. Ils s'intéressent aux différences dans les divers établissements d'enseignement ainsi qu'aux perspectives qui émergent de ce contexte de changement. Le cadre conceptuel central qui est notre référence majeure est celui de Mintzberg enrichi par celui d'autres auteurs comme Brassard, Brunet qui ont apporté des ajouts significatifs favorisant des assises solides conceptuellement. D'autres concepts se sont greffés à celui

de rôle, tels la représentation, la représentation sociale, la perception, le projet d'établissement, les compétences, venant ainsi enrichir le cadre conceptuel. Utilisant une méthodologie qualitative, nous avons mené trente-huit (38) entretiens semi-dirigés auprès des directions de collèges et lycées, issues de trois Académies régionales d'éducation et formation (AREF) choisies de façon aléatoire, tout en correspondant aux critères exigés dans le cadre de cette recherche. Nous avons recueilli le verbatim des enregistrements et nous les avons traités en nous inspirant du processus interactif d'analyse qualitative de Miles et Huberman (2003) qui comprend la collecte de données, la condensation, la présentation et la vérification des données. Pour ce faire, nous avons utilisé le logiciel NVIVO 11 comme instrument central de codage afin d'élaborer un arbre thématique ayant une structure catégorielle issue des verbatim des entretiens semi-dirigés des participants. Les résultats issus de l'analyse thématique indiquent globalement que les directions de collèges et lycées marocains ont utilisé diverses méthodes, diverses activités afin d'élaborer et mettre en oeuvre le projet d'établissement tout en ayant à leur disposition un gabarit identique. Les activités variées menées tout au long du pilotage du projet d'établissement ont été le créneau dans lequel ont oeuvré différemment les directions d'établissement d'enseignement. Leur comportement, les actions effectuées, les stratégies employées font ressortir les tâches accomplies, les rôles variés sur les plans interpersonnel, informationnel et décisionnel qui ont été mobilisés. Ce contexte a aussi été la source de l'émergence de nouveaux rôles dont certains côtoient de très près ceux des inspecteurs disciplinaires. Dans cette recherche dans un pays du Maghreb, nous avons tenu à garder un aspect neutre quant à la culture et la tradition inhérente au pays. Cependant, chaque direction en toute confidentialité a pu nous exprimer comment ils se représentaient leurs rôles dans le cadre de la réforme implantée au Maroc depuis quelques années.

Buisson-Fenet, H., Armagnague, M., & Leszczak, É. (2022). **Une exception bien ordinaire ? L'inclusion scolaire en situation de continuité pédagogique : le travail des coordonnateurs de dispositifs ULIS et UPE2A**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Spécialisés dans des dispositifs de marge exemplaires du « tournant inclusif » de l'école française, les enseignants d'ULIS et d'UPE2A montrent des dispositions professionnelles qui auraient dû les mettre au centre de la mise en œuvre de la continuité pédagogique des collèges et des lycées publics. Fut-ce le cas ? L'hypothèse que cet article met à l'épreuve est que le contexte inédit d'enseignement a réajusté la culture professionnelle de certains coordonnateurs aux conditions d'apprentissage rendues plus complexes dans cette période. Le type de dispositif inclusif (UPE2A ou ULIS) semble cependant avoir aggravé ce que nous nommons le « sentiment de suppléance » dont certains coordonnateurs pouvaient rendre compte dès avant la crise sanitaire.

Cahon, J. (2022). **Bruno Poucet et la Picardie : un historien de l'éducation et son territoire**. *Carrefours de l'éducation*, *53*(1), 47-70. https://doi.org/10.3917/cdle.053.0047
Le parcours professionnel et l'œuvre universitaire de Bruno Poucet sont intimement liés à la Picardie, où il est né et a grandi. Bâtisseur d'une histoire de l'éducation renouvelée, il est aussi l'un des acteurs d'une approche territoriale (Amiens, le département de la Somme et plus largement la région picarde). Celle-ci est à la fois le fruit d'un itinéraire d'enseignement et d'une mutation de son travail de recherche après la soutenance de son HDR, du national vers le local. Cet article propose de revenir sur cette dimension de

sa contribution à la recherche et son apport épistémologique. Trois axes sont identifiés et mis en perspective. Son « goût de l'archive » l'a conduit à découvrir ou fabriquer des sources locales inédites et produire d'indispensables guides ou instruments de recherche. Cette pratique a accompagné le développement de l'histoire de l'enseignement supérieur et de l'académie d'Amiens.

Chen, Y., Cao, L., Guo, L., & Cheng, J. (2022). **Driving is believing: Using telepresence robots to access makerspace for teachers in rural areas**. *British Journal of Educational Technology*, *53*(6), 1956-1975. https://doi.org/10.1111/bjet.13225
This study explored two different ways for K-12 school teachers to access educational makerspace through virtual fieldtrips. K-12 school teachers from rural areas of the Southeast USA were divided into two groups. The experimental group (n = 48) drove telepresence robots to take their fieldtrip, while the comparison group (n = 23) watched the same fieldtrip through a recorded video. Analyses of the quantitative and qualitative data, collected through surveys and written reflections, showed that the experimental group reported significantly higher scores in embodiment, social presence and engagement (ie, behaviour, emotion and cognition) than the comparison group, and that actual driving the robots for the virtual fieldtrips was highlighted as a favored experience. Educational significance and implications are discussed. Practitioner notes What is currently known about this topic With makerspaces gaining increasing attention in K-12 education, professional development (PD) opportunities are needed to help teachers understand makerspaces and related technologies. Teachers in rural areas are faced with the challenges of accessing makerspace resources and opportunities, especially during the COVID-19 pandemic. Little research has explored teacher makerspace PD in rural areas. Maker resource deficiency in rural areas and the COVID-19 pandemic call for an alternative approach to the makerspace PD, particularly for teachers in rural areas. What this paper adds Explored the use of telepresence robots for rural teachers to access an authentic makerspace through virtual fieldtrips. Examined the effects of virtual fieldtrip to access makerspaces on K-12 teachers' embodiment, social presence and engagement. Examined the aspects of the telepresence fieldtrip that were most valuable to K-12 teachers. Investigated the factors that contribute to teachers' engagement in a virtual fieldtrip. Implications for practitioners Telepresence robot was an effective tool that enabled teachers in rural areas to explore authentic makerspaces through a virtual trip over distance. To help teachers conceptualize the idea of makerspace, it is important to allow teachers to move in the physical makerspace and interact with the environment. To design an engaging fieldtrip that triggers active learning, more attention should be given to how to develop the emotional aspect of a fieldtrip experience. Embodiment plays an important role in virtual fieldtrips. When teachers have a higher level of embodiment, they are more likely to be emotionally and cognitively engaged in a fieldtrip experience.

Cochran-Smith, M., Craig, C. J., Orland-Barak, L., Cole, C., & Hill-Jackson, V. (2022). **Agents, Agency, and Teacher Education**. *Journal of Teacher Education*, *73*(5), 445-448. https://doi.org/10.1177/00224871221123724

Cochran-Smith, M., & Reagan, E. M. (2022). **Centering Equity in Teacher Education Evaluation: From Principles to Transformative Enactment**. *Journal of Teacher Education*, *73*(5), 449-462. https://doi.org/10.1177/00224871221123728

Since the early 2000s, accountability and evaluation have been regarded by policymakers as key mechanisms for ?fixing? teacher education and by many teacher education leaders as vehicles for elevating the status of the profession and uniting a fragmented field. Although educational inequity has been an enduring and endemic problem during the same time period, most major policy proposals regarding teacher education evaluation and accountability have said very little about equity. This article makes an argument for equity-centered teacher education evaluation and accountability by highlighting nine innovative examples that collectively illustrate what it means and what it looks like to position equity at the center of teacher education evaluation/accountability. Together, these examples are intended to be generative, providing a lens into how the interrelated dimensions of strong equity-centered evaluation play out at different sites of practice and how equity initiatives emerge and operate at different levels of policy.

Condette, J.-F. (2022). **Les enquêtes de terrain de Georges Lefèvre (1899-1910) : un enseignant de philosophie, pionnier des sciences de l'éducation dans la France du nord**. *Carrefours de l'éducation*, *53*(1), 71-91. https://doi.org/10.3917/cdle.053.0071
Georges Lefèvre (1862-1929), avec quelques autres figures comme Charles Chabot à Lyon, est un des pionniers de l'enracinement des enseignements et des recherches universitaires dans ce qui s'appelle à l'époque la science de l'éducation. À la faculté des lettres de Lille, c'est lui qui incarne temporairement le développement de ces approches. Boursier conquérant de la jeune République, agrégé de philosophie (1887) et docteur (1895), il enseigne pendant quatorze ans dans le secondaire (lycée de Laon) puis à la faculté des lettres de Douai comme maître de conférences en philosophie (1896) puis comme titulaire de la nouvelle chaire créée pour lui de la science de l'éducation (1899-1913) avant de devenir professeur de philosophie. Il fonde en 1898 un institut de pédagogie et attire vers la faculté de nombreux enseignants et inspecteurs (en particulier du primaire). En 1903, il est élu doyen de la faculté et le demeure jusqu'à son décès en 1929. Il ne s'agit pas ici de revenir en détail sur ce parcours d'un universitaire de la Troisième République mais d'insister sur quatre enquêtes de terrain qu'il dirige entre 1899 et 1910 en lien avec les écoles, collèges ou lycées de l'académie de Lille pour en voir les finalités, les résultats et leurs limites, montrant dans le même temps ce souci du « terrain » qui apparaît novateur dans ce champ éducatif.

Conseil des ministres de l'Éducation (Canada) (CMEC). (2022). ***Business Case and Implementation Plan of a Pan-Canadian Credential Assessment Centre for Internationally Educated Teachers. Council of Ministers of Education*** (p. 64). Consulté à l'adresse CMEC website:
https://cmec.ca/Publications/Lists/Publications/Attachments/432/Business_Case_and_Implementation_Plan_PQAC_IETs_EN.pdf

Coppe, T. (2022). ***Untangling second career teachers' entry process in TVET schools: From the suitability of entry profiles to the benefits of social capital for a successful work socialization process*** (Thèse présentée en vue de l'obtention du grade de Docteur en sciences psychologiques et de l'éducation, Université catholique de Louvain). Consulté à l'adresse https://dial.uclouvain.be/downloader/downloader.php?pid=boreal%3A260047&datastream=PDF_01&disclaimer=fcd776d779ef7263d500d5de6a5b6406f9095bb2bf7697458972b97b957d3266

Over the past years, policymakers and scholars have become increasingly interested in second career teachers. As they are seen as a solution to tackle the teacher shortage, policies have been implemented to attract and recruit second career teachers. Consequently, we observe an increase in the second career teacher population in educational systems worldwide. However, research evidence has shown that second career teachers suffer from a high attrition rate, showing that they are two times more likely to leave the profession during their first 5 years compared to first career teachers. This thesis aims to understand this attrition phenomenon by untangling second career teachers' process of entry into technical and vocational education and training schools. The entry process is presented as shaped by two "momentums". The first is the transition to the teaching profession and the second is the induction into this new professional role of being/becoming a teacher.

Crinon, J., & Ferone, G. (2022). **Enseigner à distance, un révélateur du rapport des enseignants au métier**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Beaucoup d'enseignants ont vécu positivement l'expérience du confinement de 2020, quand d'autres au contraire expriment des sentiments très négatifs sur leur exercice du métier pendant cette période. À partir d'entretiens avec vingt-trois professeurs des écoles, nous mettons en relation le niveau de satisfaction ou d'insatisfaction avec le rapport au métier. Quatre grandes dimensions apparaissent dans les propos tenus. La distance permet-elle un renouvellement du métier ou empêche-t-elle de l'exercer ? Le travail s'est-il situé dans le prolongement du travail antérieur ou a-t-il entraîné une rupture ? Quelle importance ces enseignants donnent-ils à la réussite des élèves, et en particulier des plus fragiles ? L'école doit-elle s'ouvrir au monde et aux parents ou au contraire s'en protéger ?

Cuvillier, M. (2022). **Diriger une école primaire supérieure de filles. L'exemple d'Amiens (1883-1920)**. *Carrefours de l'éducation*, *53*(1), 93-108. https://doi.org/10.3917/cdle.053.0093
L'enseignement primaire supérieur, créé en 1833, passé sous silence en 1850, connaît un nouvel essor à partir de 1881. Si les finalités de cet enseignement sont claires pour les garçons, elles le sont beaucoup moins pour les filles. Dès lors, comment les premières directrices et les professeures de ces établissements ont-elles géré leur établissement ? Cet article vise à mettre en lumière leurs préoccupations en matière d'éducation et d'instruction, ainsi que les ambitions qu'elles nourrissent pour les élèves qui leur sont confiées. À partir d'archives inédites, on montrera le rôle qu'ont joué ces pionnières dans la scolarisation des jeunes filles des milieux populaires mais aussi dans l'histoire de l'enseignement féminin au tournant du xxe siècle.

Damon-Tao, L. (2022). ***Prendre soin de la relation enseignant-élève. La formation au développement des compétences émotionnelles des enseignants comme piste potentielle***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=74498
Favoriser des interactions enseignant-élève empreintes de chaleur, d'affection et de soutien est primordial. Pour les élèves, ce type de relation contribue à développer leur engagement, leurs résultats scolaires, leurs compétences émotionnelles et sociales. Pour les enseignants, il favorise le ressenti d'émotions positives. Une telle relation est

cependant rarement instaurée avec les élèves présentant des comportements perturbateurs, ces derniers ayant tendance à vivre une relation conflictuelle avec leur professeur. Or, ce type d'interactions favorise le maintien de ces comportements dans le temps et l'épuisement émotionnel des enseignants. Outiller ces derniers à améliorer la qualité de la relation vécue avec ces enfants constitue un enjeu important. Dans cette perspective, une recherche a été menée auprès de sept enseignantes de maternelle pour évaluer l'efficacité d'une formation courte, dédiée au développement de leurs compétences émotionnelles. Cet ouvrage présente le cadre théorique mobilisé, l'ingénierie de formation réalisée et les résultats observés.

Denis, J. (2022). ***Les enseignants de deuxième carrière: une valeur ajoutée pour leur établissement scolaire?*** (Master [120] en sciences de l'éducation, à finalité spécialisée, Université catholique de Louvain). Consulté à l'adresse https://dial.uclouvain.be/memoire/ucl/fr/object/thesis:34913
Ce mémoire en sciences de l'éducation investigue la question de recherche suivante: les enseignants de deuxième carrière, une plus-value pour l'école? Les enseignants de deuxième carrière (EDC) représentent une population d'intérêt depuis plusieurs années car leur recrutement est le résultat d'une stratégie pour résorber la pénurie d'enseignants. En outre, ils représentent un enjeu supplémentaire car ils amènent avec eux des compétences curriculaires et organisationnelles qui sont une plus-value pour l'école. Néanmoins, ces compétences organisationnelles n'ont à notre connaissance pas encore été investiguées. A travers une approche inductive du terrain par la théorie ancrée informée, nous avons donc questionné des EDC et des membres de la direction d'une école technique et professionnelle pour savoir s'ils perçoivent ces compétences et comment ils les gèrent. Nos résultats montrent que leur insertion professionnelle est notamment rendue compliquée par des obstacles administratifs qui provoquent des tensions avec la culture scolaire, un besoin de valoriser leurs compétences et des difficultés pédagogiques liées à un statut de novice expérimenté. De plus, ils mettent également en évidence un lien entre cette dernière et la gestion des compétences des EDC qui semble confirmer que valoriser leurs compétences revient à agir positivement sur leur insertion professionnelle. Dans notre discussion, nous établissons que ces compétences semblent bien être perçues par les directions, mais que celles-ci semblent trop préoccupées par les multiples engagements engendrés par la pénurie et leurs autres missions que pour en développer une gestion effective. Il ressort donc qu'actuellement les compétences sont traitées de manière hasardeuse, ce qui n'offre pas aux EDC la reconnaissance qu'ils attendent et ne leur permet pas de mettre pleinement au profit de l'école leur valeur ajoutée. Pourtant, cette dernière leur permettrait d'être de vrais acteurs de changement pour leur établissement.

Dintrich, M., Hache, C., & Ladage, C. (2022). **La formation initiale des enseignants du premier degré à l'inclusion scolaire des élèves en situation de handicap : le point de vue de formateurs d'INSPE**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20739
L'objectif de cet article est de présenter les résultats d'une enquête sur la perception des formateurs d'INSPE au sujet de la construction des programmes de formation initiale des enseignants du premier degré et, plus spécifiquement sur les enseignements et les ressources mis à disposition des enseignants en formation pour l'apprentissage de la mise en œuvre de l'inclusion scolaire des élèves en situation de handicap en classe ordinaire. Réalisée dans une approche didactique, notre recherche met en lumière qu'il existe une

prédominance de rapports personnels aux questions que suscite l'école inclusive sur des rapports institutionnels qui peinent à se construire et à être diffusés.

Dumonteil, J. (2022). **Enseignants autistes : l'aboutissement d'un parcours inclusif ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20398
En s'appuyant sur l'ancrage théorique de la recherche biographique et la démarche méthodologique qui lui est propre, cet article se propose d'étudier le processus de subjectivation auquel se livrent des enseignants autistes en début de carrière. L'approche proposée permet d'analyser la construction, par le récit, des parcours de ces enseignants autistes au sein de l'institution scolaire. L'objectif de cette étude est, tout en n'occultant pas les nombreuses difficultés relatées, de mettre en lumière, à travers la parole de personnes concernées, leur parcours singulier et la trajectoire qu'elles définissent comme leur étant propre. Enseigner en étant autiste représente-t-il alors l'aboutissement d'un parcours ou le point de départ d'une dynamique réellement inclusive ?

European Commission. (2022). **Teachers' and school heads' salaries and allowances in Europe**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3686* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/ac952388-4911-11ed-92ed-01aa75ed71a1/language-en
This report covers the salaries of teachers and school heads in pre-primary, primary and general secondary public schools in 2020/2021 in 39 European education systems. The comparative overview examines the statutory salaries for beginning teachers and the prospects for salary increases throughout their career. It also analyses the main changes to teachers' statutory salaries in the past years, the average actual salaries including allowances and other additional payments, and the statutory salaries of school heads. There is an annexe to this report on Eurydice-website, which includes the country-specific information in Excel-format. Data have been collected jointly by the Eurydice and the OECD/NESLI networks.

Faller, C. (2022). **Janvier-février 2022, une entrée dans le métier en forme de baptême du feu pour des enseignants stagiaires du Var**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.2010
Cet article traite de la confrontation de professeurs fonctionnaires stagiaires étudiants (PFSE) du premier degré, à l'école ouverte en situation de crise Covid aiguë de janvier à mi-février 2022. Le recueil de données fait suite à leur expérience dans leurs écoles respectives et laisse apparaître de nombreuses problématiques consécutives à la mise en place de protocoles sanitaires sans cesse en évolution, eux-mêmes désorganisant les apprentissages des élèves et provoquant des incompréhensions, voire même une rupture avec des parents d'élèves. C'est en effet dans un contexte tendu de crise sanitaire, ponctué de vagues d'absences de leurs élèves, que ces enseignants débutants ont été contraints de mettre en œuvre leur enseignement, de transmettre des savoirs et de construire des situations d'apprentissages. La méthode de recueil des données est celle du focus groupe et porte sur un panel de 83 PFSE réparti·e·s principalement dans le Var, dans des écoles maternelles et élémentaires. Il apparaît, dès

les premiers échanges, un net écart entre la parole libérée de ces nouveaux entrants dans le métier et le discours produit par l'Institution et les grandes chaînes d'information.

Ferhat, I. (2022). **L'historien de l'éducation face à une passion française. Bruno Poucet et l'étude de la laïcité scolaire**. *Carrefours de l'éducation*, *53*(1), 109-125. https://doi.org/10.3917/cdle.053.0109
La laïcité scolaire a à la fois été un enjeu majeur de l'histoire politico-éducative de la nation française et un aspect crucial du travail de recherche de Bruno Poucet. Depuis son travail sur la FEP-CFDT (syndicat de l'enseignement privé) jusqu'à son implication au sein du groupe de travail transnational « Laïc education », cette question du rapport entre religieux, pouvoirs publics et école a irrigué une partie importante de ses travaux. Comment se positionne son travail dans les travaux et tendances de recherche sur la laïcité scolaire ? Quelles caractéristiques et tendances ont marqué son œuvre sur ce sujet ?

Fischer, D., King, J., Rieckmann, M., Barth, M., Büssing, A., Hemmer, I., & Lindau-Bank, D. (2022). **Teacher Education for Sustainable Development: A Review of an Emerging Research Field**. *Journal of Teacher Education*, *73*(5), 509-524. https://doi.org/10.1177/00224871221105784
Teacher Education for Sustainable Development (TESD) is a niche innovation in teacher education that empowers teachers to prepare learners to address global socio-environmental challenges. To advance the diffusion of this niche innovation into general teacher education, this article offers a systematic literature review based on a qualitative analysis of 158 peer-reviewed publications on TESD research. Our results show that TESD research is a growing field characterized by five types of inquiry: designing learning environments, understanding learner attributes, measuring learning outcomes, promoting systems change, and advancing visions for the field. Major innovation potentials of TESD for more general teacher education are its emphasis on the grand socio-environmental challenges of our times, methodologies to engage with knowledge diversity (e.g., inter/transdisciplinarity), and sustainability science learning approaches (e.g., backcasting). We suggest that future work builds from this review to strengthen links between teacher education and TESD in enhancing quality education.

Fitchett, P. G., & Heafner, T. L. (2022). **Illuminating the Black Hole: Examining Middle Grade Social Studies Teacher Education Pathways and Student Achievement**. *Journal of Teacher Education*, *73*(5), 494-508. https://doi.org/10.1177/00224871221108642
Examining the connections among teacher characteristics, instructional decision-making, and student learning in social studies education are both complicated and contentious. In the current study, we shed light on middle grades social studies teaching and learning?a black hole of research in the subject area. Using data from the National Assessment for Education Progress (NAEP) eighth grade U.S. history assessment, we explore the intersections of eighth grade social studies teachers? teacher education pathways, instructional, decision-making, and curricular structure on students? knowledge of history. Results suggest that teachers identified as having a social studies-inclusive teacher education background and who only teach social studies (as opposed to multiple subjects) were associated with higher average student performance on the NAEP exam. Findings have implications for middle grades social studies teacher education and how the subject is organized within middle schools.

Gargroetzi, E. C., & Garcia, A. (2022). **"I Don't Think Kids Nowadays Feel Like They Have a Lot of Power": Exploring Teacher Civic Commitments in a National Online Letter Writing Project**. *Journal of Teacher Education*, *73*(5), 479-493. https://doi.org/10.1177/00224871221105791
This study investigates teacher participation in a national online youth civic letter writing project through the lens of teacher civic commitments. Drawing on in-depth interviews and survey data from teachers who participated in the Letters to the Next President 2.0 project, civic commitments are articulated through civic beliefs, learning goals, instructional enactments, and geopolitical context. With a generic shared belief in ?youth voice,? teachers enacted the civic letter writing project through instructional activities that included (a) choice of topic, (b) publication, (c) reading letters from other youth, (d) research, (e) peer dialogue, and (f) connections beyond the Letters project. While beliefs appeared widely shared, divergence in learning goals and enactments led to distinct learning opportunities for students. With minimal research exploring the role of teachers in student civics learning, this study provides new insights to guide teacher preparation and ongoing teacher development in the realm of civics education.

Gaus, N., Jasruddin, Saleh, A., Resnawaty, R., Paramma, M. A., & Tanjung, Y. (2022). **Trading-off monetary rewards as reinforcers to enhance task motivation and performance of publication in academia**. *Higher Education Quarterly*, *76*(4), 800-814. https://doi.org/10.1111/hequ.12350
This paper aims to examine how an inappropriate traded-off design scheme of monetary rewards as reinforcers to task motivation and performance can promote poor quality of publication in academia and create the potential 'hidden costs of rewards.' Six universities in the western and eastern regions of Indonesia were selected to investigate this issue, and 70 academics from different social science backgrounds were interviewed. Our research results show that the monetary rewards implemented by the Indonesian government only act as a trigger for the initial motivation and become a quantitative lever for journal publications, not a quality lever. Consequently, the quality of publication is still poor because of the low-powered incentive schemes that are designed based on task-completion, disregarding the 'synergistic effect' between the government's intentions and the academics' attributions. The implications of this study and recommendations to policymakers are provided in this paper.

Girardet, C., & Mottier Lopez, L. (2022). **La bienveillance à l'épreuve de l'évaluation entre pairs à l'université**. *Swiss Journal of Educational Research*, *44*(2), 223-236. https://doi.org/10.24452/sjer.44.2.5
This paper studies educational prosociality ("bienveillance" in French), as operationalized in a sustainable continuous assessment for learning design in a Swiss university. Following an initial production, 64 students wrote feedback on their peers' work. Students answered an item about their perception of feedbacks' prosociality. Then, working in 30 forums, students brought forth recommendations to write prosocial feedback. We analysed the variations of prosociality perceptions for each feedback, the links between feedback contents and prosociality perceptions, and students' recommendations. Finally, we discuss the subjectivity and situatedness of prosociality perceptions.

Godel, L., Martin-Dametto, S., & Thollot, N. (2022). **« Le collectif a permis de faire face. Mais beaucoup est à reconstruire »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://publications-prairial.fr/diversite/index.php?id=1415
Après deux ans de crise sanitaire, trois inspecteurs de l'Éducation nationale (IEN), chargés de circonscription dans le premier degré, reviennent sur leur vécu. Collaboration écoles-familles, évolution de la forme scolaire, augmentation des tensions et des charges de travail de tous, ils racontent comment chacun a fait face, et avec quels nouveaux enjeux pour les temps à venir. Patrick Picard : Quelle perception domine quand vous revenez sur les deux années qui viennent de se passer ? Laurent...

Jarraud, F. (2022, octobre 3). **Salaires enseignants : La France toujours nettement en dessous de la moyenne OCDE**. Consulté 14 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/03102022Article638003923793033174.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519391
« La France a des professeurs low cost » avons-nous titré en 2021. En 2022, selon la nouvelle édition de Regards sur l'éducation, une publication annuelle de l'OCDE, rien n'a changé. Les salaires enseignants sont toujours en moyenne 19% plus bas que la moyenne des pays de l'OCDE. Sur 37 systèmes éducatifs, 25 proposent des salaires supérieurs aux salaires français. Aucun grand pays développé ne dépense aussi peu pour ses enseignants. Ce qui n'empêche pas la France d'exiger davantage d'heures de travail de ses enseignants que la moyenne de l'OCDE...

Karabchuk, T., Shomotova, A., & Chmel, K. (2022). **Paradox of research productivity of higher education institutions in Arab Gulf countries: The case of the UAE**. *Higher Education Quarterly*, *76*(4), 759-785. https://doi.org/10.1111/hequ.12347
This paper investigates the paradox of research productivity of higher-education institutions in the Arab Gulf Countries. Exploring the case of the United Arab Emirates (UAE) the article fills the gap in the literature on the Gulf higher education research efficiency. Despite the considerable investment into higher education, UAE universities showed rather slow growth in research output. This puzzle was tackled to present possible policy outcomes relevant for research productivity in higher education institutions located in the emerging economies. The study highlights the research productivity indicators dynamics for GCC countries and brings detailed analysis on the research output and input for the UAE universities. We argue that to succeed in academic efficiency the county needs to increase its research investments and diversify research-boosting policies and practices. The policies should focus on work-attractive long-term conditions for the faculty/researchers, home-based doctoral education system and home-trained human resources.

Markakis, K. (2022). **Arts de faire avec la vulnérabilité. Rencontres avec des coordonnateur.trice.s d'ULIS dans le cadre d'entretiens cliniques de recherche.** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20483
À partir d'une recherche clinique d'orientation psychanalytique sur le rapport des coordonnateur.trice.s à leurs propres pratiques professionnelles, cet article met la focale sur les différentes façons de faire avec ce que l'on pourrait qualifier de « vulnérabilité » dans les situations d'enseignement qui affecte aussi bien le/la coordonnateur.trice que

l'élève. L'analyse de trois entretiens non-directifs tente d'esquisser les pratiques et les gestes professionnelles singulières qui permettent à chacun.e de faire avec la vulnérabilité, en discutant les liens entre ces pratiques, le rapport au savoir et les « arts de faire dans le quotidien » (Certeau, 1990).

Mbwassak, R. (2022). **Pratique des activités d'orientation-conseil et projet professionnel de l'élève au Cameroun**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20045
De nos jours, au regard des multiples enjeux et des espoirs dont elle fait l'objet, l'orientation-conseil à travers le projet professionnel est cet interface de formation qui favorise la réussite scolaire et la préparation de l'élève à une carrière professionnelle future. Cette recherche pose le problème de l'accompagnement des élèves par les conseillers d'orientation dans la co-construction de leurs projets professionnels préparant à une insertion professionnelle assurée, si l'on se réfère aux difficultés de choix de formation et d'insertion socioprofessionnelle que connaissent les diplômés de nos jours. Pour ce faire, un questionnaire a été administré à un échantillon de 628 élèves des terminales des neuf établissements d'enseignement secondaire public de la ville de Bertoua. La mise à l'épreuve de quatre hypothèses par le test de régression logistique multiple a permis de vérifier que le recours par les conseillers d'orientation à leurs principales activités que sont (les sessions de formation, le counseling, la recherche appliquée et le testing psychotechnique) favorisent l'accompagnement des élèves dans la construction de leurs projets professionnels.

Miribel, J. de. (2022). **Composer avec l'expectation actorielle dans la relation chercheur-acteurs**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20150
Cet article de recherche s'attache à étudier la relation entre chercheur et acteurs du terrain étudié à l'aune de l'expectation actorielle et de ses effets dans le processus de recherche. A partir d'une recherche doctorale réalisée en CIFRE et privilégiant une enquête par observation participante, l'article expose l'auto-analyse par le chercheur de sa posture alors qu'il est confronté à l'expression d'attentes à son égard de certains acteurs du terrain, des tuteurs-infirmiers en psychiatrie. La réaction à ces attentes l'amène à prendre part à des journées de travail réunissant ces tuteurs et à leur restituer certaines données de recherche les concernant. Il identifie ainsi une fonction cachée constituant une ressource pour l'activité des tuteurs, aussi bien dans le cadre du tutorat que dans les services de soins. Si cet aspect constructif est souligné, cette réaction à l'expectation actorielle n'appelle pas moins à en questionner les soubassements subjectifs et institutionnels.

Mula, J., Rodríguez, C. L., Domingo Segovia, J., & Cruz-González, C. (2022). **Early career researchers' identity: A qualitative review**. *Higher Education Quarterly*, *76*(4), 786-799. https://doi.org/10.1111/hequ.12348
In recent decades, higher education has witnessed the development of a series of policies aimed at improving its quality. To this end, accountability measures have been promoted, which are having a major impact on academics. In addition, the precariousness of work in this professional sector is contributing to emphasise its consequences. In this context, early career researchers have become a highly vulnerable group, as the pretence of wanting to be part of the academic world is becoming an increasingly challenging purpose. This systematic review of the literature

aims to collect and systematise the most relevant contributions on the impact that this situation has on the professional identity of young academics. To this end, a bibliographic search was carried out in four different databases (Web of Science, Scopus, Education Resources Information Center, Google Scholar), which yielded a total of 24 articles published in international journals. The results show how the political-economic measures that currently surround higher education are contributing to the development of a new neoliberal academic subject characterised by a professional identity unconsciously subjected to the system's requirements. This identity is characterised by a prioritisation of research over teaching, by the development of unethical research practices and by their impact on health and social and family relations. Finally, the need for more studies in this line with other approaches (longitudinal) and with more general and varied samples is emphasised.

Napoli, J. (2022). **Quelques conséquences de la pandémie de covid-19 sur la méthodologie de recherche qualitative en sciences de l'éducation**. *Raisons éducatives*, 26(1), 305-317. https://doi.org/10.3917/raised.026.0305
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Neca, P., Borges, M. L., & Pinto, P. C. (2022). **Teachers with disabilities: a literature review**. *International Journal of Inclusive Education*, 26(12), 1192-1210. https://doi.org/10.1080/13603116.2020.1776779
The development of an inclusive education system is regarded as a fundamental pillar for the full participation of persons with disabilities in society. To date, research on inclusive education has been mainly focused on students with disabilities, special education teachers and the role of legislation with less attention being paid to another important player in the implementation of a truly inclusive education system: teachers with disabilities. To address this knowledge gap, in this article we present a literature review, analysing the main findings and contributions from research that examines issues pertaining to teachers with disabilities. Drawing from 53 articles published in English in peer-review journals, the paper identifies four main research topics: (1) Teachers' life trajectories, educational practices, and challenges; (2) Teacher's training; (3) Perspectives about teachers with disabilities (among students and school principals), and (4) the under-representation of teachers with disabilities in the literature. We conclude

arguing that the research agenda on inclusive education would benefit from including the perspective of teachers with disabilities.

Nguyen, P., Webel, C., Yeo, S., & Zhao, W. (2022). **Elementary teachers' agency: the role of perceived professional space and autonomy**. *Journal of Curriculum Studies*, *54*(5), 665-686. https://doi.org/10.1080/00220272.2022.2081821
In this article, we draw on teacher surveys and interviews to explore elementary teachers' perceived professional space, especially in relation to perceived autonomy, and what these perceptions reveal about the achieved agency of individual teachers. Our analyses revealed two distinct profiles for perceived professional space, and a positive correlation between pedagogical autonomy and some aspects of perceived professional space. However, teachers that experienced more autonomy and support from their professional space were not always able to achieve agency, as personal and contextual factors mediated the achievement of agency.

Normand, R. (2022). ***Le leadership du chef d établissement***. Consulté à l'adresse https://docplayer.fr/200745005-Le-leadership-du-chef-d-etablissement.html
Ce livre numérique de Romuald Normand, professeur des universités, spécialiste de l'analyse comparée et internationale des systèmes éducatifs et des politiques d'éducation, du management et de l'organisation scolaire ainsi que des professions de l'éducation, est issu d'une série d'articles postés sur le blog du site Innovation & Education Lab au cours des années 2018 à 2020. Il vise à offrir une synthèse sur les questions de direction scolaire et de leadership pédagogique.

Nuoffer, F., & Pache, A. (2022). **Savoirs économiques hétérodoxes et compétences en EDD pour aborder les défis d'une transformation soutenable. Perspectives pour la formation des enseignant-e-s**. *Spirale - Revue de recherches en éducation*, *70*(2), 85-99. https://doi.org/10.3917/spir.070.0085
À l'ère de l'Anthropocène, des pédagogies critiques et des approches éducatives telles que l'EDD s'orientent désormais sur la transformation et la soutenabilité. Ce texte propose des pistes de réflexion autour des savoirs économiques scolaires et de référence, à mobiliser dans le curricula scolaire, ainsi que des compétences à développer. Ces savoirs et compétences doivent aider les élèves à aborder la complexité de notre monde, de faire face aux défis notamment ceux issus des implications sociales et écologiques de nos orientations économiques, de penser et d'agir pour une transformation soutenable. Également, ce texte aborde les enjeux et des perspectives pour la formation des enseignant-e-s, à la lumière du système suisse romand.

OYENIRAN, R., OUATTARA, S., & BENIE, A. J. M. H. (2022). **Diriger une école primaire publique : une contribution des directrices d'école primaire à l'apprentissage des élèves en Côte d'Ivoire**. *Formation et profession*, (Vol. 30, n°2), 13 p., bibliogr. https://doi.org/10.18162/fp.2022.669
La présente étude exploratoire identifie et analyse la manière dont les directrices d'écoles primaires dirigent leurs établissements en soutien aux élèves en Côte d'Ivoire. Une approche qualitative approfondie qui s'inscrit dans le paradigme de l'éthique de l'attention : la sollicitude (Gilligan, 1982), a été adoptée comme modèle de recherche. La méthode d'investigation pour recueillir les données se fonde sur un entretien semi-structuré et une observation directe. Les résultats révèlent que les élèves bénéficient d'un

encadrement sécuritaire et d'un soutien relationnel attentionné de la part des directrices, ce qui contribue positivement à l'apprentissage des élèves

Parker, L., Xu, S., & Chi, C. (2022). **Chinese Preservice Teachers' Perspectives of Mentoring Relationships in an International Learning Partnership**. *Journal of Teacher Education*, *73*(5), 525-537. https://doi.org/10.1177/00224871221108655
Mentoring is an essential fixture of teacher education. With growing opportunities for international learning exchanges, there is a need to better understand how cross-cultural mentoring can be characterized by reciprocal learning. This study investigated mentee perceptions of the mentoring relationship in an international, cross-cultural teacher education exchange. We conducted research among 19 Chinese preservice teachers who participated in an international teacher education exchange program, exploring their perspectives on the cross-cultural mentoring relationship and mutual learning. Our findings suggest that learning outcomes are improved in a mentoring relationship when there are strong relational ties, opportunities for reciprocal learning, and a greater awareness of cultural complexity. We contend that there is value in supporting the mentoring relationship directly, which has implications for both international exchanges and teacher education programs.

Pirone, F. (2022). **La crise sanitaire : un accélérateur de l'évolution récente du métier enseignant ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Le système éducatif français est parmi celui où les enseignants ont le plus de difficultés dans les relations avec les élèves et leurs familles. Qu'advient-il dès lors que l'école ferme ses portes pour faire place à l'enseignement à distance ? À travers une analyse sociologique de données quantitatives (N = 5 875) et qualitatives (N = 20) recueillies au sein des enseignants pendant la première pandémie de Covid-19, cet article se propose d'étudier la manière dont ils ont géré l'enseignement à distance et les effets que cela a produit sur leurs représentations et pratiques professionnelles. Si l'exceptionnalité de la période a contraint les enseignants de trouver des nouvelles solutions pédagogiques et de développer des nouvelles connaissances et compétences professionnelles, il reste à savoir si ces changements seront durables.

Prost, A., & Verneuil, Y. (2022). **Archives, syndicalisme enseignant, histoire de l'éducation : entretien avec Antoine Prost**. *Carrefours de l'éducation*, *53*(1), 151-168. https://doi.org/10.3917/cdle.053.0151
Cet entretien accordé par Antoine Prost souligne les préoccupations communes entre les deux historiens de l'éducation que sont Bruno Poucet et Antoine Prost. S'abstenant de l'exercice de l'éloge, ce dernier atteste une communauté réelle de problématique : questionner l'archive, mettre en perspective l'engagement syndical, revenir sur l'importance de l'histoire de l'éducation, toutes interrogations formulées à partir du fonds Antoine Prost versé aux Archives nationales (550 AP).

Quittre, V. (2022, octobre 10). **Les enseignants, des professionnels en manque de soutien**. Consulté 14 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/les-enseignants-des-professionnels-en-manque-de-soutien-149007

Si les relations entre professeurs sont plutôt bonnes, enseigner reste une fonction assez solitaire. Un écueil soulevé par le drame de Samuel Paty, et que confirment les enquêtes internationales.

Rey, J., Balslev, K., Hascoët, M., Charmillot, S., Melfi, G., De Carlo, K. V., … Waroux, E. (2022). **Entrer dans le métier en temps de pandémie : formation, recherche d'emploi et vécu professionnel des enseignant·es**. *Raisons éducatives*, *26*(1), 319-352. https://doi.org/10.3917/raised.026.0319
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Ria, L. (2022). **« La crise sanitaire a été le catalyseur des fragilités, des fissures, longtemps souterraines et silencieuses, d'un métier qui va devoir se reconstruire en profondeur »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Régis Guyon : Depuis mars 2020, en particulier sous les effets de la pandémie, l'école traverse une période critique qui agit comme un révélateur de ses maux, tout en mettant au jour sa capacité à inventer de nouvelles formes d'enseignement et d'apprentissage. Comment analysez-vous cette période ? Luc Ria : Dans mes recherches sur le travail enseignant, je caractérise les « moments critiques »1 des enseignants débutants comme des « passages à risque » durant lesquels leur activité et leur ide...

Roaux, C. (2022). **Covid et direction d'école : nouvelle crise, vieux blocages ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Cet article étudie comment la crise sanitaire récente révèle les fonctionnements et dysfonctionnements de l'organisation scolaire en mettant la focale sur la direction d'école primaire, seule responsable du bon fonctionnement de son établissement. Entre arrangements locaux, informations partielles et réalité d'une mise en œuvre hésitante, la place de celle-ci s'avère difficile et contradictoire. En effet, le « jeu », toujours singulier, est particulièrement complexe, car il met en tension et/ou plus ou moins en dialogue, des configurations d'acteurs qui ne s'accordent pas toujours sur la traduction des directives nationales au niveau local.

Rouleau, A. (2022, mai). ***L'agir professionnel des inspecteurs de l'éducation nationale en entretien d'inspection. Un espace dialogique au service du développement professionnel***. Présenté à Journées doctorales du Cnam. Consulté à l'adresse https://hal-cnam.archives-ouvertes.fr/hal-03796721

Sacré, M. (2022). **« Comme beaucoup de chercheurs, la recherche n'était pas quelque chose que j'avais envisagé dès le début de mes études. Ma première intention était d'être institutrice »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.1813
Dans ce numéro, nous suivons le parcours de Margault Sacré, 29 ans, docteure en sciences psychologiques et de l'éducation depuis décembre 2021. Elle est spécialisée dans l'étude des pratiques pédagogiques et numériques dans l'enseignement supérieur et de leurs effets sur les performances et la motivation des étudiants.

St-Pierre, J. (2022). **Mise en œuvre du plan d'intervention : continuités et ruptures de l'identité professionnelle enseignante dans une école secondaire du Québec**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20640
Le plan d'intervention est un dispositif qui oriente vers des pratiques inclusives et qui transforme le travail enseignant. Des continuités et des ruptures de l'identité professionnelle ont été approfondies dans une autoethnographie menée dans le cadre de ma thèse de doctorat. Les données collectées dans une école secondaire du Québec invitent à réfléchir à la place de la singularité au sein des dynamiques identitaires professionnelles qui entraine une idéalisation et qui fragilise l'appartenance à la profession.

Tang, L., & Horta, H. (2022). **Studies on women academics in Chinese academic journals: A review**. *Higher Education Quarterly*, *76*(4), 815-834. https://doi.org/10.1111/hequ.12351
This paper explores how women academics in Chinese higher education have been understood as a topic of research by conducting a comprehensive review of publications on the theme in Chinese national academic journals, that is, national journals written in Chinese. The study identifies publication trends and key research issues concerning academic women in China, adopting a knowledge mapping perspective that unveils research and methodological choices, including data collection methods used in Chinese national journals since the mid-1980s, when the first publication on women academics was identified. The study finds that despite the rapid expansion of the population of women academics in the Chinese higher education system, this topic has been intermittently researched: interest in it peaked in the early 2010s but has declined since then. Past interest in the topic would be largely activated by governmental policy considerations and changes, but would become relatively dormant during periods of lower policy activity. The research has been mainly focused on policy and practice, and has lacked long-term perspectives; it has not always acknowledged societal and structural challenges that academic women face, and has not engaged in theory building. The latter is probably because much of the knowledge production has been based on personal opinions and views, and has suffered from a lack of critical thinking, a reliance on largely unsophisticated methods, and findings that are not generalisable.

Troncy, C. (2022). **« J'enseigne alors que je suis assistante » : ambiguïté des missions des assistants de maternelle. Le cas des écoles AEFE d'Amérique du Nord en temps de**

pandémie. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Dans quelle mesure les missions pédagogiques des assistants de maternelle plus explicitement pointées dans le référentiel-métier depuis 2018 s'assimilent-elles au travail enseignant et redéfinissent-elles les frontières de leur métier ? Comment sont-elles perçues et vécues par les assistants – essentiellement des assistantes d'ailleurs ? Les adaptations imposées subitement aux équipes pédagogiques lors de la pandémie en 2020-2021 font particulièrement ressortir l'ambiguïté de ces missions. Des chercheurs américains, canadiens et français ont effectué auprès d'établissements relevant de la zone Amérique du Nord de l'Agence de l'enseignement français à l'étranger (AEFE) une recherche collaborative (Français Plus) qui portait sur l'adaptation des équipes éducatives en temps de pandémie. Elle met notamment à jour, grâce à un questionnaire et deux entretiens d'assistantes aux profils contrastés, le flou de ces frontières qui séparent le rôle de l'assistant du rôle de l'enseignant, les tensions générées parfois au sein des équipes par cette ambiguïté et les adaptations variées et plus ou moins bien vécues par les acteurs.

Zimwangana, T. (2021). ***Développement des établissements supérieurs privés en Angola et professionanalisation des enseignants*** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03554726
Notre recherche s'inscrit dans le champ des sciences sociales, mais plus particulièrement dans les sciences de gestion, puisque notre problématique centrale concerne la professionnalisation des enseignants, leur parcours professionnel, leurs pratiques de formation, et leurs compétences.Deux enquêtes réalisées auprès d'un échantillon d'enseignants d'universités privées en Angola, ainsi que les analyses des réponses au questionnaire fermé et au questionnaire ouvert, démontrent que la gestion des ressources humaines concerne à la fois les enseignants et les futurs cadres qu'ils sont censés former.

Numérique et éducation

Barbe, F., & Boboc, A. (2022). **La réalité virtuelle dans la formation professionnelle à la lumière des environnements capacitants**. *Travail et Apprentissages*, *23*(1), 116-129. https://doi.org/10.3917/ta.023.0116
Les dispositifs numériques ne cessent de se diffuser dans la mise en place des formations professionnelles. Parmi eux, ceux qui mobilisent la réalité virtuelle (RV), suscitent un intérêt croissant ces derniers temps, lié à la diffusion de RV auprès du grand public. Après une analyse des discours qui soulignent les avantages de ces dispositifs sur le plan cognitif, commercial et financier, les sciences cognitives et la sociologie du travail nous permettront de prendre de la distance par rapport à ces discours. L'approche par les « capabilités » et les environnements capacitants dans l'apprentissage avec le numérique en contexte professionnel sera mobilisée dans la perspective d'ouvrir des pistes de réflexion sur l'intégration de ces dispositifs d'apprentissage en situation de travail.

Barthakur, A., Kovanovic, V., Joksimovic, S., Zhang, Z., Richey, M., & Pardo, A. (2022). **Measuring leadership development in workplace learning using automated**

assessments: Learning analytics and measurement theory approach. *British Journal of Educational Technology*, *53*(6), 1842-1863. https://doi.org/10.1111/bjet.13218
Technological affordances have shown promising potential in advancing the delivery of corporate learning programmes designed for professional leadership development. However, there is a considerable challenge in evaluating learners' skill acquisition, with most of the past research relying on pre- and post-tests or other forms of self-reports to measure leadership development. In that sense, these approaches measure leadership development before and after the programme, while being inefficient for measuring the development during the learning process. This study collected self-reflection answers from a professional development MOOC that allows learners to express their stepwise learning and reflect on their professional experience on leadership fronts. We developed a novel methodology and an automated system for the evaluation of leadership skills' mastery based on the depth of reflection exhibited during the learning process. We identified four groups of learners based on their course content mastery and explored the differences within groups. The results also highlight relevant insights about instructional design and provide promising avenues for future research. Practitioner notes What is already known about this topic Professional leadership programmes have become increasingly common in workplace learning. Programmes mainly use manual/introspective measures to assess skill acquisition. What this paper adds An automated assessment system to evaluate leadership skill mastery. Evidence-based and leadership driven inferences about skill acquisition. Use of a novel multidisciplinary methodology for complex skills assessment. Implications of practice and/or policy Assessing leadership development should include more than course grades. Assessing differences in content mastery requires evaluation of various skills. Developed assessment system provides promise for other similar domains.

Bodea, S.-I. (2022). **Enseigner les arts visuels à distance : incidences sur l'accompagnement et l'évaluation des apprentissages des élèves**. *Raisons éducatives*, 26(1), 89-116. https://doi.org/10.3917/raised.026.0089
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Caglar-Ozhan, S., Altun, A., & Ekmekcioglu, E. (2022). **Emotional patterns in a simulated virtual classroom supported with an affective recommendation system**. *British Journal of Educational Technology*, *53*(6), 1724-1749. https://doi.org/10.1111/bjet.13209

The purpose of this study is to explore the effects of an affective recommendation system on the developmental trajectories of prospective teachers' emotional patterns, integrated with a Simulated Virtual Classroom (SVC) platform called SimInClass. SVC exposes teachers to a range of student discourses in the form of unexpected stimuli. Fifteen prospective teachers participated in a study consisting of two practicum sessions in the SVC. Participants did not receive any affective recommendation after the first session but did receive it after the second session. Additional data were collected during both sessions in the SVC, including the physiological responses, such as electroencephalogram (EEG), galvanic skin response (GSR), and facial expressions. L metric and Lag sequential analysis were employed in determining teachers' transitional emotional patterns. The results showed that participants did not maintain disgust after receiving affective recommendations, although they maintained sadness. This result indicates that the given affective recommendation has an inherent effect on negative emotions that are felt less intensely. Different or longer-term interventions may be needed for more intense and long-lasting negative discrete emotions such as sadness. Also, participants transitioned to happiness and sadness instead of maintaining their neutral status after receiving an affective recommendation. This result demonstrates that affective recommendations encourage participants to use the cognitive reappraisal necessary for emotion regulation. When the participants' emotional patterns are examined on the basis of student discourse, the results are more complex and the emotional patterns differ according to the function of the discourse triggered by virtual students. Practitioner notes What is already known about this topic Teachers experience different emotional states during teaching. Teachers' emotions affect their behaviour management, teaching process and student engagement. It is beneficial to increase opportunities for prospective teachers' classroom experience and provide them with sufficient guidance and advice during this difficult process. What this paper adds The affective recommendation system has intervened in the persistence of short-term and low-intensity negative emotions. The affective recommendation system enabled prospective teachers to try to reach optimal emotional conditions through cognitive reappraisal processes. When emotional patterns are examined in light of the types of student discourse, it is noted that happy prospective teachers maintain their emotions when confronted with unexpected stimuli. However, prospective teachers in a negative valance displayed a descending pattern of activation in response to an unexpected stimulus. Implications for practice and/or policy Teacher emotions need to be taken into account in teacher education programs. SVCs can be utilized as useful tools for teacher education programs. In subsequent studies, it is suggested to explore the stimulus-based effects of the affective recommendation system by increasing the number of stimuli according to different types of discourse and behaviour patterns.

Castaño Muñoz, J., Pokropek, A., & Weikert García, L. (2022). **For to all those who have, will more be given? Evidence from the adoption of the SELFIE tool for the digital capacity of schools in Spain**. *British Journal of Educational Technology*, *53*(6), 1937-1955. https://doi.org/10.1111/bjet.13222

This paper explores participation trends in interventions that promote self-evaluation exercises on the effective use of digital technologies in schools. We use a unique dataset consisting of 83,185 respondents from 924 Spanish schools that used SELFIE, a tool based on self-reflection questionnaires that capture different dimensions of school's digital capacity. We benefit from a natural experiment situation caused by the parallel use of SELFIE by two groups of schools. The first group was externally selected as part of a

representative sample of Spanish schools. Conversely, the second group voluntarily decided to use SELFIE as a diagnostic tool for a subsequent self-evaluation exercise. Moreover, a subset of schools were located in regions where authorities embedded SELFIE in broader digitalisation programmes. By comparing these groups, it is shown that schools that decide to participate in SELFIE voluntarily are those with a lower initial digitalisation level. It is also found that the promotion of the use of SELFIE as part of public interventions can increase participation but mainly attracts digitally advanced schools. In conclusion, policy interventions aiming to develop the digital capacity of schools need to plan how to reach those schools that need it more in order to be more equitable. Practitioner notes What is already known about this topic Research has shown the existence of a Matthew effect in the usage of digital technologies in education. The promotion of schools self-evaluation exercises on digital education is a common policy intervention that is growing in importance. There is a surprising lack of attention to the inequitable effects that programmes aiming to incorporate technologies in educational institutions may generate. What this paper adds This paper investigates the self-selection trends and (un)equity effects of SELFIE, an EU programme designed to prompt schools' self-evaluations of digital capacity. When schools decide autonomously, schools with low digital capacity levels tend to participate in SELFIE more. Incorporation of SELFIE into broader public programmes enlarges participation in SELFIE. Incorporation of SELFIE into broader public programmes over-attracts digitally advanced schools. Implications for practice and/or policy Public policies promoting self-evaluation exercises on school digital capacity in schools might be a good way for upscaling these exercises. However, these policies should be carefully designed to reduce inequalities and reach these schools that need digitalisation more.

Chen, Y., Cao, L., Guo, L., & Cheng, J. (2022). **Driving is believing: Using telepresence robots to access makerspace for teachers in rural areas**. *British Journal of Educational Technology*, *53*(6), 1956-1975. https://doi.org/10.1111/bjet.13225
This study explored two different ways for K-12 school teachers to access educational makerspace through virtual fieldtrips. K-12 school teachers from rural areas of the Southeast USA were divided into two groups. The experimental group (n = 48) drove telepresence robots to take their fieldtrip, while the comparison group (n = 23) watched the same fieldtrip through a recorded video. Analyses of the quantitative and qualitative data, collected through surveys and written reflections, showed that the experimental group reported significantly higher scores in embodiment, social presence and engagement (ie, behaviour, emotion and cognition) than the comparison group, and that actual driving the robots for the virtual fieldtrips was highlighted as a favored experience. Educational significance and implications are discussed. Practitioner notes What is currently known about this topic With makerspaces gaining increasing attention in K-12 education, professional development (PD) opportunities are needed to help teachers understand makerspaces and related technologies. Teachers in rural areas are faced with the challenges of accessing makerspace resources and opportunities, especially during the COVID-19 pandemic. Little research has explored teacher makerspace PD in rural areas. Maker resource deficiency in rural areas and the COVID-19 pandemic call for an alternative approach to the makerspace PD, particularly for teachers in rural areas. What this paper adds Explored the use of telepresence robots for rural teachers to access an authentic makerspace through virtual fieldtrips. Examined the effects of virtual fieldtrip to access makerspaces on K-12 teachers' embodiment, social presence and engagement. Examined the aspects of the telepresence fieldtrip

that were most valuable to K-12 teachers. Investigated the factors that contribute to teachers' engagement in a virtual fieldtrip. Implications for practitioners Telepresence robot was an effective tool that enabled teachers in rural areas to explore authentic makerspaces through a virtual trip over distance. To help teachers conceptualize the idea of makerspace, it is important to allow teachers to move in the physical makerspace and interact with the environment. To design an engaging fieldtrip that triggers active learning, more attention should be given to how to develop the emotional aspect of a fieldtrip experience. Embodiment plays an important role in virtual fieldtrips. When teachers have a higher level of embodiment, they are more likely to be emotionally and cognitively engaged in a fieldtrip experience.

Chen, Y.-T., Li, M., Huang, C.-Q., Han, Z.-M., Hwang, G.-J., & Yang, G. (2022). **Promoting deep writing with immersive technologies: An SVVR-supported Chinese composition writing approach for primary schools**. *British Journal of Educational Technology*, *53*(6), 2071-2091. https://doi.org/10.1111/bjet.13247
Writing is a recording process involving complex dynamic behaviours, which is closely connected with authentic contexts. A free authentic context can form a link with students' life experience and their prior knowledge, so that students' deep writing skills can be stimulated. However, in traditional writing activities, the lack of authentic experience is an important reason for students' poor writing achievements and low behavioural engagement. To address this problem, the current study used a spherical video-based virtual reality (SVVR)-supported Chinese composition writing approach, which can provide authentic contexts to support students' deep writing. An SVVR experiential learning model was developed and a quasi-experiment was conducted in a primary school to verify the effectiveness of the proposed approach. A total of 59 fourth-grade students from China were recruited and were randomly divided into the experimental group, which adopted the SVVR-supported learning approach, and the control group, which adopted the non-SVVR-supported learning approach. The results show that the proposed approach can promote students' transition of learning behavioural engagement from medium to high, as well as the development of deep writing skills. It was found that students learning with the SVVR approach who acquired better deep writing skills tended to demonstrate better writing performance in relation to linguistic expressiveness and creative thinking than the students learning with the non-SVVR approach. Practitioner notes What is already known about this topic There is an urgent need to use immersive technologies to promote deep learning and stimulate students' learning behavioural engagement in writing. Spherical video-based virtual reality (SVVR) is one of the immersive VRs with a low technical barrier and low cost, which meets the needs of school settings. SVVR has been applied in areas of language, engineering, science, etc., while its impacts on students' composition writing achievements have generally been ignored, especially in primary schools. The characteristics of immersion, interaction and imagination in SVVR that allow students to have opportunities of experiential learning can potentially promote students' writing performance. What this paper adds A novel experiential learning model supported by the SVVR learning system was developed. An SVVR-supported composition writing approach based on the proposed experiential learning model was used to promote primary school students' deep writing. It was found that students' composition writing performance, learning behavioural engagement and deep writing skills can be improved by applying the SVVR-supported learning approach in writing courses. Implications for practice and/or policy It is worth promoting the application of SVVR in

school settings because it is a low-tech and low-cost method of creating immersive learning environments. The SVVR-supported composition writing approach is useful for promoting primary school students' deep writing. Further investigations on the effects of employing this approach in writing, with careful consideration of the development for interactivities of SVVR, are expected.

del Olmo-Muñoz, J., González-Calero, J. A., Diago, P. D., Arnau, D., & Arevalillo-Herráez, M. (2022). **Using intra-task flexibility on an intelligent tutoring system to promote arithmetic problem-solving proficiency**. *British Journal of Educational Technology*, *53*(6), 1976-1992. https://doi.org/10.1111/bjet.13228
Problem solving is often regarded as one of the most essential cognitive functions in our daily lives, and, for that reason, educational theorists have long stressed the need for its development. As cognitive flexibility is a fundamental characteristic necessary throughout the problem-solving process, the purpose of this study is to analyse students' problem-solving performance after following intra-task flexibility-based training mediated by an intelligent tutoring system. With this aim, 110 fifth and sixth grade students took part in a quasi-experimental study that included six forty-five-minute flexibility-based training sessions preceded and followed by test sessions in order to evaluate eventual problem-solving proficiency improvements. The findings show that intra-task flexibility training enhances students' ability to solve arithmetic word problems, especially when flexibility-related activities are completed sequentially in the same session and not in different sessions. Furthermore, the proposed instruction is particularly helpful in improving girls' problem-solving competence, which can minimize eventual gender gaps and strengthen their STEM vocation. Practitioner notes What is already known about this topic Cognitive flexibility is beneficial in finding appropriate problem-solving strategies. Exposing students to a variety of problem-solving methods or strategies can improve their cognitive flexibility. Boys are more likely than girls to flexibly apply multiple solution paths while solving problems, which leads to gender differences in mathematics. By contrast, girls are more prone to take advantage of instructional advice when using intelligent tutoring systems (ITS). What this paper adds Prompting students to apply multiple resolution strategies within the same problem (intra-task flexibility instruction) is comparatively more efficient than standard instruction in promoting problem-solving performance. It is more effective in terms of problem-solving proficiency to ask students to find different resolutions for a problem sequentially in the same session than to do so in separate sessions. Effectiveness of ITS-mediated flexibility-based training leads to the promotion of problem-solving proficiency, particularly in the case of female students. Implications for practice and/or policy The use of the ITS HINTS has the potential to promote the use of multiple solutions in problem solving by monitoring the resolution paths of the student, which can be difficult in a traditional classroom setting. ITS-mediated flexibility-based training is especially effective in improving girls' problem-solving competence, which can minimize eventual gender gaps and strengthen their STEM vocation.

Devauchelle, B. (2022, octobre 14). **Bruno Devauchelle : Quelle place du numérique dans les disciplines ?** Consulté 14 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/14102022Article638013249828193870.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519627

L'informatique et le « numérique » sont au coeur des interrogations sur l'avenir de l'école, ses enseignements, ses finalités, ses modes d'action. Comment faire dans le monde actuel tiraillé entre la nécessaire modération et la multiplication des actions numériques portées aussi bien par le commerce que par les administrations et plus généralement les sociétés et les humains ? Sous le titre « Sens et finalités du numérique pour l'éducation » le colloque organisé par le ministère de l'Éducation à Poitiers ces jours-ci, semble montrer qu'il est temps de faire amende honorable et de tenter de construire un édifice durable. Toutefois, comme d'habitude, nous craignons un propos trop peu impliqué, distant, c'est-à-dire permettant à chacun de se situer, en particulier dans les établissements scolaires. Attendons pour voir, mais les dernières informations sur ces journées ne sont pas pour nous rassurer.

Dorsey, D. W., & Michaels, H. R. (2022a). **Validity Arguments Meet Artificial Intelligence in Innovative Educational Assessment**. *Journal of Educational Measurement*, *59*(3), 267-271. https://doi.org/10.1111/jedm.12331
We have dramatically advanced our ability to create rich, complex, and effective assessments across a range of uses through technology advancement. Artificial Intelligence (AI) enabled assessments represent one such area of advancement—one that has captured our collective interest and imagination. Scientists and practitioners within the domains of organizational and workforce assessment have increasingly used AI in assessment, and its use is now becoming more common in education. While these types of solutions offer their users the promise of efficiency, effectiveness, and a "wow factor," users need to maintain high standards for validity and fairness in high stakes settings. Due to the complexity of some AI methods and tools, this requirement for adherence to standards may challenge our traditional approaches to building validity and fairness arguments. In this edition, we review what these challenges may look like as validity arguments meet AI in educational assessment domains. We specifically explore how AI impacts Evidence-Centered Design (ECD) and development from assessment concept and coding to scoring and reporting. We also present information on ways to ensure that bias is not built into these systems. Lastly, we discuss future horizons, many that are almost here, for maximizing what AI offers while minimizing negative effects on test takers and programs.

Dorsey, D. W., & Michaels, H. R. (2022b). **Validity Arguments Meet Artificial Intelligence in Innovative Educational Assessment: A Discussion and Look Forward**. *Journal of Educational Measurement*, *59*(3), 389-394. https://doi.org/10.1111/jedm.12330
In this concluding article of the special issue, we provide an overall discussion and point to future emerging trends in AI that might shape our approach to validity and building validity arguments.

Duprat, M. (2022). **Travail coopératif avec un robot pédagogique : quels effets sur le ressenti des élèves avec TSA ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.21285
L'accueil des élèves avec troubles du spectre de l'autisme (TSA) à l'école primaire vise non seulement à développer leurs compétences scolaires, mais aussi à faciliter leur participation à la vie sociale au sein du groupe-classe et de l'école. Le rôle de l'unité d'enseignement externalisée (UEE) est précisément de contribuer à produire ce contexte favorable. Dans de nombreuses recherches, le recours à des ressources numériques a montré son efficacité pour faciliter les apprentissages. Cependant le

degré de l'opérationnalité inclusive d'un environnement numérique de travail n'a pas encore été testé. Le projet d'expérimentation mené s'intéresse ainsi au rôle que peut jouer un dispositif numérique utilisé dans une démarche coopérative dans l'apprentissage de compétences scolaires et le tissage de liens sociaux. Il s'agira en particulier de rapporter le ressenti d'élèves avec TSA peu verbaux et celui d'élèves neurotypiques quand ils sont amenés à travailler en coopération, à travers un environnement numérique de travail.

Ercikan, K., & McCaffrey, D. F. (2022). **Optimizing Implementation of Artificial-Intelligence-Based Automated Scoring: An Evidence Centered Design Approach for Designing Assessments for AI-based Scoring**. *Journal of Educational Measurement*, *59*(3), 272-287. https://doi.org/10.1111/jedm.12332
Artificial-intelligence-based automated scoring is often an afterthought and is considered after assessments have been developed, resulting in nonoptimal possibility of implementing automated scoring solutions. In this article, we provide a review of Artificial intelligence (AI)-based methodologies for scoring in educational assessments. We then propose an evidence-centered design framework for developing assessments to align conceptualization, scoring, and ultimate assessment interpretation and use with the advantages and limitations of AI-based scoring in mind. We provide recommendations for defining construct, task, and evidence models to guide task and assessment design that optimize the development and implementation of AI-based automated scoring of constructed response items and support the validity of inferences from and uses of scores.

European Commission. (2022). **Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3685* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/a224c235-4843-11ed-92ed-01aa75ed71a1/language-en
The Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education provide hands-on guidance for teachers and educators, including practical tips, activity plans, insights on topics and cautionary notes grounded in what works as concerns digital literacy and education and training. They are a key initiative of the Digital Education Action Plan (2021-2027 of the European Commission and were informed by a dedicated Commission Expert Group. The Guidelines aim to generate a broader understanding of digital literacy achieved through education and training, to promote responsible and safe use of digital technologies, and to foster a better public awareness and knowledge regarding disinformation. The Guidelines provide pedagogical expertise on strengthening the critical thinking skills of our young people in view of fostering their resilience in the digital world. Likewise building trust in the classroom and creating a safe space for students and teachers to discuss sensitive issues are also explored. The Guidelines are intended for primary and school teachers/educators in different subjects and with different levels of experience and knowledge in the field.

European Commission & Eurydice. (2022). **Informatics education at school in Europe**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3689* [Report]. Consulté à l'adresse European Commission (Transnational) website:

https://op.europa.eu/en/publication-detail/-/publication/c2fcfd3c-438e-11ed-92ed-01aa75ed71a1/language-en
Informatics education is essential to equip young people with the necessary skills to take an active part in our technology-driven and increasingly digital societies in a responsible and safe manner. European countries are gradually upgrading their school curricula to respond to the new reality and needs. This report provides a comparative analysis of the curricular approaches to teach informatics as a separate subject or integrated into other subjects throughout primary and general lower and upper secondary education in 2020/2021. It examines the main areas of informatics covered in the learning outcomes of the relevant subjects. It also looks at the qualifications held by the teachers of these subjects, and the training programmes and other support measures in place to support them. The report covers all the members of the Eurydice Network (the 27 EU Member States and Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey).

Fabian, K., Smith, S., Taylor-Smith, E., & Meharg, D. (2022). **Identifying factors influencing study skills engagement and participation for online learners in higher education during COVID-19**. *British Journal of Educational Technology*, *53*(6), 1915-1936. https://doi.org/10.1111/bjet.13221
The COVID-19 pandemic disrupted education across the world as campuses closed to restrict the spread of the virus. UK universities swiftly migrated to online delivery. The experiences of students and staff during this transition can inform our return to campus and our ability to deal with future disruption. This study draws on Moore's theory of transactional distance to understand factors influencing student study skills engagement and participation in online learning during this period. We surveyed students (n = 178) in a computing school at a UK university. A partial least squares (PLS) analysis was used to explore the influence of transactional distance (between students/teachers and between students/students), access to e-learning capital, and perceived usefulness on two measures: study skills engagement and participation in online collaborative activity. Results show that transactional distance influences participation, and e-learning capital influences study skills engagement. Our findings suggest that if universities continue with aspects of online learning for previously on-campus students they should provide access to infrastructure and training on utilising the online ecosystem to avoid disadvantaging students. Further investment in students' e-learning capital, such as signposting and adapting existing resources, is also necessary to support this key influence in study skills engagement. Practitioner notes What is already known about this topic Moore's transactional distance theory recognises that the significant distance of distance learning is not of time or place, but rather a communication and psychological distance between the learner and teacher that is affected by the structure of the course, the dialogue between the learner and teacher, and the autonomy of the learners. Transactional distance affects student engagement. Studies using Davis' technology acceptance model have found perceived usefulness of the virtual learning environment to be an important factor in student engagement with online learning. Computer self-efficacy is a factor related to engagement with digital learning technologies. What this paper adds This study identifies the relationship between factors of transactional distance (transactional distance between student and teacher TDST and transactional distance between students TDSS) with study skills engagement and participation, as mediated by perceived usefulness. We introduce the term e-learning capital as a measure of self-expressed ability (skills and resources) to utilise the online learning environment. This e-

learning capital influences students study skills engagement but not participation. Transactional distance between students and teacher did not directly affect study skills engagement or participation. Low student-student transactional distance positively affects participation in online activities and this relationship is mediated by perceived usefulness of these activities. Implications for practice and/or policy Universities should draw on this study's findings in order to focus on students' online study skills engagement and participation for any future online or hybrid online and face-to-face learning. Further investment in students' e-learning capital is necessary as a key influence in study skills engagement and this should be reflected in university policies. Lecturers should direct efforts to signposting the value of participation and academic advisors should reframe practical advice relating to study skills for online learners. This cohort effect of student-student transactions should be encouraged further in online learning activities, including facilitating sharing study approaches.

Ferrara, S., & Qunbar, S. (2022). **Validity Arguments for AI-Based Automated Scores: Essay Scoring as an Illustration**. *Journal of Educational Measurement*, *59*(3), 288-313. https://doi.org/10.1111/jedm.12333
In this article, we argue that automated scoring engines should be transparent and construct relevant—that is, as much as is currently feasible. Many current automated scoring engines cannot achieve high degrees of scoring accuracy without allowing in some features that may not be easily explained and understood and may not be obviously and directly relevant to the target assessment construct. We address the current limitations on evidence and validity arguments for scores from automated scoring engines from the points of view of the Standards for Educational and Psychological Testing (i.e., construct relevance, construct representation, and fairness) and emerging principles in Artificial Intelligence (e.g., explainable AI, an examinee's right to explanations, and principled AI). We illustrate these concepts and arguments for automated essay scores.

Gandolfi, E., Ferdig, R. E., & Clements, R. (2022). **Streaming code across audiences and performers: An analysis of computer science communities of inquiry on Twitch.tv**. *British Journal of Educational Technology*, *53*(6), 1688-1705. https://doi.org/10.1111/bjet.13207
Live streaming platforms like Twitch.tv count millions of viewers and performers, pointing to novel practices and interactions. Instructional applications of this phenomenon are rising with thematic channels and shows aimed at teaching and debating a variety of subjects ranging from art to programming. However, few research publications have specifically explored trends in pedagogical strategies and learning behaviours of viewing audiences. This study responded to this need by analysing computer science shows on Twitch.tv. A total of 40 hours of live streaming were analysed within a Community of Inquiry framework using the concepts of social affordances, computational thinking, and teaching style. Data collected from both expert and novice streamers included streamers' actions, on-screen activity, and online discussions. Results pointed to specific tactics employed by both performers and viewers for exploring computer science issues and dynamics together, with instances of peer-tutoring, construed learning, and significant transparency, even when top-down instruction was staged. Practitioners notes What is already known about this topic Live streaming is a popular media practice all around the world, with Twitch.tv as the leading hosting platform. A rising number of live streaming shows are focusing on education and learning topics, from STEM to art. What this paper adds A first exploration of instructional streaming focused on computer

science education. An analysis of best practices in instructional streaming in terms of community building, teaching style, and computational thinking processes. A better understanding of how communities of inquiry can be hosted on Twitch.tv. Implications for practice and/or policy Practitioners can harness this study's results for informing better educational streaming. Educators may refer to this article's highlights for selecting and evaluating educational streaming shows. Policy makers will be able to use this article's insights for monitoring and re-applying effective computer science activities in other educational environments.

Ghaouar, N., Andaloussi, H., & Temmar, R. (2022). ***Reading and Writing with ICT: Teachers' and Learners' Perceptions***. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03787273
Teachers' and Learners' Perceptions" that was held on 9/10 March 2022 at Badji Mokhtar University- Annaba- Algeria. This conference was part of a project accepted by the ministry of Higher education and scientific research (PRFU). Scholars from different corners of Algeria participated in the conference two days. Indeed, Information and communication technology (ICTs) is the marked print of this era. It is the digital age were smart phones, computers and internet are widely spread. With the outbreak of COVID 19, higher education opted for online learning as the only solution to save the learning process. Besides, in order to learn a language, reading and writing represent the two essential literacy skills that learners/teachers should focus on. After a blind double- review, twenty articles were accepted under three sections. The first is about "Developing the reading skill through ICTS: Teachers' and Learners' perceptions with six articles" with six articles. The second section on "Developing the writing skill through ICTS: Teachers' and Learners' perceptions" includes seven articles. The last section is on "ICTs and Language Learning" with seven articles. The proceedings book ends with a number of recommendations for a better use of ICTs in the educational context in Algeria.

Guppy, N., Verpoorten, D., Boud, D., Lin, L., Tai, J., & Bartolic, S. (2022). **The post-COVID-19 future of digital learning in higher education: Views from educators, students, and other professionals in six countries**. *British Journal of Educational Technology*, *53*(6), 1750-1765. https://doi.org/10.1111/bjet.13212
Predictions about the post-pandemic future of digital learning vary among higher education scholars. Some foresee dramatic, revolutionary change while others speculate that growth in educational technology will be buffeted both by modest expansion and unevenness. To this debate we contribute evidence from four groups across six countries on four continents: college and university educators (n = 281), students (n = 4243), senior administrators (n = 15), and instructional design specialists (n = 43). Our focus is on the future of digital learning after the pandemic-induced pivot to emergency remote instruction. Using data from interviews and self-administered questionnaires, our findings reveal a high degree of congruency between respondent groups, with most envisioning more blended/hybrid instruction post-pandemic and some modest increases in fully online courses. Student opinion is more sceptical about future change than within the other groups. Among respondents in all groups there is little expectation for a full-blown, revolutionary change in online or digital learning. Practitioner notes What is already known about this topic Digital learning has been growing in higher education, although a digital disconnect continues whereby the availability of educational technology exceeds its application to learning. Expectations regarding technology-mediated learning post-COVID-19 are mixed, hampering

planning for the future. Hesitancy about teaching or taking courses with some or full online components persists. What this paper adds A strong majority of respondents in higher education foresee the most growth in blended/hybrid forms of digital learning post-COVID-19. A solid percentage, between about two-thirds and three-quarters of faculty and students, envision learners and instructors taking or teaching more fully online courses post-pandemic. A strong congruency exists between faculty, students, senior administrators, and instructional design professionals in their ranking of scenarios for the future of digital learning. Implications for practice and/or policy Educational technology in higher learning will not return to a pre-COVID-19 normality—if a pre-COVID-19 'normal' could even be defined. As post-pandemic institutional planning unfolds, it is important to reflect experiences and incorporate insights of instructors, students, and instructional designers. Successfully building on these insights, where more blended/hybrid learning is foreseen, requires a thoughtful integration of face-to-face learning and educational technology.

Huggins-Manley, A. C., Booth, B. M., & D'Mello, S. K. (2022). **Toward Argument-Based Fairness with an Application to AI-Enhanced Educational Assessments**. *Journal of Educational Measurement*, *59*(3), 362-388. https://doi.org/10.1111/jedm.12334
The field of educational measurement places validity and fairness as central concepts of assessment quality. Prior research has proposed embedding fairness arguments within argument-based validity processes, particularly when fairness is conceived as comparability in assessment properties across groups. However, we argue that a more flexible approach to fairness arguments that occurs outside of and complementary to validity arguments is required to address many of the views on fairness that a set of assessment stakeholders may hold. Accordingly, we focus this manuscript on two contributions: (a) introducing the argument-based fairness approach to complement argument-based validity for both traditional and artificial intelligence (AI)-enhanced assessments and (b) applying it in an illustrative AI assessment of perceived hireability in automated video interviews used to prescreen job candidates. We conclude with recommendations for further advancing argument-based fairness approaches.

Hwang, G.-J., Yang, C.-L., Chou, K.-R., & Chang, C.-Y. (2022). **An MDRE approach to promoting students' learning performances in the era of the pandemic: A quasi-experimental design**. *British Journal of Educational Technology*, *53*(6), 1706-1723. https://doi.org/10.1111/bjet.13208
Educators have indicated the need to foster students' ability to solve problems by acquiring up-to-date knowledge as well as promoting their competences for making decisions from diverse perspectives based on the acquired knowledge. Traditional courses mainly use lecture-based instruction without providing sufficient opportunities for students to practice and interact with the teacher; therefore, it is difficult to deliver such up-to-date knowledge via traditional instruction, not to mention fostering students' critical thinking. In this study, the Mobile technology–supported Decision, Reflection and Exercise (MDRE) model is proposed to address this problem. Moreover, a learning system is developed based on the proposed approach. To evaluate the effectiveness of the proposed approach, a quasi-experiment was conducted in a university with a two-group pretest posttest design to assess participants' learning achievement, critical thinking and learning satisfaction. The participants were two classes of undergraduate students. One class with 37 students was the experimental group learning with the MDRE learning approach, whereas the other class with 37 students was the control group learning with

the conventional technology-based learning approach. Analysis of covariance was performed to evaluate the effect of the intervention on the target outcomes. It was found that the experimental group showed better learning achievement, critical thinking and learning satisfaction than the control group. This implies that the MDRE approach has good potential in helping learners think from diverse perspectives and promoting their learning performance and engagement, which is important in higher education aimed at fostering students' competence of acquiring up-to-date knowledge for solving problems. Practitioner notes What is already known about this topic Fostering students' problem-solving competence is an important educational objective. The advancement of mobile and wireless communication technologies provides opportunities for students to acquire up-to-date information for solving problems. In the conventional technology-enhanced professional learning mode, instructors generally use computers to present learning content and exemplary cases. In such a learning mode, learners have few opportunities to think in depth. What this paper adds A Mobile technology–supported Decision, Reflection and Exercise (MDRE) approach is proposed to guide students to make decisions and think from diverse perspectives via acquiring up-to-date information using a mobile application. An experiment was conducted to show the effectiveness of the proposed approach. The experimental results showed that the MDRE approach is able to boost students' creative thinking tendency and learning satisfaction as well as promoting their learning achievement. Implications for practice and/or policy The MDRE approach has great potential for professional training aiming to foster students' learning achievement, critical thinking and learning satisfaction. It is suggested that researchers and school teachers can apply the MDRE approach to other professional courses, such as nursing training programs and business planning courses.

Itenge, H., Muashekele, C., Chamunorwa, M. B., Winschiers-Theophilus, H., Brereton, M., & Soro, A. (2022). **Design and evaluation of a social and embodied multiplayer reading game to engage primary school learners in Namibia**. *British Journal of Educational Technology*, *53*(6), 1571-1590. https://doi.org/10.1111/bjet.13271
Namibia, a southern African country with an Ubuntu culture that emphasizes interrelations, generally displays a low reading culture. In this study, we explored a social approach to reading to engage Namibian primary learners. Inspired by promising reading approaches, such as shared group reading enhanced by embodied actions, we created Spin Da Bottle—a multiplayer reading-action game to draw Namibian learners into reading while keeping them captivated in action. The game was co-designed with 36 learners and then evaluated by 32 learners with an adapted immersion questionnaire, post-experience survey and individual interviews. 50 learners were then observed while playing at a public event. Our findings confirm that learners are engaged and enjoy the collective embodied reading experience. We observed different group behaviours scaffolding individual readers. We contribute to the field of reading technologies a digital tool that creates a collective and embodied reading experience, and an adapted immersion instrument. Practitioner notes What is already known about this topic It has been recognized that shared reading increases learners engagement and participation. Dialogic reading experience is enhanced through embodied actions. What this paper adds Through a design-based research approach, a digital multiplayer reading-action game was developed to explore whether a social, embodied, group game could increase interest and engagement of children in reading. The game was co-designed and the immersion validated with primary school learners in Namibia. An adapted immersion instrument was derived for reading games. Implications for practice

and/or policy Collective reading games offer weak readers support from their peers. A Namibian inclusive education for all, considering an Ubuntu pedagogy, can be supported with appropriate technologies. Teachers can integrate this game in the classroom by authoring their content in order to engage learners.

JISC : Joint information systems committee. (2022). ***Student digital experience insights survey 2021/22***. Consulté à l'adresse https://repository.jisc.ac.uk/8850/1/2022-07%20%28iDFItdP024.11%29%20DEI%20HE%20%26%20FE%20Reports%202022%20%28HE%29%20v1-05.pdf
Ce rapport présente les résultats d'une enquête menée entre novembre 2021 et avril 2022. 33 726 étudiants de 41 établissements d'enseignement supérieur britanniques ont été interrogés sur leur expérience numérique. 45% des étudiants expriment une préférence l'apprentissage hybride. 74% évaluent positivement la qualité de leurs cours en ligne (supérieure à la moyenne). Les auteurs notent une volonté des répondants de s'engager (37% ont eu la possibilité d'être impliqués dans les décisions concernant les plateformes d'apprentissage). 63% des étudiants ont rencontré un ou plusieurs problèmes lors de l'apprentissage en ligne et 51% ont déclaré avoir une mauvaise connexion wifi. Seulement 9 % ont reçu des appareils ou de l'aide pour acheter des équipements.

Kayombo, A., Salema, V., & Chidyau, A. (2022). **Extensiveness of E-Learning Platform in Secondary Schools towards Improving Science and Mathematics Performance in Moshi District, Tanzania**. *British Journal of Education*, *10*(13), 1-19. https://doi.org/10.37745/bje.2013/vol10n13119
This study evaluated the Extensiveness of E-Learning Platform in Church Secondary Schools to Improve Science and Mathematics Performance. The study was summative evaluation which was guided by (CIPP) model. This evaluation adopted an embedded model of the convergent design whereby qualitative and quantitative data sets were collected at the same time and then integration of the information in the interpretation was done in report writing. Both probability and non-probability sampling techniques were used to select 127 respondents from the target population. Both qualitative and quantitative instruments were used to collect data and that were descriptively and inferentially analyzed. Validity of the quantitative instruments was determined and the reliability coefficient was calculated using Cronbach's Alpha (r=0.762 for teachers' questionnaire and r=0.737 for students' questionnaire). Quantitative data were analyzed using frequencies, and percentage and presented in tables by the aid of SPSS. Qualitative data was coded, analyzed, and presented in themes and direct quotations. The key findings indicated that E-learning platform was effectively operating. It has made improvement in students' performance not only in science and mathematics subjects but even in social science subjects. The study concludes that the E-leaning project by CSSC proves positive achievement in teaching of science and mathematics subjects in the project schools. The study recommends that ICT and E-learning should be used for teaching and learning in all learning institutions.

Kumar, V., & Tissenbaum, M. (2022). **Supporting collaborative classroom networks through technology: An actor network theory approach to understanding social behaviours and design**. *British Journal of Educational Technology*, *53*(6), 1549-1570. https://doi.org/10.1111/bjet.13274

This paper presents an implementation of Connected Spaces (CxS)—an ambient help seeking interface designed and developed for a project-based computing classroom. We use actor network theory (ANT) to provide an underutilized posthumanist lens to understand the creation of collaborative connections in this Computational Action-based implementation. Posthumanism offers an emerging and critical extension to sociocultural perspectives on understanding learning, by pushing us to decenter the human, and consider the active roles that human and non-human entities play in learning environments by actively shaping each other. We analyse how students in this class adjusted their help-seeking and collaborative habits following the introduction of CxS, a tool designed to foster (more inter-group) collaboration. ANT proposes generalized symmetry—a principle of considering human, non-human and more than human entities with equivalent and comparable agency, leading to describing phenomena as networks of actors in different evolving relationships with each other. Analysing collaborative interactions as fostered by CxS using an ANT approach supports design-based research—an iterative design revision process highlighting understandings about design as well as learning—by providing a temporal and informative lens into the relationship between actors and tools within the environment. Our key findings include a framing of technologies in classrooms as bridging agentic gaps between students and becoming actors engaging in different behaviours; learners enacting new agencies through technologies (for instance a more comfortable non-intrusive help seeker), and the need for voicing and teachers to connect help networks in CxS equipped classrooms. Practitioner notes What is already known about this topic Collaborative learning is a valuable skill and practice; opportunities to mentor others are critical in empowering minoritized learners, especially in STEM and computing disciplines. School norms solidify a power and expertise hierarchy between teachers and learners and fail to productively support learners in learning from each other. Additionally, lack of awareness about peers' knowledge is a common hindrance in students knowing who to ask for help and how. What this paper adds An example of a designed interface called Connected Spaces with potential to foster more inter-student collaboration, especially outside of mandated within-group collaboration—in the form of cross-group help seeking and help giving. A design based research study using actor network theory highlighting the limitations of Connected Spaces in sparking notable behaviour change among students by itself but being retooled as a teacher support tool in enabling cross-group collaborations. Presenting conceptions of collaboration through technologies as bridging agentic gaps and acting with new agencies in performing help-seeking related actions. Provoking the idea of testing emerging technologies in classrooms along with sharing our analyses and reflections with the classroom as a key idea in computing education—surfacing the gap between designed intentions and the different kinds of extra social work needed in the on-ground success of different technologies. Implications for practice and/or policy Designers and researchers should create and test more interfaces alongside teachers across different classrooms and contexts aimed at supporting different kinds of voluntary collaborative interactions. Curricula, standards and school practices should further center providing students with opportunities to engage as mentors and build communities of learning across disciplines to empower minoritized students. Researchers engaging in design based research should consider using more posthumanist lenses to examine educational technologies and how they affect change in learning environments.

Laferrière, T., Baron, G.-L., Allaire, S., Nadeau-Tremblay, S., Tremblay, M., & Beaudoin, F. B. M.-C. N. et J. (2022). **Numérique, éducation et forme scolaire : enjeux d'équité**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.1625
Ce texte s'intéresse principalement aux enjeux d'équité liés aux usages éducatifs du numérique. On distingue d'abord inégalités, iniquités et fractures numériques en prenant comme point d'entrée les différences d'alignement se manifestant entre les systèmes scolaires des pays développés et les usages dont la recherche a montré qu'ils pouvaient jouer un rôle émancipateur. Les pratiques intensifiant l'expérience de participation des élèves sont illustrées par deux cas québécois – l'initiative « École en réseau » (EER) et le projet « L'évaluation collaborative réussie des apprentissages par le numérique (L'ÉCRAN). Les enjeux et les tensions repérés confirment la nécessité de développer l'agentivité des acteurs et de développer des forums d'échange pluridisciplinaires et pluriculturels, afin de former des collectifs hybrides durables.

Liu, Z.-M., Fan, X., Liu, Y., & Ye, X. (2022). **Effects of immersive virtual reality cardiopulmonary resuscitation training on prospective kindergarten teachers' learning achievements, attitudes and self-efficacy**. *British Journal of Educational Technology*, *53*(6), 2050-2070. https://doi.org/10.1111/bjet.13237
Children's unexpected cardiac arrest warrants cardiopulmonary resuscitation (CPR) by kindergarten teachers. Yet, recent research revealed trained personnel reporting poor transfer of acquired skills during real-world emergencies with conventional CPR training. Immersive virtual reality (IVR) training induces a greater sense of presence and agency than conventional CPR training and may be more effective in terms of increasing trainees' intention and initiative to perform CPR in real-world emergencies. A quasi-experiment was conducted to assess the effectiveness of the IVR-based CPR training method in terms of enhancing the intention to perform CPR. The trial enrolled 50 participants, 25 of whom examined a child patient in an IVR virtual scenario, using an AED, and performed two rounds of two-minute chest compressions. The remaining 25 participants were trained using a video with consistent content on a monitor. A generalised estimating equation analysis demonstrated that the IVR training method significantly increased prospective kindergarten teachers' self-efficacy for performing CPR, positive attitudes towards CPR, and CPR knowledge. This advantage was also maintained after the five-week follow-up. Thus, CPR teaching via IVR looks to be an excellent way to enhance the intention to perform CPR and may be of great value in improving existing CPR training systems. Practitioner notes What is already known about this topic Many trainees who have received traditional cardiopulmonary resuscitation (CPR) training hesitate to perform the skills learned in a real-world emergency. The critical determinant of whether an individual performs a behaviour is the individual's 'intention' to perform that behaviour. Individual's self-efficacy to perform CPR, attitudes towards CPR, and perceived social norms are three determinants that influence intention to perform CPR. Immersive media such as virtual reality may elicit more attitudinal changes and a greater sense of learner self-efficacy than current mainstream media. What this paper adds The study's results indicated that compared to conventional technology-supported video training, immersive virtual reality (IVR) training significantly increased participants' self-efficacy about performing CPR, positive attitudes towards CPR and CPR knowledge. CPR training through IVR may enhance trainees' intention to perform CPR in real-world emergencies. Implications for practice and/or policy The effectiveness of combining IVR technology into existing CPR training methods such as mixed reality

training, which blends virtual environments with realistic mannequins, should be further examined in the future. IVR may be a more effective medium for enhancing the intention to perform behaviour than conventional technology. Future research could further experiment with the use of IVR as a behavioural intervention technique in education

Lorre, B. (2022). ***Innovation et éducation - Abécédaire des dispositifs socio-techniques numériques et d'apprentissage dans les organisations***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=74373
Depuis plusieurs années, le secteur des institutions, des entreprises et des associations connaît une évolution des pratiques dans le champ de l'éducation et de la formation, en distanciel comme en présentiel. L'arrivée progressive de dispositifs innovants issus des laboratoires de recherche, parfois numériques, transforme les modes d'apprentissages et l'accès aux connaissances. Ces dispositifs concernent de nouvelles offres d'accompagnements et de formations rendues possibles par Internet, en présentiel et en distanciel. Cet ouvrage est un abécédaire qui fait état de plusieurs dispositifs socio-techniques numériques et d'apprentissagedans le champ de l'éducation : depuis l'Adaptive Learning, le Rapid Learning, le Mobile Learning, aux Barcamps, FabLabs etc Il propose pour chacun d'entre eux un état des connaissances à partir d'approches théoriques, complété par des exemples et des études de cas spécifiques.

Lu, G., Xie, K., & Liu, Q. (2022). **What influences student situational engagement in smart classrooms: Perception of the learning environment and students' motivation**. *British Journal of Educational Technology*, *53*(6), 1665-1687. https://doi.org/10.1111/bjet.13204
Situational engagement plays a critical role in promoting students' academic performance. In a smart classroom environment, this study collected longitudinal real-time data for 105 college students at a university in central China to investigate the relationship among situational engagement, personal characteristics and learning environment perceptions. Hierarchical linear modelling showed that environmental perception and students' personal factors have different effects on situational engagement. Specifically, (1) social support perceptions, autonomous motivation and controlled motivation have a significant impact on behavioural engagement; (2) perceptions of social and media support, autonomous motivation and controlled motivation have a significant impact on shallow cognitive engagement; and (3) perceptions of teacher and social support, self-efficacy and autonomous motivation significantly predict deep cognitive and emotional engagement. This study suggests that the effect of the perception regarding advanced technology-supported learning environments on students' situational engagement is limited, and instructors should pay more attention to improving students' perceptions of teacher and social support, self-efficacy and autonomous motivation to promote students' situational deep cognitive engagement in smart classrooms. Practitioner notes What is already known about this topic Compared with overall engagement, situational engagement fluctuates and changes with time and context. Situational engagement is a product of environmental and personal factors. Few studies have focused on the nature of situational engagement and how environmental and personal factors influence situational engagement in smart classrooms. What the paper adds This study contributes to the existing literature by investigating the critical factors that predict situational engagement, using the experience sampling method in a smart classroom at a Chinese university. Environmental

perception, self-efficacy and students' motivation factors have different effects on situational engagement in a smart classroom. Perceptions of teacher and social support, self-efficacy and autonomous motivation significantly predict deep cognitive and emotional engagement, while perceptions of media support only have a significant impact on shallow cognitive engagement. Personal factors (controlled and autonomous motivation) moderate the relationship between environmental perception factors and situational engagement. Implications for practice and/or policy Rather than only providing external technology-rich conditions, instructors should focus more on improving students' perceptions of teacher and social support, self-efficacy and autonomous motivation in the smart classroom environment. Instructors should promote students' perception of teacher support and their autonomous motivation to enhance their deep cognitive engagement.

Lucas, M., Bem-haja, P., Santos, S., Figueiredo, H., Ferreira Dias, M., & Amorim, M. (2022). **Digital proficiency: Sorting real gaps from myths among higher education students**. *British Journal of Educational Technology*, *53*(6), 1885-1914. https://doi.org/10.1111/bjet.13220
Digital competence is among the basic key competences for digital learning and employability. For this reason, its acquisition and development should be on the agenda of higher education institutions (HEIs) who wish to prepare their students to thrive in an ever faster evolving digital labour market. However, the existence of a valid instrument that can help HEIs measuring and further integrating digital competence into pedagogical and organisational practices with sufficient precision is yet to be accomplished. This article provides a valid and reliable instrument to measure higher education students' digital competence on the basis of the European Digital Competence Framework for Citizens, also known as DigComp. The instrument was applied to a sample of 411 students from a mid-large public HEI and the results attest its validity and reliability. In addition, the study explores proficiency differences among students from different fields of education and training, and gender. Results demystify the idea that ICT students are more digitally competent than those in other fields of study, but suggest males score higher than females, which feeds into the ongoing debate of gender differences in relation to digital technologies and the readiness of females for the digital labour market. The results lead to clear implications for research and practice. Practitioner notes What is already known about this topic Digital competence is critical for higher education (HE) students to benefit from digital learning, strive in a digital society and increase employability prospects. There is a lack of valid instruments to measure higher education (HE) students' digital competence and facilitate the identification of digital competence gaps. Few studies focus on the relationship between HE students' digital competence, gender and fields of education and training (FET). What this paper adds A valid and reliable instrument based on a common European framework for digital competence. HE students lack the necessary digital competences to effectively cope with digital environments. Digital proficiency is particularly low regarding "Safety", "Problem solving" and "Digital content creation" competence areas. ICT students show less proficiency than those from other FET. Male students score higher than females. Implications for practice and/or policy The instrument can be adopted by different stakeholders to assess students/future job seekers' digital competence. HE institutions could benefit from such an instrument as a diagnosis to design specific teaching and learning strategies and target students' proficiency and particular needs. Tackling specific FET and competence areas can better support the development of students' digital competence and facilitate their employability prospects.

Montazami, A., Pearson, H. A., Dubé, A. K., Kacmaz, G., Wen, R., & Alam, S. S. (2022). **Why this app? How parents choose good educational apps from app stores**. *British Journal of Educational Technology*, *53*(6), 1766-1792. https://doi.org/10.1111/bjet.13213
Educational apps can be considered a dominant medium for providing educational content to children. Parents are major stakeholders and mediators in the selection of apps (Dias & Brito, 2021). It is critical to know how they choose apps for their children and understand what indicates a quality educational app, as well-designed apps can support and enhance children's learning process. An online study with parents was conducted to identify parents' most dominant needs while selecting apps for their children. Parents' app selection behaviour was investigated leveraging Uses and Gratifications theory. Parents viewed 10 mock math apps that replicated the App Store presentation format. Five apps included educational benchmarks (eg, feedback) and five contained educational buzzwords (eg, interactive). Immediately following each app, parents provided value judgements of the app by stating whether they would download the app or not, rating it on a 5-point-scale, stating how much they would be willing to pay, and explaining why they chose to download the app or not. Results from paired-samples t-tests, and repeated-measures ANOVAs indicated that parents value educational benchmarks over buzzwords suggesting that parents are primarily seeking apps that meet their children's educational needs. Parents' app needs seem to align with some of the research on what makes a good educational app. Practitioner notes What is already known about this topic Touch screen devices can enhance learning outcomes for children, if well designed educational applications are used (Camilleri & Camilleri, 2019; Cohen et al., 2011). Five educational benchmarks have been identified as indicators of app quality that parents can use to distinguish well designed apps (Dubé et al., 2020); having a development team that involves educators, possessing a guiding curriculum (Vaala et al., 2015), being based on a learning theory (Kebritchi & Hirumi, 2008), containing scaffolded learning, and providing feedback (Callaghan & Reich, 2018; Cayton-Hodges et al., 2015). Uses and Gratifications theory suggests that people use the media to satisfy their psychological needs and to achieve their personal goals (Katz et al., 1973). What this paper adds The study used Uses and Gratifications theory to identify parents' most dominant needs while selecting apps for their children. With the assumption that parents select apps based on their anticipated gratifications or parental need fulfilment (Broekman et al., 2016, 2018). Different features of the apps are presented in the forms of images and text descriptions in the App Store. The study investigated which features parents value when selecting apps from the App Store by including educational benchmarks and buzzwords in the images and text descriptions of the apps. Parents valued educational benchmarks over buzzwords. Thus, parents' app needs seem to align with the research-based signifiers of app quality. Parents valued apps that feature development team, scaffolding, and guiding curriculums more than those with central learning theories and feedback. Development team had the highest download frequency and rating while learning theory had the lowest download frequency and rating. Parents were willing to pay more for the development team app and the least for ones containing feedback. The learning theory app was ranked the highest while the development team app received the lowest ranking from parents. Implications for practice and/or policy Including research-based educational benchmarks in the apps and their app store descriptions promotes a research-based framework for developing and identifying quality apps. Research-based educational benchmarks could be used

to determine a set of evidence-based guidelines to assist app developers in the process of developing and presenting apps.

Nagy, P., Mawasi, A., Eustice, K., Cook-Davis, A., Finn, E., & Wylie, R. (2022). **Increasing learners' self-efficacy beliefs and curiosity through a Frankenstein-themed transmedia storytelling experience**. *British Journal of Educational Technology*, *53*(6), 1626-1644. https://doi.org/10.1111/bjet.13202
Using Mary Shelley's Frankenstein as inspiration, this paper presents a Frankenstein-themed transmedia storytelling experience, which encompasses simple hands-on activities and an online narrative experience that allows students to model scientific work and engage in various science activities. The study aimed to test whether students can develop higher science and creative self-efficacy beliefs, and a stronger science curiosity, by engaging in the transmedia experience that combined hands-on and online narrative activities compared with participating in only hands-on or online narrative experiences. Our paper presents findings from two classroom studies using survey findings. Results show that all three conditions (hands-on, online game experience and transmedia) had a significant positive impact on learners' self-efficacy beliefs and curiosity, but there was no additional benefit for the transmedia condition. Nevertheless, our work has various implications for learning sciences about the potential benefits and drawbacks of transmedia storytelling experiences. Our findings can help educators and researchers design and run transmedia storytelling projects. Practitioner notes What is already known about this topic Transmedia storytelling is a popular and adaptable learning application. Transmedia storytelling can be beneficial due to transfer of learning. Transmedia storytelling may foster learners' engagement and knowledge acquisition. What this paper adds The paper presents a Frankenstein-themed transmedia experience that combines digital and hands-on activities and borrows several themes from Mary Shelley's Frankenstein; or, the Modern Prometheus. Findings from this study show that transmedia storytelling can boost learners' science and creative self-efficacy beliefs and science curiosity. However, transmedia storytelling combining digital and hands-on experiences is not more effective in bolstering self-efficacy beliefs and curiosity than digital or hands-on experiences alone. Implications for practice and/or policy Transmedia storytelling might have unintended consequences for learning because it may exhaust learners' cognitive resources. Learners' transliteracy skills and competencies may influence what benefits they gain from partaking in transmedia storytelling experiences. Educators need to take learners' transliteracy skills into consideration when they wish to design and/or use transmedia storytelling experiences for learning purposes.

Negi, S., & Mitra, R. (2022). **Native language subtitling of educational videos: A multimodal analysis with eye tracking, EEG and self-reports**. *British Journal of Educational Technology*, *53*(6), 1793-1816. https://doi.org/10.1111/bjet.13214
Language assistance becomes an integral component of the teaching–learning process in non-English– speaking multilingual societies where education takes place predominantly in local languages. Subtitles have been found to be beneficial in facilitating understanding of English language media in such situations. However, when accompanied with subtitles, information-rich instructional materials can add to the learner's cognitive load as their attention must be split between the content and the subtitle. To evaluate the cognitive and affective impacts of subtitle language on learning, we conducted a multimodal study using eye tracking, electroencephalogram (EEG), self-report, and pre–post test data of 51 individuals watching a 12-minute

educational video with either no subtitles, English subtitles (L2) or subtitles in their native language (L1). We discovered (a) positive learning gains for groups with subtitles, whether L1 or L2, which suggested positive impact of subtitles on learning outcome; (b) native language subtitling yielded the highest instructional efficiency and supported effective distribution of visual attention between slide content and subtitle; (c) native language subtitles elicited the lowest cognitive load, as evidenced by both EEG measurements and self-report data; and (d) gaze data highlighted key strategies of high and low performers during interaction with subtitled media. Practitioner notes What is already known about this topic Use of subtitles for language acquisition is an extensively researched topic. It is well established that subtitles are beneficial for language acquisition. Use of subtitles for content learning is relatively less understood with no robust finding. What this paper adds Provides a rich literature review about the impact of subtitles, namely, beneficial, detrimental or neutral, for content learning. Offers empirical results demonstrating positive impact of native language subtitles for content learning. Adds to the limited literature of multimodal investigation of learning with subtitles. Implications for practice and/or policy English language e-learning content designers may consider adding native language subtitles for global adoption of learning products.

Nguyen, H. (2022). **Let's teach Kibot: Discovering discussion patterns between student groups and two conversational agent designs**. *British Journal of Educational Technology*, *53*(6), 1864-1884. https://doi.org/10.1111/bjet.13219
Conversational agents can deepen reasoning and encourage students to build on others' knowledge in collaborative learning. Embedding agents in group work, however, presents challenges where groups may ignore the agents, and this calls for designs where students perceive agents as learning partners. This study examines group interactions with two text-based agents (ie, chatbots) that posed as an expert and a less knowledgeable peer in a high school marine biology lesson. Student messages (N = 1764) from 18 groups (52 students ages 14–15) received codes for reasoning, building on prior ideas, and responsiveness to the agents. Results indicate no differences between agents in how often each discussion move occurred. Interestingly, sequential pattern mining suggests that the less-knowledgeable-peer agent prompted groups to show questioning and building on others' ideas, similar to how students may act as peer tutors to the agent. Meanwhile, sequences with the expert agent resembled student-teacher exchange, where groups responded to the agent's nudges and then provided reasoning. Findings illustrate the affordances of embedding humanized features in technology designs to promote discussion. Practitioner notes What is already known about this topic Conversational agents can facilitate group discussions, but can get abused or ignored by student groups. To engage students, agent designs can simulate the characteristics of familiar classroom figures, such as peers or teachers. There are limited explorations of how student groups adapt their interactions to different agent designs in collaborative settings. What the paper adds Illustrations of the utilities of diversifying agent designs in collaborative learning. Insights into the unique interaction patterns that student groups displayed to different designs, such as questioning and building on others' ideas with a less-knowledgeable-peer agent. Implications for practice and/or policy Embedding signs of humanness in classroom facilitation and technology design can foster responsiveness among users. Pedagogy can consider adaptive designs to promote interaction sequences that contribute to learning (eg, questioning, expanding on prior ideas) at opportune moments.

Nweze, B. N., & Ogwu, C. N. (2022). **Effect of Computer-Aided Instruction on Chemistry Students' Achievement in Organic Chemical Nomenclature in Enugu Education Zone of Enugu State, Nigeria**. *British Journal of Education*, *10*(13), 68-77. https://doi.org/10.37745/bje.2013/vol10n136877
This study investigated the effect of Computer-Aided Instruction on chemistry students' achievement in organic chemical nomenclature in Enugu Education zone of Enugu State, Nigeria. One research question and one hypothesis guided the study. The design of the study adopted was quasi experimental, pretest-post test, non equivalent control design. The sample for the study comprised of 308 chemistry students (122 male and 186 female) purposively sampled from a population of 2,734 SS1chemistry students in Enugu Education zone of Enugu state. The instrument used for data collection was Teacher Made Organic Nomenclature Achievement Test (TMONAT) with 20 items multiple choice test. The instrument was constructed by the researchers and validated by two experts, one from the department of science education and one from the department of mathematics computer education (measurement and evaluation unit, Enugu State University of Science and Technology, (ESUT). TMONAT achieved a reliability of 0.87 calculated using kuder Richardson 20 (KR-20). Treatment lasted for six weeks. Mean and standard deviation were used to answer research questions while hypothesis was tested at 0.05 significance using Analysis of Covariance (ANCOVA). Males and Females were taught using computer-aided instruction (CAI). The findings of the study revealed that male and female chemistry students taught organic chemical nomenclature (OCN) with Computer-Aided Instruction (CAI) were almost at par in their achievement in OCN. Gender has no significance influence on students' achievement in OCN with CAI. Based on the findings, it was recommended among others that Curriculum planners should include CAI as a model of instruction that promotes gender-equity.

Nwokike, F. O., & Eya, G. M. (2022). **Business Educators' Ratings on the Constraints to Effective Online Teaching in Universities in the South East, Nigeria in the New Normal Environment**. *British Journal of Education*, *10*(13), 45-55. https://doi.org/10.37745/bje.2013/vol10n134555
The empirical study on Business Educators' ratings on the constraints to online teaching in new normal environment was carried out in the South East States of Nigeria. The general purpose of the study was to determine the Business Educators' ratings of factors constraining online teaching in Universities in the South East States of Nigeria in the new normal environment. Survey research design was utilized for the study. The population comprised 68 Business Educators in the Universities in the South East offering Business Education programme made up of 49 Business Educators from the Federal Universities and 19Business Educators from the State Universities. Two research questions and two hypotheses tested at 0.05 level of significance were utilized for the study. A validated instrument by expert s from Enugu State University of Science and Technology was used to elicit information from the respondents. Mean and standard deviation were used to analyze the research questions while t-test statistics was used to test the hypotheses. From the result of the analysis, it was revealed that technological constraints such as Business Educators' resistance to new technologies, poor access to internet connectivity constrains online teaching in the new normal environment. The researchers concluded that since online teaching is irresistible in the new normal environment., Business Educators in Universities in the South East of Nigeria have no choice other than to embrace online teaching and brake the barrier of constraining themselves to the walls of the classroom. Based on the findings of the study, the researchers recommended

among others that Business educators should upgrade their skills and get fully prepared for the utilization of online teaching in the new normal environment.

Pérez-Sanagustín, M., Pérez-Álvarez, R., Maldonado-Mahauad, J., Villalobos, E., & Sanza, C. (2022). **Designing a Moodle Plugin for Promoting Learners' Self-regulated Learning in Blended Learning**. In I. Hilliger, P. J. Muñoz-Merino, T. D. Laet, A. Ortega-Arranz, & T. Farrell (Éd.), *17th European Conference on Technology Enhanced Learning (EC-TEL 2022)* (p. 324-339). https://doi.org/10.1007/978-3-031-16290-9_24
After the COVID-19 pandemic, universities moved towards online and Blended Learning (BL) modes to offer greater curricular flexibility. Yet, recent research shows that students have difficulties regulating their learning strategies to adapt to the different learning modes that BL entails, which mixes face-to-face with online activities taking place in different learning contexts and environments. Prior work on Self-Regulated Learning (SRL) has explored the use of dashboard-based scaffolds for supporting students' learning strategies. However, most existing solutions are designed for supporting students in online settings (i.e., MOOCs), disregarding the teachers' role in BL settings and the support they need to monitor and promote students' SRL. This paper presents the design process followed for transforming a tool designed for supporting students' SRL in MOOCs into a Moodle plugin for BL. Following a design-based research methodological approach, we describe all the phases conducted for identifying the most appropriate indicators and visualizations for supporting SRL in BL practices, implementing and evaluating a first prototype. Results of a local evaluation with 114 teachers and a broad evaluation with 311 students shed some light on the type of indicators, dashboards and functionalities that should be considered when designing solutions for supporting SRL in BL settings.

Pi, Z., Zhang, Y., Shi, D., Guo, X., & Yang, J. (2022). **Is self-explanation better than explaining to a fictitious student when learning from video lectures?** *British Journal of Educational Technology*, *53*(6), 2012-2028. https://doi.org/10.1111/bjet.13230
Generating written explanations is a popular learning strategy in an online learning environment. Students can explain to themselves (ie, self-explanations) or a peer-student (ie, instructional explanations). However, for improving learning from video lectures, it is unclear whether writing self-explanations is more beneficial than writing instructional explanations, and whether writing both types of explanation is more beneficial than writing only one type. We compared the learning-related outcomes of students who wrote explanations under one of four conditions: self-explanation (n = 30), instructional explanation (n = 30), self-explanation then instructional explanation (n = 30) and instructional explanation then self-explanation (n = 30). We assessed the participants' external and internal attention, explanation quality, and immediate and delayed learning performance. Students in the conditions that included self-explanations showed higher internal attention, as well as better immediate and delayed performance than those in the instructional explanations condition. In addition, students in the two combined conditions showed a higher level of organization and elaboration than those in the instructional explanations condition. These results suggest that students should write explanations to themselves while learning from video lectures. Practitioner notes What is already known about this topic Generating explanations is a beneficial learning strategy. It is unclear whether explaining to oneself (self-explanations) is more beneficial than explaining to a peer (instructional explanations). The benefits of writing instructional explanations on learning performance were not consistently found across diverse areas. What this paper adds Self-explanations, both in oral and written form, were more

effective for learning performance than instructional explanations. Students in the conditions that included both self-explanations and instructional explanations demonstrated a higher level of organization and elaboration than those in the instructional explanation condition. When compared to the self-explanations condition, additional instructional explanations had no effect on learning performance or internal attention. Implications for practice and/or policy Self-explanations was an excellent approach for learning from video lectures. Students should write explanations to themselves while learning from video lectures.

Pionnier, X. (2022). **Le numérique comme bien commun et la protection des données, notamment concernant les élèves à Besoins éducatifs particuliers : un exemple, l'usage de la réalité augmentée**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 267-274. https://doi.org/10.3917/nresi.094.0267
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Plantard, P., Serreau, M., Guérin, S., & Perret, D. (2022). **La pandémie de Covid-19 : un fait social total « numérique » en éducation ? Approche anthropologique des pratiques numériques éducatives en Bretagne pendant les confinements de 2020 à 2022**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Lors de la pandémie de Covid qui a provoqué la fermeture des établissements scolaires, enseignants et élèves ont dû garder le lien, entre eux comme entre pairs. Nous avons mené une enquête auprès d'élèves en terminale pendant cette période et, au regard des éléments recueillis, nous proposons de lire cette période de confinement comme un fait social total « numérique ». Elle éclaire et interroge les représentations, usages et imaginaires liés au numérique dans l'éducation, mais aussi l'évolution, imperceptible – avec des signaux faibles qui émergent – mais en cours – avec des transformations psychodynamiques à l'œuvre – de la forme scolaire de l'école républicaine française aux prises avec l'évolution d'une société devenue numérique.

ROY, N., PARENT, S., POELLHUBER, B., GAREAU, A., LEFEBVRE, S., SAMSON, G., … al, et. (2022). **Des usages numériques multiples et variés en contexte québécois : dossier**. *Formation et profession*, (Vol. 30, n°2), 4-78. Consulté à l'adresse https://formation-profession.org/files/numeros/34/Formation_Profession_30-02.pdf
Ce numéro s'inscrit dans le contexte où le Québec s'est doté d'un cadre de référence sur la compétence numérique des actrices et acteurs scolaires. Le premier texte porte sur les usages du tableau numérique interactif par des enseignants du Québec. Le deuxième texte présente une analyse qualitative de référentiels de compétences du 21 e siècle. Le troisième texte propose une analyse descriptive des manuels scolaires numériques retrouvés au Québec entre 2015 et 2018. Le quatrième texte se penche sur les concepts de pensée informatique, pensée algorithmique et résolution de problèmes en contexte de programmation dans le milieu scolaire. Les articles offrent une perspective actuelle et ancrée dans la pratique des différents usages du numérique,

favorisant le développement de la compétence numérique. Ils montrent ainsi comment le numérique offre un grand potentiel de soutien de l'apprentissage, en raison notamment de ses nombreux avantages en matière de flexibilité, de variété, d'accessibilité, et de possibilités de communication et d'interactions.

Salas-Pilco, S. Z., Yang, Y., & van Aalst, J. (2022). **Emerging technologies for diverse and inclusive education from a sociocultural perspective**. *British Journal of Educational Technology*, *53*(6), 1483-1485. https://doi.org/10.1111/bjet.13279

Savelyeva, T., & Park, J. (2022). **Blockchain technology for sustainable education**. *British Journal of Educational Technology*, *53*(6), 1591-1604. https://doi.org/10.1111/bjet.13273
Blockchain—a digitally distributed, decentralised, peer-to-peer shared ledger technology that exists across a delimited network—is recognised as a disruptive technology for the next socioeconomic mega trend. Most of the researchers in education theoretically speculate upon blockchain's extraordinary potentials for enterprises, finance, administration, and management of education. Little attention has been paid, however, to the problems of socially inclusive knowledge transformation, sustainability, and equitable access to quality education for marginalised communities. This paper aims to describe an approach and method for leveraging education blockchain as a possible means to advance the UN Sustainable Development Goals (SDGs) for the social inclusion of marginalised communities of teachers and learners. This theoretical paper adopts a reflective research approach to critically analyse the current state of blockchain applications in education, and discuss its prospects for building educational commons for sustainable development. This paper contributes to the field of educational technology by exploring blockchain's prospects to building educational commons through four strategies: (a) network cooperation; (b) diversity of interacting agents; (c) shared resources; and (d) educational logistics. It also contributes to the conceptualisation of knowledge transformation for sustainable education by modelling blockchain-supported educational commons and informing educational practitioners and technological innovation policy makers. Practitioner notes What is already known about this topic Blockchain is a digitally distributed, decentralised, peer-to-peer shared ledger technology that can be adopted across education networks. Blockchain is regarded as a disruptive technology and a key driver of the next socioeconomic mega trend. The extant literature on blockchain in education are technology-centred and limited to applications in financing, administration, and management of education. Blockchain's potential to achieve the Sustainable Development Goals (SDGs) in education and in favour of marginalised communities remain unexplored. What this paper adds A critique of the mainstream literature and its utilitarian and business-oriented paradigm for leveraging blockchain technology in education. An operational definition of 'education blockchain' as a set of affordances of a blockchain technology that empowers educators and learners to achieve sustainability of their education system. Conceptualisation of a 'sustainable education blockchain' for the knowledge transformation of marginalised communities. A framework of blockchain for building educational commons through network cooperation, diversity of interactive agents, shared resources and educational logistics. Implications for practice and/or policy This paper calls for re-orienting blockchain technology in education from pro-profit to human-centred adoption. This is to ensure a balance among technological advances, knowledge transformation, and safeguarding of privacy and individual rights of marginalised teachers and learners. Sustainable blockchain technology is for the social

inclusion of marginalised teachers and learners by means of secure and trusted peer-to-peer collaboration, autonomous community organisation and fair distribution of resources. This paper contributes to the conceptualisation of knowledge transformation for sustainable education by (a) modelling the key features of blockchain-supported educational commons; and (b) informing educational practitioners and innovation policy makers who are interested in blockchain applications. The model contributes to the understanding of an authentic and humanistic knowledge transformation beyond its dominant notion of an instrumental, linear, purely technological driver of educational systems. The model allows us to envisage a more sustainable transformation in educational practices.

Shi, L., & Kopcha, T. J. (2022). **Moderator effects of mobile users' pedagogical role on science learning: A meta-analysis**. *British Journal of Educational Technology*, *53*(6), 1605-1625. https://doi.org/10.1111/bjet.13210
The advancement of technologies has promoted the increasing popularity and integration of mobile technologies in science education in the past decade. These trends have led to an increased interest among scholars to understand the effects of mobile technologies in science education and whether those effects differ depending on how mobile technologies are used in learning and teaching (eg, student-led, teacher-led, collaborative). In this study, we performed a meta-analysis of 34 studies that directly examined the effects of users' pedagogical role on K-16 students' achievement in science when engaging in mobile learning (ML). The analysis of the 34 studies yielded an overall significant main effect of ML on K-16 science learning outcomes. We applied the mixed-effects model with moderator variables and found that users' pedagogical role significantly moderated the ML effects as a whole. Collaborative and student-led uses had a statistically significant impact on student science learning, whereas teacher-led use did not. Findings from this meta-analysis are consistent with prior research, providing synthesized research-based evidence of the effects of ML on science learning that holds implications for both mobile curriculum design and mobile technology use. Practitioner notes What is already known about this topic Mobile technology has been increasingly adopted in science learning with great potential to support learning and teaching. Prior meta-analysis has suggested multiple moderators in measuring the mobile learning effect. Prior empirical studies examined the effect of mobile users' pedagogical role in the specific subject domains (eg, physics) and grade levels (eg, high school). What this paper adds This meta-analysis is among the first to examine the moderator effect of mobile users' pedagogical roles on ML in K-16 science education. This study found that mobile technology use is associated with significant science learning outcomes across 34 studies. This study found that the effect of mobile learning was moderated by mobile users' pedagogical roles (ie, who initiated the use). Collaborative use between teachers and students tends to be the most effective. Teacher-led use tends to be the least effective. Implications for practice This study suggests that we should consider who leads the use of mobile technology when integrating mobile learning in science education. In particular, educators should encourage collaborative and student-led mobile use for learning and instruction.

Smigiel, E., & de Bertrand de Beuvron, F. (2022). **Enseigner les Systèmes Numériques en 2049**. *J3eA*, *21*, 2003. https://doi.org/10.1051/j3ea/20222003

Szymkowiak, A., & Jeganathan, K. (2022). **Predicting user acceptance of peer-to-peer e-learning: An extension of the technology acceptance model**. *British Journal of Educational Technology*, *53*(6), 1993-2011. https://doi.org/10.1111/bjet.13229
With COVID-19 compelling some countries to close their schools, e-learning has now become the primary mode of learning. Researchers have renewed their interest in users' acceptance of e-learning via different platforms, given the possibility of different results relative to what was known pre-pandemic. However, e-learning still poses issues such as isolation, demotivation and learning attrition, which may be counterbalanced by peer-to-peer (P2P) learning. On this basis, this study surveyed 417 Indian students on their acceptance of P2P e-learning with the extended Technology Acceptance Model. The data analysis confirmed that perceived ease of use was positively associated with the perceived usefulness of and students' attitude towards P2P e-learning. Credibility was also found to be positively associated with perceived ease of use, perceived usefulness, and attitude towards P2P e-learning. However, the study could not confirm the association between perceived usefulness and attitude towards P2P e-learning. Additionally, self-efficacy displayed a weak, but significant association with perceived ease of use and perceived usefulness of P2P e-learning. Internet self-efficacy was found to have a positive association on the intention to use P2P e-learning, but not its perceived ease of use. Practitioner notes What is already known about this topic E-learning which poses issues such as isolation, demotivation and learning attrition became the primary means of education due to the COVID-19 pandemic. Issues with e-learning can be counterbalanced by peer-to-peer (P2P) learning. There is a renewed interest in user acceptance of e-learning via different platforms, as the sudden and prolonged shift to e-learning is revealing different results relative to what was known pre-pandemic. What this article adds Usage of the extended TAM model to predict users' acceptance of P2P e-learning platforms during a pandemic. Extending the TAM model with a renewed focus on the importance of self-efficacy and Internet self-efficacy in accepting P2P e-learning during a period of complete remote learning. Extending the TAM model with credibility as a factor: because P2P platforms allow any user to provide answers, students may struggle with choosing which answer to accept. Credibility was discovered to have a positive association with perceived ease of use, perceived usefulness and attitude towards P2P platforms. A positive association between perceived usefulness and attitude could not be confirmed—a discovery we consider related to the supplementary way the P2P platform was utilised. Perceived ease of use had a larger association with the intention to use P2P e-learning than perceived usefulness, thus suggesting that students are more concerned with the ease of finding an answer than the usefulness obtained from it. Implications for practice and/or policy P2P e-learning platforms should consider means through which an answer's credibility can be increased in order to bolster the ATT towards them. At a macro level, schools should consider the self-efficacy and Internet self-efficacy of students to ensure they are able to partake in e-learning and provide training and resources to those who are lacking. P2P e-learning platforms need to improve their user interface design and user experience to increase the Perceived ease of use for their users.

Yan, L., Martinez-Maldonado, R., Gallo Cordoba, B., Deppeler, J., Corrigan, D., & Gašević, D. (2022). **Mapping from proximity traces to socio-spatial behaviours and student progression at the school**. *British Journal of Educational Technology*, *53*(6), 1645-1664. https://doi.org/10.1111/bjet.13203

Identifying students facing difficulties and providing them with timely support is one of the educator's key responsibilities. Yet, this task is becoming increasingly challenging as the complexity of physical learning spaces grows, along with the emergence of novel educational technologies and classroom designs. There has been substantial research and development work focused on identifying student social behaviours in digital platforms (eg, the learning management system) as predictors of academic progression. However, little work has investigated such relationships in physical learning spaces. This study explores the potential of using wearable trackers for the early detection of low-progress students based on their social and spatial (socio-spatial) behaviours at the school. Positioning data from 98 primary school students and six teachers were automatically captured over a period of eight weeks. Fourteen socio-spatial behavioural features were extracted and processed using a set of machine learning classifiers to model students' learning progression. Results illustrate the potential of prospectively identifying low-progress students from these features and the importance of adapting classroom learning analytics to differences in pedagogical designs. Practitioner notes What is already known about this topic Learning analytics research on predicting students' academic progression is emerging in both digital and physical learning spaces. Students' social behaviours in learning activities is a key factor in predicting their academic progression. Emerging sensing technologies can provide opportunities to study students' real-time social behaviours in physical learning spaces. What this paper adds Fourteen progression-related socio-spatial behavioural features are extracted from students' physical (x-y) positioning traces. Predictive learning analytics that achieved 81% accuracy in prospectively identifying low-progress students from their real-time socio-spatial behaviours. Empirical evidence to support the need for classroom learning analytics to have instructional sensitivity (ie, be calibrated according to the learning design). Implications for practice and/or policy Sensing technologies and machine learning algorithms can be used to capture and generate valuable insights about higher-order learning constructs (eg, performance and collaboration) from students' physical positioning traces in classrooms. Researchers and practitioners should be cautious with generalised classification algorithms and predictive learning analytics that do not account for the pedagogical differences between different subjects or learning designs. Researchers and practitioners should consider the potentially unforeseen ethical issues that can emerge in using sensing technologies and predictive learning analytics in authentic, physical classroom settings.

Yang, W., Luo, H., & Su, J. (2022). **Towards inclusiveness and sustainability of robot programming in early childhood: Child engagement, learning outcomes and teacher perception**. *British Journal of Educational Technology*, *53*(6), 1486-1510. https://doi.org/10.1111/bjet.13266

The proliferation of screen-free programmable robotics allows teachers to implement age-appropriate integrated activities that can promote child learning and development. However, very scarce is known about the challenges of using programmable robots as a tool to empower children in minority communities. This mixed-methods case study examined a Free Quality Kindergarten situated in a low-income public housing estate in Hong Kong to explore the affordances and challenges of robot programming (RP) in early childhood education (ECE). Both quantitative and qualitative data were generated through videotaped observations, child assessments and teacher interviews to journey with the teaching team as they managed to implement the newly introduced RP curriculum. Child assessment evidence revealed that there was a

statistically significant improvement in CT scores over 6 weeks of RP activities, while the pretest–posttest change of child self-regulation scores was nonsignificant. Video analysis results further revealed that children's interaction level with the robot kit significantly predicted the change of self-regulation over time. Qualitative results are presented to explicate the micro, meso and macro conditions that constrain the implementation of RP curriculum, including the following: (a) teachers' limited TPACK in RP education, (b) a disconnect between the RP curriculum and the school-based curriculum, (c) limited resources and (d) the Confucian tradition and cultural barriers. These illustrate the intricacies involved in the implementation of RP education to empower marginalized children in under-resourced ECE settings. This study will help bring systemic change to the ECE field by uncovering ecological difficulties in integrating new technologies to promote inclusiveness and sustainability for the future. Practitioner notes What is already known about this topic Screen-free robot programming (RP) is beneficial for preschool children in terms of promoting their computational thinking (CT) and executive functioning. RP can be generally engaging for preschool children from a middle-class background. What this paper adds The study is addressing the inclusiveness and sustainability according to the learning needs of kindergarten students, especially those from less privileged backgrounds. The story-based approach to RP can cater to the learning needs and interests of children from a lower socio-economic background, which is likely to enhance their CT skills. Children with a higher level of interaction with the robot kit benefited more from the RP activities in terms of self-regulation skills. This study used multiple methods (ie, video analysis, teacher interview and child assessment) to reveal the effects of micro, meso and macro contexts on RP education in an under-resourced Hong Kong kindergarten. Implications for practice and/or policy RP education should be cautiously prompted in diverse early childhood settings, especially the less privileged institutions, to enhance positive effects. Critical constraints on the use of programmable robots to empower marginalized children should be adequately addressed when trying to integrate RP into early childhood education. Teachers should receive training and continual support in RP-related pedagogical strategies to facilitate and scaffold children's learning.

Yang, W., Ng, D. T. K., & Gao, H. (2022). **Robot programming versus block play in early childhood education: Effects on computational thinking, sequencing ability, and self-regulation**. *British Journal of Educational Technology*, *53*(6), 1817-1841. https://doi.org/10.1111/bjet.13215

Programmable robotics is recently used in early childhood education (ECE) to introduce programming and computational thinking (CT) skills. However, there is a further need for research to contrast the efficacy of children's participation in robot programming and traditionally beneficial ECE activities. The present study thus investigated the effects of a robot programming intervention versus a block play program on kindergarteners' CT, sequencing ability, and self-regulation. The experiment (robot programming) versus comparison (block play) condition was randomly assigned to four kindergarten classes, which included 101 kindergarteners (M = 64.78 months, SD = 7.64). Statistical analyses revealed that the robot programming group (N = 54) had experienced greater gains over time in sequencing ability relative to those in the block play group (N = 47; F = 5.09, $p < 0.05$). Children in the robot programming group with lower level of self-regulation at baseline showed larger improvements in sequencing ability over time relative to the block play group (F = 2.37, p = 0.01). Also, children in the robot programming group with older age showed larger improvements in CT over time relative to the block play group

(F = 2.40, p < 0.01). The study demonstrates the positive benefits of robot programming to early childhood development in terms of CT and sequencing ability, compared to a traditional curriculum activity in ECE—block play. Practitioner notes What is already known about this topic Screen-free robot programming can enhance preschool children's computational thinking (CT). Block play can enhance preschool children's mathematics and executive functioning. Both robot programming and block play are engaging for preschool children. What this paper adds An unplugged CT assessment is used to measure and compare the effects of both robot programming and block play interventions among preschool children. Robot programming outperforms block play in promoting children's school readiness skills such as sequencing ability. Children with lower self-regulation skills benefited more from the robot programming intervention. Implications for practice and/or policy Robot programming and CT education should be expanded in diverse early childhood settings to boost the positive effects. Technology-enhanced curricula should be integrated into early childhood education. Teachers should receive training on robot programming in addition to more traditional skills such as scaffolding children's block play.

Yang, Y., Yuan, K., Feng, X., Li, X., & van Aalst, J. (2022). **Fostering low-achieving students' productive disciplinary engagement through knowledge-building inquiry and reflective assessment**. *British Journal of Educational Technology*, *53*(6), 1511-1529. https://doi.org/10.1111/bjet.13267
Supporting productive disciplinary engagement (PDE) in low-achieving students is an important but challenging goal in education. This study used a knowledge-building inquiry approach augmented by reflective assessment to facilitate low-achieving students' PDE. A quasi-experimental design method was employed to examine the effects of reflective assessment in supporting low-achieving students' PDE. The experimental class of tenth graders (n = 20) conducted inquiries in the visual arts in a knowledge-building design augmented by reflective assessment, while the comparison class of tenth graders (n = 14) conducted inquiries in a regular knowledge-building design without reflective assessment. This study lasted approximately 4 months and the primary data source was the online discourse. A comparative analysis of the knowledge-building discourse characteristics and the sequential patterns of the discourse moves revealed higher cognitive, emotional and epistemic engagement in the experimental class compared with the comparison class. Epistemic network analysis showed that reflective assessment facilitated low-achieving students' collective reflection, monitoring and regulation, as shown by their metacognitive discourse moves. Their metacognition further helped them to achieve higher levels of cognitive, emotional and epistemic engagement than the comparison class. This study provides insights into the connections between inquiry, engagement and assessment. Moreover, it has implications for designing technology-supported collaborative inquiry environments to support low-achieving students' engagement and higher-level skills. Practitioner notes What is already known about this topic Supporting low-achieving students' productive disciplinary engagement (PDE) is an important but challenging goal in education and limited research has focused on it. Knowledge-building inquiry design augmented by reflective assessment is promising in supporting low-achieving students' PDE. Little research has examined the effects of reflective assessment-augmented knowledge building inquiry on low-achieving students' PDE and the mechanism through which reflective assessment supports their PDE. What this paper adds Reflective assessment-augmented knowledge-building inquiry is effective in supporting low-achieving students'

PDE. Portfolio-supported Reflective assessment in Knowledge Forum facilitated low-achieving students' enactment of collective reflection, monitoring and regulation, and these metacognitive processes further helped low-achieving students to achieve higher levels of cognitive, emotional and epistemic engagement. This study provides insights into the connections between inquiry, engagement, and assessment. Implications for practice and/or policy It is crucial to create a collaborative and reflective community culture to help low-achieving students gradually gain agency. It is critical to help low-achieving students to develop a productive belief that idea improvement and reflection is a continuous and iterative process. The effectiveness of reflective assessment requires face-to-face knowledge-building discussion and collaborative reflection opportunities scaffolded by assessment tools and analytics that encourage low-achieving students to engage in meta-level discussion.

Yıldız, G., Şahin, F., Doğan, E., & Okur, M. R. (2022). **Influential factors on e-learning adoption of university students with disability: Effects of type of disability**. *British Journal of Educational Technology*, *53*(6), 2029-2049. https://doi.org/10.1111/bjet.13235
The number of studies providing empirical evidence on e-learning in the field of special education is limited. From this point of view, the aim of this study is to examine whether the factors influencing the e-learning adoption of university students with disability differ according to the type of disability and gender. The participants of the study consist of 809 university students with a single disability (orthopaedic, visual or hearing). Confirmatory factor analysis and two-way ANOVA were used in the analysis of the study. The factor analysis showed that validity and reliability of the measurement tool was established and the model fit was good. The results revealed that for all dependent variables (social influence, self-efficacy, compatibility and facilitating conditions), students with orthopaedic disability and visual impairment had higher scores than students with hearing impairment. On the other hand, contrary to expectations, there was no difference between students with orthopaedic disability and students with visual impairment in any of the factors according to the type of disability. In addition, none of the factors differed by gender. The findings provide empirical evidence that can contribute to the planning of online education processes of students with disability by revealing the similarities and differences in the use of e-learning systems according to the type of disability. Practitioner notes What is already known about this topic The field of special education deals with the special needs of individuals and frequently uses technology to provide the support they need. It is observed that educational processes have been moved to online environments due to the COVID-19 pandemic, which has affected the field of education nowadays and e-learning systems in online environments have become indispensable for students with special needs. With their flexible structure, e-learning systems create universal and inclusive learning environments for all students. Accessibility and special education adaptations are needed for individuals with special needs to use e-learning systems effectively. For this, first of all, the effects of the disabilities of these individuals in using e-learning systems should be determined. What this paper adds The results showed that social influence, self-efficacy, compatibility, and facilitating conditions all differed significantly by type of disability. The research findings revealed that all factors differed significantly in terms of orthopaedic and visual impairment versus hearing impairment. The main contribution of the study can be summarized as investigating the relationships between technology adoption and types of disability with empirical evidence and the fact that the implications and inferences made for theory and practice have the potential to make critical contributions to technology

acceptance and use of individuals with special needs. It can be stated that the tool adapted in this study offers a valid and reliable tool for future studies with university students with special needs. Implications for practice and/or policy There is a need for considering the individual differences of participants and adaptations for hearing in the adoption of e-learning systems. Individual differences should be taken into account in the designs of e-learning systems, and user-oriented designs should be given priority. It can be mentioned that providing subtitle support for live lessons and recorded videos for the hearing impairment and adding sign and text support to the audio stimuli, providing screen readers for the visual impairment in the e-learning system can make valuable contributions to improving the quality of education.

Zhu, W., Hua, Y., Zhu, G., & Wang, L. (2022). **Share and embrace demographic and location diversity: Creating an Instagram-based inclusive online learning community**. *British Journal of Educational Technology*, *53*(6), 1530-1548. https://doi.org/10.1111/bjet.13272
It is critical to create an inclusive online learning environment for students with diverse demographic information studying in different environments, especially during the COVID-19 pandemic when they are disconnected from peers. Guided to create an inclusive online learning community by situated learning theory and community of practice, both of which advocate learning in context and community, we invited 115 undergraduate students to post photos related to environmental psychology concepts and their surrounding environments and discussed their postings on Instagram over eight weeks. To understand the inclusiveness of the community and students' perception, we collected their posts by searching designated hashtags and interviewed representatives of participants using a stratified sampling strategy. Through network analysis of 272 posts and qualitative analysis of 22 in-depth interviews, we found that when participants shared and discussed their surroundings and environmental psychology concepts on Instagram, their learning community was inclusive regarding gender, ethnicity, and program. Student participants' centrality and influence were more relevant to whether and how they expressed their identities in the community through posts. We further discuss how our findings could inform to create inclusive and active communities in the future. Practitioner notes What is already known about this topic? The definition of inclusive education extends to diversity and accessibility. Social media can support online learning communities. What this paper adds? It explores the inclusiveness of an Instagram-based learning community using network analysis. It suggests expressing identities in a learning community helps promote inclusiveness. Implications of this study for practice and/or policy It provides information to education practitioners that will help them create inclusive and active communities through social media. It explores the possibility of analysing the inclusiveness of a learning community through social network analysis.

Orientation scolaire et professionnelle

Bonnet, E., & Verley, É. (2022). **À la rencontre des Meilleurs apprentis de France et des parcours d'excellence dans la voie professionnelle courte**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id

Notre article présente la genèse d'une recherche réalisée sur les Meilleurs apprentis de France (MAF), lauréats à un concours professionnel qui récompense de jeunes lycéens ou apprentis inscrits dans l'enseignement secondaire professionnel. Considérant les MAF comme emblématiques d'une forme de réussite et d'excellence, nous rendons compte de la variété des parcours scolaires, des modes d'accès à l'emploi qui se dessinent dans la voie professionnelle courte. Interrogeant les ingrédients de la fabrique de l'excellence professionnelle, nous montrons en particulier comment ces jeunes parviennent, dans un espace scolaire dévalué, à donner du sens à leur apprentissage et à leur travail et à se réapproprier certains savoirs disciplinaires délaissés.

Curran, F. C. (2022). **Ban the Discipline Box? How University Applications that Assess Prior School Discipline Experiences Relate to Admissions of Students Suspended in High School**. *Research in Higher Education*, *63*(7), 1120-1157. https://doi.org/10.1007/s11162-022-09683-x
For the past decade and a half, many institutions of higher education have asked about high school disciplinary experiences, including suspensions, on their applications. Advocates have argued that this "discipline box" has a negative effect on suspended students' likelihood to apply and be accepted to institutions of higher education with such a box. This study leverages application-level data along with novel historical records of institutions' undergraduate applications to examine the relationship between a discipline box and application and acceptances for suspended students. Leveraging both student and institution fixed effects, the study finds mixed evidence with regard to whether the presence of a discipline box is systematically related to students' likelihood to apply or be accepted to IHEs with discipline boxes, once accounting for other factors. Implications for policy are discussed and suggestions for future research that can address existing data limitations are proposed.

Dizerbo, A. (2022). **Analyse du parcours d'un élève « multi-dys » : être inclus ou s'inclure ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20260
Cette contribution s'appuie sur une recherche inscrite dans le champ de la recherche biographique en éducation et s'intéresse à l'inclusion scolaire comme processus situé à l'intersection entre prescriptions institutionnelles et parcours singuliers des différents acteurs qu'elle concerne. Centrée sur le cas d'un élève scolarisé en milieu ordinaire présentant plusieurs troubles « dys », des troubles mnésiques et une surcharge cognitive rapide, elle prend notamment appui sur des entretiens réalisés avec lui et sa maman. L'analyse de son parcours permet d'interroger les conditions, leviers et environnements favorables à son inclusion, au développement d'un sentiment de bien-être et à la construction d'un pouvoir d'interagir avec son environnement, invitant à une réflexion sur les enjeux de la valorisation de l'expertise des parents accompagnant quotidiennement leur enfant en situation de handicap et sur ceux des modèles narratifs dont ce dernier dispose pour se forger sa propre histoire.

Mbwassak, R. (2022). **Pratique des activités d'orientation-conseil et projet professionnel de l'élève au Cameroun**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20045
De nos jours, au regard des multiples enjeux et des espoirs dont elle fait l'objet, l'orientation-conseil à travers le projet professionnel est cet interface de formation qui favorise la réussite scolaire et la préparation de l'élève à une carrière professionnelle

future. Cette recherche pose le problème de l'accompagnement des élèves par les conseillers d'orientation dans la co-construction de leurs projets professionnels préparant à une insertion professionnelle assurée, si l'on se réfère aux difficultés de choix de formation et d'insertion socioprofessionnelle que connaissent les diplômés de nos jours. Pour ce faire, un questionnaire a été administré à un échantillon de 628 élèves des terminales des neuf établissements d'enseignement secondaire public de la ville de Bertoua. La mise à l'épreuve de quatre hypothèses par le test de régression logistique multiple a permis de vérifier que le recours par les conseillers d'orientation à leurs principales activités que sont (les sessions de formation, le counseling, la recherche appliquée et le testing psychotechnique) favorisent l'accompagnement des élèves dans la construction de leurs projets professionnels.

Parini, L. (2022). **Faire et défaire le genre au travail: parcours professionnels de personnes trans en Suisse**. *Revue Internationale Du Travail*, *161*(3), 445-463. https://doi.org/10.1111/ilrf.12184
L'autrice s'intéresse aux effets de la transidentité sur le parcours professionnel. À partir d'entretiens individuels approfondis, réalisés avec douze personnes trans en 2014–2015 en Suisse, elle fait ressortir les difficultés et réussites de ces trajectoires, en organisant l'analyse selon trois dimensions: la différence selon le type de transition (vers le genre féminin ou masculin), la conciliation parfois difficile entre les temporalités de la transition et celles de l'organisation et la gestion du coming out. Dans une réflexion finale sur l'accès des personnes trans à la citoyenneté économique, l'autrice recommande de réviser la législation du travail et de mieux sensibiliser les cadres aux thématiques de la transidentité.

PSIFIDOU, I., MOURATOGLOU, N., FARAZOULI, A., & HARRISON, C. (2022). ***Minimising early leaving from vocational education and training in Europe: career guidance and counselling as auxiliary levers***. Luxembourg: Office des publications de l'Union européenne. https://www.cedefop.europa.eu/files/6211_en.pdf
En minimisant les risques liés à une information insuffisante ou à des attentes irréalistes, l'orientation professionnelle et le conseil peuvent aider les apprenants à prendre des décisions éclairées en fonction de leurs centres d'intérêt, de leurs talents et de leurs aspirations professionnelles futures, ainsi qu'à prévenir l'abandon et le décrochage. Pour ceux qui ont quitté prématurément l'éducation et la formation, l'orientation professionnelle et le conseil peuvent les aider à retourner dans l'enseignement secondaire supérieur et à s'y qualifier. Ce document examine comment les politiques et pratiques nationales en matière d'orientation professionnelle et de conseil dans les États membres de l'Union européenne peuvent soutenir les apprenants à risque et les personnes ayant quitté prématurément l'enseignement et la formation professionnels. Il identifie les modèles communs et les lacunes existantes en matière d'information, et présente les perspectives d'avenir.

Sevilla, M. P., & Snodgrass Rangel, V. (2022). **Career Development in Highly Sex-typed Postsecondary Vocational Technical Education Programs: A Social Cognitive Analysis**. *Journal of Career Assessment*, *30*(4), 658-677. https://doi.org/10.1177/10690727221074871
Using social cognitive career theory (SCCT), we examined the career development of students in sex-typed postsecondary Vocational Technical Education (VTE) programs in the Chilean context. We assessed the moderating effects of students? socioeconomic background, sex, membership to the sex-atypical group, and the intersection of these

attributes across SCCT measures and the model?s predicted relationships. The results showed that students in sex-atypical careers, particularly low-income students, perceived supports and barriers differently, and that supports and barriers have different effects on self-efficacy and outcome beliefs. We also found differences between female and male students in these careers path, which suggests that the former face more challenges. However, we also found that their career development process unfolds similarly, suggesting that strategies designed to support these groups may be equally helpful for female and male students. We discuss the findings in light of prior literature and offer practical implications for VTE institutions.

Politique de l'éducation et système éducatif

Aasebø, T. S., & Willbergh, I. (2022). **Empowering minority students: a study of cultural references in the teaching content**. *Journal of Curriculum Studies*, *54*(5), 618-631. https://doi.org/10.1080/00220272.2022.2095877
Using references to the world outside the classroom is an intrinsic part of teaching content. Cultural references, however, might present a challenge for minority students. This paper investigates how teaching can contribute to the empowerment of all students through a qualitative observational case study of two Norwegian primary and secondary schools. Plenary teaching in two classes at each school was observed for two weeks. Using an abductive research process inspired by linguistic translatory research and Bildung-centred general didactics, we developed categories of universal and particular cultural references in classroom teaching. Universal references are general topics concerning all human beings, while particular references presuppose knowledge of specific cultures. The results are discussed in relation to multicultural research, as well as the 'postcolonial paradox'. The article concludes that teaching can contribute to the empowerment of all students by combining universal and particular cultural references so that different realms of the human condition are displayed. The challenge for the teacher in this endeavour is to increase the use of non-Western references and to be aware of the postcolonial paradox as an inevitable dilemma when teaching in culturally diverse classrooms.

Arold, B. W., Woessmann, L., & Zierow, L. (2022). ***Can Schools Change Religious Attitudes? Evidence from German State Reforms of Compulsory Religious Education*** (Rationality and Competition Discussion Paper Series N° 309). Consulté à l'adresse CRC TRR 190 Rationality and Competition website: https://econpapers.repec.org/paper/rcodpaper/309.htm
We study whether compulsory religious education in schools affects students' religiosity as adults. We exploit the staggered termination of compulsory religious education across German states in models with state and cohort fixed effects. Using three different datasets, we find that abolishing compulsory religious education significantly reduced religiosity of affected students in adulthood. It also reduced the religious actions of personal prayer, church-going, and church membership. Beyond religious attitudes, the reform led to more equalized gender roles, fewer marriages and children, and higher labor-market participation and earnings. The reform did not affect ethical and political values or non-religious school outcomes.

Bacquelé, V., & Fournier, J. (2022). **Expériences de scolarisation de jeunes adultes en situation de handicap : qu'en disent ces premier.e.s expert.e.s ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20539

La loi du 11 février 2005 et la Convention relative aux droits des personnes handicapées (ONU, 2006) promeuvent une scolarisation inclusive pour tous les enfants et adolescents en situation de handicap. Si les statistiques montrent un accroissement du nombre d'enfants en situation de handicap scolarisés en France, d'autres travaux font état de difficultés persistantes. Prenant appui sur les récits biographiques de quatre jeunes personnes en situation de handicap relatifs à leurs parcours scolaire et d'insertion professionnelle, l'article met en lumière à la fois les étapes de ces itinéraires, les ressources et obstacles communément mentionnés ainsi qu'un élément-clé pour chacun des parcours servant de fil conducteur au récit. Si la voix des expert.e.s de l'intérieur est peu prise en compte dans les recherches qui s'intéressent à la scolarisation des enfants en situation de handicap, leur apport est pourtant indispensable pour comprendre et agir en faveur d'une société plus inclusive.

Bedoin, D., Lemoine, M., & Zoïa, G. (2022). **Comprendre les parcours inclusifs et les dynamiques inclusives : observations, analyses et perspectives**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). Consulté à l'adresse https://journals.openedition.org/edso/20244
L'inclusion fait partie des priorités énoncées dans les discours politiques (loi du 11 février 2005, loi du 8 juillet 2013, circulaire de rentrée 2019) qui sont repris dans la sphère médiatique et la société civile, en France, comme dans de nombreux autres pays. Elle fait également l'objet d'un nombre croissant de travaux scientifiques, issus de différentes disciplines des Sciences humaines et sociales (SHS) et notamment en Sciences de l'éducation et de la formation (SEF), qui cherchent à en ...

Bennell, P. (2022). **Teaching too little to too many: Teaching loads and class size in secondary schools in Sub-Saharan Africa**. *International Journal of Educational Development*, *94*, 102651. https://doi.org/10.1016/j.ijedudev.2022.102651
This article presents and analyses comprehensive information for nearly all mainland countries in Sub-Saharan Africa on class size and teaching loads in secondary education. In particular, it argues that the student-teacher ratio is a poor indicator of both schooling efficiency and educational quality and also that teaching loads appear to be relatively low in SSA when compared with developed countries.

Blin, M. (2022). **L'autodétermination : une responsabilité collective et partagée. Présentation du dossier**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 5-9. https://doi.org/10.3917/nresi.094.0005
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Blin, M., & Saunier, A. (2022). **Autodétermination et (dés)institutionnalisation : un faux débat ?** *La nouvelle revue - Éducation et société inclusives*, *94*(2), 197-218. https://doi.org/10.3917/nresi.094.0197
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit

spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

BLOCH, D. (2022). ***Une histoire engagée de l'enseignement professionnel de 1984 à nos jours : du baccalauréat professionnel aux campus des métiers et des qualifications***. Consulté à l'adresse https://www.pug.fr/produit/1991/9782706152764/une-histoire-engagee-de-l-enseignement-professionnel-de-1984-a-nos-jours
Avec près de 180 000 diplômes délivrés chaque année, le baccalauréat professionnel prépare non seulement à l'entrée sur le marché du travail, mais il ouvre désormais largement la voie à des poursuites d'études en phase avec les besoins des entreprises. Lors de sa création en 1985, ce diplôme suscita des réactions contrastées, et nombreux furent ceux qui pensaient que cette idée saugrenue ne ferait pas long feu ! Que serait pourtant aujourd'hui notre économie sans les compétences des 3 500 000 bacheliers professionnels ? Dans cette Histoire engagée de l'enseignement professionnel, Daniel Bloch retrace la longue marche de cette filière de formation depuis le milieu des années 1980 jusqu'à nos jours. D'étape en étape, l'auteur éclaire le sens des réformes réalisées durant les quatre dernières décennies, mais il formule également des propositions pour l'avenir. Convaincu des enjeux économiques et sociétaux que la voie professionnelle représente, il défend ici la nécessité de poursuivre sa transformation, en s'appuyant notamment sur les campus des métiers et des qualifications.

Boivin, J., & Fournier, J. (2022). **Vivre le handicap en établissement. Résonances en termes de sexualité et d'autodétermination ?** *La nouvelle revue - Éducation et société inclusives*, *94*(2), 165-180. https://doi.org/10.3917/nresi.094.0165
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Bordiec, S., Julie, P., Aillères, M., Brumaud, F., Chopin, M.-P., Croizier, C., … Tourneville, J. (2021). ***La " gouvernance " des Cités éducatives. Notes de recherche à partir des monographies de 8 Cités éducatives sur le territoire national*** [Research Report]. Consulté à l'adresse ANCT website: https://hal.archives-ouvertes.fr/hal-03810145

Bosset, I., Hofmann, C., Duc, B., Lamamra, N., & Krauss, A. (2022). **Premature interruption of training in Swiss 2-year apprenticeship through the lens of fit**. *Swiss Journal of Educational Research*, *44*(2), 277-290. https://doi.org/10.24452/sjer.44.2.9
This contribution examines premature interruption of training (PIT) through the lens of fit between the training and the trainees. To do so, it explores early indicators of PIT and the reasons cited by young people for training interruption. Using quantitative and qualitative approaches, 628 questionnaires were handed out, and 31 semi-structured interviews were conducted. All participants were enrolled in the 2-year apprenticeship leading to a Federal Vocational Education and Training (VET) Certificate, a low-threshold training

track in the Swiss VET system. The findings reveal which elements are involved in poor fit and how they may contribute to PIT.

Brandon, S., & Kunz, C. (2022). **Crise sanitaire de la covid-19 et études universitaires dans le domaine de l'éducation spéciale : quels impacts sur la qualité de vie et la formation pratique des étudiant·es ?** *Raisons éducatives*, 26(1), 215-235. https://doi.org/10.3917/raised.026.0215
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Bremner, N., Sakata, N., & Cameron, L. (2022). **The outcomes of learner-centred pedagogy: A systematic review**. *International Journal of Educational Development*, *94*, 102649. https://doi.org/10.1016/j.ijedudev.2022.102649
An increasing number of studies have investigated the implementation of Learner-Centred Pedagogy (LCP) in different countries, but there is still limited empirical evidence on what impacts LCP may have on learners and learning. This article summarises the findings of a systematic review of 62 journal articles reporting the outcomes of LCP implementation in low- to middle-income countries. The review found relatively few studies that provided objective evidence of LCP effectiveness. A higher number of studies identified non-objective perspectives of LCP effectiveness, such as teacher and student perceptions, as well non-cognitive outcomes such as increased student motivation, confidence, and enhanced relationships.

Brown, C. P., Ku, D. H., Barry, D. P., & Puckett, K. (2022). **Examining Preservice Teachers' Conceptions of Teaching to Consider the Impact of Policymakers' Neoliberal Reforms on Their Sensemaking of Their New Profession**. *Journal of Teacher Education*, *73*(5), 463-478. https://doi.org/10.1177/00224871221105803
Policymakers? neoliberal education reforms have altered teaching and teacher education. These neoliberal policies reframe teaching and teacher education through conceptions of standards, academic achievement, data, and accountability. By doing so, many new and experienced teachers have left the field, and this has caused many who remain to question their ability to attain policymakers? objectives and what it means to be a teacher. Yet, little is known about the impact of these neoliberal reforms on preservice teachers. In this article, we begin to attend to this issue by examining how a sample of preservice teachers made sense of their role as teachers and the profession

they are entering. We then analyze whether such sensemaking reflects policymakers? neoliberal framing of these constructs. Based on these findings, we outline opportunities for teacher educators to work with their preservice teachers to interpret, critique, and respond to policymakers? neoliberal reforms.

Buisson-Fenet, H., Armagnague, M., & Leszczak, É. (2022). **Une exception bien ordinaire ? L'inclusion scolaire en situation de continuité pédagogique : le travail des coordonnateurs de dispositifs ULIS et UPE2A**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Spécialisés dans des dispositifs de marge exemplaires du « tournant inclusif » de l'école française, les enseignants d'ULIS et d'UPE2A montrent des dispositions professionnelles qui auraient dû les mettre au centre de la mise en œuvre de la continuité pédagogique des collèges et des lycées publics. Fut-ce le cas ? L'hypothèse que cet article met à l'épreuve est que le contexte inédit d'enseignement a réajusté la culture professionnelle de certains coordonnateurs aux conditions d'apprentissage rendues plus complexes dans cette période. Le type de dispositif inclusif (UPE2A ou ULIS) semble cependant avoir aggravé ce que nous nommons le « sentiment de suppléance » dont certains coordonnateurs pouvaient rendre compte dès avant la crise sanitaire.

Bulea Bronckart, E., & Merhan, M. (2022). **Quand les objets linguistiques deviennent des outils de réflexion et d'enseignement universitaire : regards renouvelés sur la situation d'énonciation**. *Raisons éducatives*, *26*(1), 69-88. https://doi.org/10.3917/raised.026.0069
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Burgess, S. (2022). ***Beyond the threshold: The implications for pupil achievement of reforming school performance metrics*** [Bristol Economics Discussion Paper]. Consulté à l'adresse School of Economics, University of Bristol, UK website: https://econpapers.repec.org/paper/briuobdis/22_2f770.htm
We study the effecst of a major change to the school accountability system in England. In 2015, the leading published school performance metric was switched from a threshold measure (essentially the fraction of students above a test score level) to an average score measure. Using 7 years of data on all secondary schools in England, we show that this intervention relatively reduced the test scores of students near the threshold, in favour

of groups above the threshold (marginally) and below (substantially). We check the sensitivity of our results to different decisions, and present findings on heterogeneous treatments.

Canat-Faure, S., & Huet, C. (2022). **Approche clinique et didactique de l'inclusion des élèves porteurs de troubles du comportement**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20964
Cet article, à partir d'entretiens et d'observations auprès d'enseignants et d'élèves porteurs de troubles du comportement, propose une lecture clinique et didactique des obstacles rencontrés afin de démontrer que l'inclusion doit prendre en compte les besoins d'étayage des enseignants autant que les besoins éducatifs particuliers des élèves. Les auteurs convoquent les notions d'entre-deux et de transitionnalité ainsi que le concept de cadre sécurisé (externe) et sécurisant (interne). Car l'enjeu est bien de construire un contexte et une relation étayants pour des jeunes porteurs de troubles du comportement et pour les enseignants.

Caouette, M., Pellerin, S., & Charette, C. (2022). **Une conception développementale et écosystémique de l'autodétermination pour l'accompagnement des personnes ayant une déficience intellectuelle**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 43-59. https://doi.org/10.3917/nresi.094.0043
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Carnoy, M., Rosa, L., & Simões, A. (2022). **Trends in the academic achievement gap between high and low social class children: The case of Brazil**. *International Journal of Educational Development*, *94*, 102650. https://doi.org/10.1016/j.ijedudev.2022.102650
Since student achievement is related to educational attainment and to adult earnings, there is considerable interest in within-country achievement gaps between different social class groups, how they change over time, and the possible sources of those changes. In this paper, we analyze academic achievement gaps over a ten year period in Brazil. Our results suggest that social class inequality in public school student achievement on the Prova Brasil national test increased significantly among Brazilian 5th graders in the period 2007–2017, and that all of this increase was before 2013--indeed, mostly between 2011 and 2013. To the contrary, social class achievement inequality among 9th graders barely increased in 2007–2017, and that small increase appears to have occurred mainly in earlier years. We find that this increased achievement inequality among 5th graders was partly the result of increased inequality between schools with students of higher and lower average school class, and among municipalities with higher and lower income per capita and differing educational policies. Yet, a significant part of the increase is also related to changes in the within-school achievement gaps.

Carter, M., Webster, A., Stephenson, J., Waddy, N., Stevens, R., Clements, M., & Morris, T. (2022). **Decision-making regarding adjustments for students with special educational**

needs in mainstream classrooms. *Research Papers in Education*, *37*(5), 729-755. https://doi.org/10.1080/02671522.2020.1864768
The aim of the current study was to examine how decisions are made and who is involved in decision-making regarding provision of adjustments for students with special educational needs in Australian mainstream schools. A total of 107 stakeholders were interviewed across 22 schools. Participation in decision-making varied, with students the least likely to be involved. There was variation in the degree and nature of collaboration and the degree to which decisions were subject to review. The focus of decision-making processes also varied, with some schools focusing on funding and resource allocation and others on broader support considerations. Schools used a range of formal and informal levels of decision-making but the degree to which they agreed on factors that underpinned decisions (values, legal considerations, etc.) was variable and sometimes limited. Possible explanations for the observed patterns of decision-making are offered, practical implications considered and directions for future research outlined.

Cattacin, S., & Waeber, O. (2022). **Postface Apprendre d'une pandémie ?** *Raisons éducatives*, *26*(1), 395-400. https://doi.org/10.3917/raised.026.0395
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

CEDEFOP : Centre européen pour le développement de la formation professionnelle. (2022). ***The future of vocational education and training in Europe: volume 2: delivering IVET: institutional diversification and/or expansion?*** Luxembourg: Office des publications de l'Union européenne.
CENTENO, C., KARPINSKI, Z., & BRANCATI, M. C. U. (2022). ***Supporting policies addressing the digital skills gap***. Consulté à l'adresse https://publications.jrc.ec.europa.eu/repository/bitstream/JRC128561/jrc128561_supporting_policies_addressing_the_digital_skills_gap_priority_groups_v2022_04_12.pdf

Charmillot, M., Vernay, O., & Gouttefarde, A. (2022). **Témoigner de son expérience doctorale : une contribution à la réflexion collective sur les conditions de formation, de travail et d'existence en temps de pandémie**. *Raisons éducatives*, *26*(1), 279-303. https://doi.org/10.3917/raised.026.0279
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait

vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Chaudet, B., Gelly-Guichoux, S., & Magdelaine, A. (2022). **Observer et analyser les dynamiques inclusives à l'œuvre dans un établissement d'enseignement supérieur : l'expérience « ACCESS Tertre » à l'Université de Nantes**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20674
L'article s'intéresse aux environnements de formation et d'apprentissage (EFA) « capacitants » (Fernagu Oudet, 2012) et à la mise en perspective des conditions de l'émergence de dynamiques inclusives qui leur sont inhérentes, à l'échelle d'une université et plus particulièrement d'un de ses campus. Il s'articule autour de trois axes. Le premier présente les dynamiques inclusives imposées par le contexte réglementaire français en direction des établissements d'enseignement supérieur et de recherche. Le deuxième se concentre sur l'émergence d'un programme inter-services nommé ACCESS. Un troisième axe présente les enjeux de compréhension, d'appropriation et de diffusion d'une approche inclusive tels qu'ils ont été révélés lors du projet ACCESS Tertre. Ce dernier repose sur la production d'une cartographie inédite de l'accessibilité d'un campus.

Chauvin, P.-M. (2022). **Brèche dans l'université : institution latente, fragile et vivante en temps de crise**. *Raisons éducatives*, *26*(1), 197-213. https://doi.org/10.3917/raised.026.0197
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la

pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

CONFEMEN : Conférence des ministres de l'éducation des pays ayant le français en partage. (2022). ***PACTE : Programme d'appui au changement et à la transformation de l'éducation***. Consulté à l'adresse https://www.confemen.org/wp-content/uploads/2022/08/depliant_pacte.pdf
La CONFEMEN présente ici le PACTE, un programme pour accompagner les réformes spécifiques pour le changement et la transformation de l'éducation, créé lors de sa 59e conférence ministérielle de février 2022 à Rabat. Ce programme se déploie en six domaines d'interventions prioritaires : l'éducation et la protection de la petite enfance, les ressources éducatives (numérique, manuels scolaires...), le curriculum (langue d'enseignement, éducation à la citoyenneté mondiale et aux valeurs), l'assurance qualité de la formation des enseignants, l'enseignement et formation techniques et professionnels (EFTP)/les alternatives éducatives et le financement de l'éducation.

CONFEMEN, & PASEC : Programme d'analyse des systèmes éducatifs de la CONFEMEN. (2022). ***PASEC 2019 quality of education systems in french-speaking sub-saharan Africa: teaching/learning performance and environment in primary education***. Consulté à l'adresse https://www.pasec.confemen.org/wp-content/uploads/2022/06/RapportPasec2019_GB_Web.pdf
Cette évaluation (Bénin, Burkina Faso, Burundi, Cameroun, Tchad, Congo, République Démocratique, République du Congo, Gabon, Guinée, Côte d'Ivoire, Madagascar, Niger, Sénégal, Togo) mesure le niveau de compétence des élèves en langue d'enseignement et en mathématiques, au début et en fin de primaire. Elle analyse aussi les méthodes d'enseignement de la lecture, les relations entre la performance des systèmes éducatifs des pays et certains facteurs contextuels relatifs aux élèves, aux enseignants et aux directeurs d'école ainsi que l'évolution de l'efficacité et de l'équité des systèmes éducatifs des pays ayant participé aux éditions 2014 et 2019.

Conti, B., & Vankenhove, P. (2022). **La contestation des savoirs en milieu carcéral : une recherche action pour une (ré)appropriation du savoir par les élèves détenus**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 247-265. https://doi.org/10.3917/nresi.094.0247
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Cornand, R. (2022). **Les autres en moins : les étudiant·es en sciences de l'éducation face à l'enseignement à distance**. *Raisons éducatives*, *26*(1), 175-195. https://doi.org/10.3917/raised.026.0175
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été

et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Cour des comptes. (2022). **L'immobilier universitaire : du défi de la croissance à celui du transfert de propriété**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3690* [Report]. Consulté à l'adresse Cour des comptes (France) website: https://www.ccomptes.fr/system/files/2022-10/20221011-rapport-immobilier-universitaire.pdf

Second poste budgétaire des universités après la masse salariale, le patrimoine immobilier est un facteur stratégique de première importance pour l'insertion des universités dans leur territoire, et un élément central pour l'accueil des étudiants et l'exécution des objectifs scientifiques. Il est également au cœur de la question de l'autonomie des universités. Pour l'État, l'enjeu n'est pas moindre, puisqu'il reste très majoritairement propriétaire de ces biens immobiliers (82% de l'ensemble). Toutefois, il doit, comme les universités, faire face à l'indispensable remise à niveau de ce patrimoine - représentant 18 millions de m2 de locaux, dont 78% sont consacrés aux activités d'enseignement ou sportives -, dont un tiers est dans un état peu ou pas satisfaisant et qui ne répond que rarement aux besoins de sobriété énergétique. La Cour des comptes a souligné à plusieurs reprises l'enjeu que représente la politique immobilière, pour les établissements autant que pour l'État. Le présent rapport, qui ne prend pas en compte les aspects relatifs au logement des étudiants, se prononce notamment sur l'adaptation du patrimoine immobilier aux besoins d'enseignement et à la démographie étudiante, les multiples modes de financement des investissements et les conditions à réunir pour assurer la réussite de la dévolution du patrimoine.

Croché, S. (2022). **Les réglementations de l'enseignement privé dans deux pays d'Afrique**. *Carrefours de l'éducation*, *53*(1), 137-150. https://doi.org/10.3917/cdle.053.0137

En déployant une approche socio-historique, cet article interroge la place que les organisations internationales et des pays d'Afrique ont accordé aux établissements d'enseignement privés depuis les années 1990. Deux parties composent cet article. La première revient sur les discours des organisations internationales et aborde l'explosion des initiatives privées en Afrique à la suite des mots d'ordres internationaux diffusés par les bailleurs de fonds et notamment par la Banque mondiale. La deuxième partie traite de la façon dont les autorités du Sénégal et du Rwanda règlementent les établissements privés. Les deux pays présentent des configurations différentes : le Sénégal est marqué par la prolifération d'établissements d'enseignement islamiques qui résistent à toute

tentative d'association ou de contrat passé avec les autorités de l'État ; au Rwanda, les établissements privés sont surveillés par l'État.

Cunningham, M. (2022). **'This school is 100% not autistic friendly!' Listening to the voices of primary-aged autistic children to understand what an autistic friendly primary school should be like**. *International Journal of Inclusive Education*, *26*(12), 1211-1225. https://doi.org/10.1080/13603116.2020.1789767
This study reports on a research project which took place in a mainstream primary school with a small specialist resource provision for autistic children. The study aimed to elicit the voice of eleven autistic pupils on their perspectives of what an autistic friendly primary school should be like. This is important, as all children have the right to express their views and engage in decisions which affect them. A specifically devised approach, the three houses, was used in group and individual interviews as a way of engaging the meaningful participation of the pupils in order to elicit their views of the school. The pupils had perspectives in common and were, overall, positive about their school experience. Three keys theme emerged: understand me (I may be tricking you); help me to understand (myself and others) and hide support for me (or I won't use it). The pupils were able to identify adjustments which would lead to a more positive school experience. These adjustments may help to alleviate feelings of anxiety which the pupils were working hard to hide. Adjustments requested by the pupils may be beneficial to all pupils in the school and would certainly not be detrimental to them.

Datnow, A., Park, V., Peurach, D. J., & Spillane, J. P. (2022). **Transforming education for holistic student development: Learning from education system (re)building around the world**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3693* [Report]. Consulté à l'adresse Brookings Institution (États-Unis) website: https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3693
The period since the founding of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 1945 has been marked by an accumulating global agenda for transforming education for students in fundamental ways—including the recognition that education is a human right and a public good, that access is not tantamount to learning, and that academic learning is but one dimension of holistic student development (Figure 1). Each of these calls for global educational transformation has been invoked in response to crises regarding educational equity, quality, and purpose. These crises have been underscored by the COVID-19 pandemic, which brought the needs of the whole child to the forefront. Lire la synthèse et le rapport technique.

de Boer, C., & Delobbe, N. (2022). **Enseignement à distance dans une école de management hôtelier : conséquences sur les étudiants et ressources pour y faire face**. *Raisons éducatives*, *26*(1), 237-258. https://doi.org/10.3917/raised.026.0237
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble

d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Delannoy, P., Geurts, H., & Derobertmasure, A. (2022). **Comment les équipes éducatives prennent-elles en compte la situation d'enfants atteints du diabète de type 1 ? Analyse du propos des enseignants en Belgique francophone**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20928
Cette étude vise à recueillir le vécu expérientiel de vingt enseignants primaires en Belgique francophone lié à l'accueil d'enfants diabétiques de type 1 ainsi que les stratégies déployées pour promouvoir l'inclusion scolaire de ce public présentant des besoins médicaux spécifiques. L'analyse des entretiens semi-directifs révèle que l'accueil de ces élèves représente une grande responsabilité pouvant générer des difficultés émotionnelles. De plus, deux autres constats majeurs sont observés : d'une part, l'absence quasi-totale d'une connaissance du cadre administrivo-juridique inhérent à l'accompagnement de l'enfant diabétique à l'école et, d'autre part, une potentielle incompatibilité existante entre les aménagements raisonnables mis en place par les enseignants et les cas de figure anticipés par le législateur. Ces résultats soulignent l'importance de promouvoir la formation initiale et continue relative aux cadres et enjeux de l'inclusion scolaire ainsi que l'évolution juridique nécessaire pour permettre une mise en adéquation de la pratique des enseignants aux prescrits légaux.

Délégation générale à la formation professionnelle (DGEFP), Direction de l'animation de la recherche, des études et des statistiques (DARES), Direction générale de l'offre de soins (DGOS, Centre National de la Fonction Publique Territoriale (CNFPT), Direction générale de l'administration et de la fonction publique (DGAFP), & direction générale de l'enseignement scolaire (DGESCO). (2022). ***Annexe au projet de loi de finances pour 2023 : Formation professionnelle*** (p. 241). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/19134

Deng, Z. (2022). **Powerful knowledge, educational potential and knowledge-rich curriculum: pushing the boundaries**. *Journal of Curriculum Studies*, *54*(5), 599-617. https://doi.org/10.1080/00220272.2022.2089538
Building on and going beyond Young and Muller's theory of powerful knowledge, this article seeks to articulate a model of a future-oriented, knowledge-rich curriculum by invoking David Lambert's capabilities approach and Bildung-centred Didaktik. The curriculum is knowledge rich in three respects. First, it is informed by a vision of education centrally concerned with the cultivation of human powers (understanding, capabilities, dispositions) predicated on the contribution of knowledge. Second, the construction of a school subject—in the form of curriculum frameworks, syllabuses, and guidelines–entails selecting and organizing content in terms of educational potential and its realization in classrooms. Third, classroom teaching entails unlocking the educational potential of the content of a school subject for developing human powers. The curriculum is future-

oriented in the sense that it aims at the formation of autonomous and responsible individuals who can thrive and flourish in the present and future world.

Desombre, C., & Jury, M. (2022, décembre 11). **Accueil et pédagogie : où l'école inclusive en est-elle en France ?** Consulté 14 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/accueil-et-pedagogie-ou-lecole-inclusive-en-est-elle-en-france-187733
Si les enseignants semblent en majorité favorables à l'éducation inclusive, ils ressentent des difficultés à la mettre en œuvre. La faute au manque de consensus sur ce concept encore mal compris ?

Dewulf, L., van Braak, J., & Van Houtte, M. (2022). **Examining reading comprehension in disadvantaged segregated classes. The role of class composition, teacher trust, and teaching learning strategies**. *Research Papers in Education*, *37*(5), 686-706. https://doi.org/10.1080/02671522.2020.1864766
At-risk students are overrepresented in disadvantaged segregated primary schools. Often, these students begin with an educational delay and have less parental support, which makes them more dependent on the quality of their education. Since quality of education depends in great measure upon mechanisms at the class level, it is crucial to gain insight into the interrelations between class input, teacher process variables and student outcomes. A multilevel path analysis was conducted to explore the relationship between socioeconomic and ethnic class composition, teacher trust in students, teaching learning strategies, and reading comprehension in socially and ethnically disadvantaged segregated primary classes. A reading comprehension test, teacher questionnaire and video observations of language lessons were administered (September – October 2013) to a sample of 7- and 8-year-old students (n = 271) and their 22 teachers. The socioeconomic and ethnic class situation had a significant impact on teaching learning strategies, which in turn was positively related to students' reading comprehension. Our findings underline the key role of teaching learning strategies, which mediates the relationship between the socioeconomic and ethnic class composition and reading comprehension in disadvantaged, segregated primary classes. Policy implications, limitations and directions for future research are discussed.

DIAZ, M. M., LIM, J. R., & MATEO DIAZ, M. (2022). ***The power of curriculum to transform education: How education systems incorporate 21st century skills to prepare students for today's challenges***. Consulté à l'adresse https://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=EZSHARE-573880384-69
La réforme des programmes d'études est aujourd'hui en tête de l'agenda de l'éducation. L'inadéquation des compétences acquises au sein des systèmes d'éducation et de formation formels progresse. Le curriculum constitue le premier levier permettant aux systèmes éducatifs de traduire ce dont la société a besoin en termes de capital humain, de contenus, de compétences et de savoir-faire spécifiques. Ce rapport examine dans une perspective comparative les réformes curriculaires axées sur les compétences du 21ème siècle. La première partie étudie comment les systèmes éducatifs les plus performants ont intégré ces compétences pour aider les élèves à se préparer aux défis d'aujourd'hui en se penchant sur cinq dimensions : le curriculum, l'enseignement, l'évaluation, les facteurs institutionnels facilitant le changement et les stratégies de financement. La deuxième partie du rapport se concentre sur les pays d'Amérique latine et des Caraïbes et présente des instruments politiques, une sélection

de programmes particulièrement pertinents. Les auteurs identifient les initiatives concernant l'apprentissage socio-émotionnel les plus prometteuses.

Dintrich, M., Hache, C., & Ladage, C. (2022). **La formation initiale des enseignants du premier degré à l'inclusion scolaire des élèves en situation de handicap : le point de vue de formateurs d'INSPE**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20739
L'objectif de cet article est de présenter les résultats d'une enquête sur la perception des formateurs d'INSPE au sujet de la construction des programmes de formation initiale des enseignants du premier degré et, plus spécifiquement sur les enseignements et les ressources mis à disposition des enseignants en formation pour l'apprentissage de la mise en œuvre de l'inclusion scolaire des élèves en situation de handicap en classe ordinaire. Réalisée dans une approche didactique, notre recherche met en lumière qu'il existe une prédominance de rapports personnels aux questions que suscite l'école inclusive sur des rapports institutionnels qui peinent à se construire et à être diffusés.

Dizerbo, A. (2022). **Analyse du parcours d'un élève « multi-dys » : être inclus ou s'inclure ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20260
Cette contribution s'appuie sur une recherche inscrite dans le champ de la recherche biographique en éducation et s'intéresse à l'inclusion scolaire comme processus situé à l'intersection entre prescriptions institutionnelles et parcours singuliers des différents acteurs qu'elle concerne. Centrée sur le cas d'un élève scolarisé en milieu ordinaire présentant plusieurs troubles « dys », des troubles mnésiques et une surcharge cognitive rapide, elle prend notamment appui sur des entretiens réalisés avec lui et sa maman. L'analyse de son parcours permet d'interroger les conditions, leviers et environnements favorables à son inclusion, au développement d'un sentiment de bien-être et à la construction d'un pouvoir d'interagir avec son environnement, invitant à une réflexion sur les enjeux de la valorisation de l'expertise des parents accompagnant quotidiennement leur enfant en situation de handicap et sur ceux des modèles narratifs dont ce dernier dispose pour se forger sa propre histoire.

Dumonteil, J. (2022). **Enseignants autistes : l'aboutissement d'un parcours inclusif ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20398
En s'appuyant sur l'ancrage théorique de la recherche biographique et la démarche méthodologique qui lui est propre, cet article se propose d'étudier le processus de subjectivation auquel se livrent des enseignants autistes en début de carrière. L'approche proposée permet d'analyser la construction, par le récit, des parcours de ces enseignants autistes au sein de l'institution scolaire. L'objectif de cette étude est, tout en n'occultant pas les nombreuses difficultés relatées, de mettre en lumière, à travers la parole de personnes concernées, leur parcours singulier et la trajectoire qu'elles définissent comme leur étant propre. Enseigner en étant autiste représente-t-il alors l'aboutissement d'un parcours ou le point de départ d'une dynamique réellement inclusive ?

Durler, H., & Conus, X. (2022). **Les visées inclusives de l'école mises à mal par la crise Covid ? Le point de vue des parents d'élèves identifiés comme ayant des « besoins éducatifs particuliers » en Suisse romande**. *Diversité. Revue d'actualité et de réflexion sur*

l'action éducative, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Sous l'impulsion d'organismes internationaux, les systèmes éducatifs se transforment pour intégrer dans les classes ordinaires les élèves identifiés comme ayant des « besoins éducatifs particuliers ». Comment ces « visées inclusives » se sont-elles traduites durant la période de fermeture des établissements scolaires, au printemps 2020 ? C'est à cette question que la présente contribution tente de répondre, en s'intéressant à l'expérience des familles dont l'enfant était en situation de handicap ou identifié comme ayant un besoin éducatif particulier, sur la base des résultats d'une enquête réalisée auprès de parents d'élèves de l'école primaire de deux cantons de Suisse romande, Vaud et Fribourg. Elle met en évidence que les mesures d'aides supplémentaires habituellement attribuées à cette catégorie d'élèves (enseignement spécialisé, soutien pédagogique, mesures thérapeutiques, etc.) ont été le plus souvent totalement supprimées pendant la période de fermeture des écoles, plaçant les parents en première ligne dans l'accompagnement de leur enfant, en dépit de difficultés parfois importantes, et révélant par là même certaines contradictions des normes scolaires contemporaines.

Duvoux, N. (2022). **« La pandémie et les confinements successifs ont radicalisé des inégalités préexistantes et entraîné le développement de situations de détresse »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.1458

Educause. (2022). **2022 EDUCAUSE Horizon Report | Data and Analytics Edition**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3695* [Report]. Consulté à l'adresse Educause (États-Unis) website: https://library.educause.edu/-/media/files/library/2022/7/2022hrdataandanalytics.pdf?la=en&hash=9FA4BFE5CDA22F19AEB4F7B46F8F1AAC6206BE3F
With the 2022 data and analytics edition, we further expand our series of Horizon Reports to focus on an emerging area of practice that is driving institutional decision-making and strategic planning for the future—the trends, technologies, and practices that are shaping the world of postsecondary data and analytics. Based on a methodology that grounds the findings in the perspectives and expertise of a panel of leaders in higher education data and analytics, in this report we summarize the panel's input on the major trends shaping higher education, including panelists' reflections on the implications of this research for the future of higher education for particular institutional roles.

Eshtiyagh, J. (2022). **The secularizing effect of education in Indonesia**. *International Journal of Educational Development*, *94*, 102658. https://doi.org/10.1016/j.ijedudev.2022.102658
Does education influence support for the separation of religion and governance? This question is particularly important in the context of today's Muslim-majority nations. I analyze data on a large school construction program in Indonesia to investigate the relationship at the micro level. Implementing a difference-in-differences framework, the results indicate that the rise in the level of educational attainment increased the tendency toward secularization. Furthermore, the findings show that people who believe in the majority religion but live in extremely religious or extremely non-religious regions are more likely to change their opinions on secularization as a consequence of educational attainment.

European Commission. (2022a). **Building a better understanding of the impact of early childhood education and care in medium - and long-term educational and labour market outcomes in Europe**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3687* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/ad5bb65b-4847-11ed-92ed-01aa75ed71a1/language-en
The objective of this research note is: to present the available evidence about the medium- to long-term outcomes and impact of ECEC provision from global literature and detail on how these are measured, with a focus on education and labour market outcomes for children as well as labour market outcomes for parents whose children receive ECEC provision

European Commission. (2022b). **Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education and training**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3685* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/a224c235-4843-11ed-92ed-01aa75ed71a1/language-en
The Guidelines for teachers and educators on tackling disinformation and promoting digital literacy through education provide hands-on guidance for teachers and educators, including practical tips, activity plans, insights on topics and cautionary notes grounded in what works as concerns digital literacy and education and training. They are a key initiative of the Digital Education Action Plan (2021-2027 of the European Commission and were informed by a dedicated Commission Expert Group. The Guidelines aim to generate a broader understanding of digital literacy achieved through education and training, to promote responsible and safe use of digital technologies, and to foster a better public awareness and knowledge regarding disinformation. The Guidelines provide pedagogical expertise on strengthening the critical thinking skills of our young people in view of fostering their resilience in the digital world. Likewise building trust in the classroom and creating a safe space for students and teachers to discuss sensitive issues are also explored. The Guidelines are intended for primary and school teachers/educators in different subjects and with different levels of experience and knowledge in the field.

European Commission. (2022c). **Pathways to school success**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3688* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/2f5457d7-3edb-11ed-92ed-01aa75ed71a1/language-en
This staff working document is intended to accompany and support the Commission proposal for a Council Recommendation Pathways to School Success, which will repeal and replace the 2011 Council Recommendation on policies to reduce early school leaving. The staff working document sets out in more detail and depth the concepts put forward in the Commission proposal by providing research evidence, findings from consultation activities, good practice examples and other information as a basis for both the text of the proposed Recommendation and its accompanying actions. This document is also intended as a practical guide/handbook to help policy makers and

stakeholders to fully understand issues surrounding school success and to support positive change across systems and across Europe.

European Commission & Eurydice. (2022). **Informatics education at school in Europe**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3689* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/c2fcfd3c-438e-11ed-92ed-01aa75ed71a1/language-en
Informatics education is essential to equip young people with the necessary skills to take an active part in our technology-driven and increasingly digital societies in a responsible and safe manner. European countries are gradually upgrading their school curricula to respond to the new reality and needs. This report provides a comparative analysis of the curricular approaches to teach informatics as a separate subject or integrated into other subjects throughout primary and general lower and upper secondary education in 2020/2021. It examines the main areas of informatics covered in the learning outcomes of the relevant subjects. It also looks at the qualifications held by the teachers of these subjects, and the training programmes and other support measures in place to support them. The report covers all the members of the Eurydice Network (the 27 EU Member States and Albania, Bosnia and Herzegovina, Switzerland, Iceland, Liechtenstein, Montenegro, North Macedonia, Norway, Serbia and Turkey).

Fang, C.-J., Weinberg, S. L., & Patten, K. (2022). **A comparison of the participation levels of Taiwanese children with autism spectrum disorders in inclusive vs. segregated settings**. *International Journal of Inclusive Education*, *26*(12), 1178-1191. https://doi.org/10.1080/13603116.2020.1777332
The aim of this study was to help educators and clinicians better identify and understand the various participation levels of Taiwanese children with autism spectrum disorders (ASDs) in two different classroom settings. Greater participation is linked to positive health, developmental outcomes and improved physical and mental health. It is also considered a critical indicator of quality of life. However, general limitations are identified among the population of children with ASDs. One hundred four Taiwanese parents/caregivers of children with ASDs having a disability certificate with a moderate degree of severity completed the Chinese version of the Participation and Environment Measure for Children and Youth. Participation frequency and the extent of involvement were outcome variables to compare Taiwanese children with ASDs in inclusive versus segregated settings based on the perspectives of their parents/caregivers. The children with ASDs in inclusive settings demonstrated a greater involvement in community activities than those in segregated settings. Also, the findings of this study indicate that age, gender and extracurricular activities should be taken into consideration when developing intervention plans for improving participation levels for children with ASDs. The knowledge gained from this study has the potential to benefit children, parents, educators, and clinicians.

Fassin, D. (2022). **« D'événement exceptionnel, la crise se normalise »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.1426
Régis Guyon : La notion de crise vous intéresse depuis longtemps, et on vous doit, entre autres, A Time for Critique (Columbia, 2019) ou encore, avec Axel Honneth, Crisis under Critique. How People Assess, Transform, and Respond to Critical Situations (Columbia,

2022). Et vous éditez en français cet impressionnant volume sur La société qui vient (Le Seuil, 2022), où vous invitez une soixantaine de scientifiques à établir les perspectives pour une société telle qu'elle se dessine aujourd'hui. ...

Fontana-Lana, B., Petitpierre, G., Uhlig, A., Geurts, H., Haelewyck, M.-C., & Lachapelle, Y. (2022). **Comment bien choisir ses instruments d'évaluation et de formation à l'autodétermination ?** *La nouvelle revue - Éducation et société inclusives*, *94*(2), 61-80. https://doi.org/10.3917/nresi.094.0061
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Foster, C., Burkhardt, H., & Schoenfeld, A. (2022). **Crisis-ready educational design: The case of mathematics**. *The Curriculum Journal*, *33*(4), 519-535. https://doi.org/10.1002/curj.159
The COVID-19 pandemic has made abundantly clear how far our school systems are from being crisis-ready. The lockdowns seen across many parts of the world left schools and teachers scrambling to provide parents with whatever teaching materials they could find to enable some semblance of distance learning to take place. Despite heroic efforts, the immediate solutions found were far from optimal. This should not be surprising, since no curriculum or school system was ever designed with crisis-readiness in mind. In this article, we look back at the experience of school education during the pandemic, but mainly forward to what educational design can learn to make school curricula and systems more robust and crisis-ready. Taking the mathematics curriculum as our focus, we set out design strategies and tactics devised to ensure that all students are equitably engaged in productive struggle with important content and processes, feel that they have agency over their mathematics, and receive actionable formative feedback on their learning. Through a fully-worked out example, we illustrate the sorts of approaches that we envisage, and we conclude by discussing how we might transition towards such a curriculum.

Fougeyrollas, P. (2022). **Ce que nous dit Patrick Fougeyrollas de l'autodétermination. La résurgence de luttes activistes du Mouvement de vie autonome au Québec sur fond de pandémie : Coop-Assist et son programme d'assistance personnelle autodirigé**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 11-23. https://doi.org/10.3917/nresi.094.0011
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Fuller, B., & Kim, H. (2022). **Systems thinking to transform schools: Identifying levers that lift educational quality**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3694* [Report]. Consulté à l'adresse Brookings Institution (États-Unis) website: https://www.brookings.edu/wp-content/uploads/2022/08/Brookings_Brief_Systems-thinking-to-transform-schools_v13.pdf
The United Nations has set forth an ambitious vision for education systems around the globe: cultivating lifelong learning from early childhood through an individual's civic and work life. Schools must support children and youth in basic learning—including crucial socio-emotional, literacy, and numeracy competencies—to contribute to sustainable societies. State-run education systems and their communities must now engage these global goals by 2030.

Gaete-Moscoso, R., Saucedo, C., Guzman, C., & Santos, A. dos. (2022). **« Il est temps de prendre en charge ce changement et de renforcer ce scénario émergent en vue d'une nouvelle façon de concevoir le processus d'apprentissage scolaire »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.2082

Galpin, A., Beevers, D., Cassidy, S., Short, B., Panagiotidi, M., Bendall, R. C. A., … Thompson, C. (2022). **Values-led curriculum co-creation: A curriculum re-innovation case study**. *The Curriculum Journal*, *33*(4), 553-569. https://doi.org/10.1002/curj.154
Personal values influence goals and motivate actions. The case study reported in this paper explored whether an understanding of values would provide a useful framework to guide the co-creation of the undergraduate cognitive psychology curriculum at a UK University. A design team composed of staff and students ran two co-creation workshops to explore underlying values. These values were translated into curriculum ideas which were then shared via an online survey to students and staff for feedback. The activities revealed a set of values that were salient when imagining future curriculum designs: feeling stimulated, choice and autonomy, developing competence, feeling safe and secure, community and fairness. In addition, a deeper value layer was visible which reflected participants' orientations to learning and education. We describe our process for eliciting values and the intertwined and iterative relationship between value elicitation and a co-created curriculum. We also reflect on the position of co-creation within the value landscape of higher education and the social dynamics of staff-student partnerships. We argue that whilst using values to frame co-creation allows for deeper insight into how to embed curriculum re-innovation, it is important to attend to the value system of co-creation and those who do not participate.

Gardien, È. (2022). **Les échanges entre pairs contribuent-ils à l'autodétermination des individus ? De quelles manières ?** *La nouvelle revue - Éducation et société inclusives*, *94*(2), 181-195. https://doi.org/10.3917/nresi.094.0181
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Gasparaux, J., Merini, C., & Thomazet, S. (2022). **En chemin vers des formations accessibles. Analyse de deux formations inclusives**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 147-164. https://doi.org/10.3917/nresi.094.0147
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Gericke, C. (2022). **The Global Education Industry in a Microcosm: Public- Private Networks in German Public Schooling**. *Journal of Education Policy*, *37*(5), 838-856. https://doi.org/10.1080/02680939.2021.1915501
The private sector has been assigned a leading role in the construction of a global knowledge economy (GKE), and public–private partnerships (PPPs) have been portrayed as the silver bullet that will solve many problems in public education. However, recent research has raised concern about side effects of this mode of operation. It is becoming increasingly evident that PPPs have a crucial role in the privatization and economization of the education sector on a national level and in the context of the emerging global education industry (GEI). This article collects and analyzes the characteristics of GEI with reference to the research context of expanding public-private networks in the field of German public education. It further explores how private actors came into a prominent position in public education by laying out a set of economically shaped knowledge politics and network strategies that prompted a dynamization of the field of education including education policy. Remarkably enough, core aspects of GEI highly resonate on a national scale. Taking a view on the consonances enables us to estimate the impact of those networks and open up for considering the consequences for public education.

Gerrard, J., & Savage, G. C. (2022). **The governing parent-citizen: dividing and valorising parent labour through school governance**. *Journal of Education Policy*, *37*(5), 744-761. https://doi.org/10.1080/02680939.2021.1877357
Internationally, major policy reforms seek to deepen parent and community engagement in schools. Whilst pervasive in policy documents, however, discourses surrounding 'parent engagement' are often elastic and imprecise, ultimately gaining meaning through the technologies of governance that shape policy enactments in schools. In this paper, we argue that contemporary schooling reforms are constructing a new 'governing parent-citizen' through which the parental labour of social reproduction is being extended, valorised and rearticulated. We examine how one major reform movement in Australia is articulating new roles for parents and community members in schools: the Independent Public Schools (IPS) initiative in Western Australia. Our analysis demonstrates the intensive policy intervention required to produce this new form of parental labour and the subsequent divisions of labour it is producing.

Geurts, H., & Haelewyck, M.-C. (2022). **« Est-ce que je peux encore dire quelque chose ? » Regards croisés sur l'autodétermination de personnes âgées avec ou sans déficience intellectuelle**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 129-145. https://doi.org/10.3917/nresi.094.0129

L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Glasman, D. (2022). **Ces enfants qui ne vont pas à l'école**. *Les notes du conseil scientifique*, (27), 6. Consulté à l'adresse https://www.fcpe.asso.fr/sites/default/files/ressources/NoteCS_no27_Glasman.pdf
Cette note met en avant la très grande diversité des pratiques liées à l'instruction en famille, en s'attachant aux enfants et aux jeunes qui ne fréquentent pas l'école, non pas en raison d'une impossibilité mais par choix de leurs parents.

Godel, L., Martin-Dametto, S., & Thollot, N. (2022). **« Le collectif a permis de faire face. Mais beaucoup est à reconstruire »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://publications-prairial.fr/diversite/index.php?id=1415
Après deux ans de crise sanitaire, trois inspecteurs de l'Éducation nationale (IEN), chargés de circonscription dans le premier degré, reviennent sur leur vécu. Collaboration écoles-familles, évolution de la forme scolaire, augmentation des tensions et des charges de travail de tous, ils racontent comment chacun a fait face, et avec quels nouveaux enjeux pour les temps à venir. Patrick Picard : Quelle perception domine quand vous revenez sur les deux années qui viennent de se passer ? Laurent...

Goh, D. (2022). **Rethinking textbooks as active social agents in interpretivist research**. *The Curriculum Journal*, *33*(4), 602-617. https://doi.org/10.1002/curj.162
Textbooks are artifacts. They are made, used, interpreted, and understood in a wide range of ways. In this sense, regardless of its theoretical assumptions, textbook analysis is an evolving and pioneering task as textbooks bring about manifold knowledge, relationships, and emotions. When exploring the texts, images, and functions in and beyond the textbooks, researchers would recognize textbooks as interactive subjects in the social world rather than simply as content carriers. Although content analysis has long been employed as a methodology for textbook analysis, there are multiple pathways to investigate textbooks. The paper pays specific attention to interpretivist methodologies that may allow researchers to see the textbooks' interactive performance and impacts on others and researchers themselves. First, the paper reviews and pieces together previously established approaches and orientations of textbook studies. Second, the paper attempts to build a broad framework for analysing textbooks based mainly on Prior's and Cooren's arguments about reconceptualizing documents and texts, respectively. Third, the paper explores the implications of the analysis mentioned earlier and examines two interpretivist research methodologies, including symbolic interactionism and autoethnography, to open up the possibilities of rethinking textbooks as active social agents in human life instead of repositories of information and ideologies.

Goodnight, M. R. (2022). **"We went in favor of rebellion": The decisions that made India's Annual Status of Education Report (ASER)**. *International Journal of Educational Development*, *94*, 102656. https://doi.org/10.1016/j.ijedudev.2022.102656

The Annual Status of Education Report (ASER) is a monitoring and evaluation (M&E) effort that examines primary education and children's learning across rural India. ASER has become an influential M&E model, especially among civil society organizations in Global South countries. Created by the Indian non-governmental organization Pratham, ASER's dual origins in grassroots educational programming and national policymaking have distinctly shaped its methodology and goals. This study examines the cumulative decisions that produced ASER's innovative design through the narratives of ASER's three main architects. The architects tell stories that highlight their design decisions—decisions that reflect not only their expertise in the technical aspects of data collection, but also their knowledge of India's context, cultures, and politics. The study concludes that examining the history of M&E regimes is valuable in assessing their data's validity and usefulness for achieving educational equity and quality goals.

Grochocki, L. F. de M., & Cabello, A. F. (2022). **Academic endogamy or immobility? The impact on scholarly productivity in a developing country**. *International Journal of Educational Development*, *94*, 102652. https://doi.org/10.1016/j.ijedudev.2022.102652
Studies often associate endogamy with lower academic performance. Alternatively, external exposure seems to be correlated with higher research quality. Consequently, when measuring the effects of endogamy, authors should account for academic inertia as well as the different types of mobility. In this study, a large longitudinal database on the Brazilian higher education system is used to measure the effects of endogamy and mobility on scientific production. This paper examines whether types of scholars–such as those who never leave their doctoral institution or those that have some experience elsewhere, especially abroad, show differential results. Furthermore, it measures the changes in scholars' productivity when controlling for the distinct types of academic mobility throughout their careers. Results suggest that information about how mobile an academic is before and during its career is relevant when estimating the effects of endogamy on academic productivity and international academic experiences are correlated with higher likelihood of publishing.

Guerrero, G. R., & Torres-Olave, B. (2022). **Scientific literacy and agency within the Chilean science curriculum: A critical discourse analysis**. *The Curriculum Journal*, *33*(3), 410-426. https://doi.org/10.1002/curj.141
This paper aims to analyse the concepts of scientific literacy and agency in two official documents of the Chilean science curriculum. We used Fairclough's three dimensional model as critical lenses, based on critical discourse analysis, where every discursive event can be analysed: (i) as a text, (ii) as a discursive practice and (iii) as a social practice. The research questions were: 'How are the different visions of scientific literacy operating and being promoted within the Chilean science curriculum?' and 'How is student and teacher agency declared in those documents?' By understanding the curriculum as a dialectical process, as a social event between planning, executing, and evaluating education, we evidence tensions among different visions and paradigms for both concepts (scientific literacy and agency), specifically, in the transition from one cycle to another in secondary education. The first document has a predominantly neoliberal approach to scientific literacy and the second one presents a focus on citizenship, democracy, and social justice. As a social practice, in both documents, teachers appear under the idea of curriculum implementers, to a certain extent, based on a banking model where teachers are containers to receive someone else's curriculum expertise. The preceding imbalance raises potential tensions based on teacher performance and

on student agency. Specifically, students must transition from a passive role and then consider themselves as active subjects who question how to produce knowledge, understanding their role within environmental conflicts within current socio-political structures for instance.

Guha, P. (2022). **The effects of school-based management on Indian government schools**. *Review of Development Economics*, *26*(4), 2090-2108. https://doi.org/10.1111/rode.12904
India institutionalized school-based management in 2009 by requiring all government schools to constitute school management committees, primarily staffed by parents, that would make decisions on school-related issues. This article utilizes school-level panel data from the state of Uttar Pradesh and uses a matched difference-in-difference estimation methodology to examine the effect of this policy on the provision of basic school infrastructure and services in government schools. It finds evidence that the policy resulted in improving the provision of libraries and medical checkups for students.

Guyon, R. (2022). **Une école reconfigurée par la pandémie**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id=1424
Le 12 mars 2020, le président de la République annonçait la fermeture des écoles et établissements scolaires de France. Ainsi, à compter de cette date, l'ensemble des professionnels de l'éducation, tout comme les élèves et leurs parents, ont basculé brutalement dans une nouvelle configuration de travail et d'apprentissage, qui a impliqué de faire « l'école à la maison ». Après une première phase de sidération, chacun (enseignant, parent, personnel de direction, autres professionnels de l'éduc...

Halabi, R. (2022). **Civics curriculum in Arab schools: Teachers facing ethical and ideological dilemmas in the classroom**. *The Curriculum Journal*, *33*(3), 396-409. https://doi.org/10.1002/curj.137
The goal of this research is to gain an understanding of how Arab civics teachers in Israel teach material that is inconsistent with their beliefs and aspirations. To this end, I conducted qualitative research employing interpretative phenomenological analysis. The findings show that different teachers find different ways to deal with the challenge. One group of teachers concentrates on teaching the programme as it is in order to avoid getting into trouble. Another group cautiously introduces creative strategies to expose the students to the Arab narrative that does not appear in the programme. A third group deals with the challenge directly.

Hána, D., & Kostelecká, Y. (2022). **A comparison of home education legislation in Europe from the perspective of geography of education**. *Research Papers in Education*, *37*(5), 603-632. https://doi.org/10.1080/02671522.2020.1864762
Home education is becoming an important issue for education policy in almost every country across Europe. It should also be of potential interest to the geography of education which, however, has remained the domain of research to educational studies. Consequently, no studies currently compare the individual aspects of home education by looking for the geographical factors behind this phenomenon. This article sets out to present a current and comprehensive picture of the legislative frameworks regulating home education in all the countries of Europe and tries to identify their spatial context and conditions. It is based on a comparative content analysis of texts collected in an

extensive literature review of more than 500 publications and documents. Promising areas for further, more in-depth geographical and educational research on this subject has been identified while various spatial patterns of country's legislative framework on home education was discovered, like the unique position of Anglo-Saxon, Scandinavian, South-eastern and Central European countries, and factors like collapse of communist totalitarian regimes in the former Eastern bloc, spread of the individualising ideology of neoliberalism, the neolocalism reaction to the standardising effects of globalisation, the international immigration, and the success in the integration of immigrants.

Hannah, D., Sinnema, C., & Robinson, V. (2022). **Understanding curricula as theories of action**. *The Curriculum Journal*, *33*(3), 362-377. https://doi.org/10.1002/curj.138
Curriculum reforms often fail because teachers are asked to implement approaches to teaching and learning that are contrary to their beliefs about students and how to teach them. Since curriculum reforms are attempts to resolve particular educational problems, failures in implementation produce parallel failures to resolve the problem for which the curriculum was the intended solution. We propose an approach to understanding curricula that makes the mismatch between assumptions about teaching and learning in policy and teachers' practice apparent. By describing curricula as theories of action we can explain why teachers persist in teaching as they usually do. Once described, the gap between policy and implementation can be bridged by creatively redesigning the current theories that underpin them. We demonstrate this approach to understanding curricula by describing the espoused and enacted locally designed curriculum of a Japanese junior and senior high school programme and find that teachers' strongly held beliefs about their students constrained them from enacting the active student-centred approaches they had initially espoused. In so doing, we show how even where there is broad agreement between teachers and policy makers there may be a considerable gap between the curriculum that was intended and that which is enacted in the classroom. By deeply understanding and comparing the assumptions underpinning both curricula, we explain such mismatches and discuss how they might be reduced through creative and principled reformulation.

Hartney, M. T. (2022). ***How Policies Make Interest Groups: Governments, Unions, and American Education***. Consulté à l'adresse https://press.uchicago.edu/ucp/books/book/chicago/H/bo174791685.html#anchor-table-of-contents

Heimberg, C. (2022). **L'effet de la pandémie sur l'enseignement de l'histoire et de la citoyenneté**. *Raisons éducatives*, *26*(1), 117-135. https://doi.org/10.3917/raised.026.0117
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles

partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Henderson, H., & Bhopal, K. (2022). **Narratives of academic staff involvement in Athena SWAN and race equality charter marks in UK higher education institutions**. *Journal of Education Policy*, *37*(5), 781-797. https://doi.org/10.1080/02680939.2021.1891576
In line with other national higher education systems, the UK has, since 2005, taken a formalised approach to improving gender equality in academia in the form of the Athena SWAN charter mark; in 2016, an additional charter mark focusing on race equality (the REC) was introduced. This article, based on data from a multi-site case study exploring the experiences of those in UK higher education who are working on the charter marks, looks at how academic staff become involved in this work. Using a narrative analysis based on the conceptual tools of policy enactment, the article sets out a typology of trajectories of academic involvement in charter mark work. This focus on how academic staff become involved in work on charter marks as policy translators is set alongside a chronological account of the development of the charter mark awards in the UK higher education sector. Through locating staff trajectories in their particular context, we are able to ask questions of how work that seeks to address serious and enduring inequalities in academia is currently allocated and implemented, and with what kinds of expertise.

Hervé, N. (2022). **L'éducation au futur. Une ressource pour penser l'anthropocène**. *Spirale - Revue de recherches en éducation*, *70*(2), 113-123. https://doi.org/10.3917/spir.070.0113
L'objectif de cet article est de présenter l'éducation au futur, un courant éducatif peu connu en contexte francophone. Nous abordons tout d'abord quelques éléments historiques de son émergence et définissons ses principaux enjeux. Nous décrivons ensuite quelques exemples de dispositifs pédagogiques qui illustrent comment l'analyse, la construction et la mise en débat d'images du futur peuvent être menées sur des thèmes relevant de l'Anthropocène. Nous dégageons alors quelques caractéristiques de ces dispositifs qui permettent aux élèves de prendre conscience de la diversité des futurs possibles, et d'envisager des moyens d'action pour tendre vers des futurs souhaitables. Nous concluons sur l'intérêt de l'éducation au futur pour appréhender l'Anthropocène sous l'angle de ses temporalités.

Hoarau, J., & Lauret, M. (2022). **Impact de la pandémie sur la santé mentale des enfants et des adolescents à La Réunion**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
À La Réunion, territoire ultramarin, la crise sanitaire et le confinement ont brutalement interrompu le cours habituel de la vie des élèves. Il a fallu s'adapter à l'incertitude et à l'angoisse, apprendre à vivre et à travailler autrement, chez soi, en distanciel, pendant ce « temps suspendu », loin de l'école et de ses repères. Le nombre d'élèves en mal-être a augmenté de façon notable sur l'académie depuis 2020. Une enquête a été menée auprès du service infirmier pour recueillir des données afin d'en déterminer les causes et les conséquences. Lors d'entretiens auprès d'élèves du primaire et du secondaire, à travers la grille d'analyse du psycho-trauma, nous avons tenté de comprendre comment

cette crise majeure a pu impacter la qualité de vie et la santé mentale des élèves et comment elle a pu modifier leur rapport aux autres et à l'école.

Hofmeyr, H. (2022). **Why do girls do better? Unpacking South Africa's gender gap in PIRLS and TIMSS**. *International Journal of Educational Development*, *94*, 102648. https://doi.org/10.1016/j.ijedudev.2022.102648
South Africa exhibits one of the largest pro-girl gaps in education, yet the reasons behind this gap are poorly understood. This paper analyses South Africa's pro-girl gap in Grade 4 reading and Grade 5 mathematics achievement. I make use of Oaxaca-Blinder decomposition analysis to decompose the observed gender gaps into their explained and unexplained components, separately by school socio-economic quintile. This approach allows me to present new evidence that part of the country's pro-girl gaps in reading and mathematics are due to girls progressing through the early grades faster than boys. I also find that South African girls score higher on the constructs aimed at tapping student attitudes toward reading (reading self-efficacy and enjoyment, and engagement in reading lessons), and that these differences contribute significantly to the pro-girl gap in PIRLS reading achievement. Interestingly, despite outperforming boys in the TIMSS mathematics assessment, South African girls do not display more positive attitudes toward mathematics. The results suggest much more needs to be done to understand the reasons behind boys' disadvantage in the early grades, since much of the pro-girl achievement gap in Grade 4 reading and Grade 5 mathematics can be attributed the pro-girl advantage in grade completion in earlier grades.

Hossain, M. (2022). **Diffusing "Destandardization" Reforms across Educational Systems in Low- and Middle-Income Countries: The Case of the World Bank, 1965 to 2020**. *Sociology of Education*, *95*(4), 320-339. https://doi.org/10.1177/00380407221109209

Idul, J. J. A., & Caro, V. B. (2022). **Does process-oriented guided inquiry learning (POGIL) improve students' science academic performance and process skills?** *International Journal of Science Education*, *44*(12), 1994-2014. https://doi.org/10.1080/09500693.2022.2108553
This study investigates the effects of process-oriented guided inquiry learning (POGIL) on the academic performance and science process skills of Grade 10 Filipino students in science. Specifically, this study aimed to (1) determine and compare the level of academic performance of students when exposed to POGIL and non-POGIL and (2) assess the scientific process skills of students before and after being exposed to POGIL and non-POGIL. Two (2) Grade 10 were tested using POGIL and the traditional lecture method (non-POGIL). Using a teacher-made pre/post assessment and an adapted basic science process skills test, results showed that (1) the academic performance of the POGIL class was 'Satisfactory' ($\bar{x}$ = 77.76), while the non-POGIL class attained the 'Fairly Satisfactory' level ($\bar{x}$ = 67.00); a statistically significant difference was found to occur for the level of academic performance between the POGIL and non-POGIL groups (f = 31.072; p < 0.001). (2) The science process skills of the students in POGIL were 'Nearing Mastery' ($\bar{x}$ = 6.68), while the non-POGIL reached 'Moving towards Mastery'($\bar{x}$ = 5.99); there was a statistically significant difference in the science process skills of learners between POGIL and non-POGIL groups (t = 4.52; p = 0.006).

ISU : Institut de statistique de l'UNESCO, UNICEF : Fonds des Nations unies pour l'enfance, Banque mondiale, OCDE : Organisation de coopération et de développement

économiques, & ISU : Institut de statistique de l'UNESCO. (2022). ***From learning recovery to education transformation: insights and reflections from the 4th survey on national education responses to COVID-19 school closures***. Consulté à l'adresse https://www.unicef.org/media/127286/file/From%20Learning%20Recovery%20to%20Education%20Transformation.pdf

Jarraud, F. (2022a, octobre 3). **OCDE : De quelques effets du niveau d'éducation...** Consulté 14 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/03102022Article638003934100761172.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519391

Etre diplômé c'est bon pour soi et c'est bon aussi pour les autres. C'est ce que montre la nouvelle édition de « Regards sur l'éducation » de l'OCDE. Elle montre aussi les progrès de l'instruction notamment en France.

Jarraud, F. (2022b, octobre 7). **Eirick Prairat : L'école des Lumières brille toujours**. Consulté 14 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/07102022Article638007116373129892.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519464

En pleine privatisation à marche forcée de l'Ecole, il faut de l'optimisme, du courage et de l'intelligence pour plaider la cause d'une autre Ecole. Eirick Prairat a tout cela. Mais on lui sait gré surtout de rappeler infatigablement, dans un nouveau livre (L'école des Lumières brille toujours, ESF Sciences humaines) la dimension humaine du rapport pédagogique. Avant d'être « efficace » ou pas, avant d'être « républicaine » ou pas, l'Ecole est l'endroit d'une relation d'adulte à enfant ou adolescent. Tout cela ne l'empêche pas de réfléchir aux enjeux très actuels de l'Ecole comme le défi environnemental ou celui de la post-vérité. Ils s'en explique dans cet entretien.

Jarraud, F. (2022c, octobre 14). **Philippe Vitale : L'école et les curriculums**. Consulté 14 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/14102022Article638013249832412593.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519627

Pourquoi la question du curriculum n'arrive t-elle pas à émerger en France alors que l'Ecole n'arrive pas à faire face à la montée des inégalités ? Philippe Vitale, sociologue à l'université d'Aix Marseille, retrace dans un nouvel ouvrage (L'école et les savoirs scolaires, PUR éditions), un siècle de sociologie du curriculum. Il donne les clés de cette sociologie de Durkheim à Bernstein et Young. Les savoirs scolaires sont-ils si bien installés que cela ?

Jayadeva, S., Brooks, R., & Lažetić, P. (2022). **Paradise lost or created? How higher-education staff perceive the impact of policy on students**. *Journal of Education Policy*, *37*(5), 819-837. https://doi.org/10.1080/02680939.2021.1903083

This paper explores how university staff in Denmark, Germany, and England perceived higher education (HE) policy as impacting the experience of being a student in their respective countries. While, in each nation, different policy mechanisms were identified as having triggered transformations in the experience of being a student, the transformations themselves were described in a strikingly similar manner across all three countries: staff stressed that students had become more instrumental in their approach

to learning; that the student experience had become more circumscribed; and that students were under greater stress. We analyse how staff's narratives about the impact of policy on the experience of being a student were mediated by their own ideas about what constituted 'good education', which in turn were strongly rooted in national traditions. Furthermore, in each country, staff's assessment of the impact of specific policies on HE differed sharply from those of policy actors. Our findings contribute to the scholarship on the marketisation of HE, through drawing attention to how the rationality underpinning policy does not determine how it is engaged with by key stakeholders on the ground, and by demonstrating how the neoliberalisation of HE can unfold in different formats, some more explicit than others.

Jellab, A. (2022). **L'école à l'épreuve des incertitudes ou de la nécessité de l'institution : les défis à venir au prisme de la crise sanitaire**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.1500
Si la crise sanitaire a fortement déstabilisé l'institution scolaire, elle a également mis en lumière sa capacité d'adaptation et d'invention de réponses inédites. Ainsi, plusieurs enseignements peuvent être dégagés de cette crise : elle confirme, à la manière d'un miroir grossissant, l'existence de fortes inégalités sociales face à l'école et aux apprentissages ; elle s'inscrit dans l'émergence et l'installation durable d'un contexte marqué par des incertitudes pointant autant de défis à relever par l'école à venir ; elle dessine enfin de nouvelles perspectives dont les deux principales réfèrent à la promotion chez les élèves d'un esprit éclairé et critique – notamment dans l'usage du numérique – , et à la mise en œuvre d'une réelle politique volontariste en faveur de la mixité sociale. Ces perspectives ne sauraient atteindre leur cible sans une gouvernance repensée du système éducatif.

Karabchuk, T., Shomotova, A., & Chmel, K. (2022). **Paradox of research productivity of higher education institutions in Arab Gulf countries: The case of the UAE**. *Higher Education Quarterly*, *76*(4), 759-785. https://doi.org/10.1111/hequ.12347
This paper investigates the paradox of research productivity of higher-education institutions in the Arab Gulf Countries. Exploring the case of the United Arab Emirates (UAE) the article fills the gap in the literature on the Gulf higher education research efficiency. Despite the considerable investment into higher education, UAE universities showed rather slow growth in research output. This puzzle was tackled to present possible policy outcomes relevant for research productivity in higher education institutions located in the emerging economies. The study highlights the research productivity indicators dynamics for GCC countries and brings detailed analysis on the research output and input for the UAE universities. We argue that to succeed in academic efficiency the county needs to increase its research investments and diversify research-boosting policies and practices. The policies should focus on work-attractive long-term conditions for the faculty/researchers, home-based doctoral education system and home-trained human resources.

KELCEY, J. (2022). **An (A)Political Education? UNRWA, Humanitarian Governance, and Education for Palestinian Refugees During the First Intifada (1987–1993)**. *Harvard Educational Review*, 92(3), 391-412. https://doi.org/10.17763/1943-5045-92.3.391
For millions of people living in humanitarian crisis, education can confer physical and psychological protection and offer a path to a brighter future. Overshadowing this promise, however, are the unavoidable politics of humanitarianism. In this historical case

study of the United Nations Relief and Works Agency for Palestine Refugees in the Near East during the First Intifada (1987–1993), Jo Kelcey shows how the agency's ostensibly apolitical humanitarian education program was in fact shaped by competing political interests. This case highlights both the impossibility of apolitical education programs and the unforeseen consequences of humanitarian framings for education, ultimately underscoring the need to critically reflect on the value of aligning education to humanitarian discourse and practice.

Kheroufi-Andriot, O. (2022). **Un exemple de créativité ordinaire au bénéfice d'une dynamique inclusive**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20429
Une jeune enfant interne dans un Institut thérapeutique, éducatif et pédagogique (ITEP) est de nouveau scolarisée dans une classe d'école élémentaire du milieu scolaire dit « ordinaire », et l'objet de cet article est de mettre en lumière des « petits riens » déployés par les acteurs/(t)rices inscrits dans cette situation d'inclusion. Nous faisons l'hypothèse que ces derniers alimentent une dynamique inclusive au bénéfice de son parcours d'inclusion, et qu'ils font ressortir une créativité ordinaire à inclure. Sans pour autant idéaliser cette question de la créativité, notre recherche propose une perspective pour la (re)penser.

Kodila-Tedika, O., & Otchia, C. S. (2022). **The effects of free primary education in the Democratic Republic of Congo: A difference-in-differences approach**. *Review of Development Economics*, *26*(4), 2109-2120. https://doi.org/10.1111/rode.12922
Following the Millennium Development Goals and the Dakar Framework for Action, many African countries instituted free primary education policies in 2000 to achieve universal primary education by 2015. However, the impact of free education policies remains understudied, particularly for late-adopters. This paper estimates the short-term effects of free primary education on enrollment in the Democratic Republic of Congo, where the policy was implemented as a trial in only two provinces in 2010. We exploit the spatial variations in adopting the policies using difference-in-differences with propensity score matching and show that free primary education policies significantly increase enrollment. We find large heterogeneity in the effects depending on the school management types. Catholic conventional school accounts for most of the enrollment due to the perceived quality, level of teacher knowledge, school infrastructure, and better service delivery.

Kovačević, M. (2022). **The effect of a general versus narrow undergraduate curriculum on graduate specialization: The case of a Dutch liberal arts college**. *The Curriculum Journal*, *33*(4), 618-635. https://doi.org/10.1002/curj.158
Whether a broad undergraduate curriculum prepares students well for academic and professional specialization is a much-debated question. This discussion is particularly relevant in the context of European liberal arts bachelor's programmes, which recently re-emerged as an exception to the continental norm of specialized undergraduate curricula. While liberal arts proponents contend that the broad foundation of knowledge and generic skills provided by this educational model facilitate specialization rather than hindering it, critics point to the relative lack of disciplinary depth. To investigate this problem, the paper looks at three specialized master's programmes at Maastricht University—in international business, psychology, and neuroscience. It compares the academic performance of two groups of students in these programmes: graduates from

University College Maastricht, a liberal arts institution, and their peers with discipline-focused bachelor's degrees in a matching field. Results from probit and OLS regression models show that there are no major differences between the two groups in terms of dropout rates, GPA, and master's thesis grades. Despite having less subject-specific knowledge, university college graduates proved to be prepared equally well for specialized master's studies as their counterparts with a matching disciplinary background. These findings suggest that an undergraduate curriculum that offers more breadth and flexibility does not represent an obstacle to further specialization.

Lachapelle, Y., Fontana-Lana, B., Petitpierre, G., Geurts, H., & Haelewyck, M.-C. (2022). **Autodétermination : historique, définitions et modèles conceptuels**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 25-42. https://doi.org/10.3917/nresi.094.0025
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Lee. (2022). **Should I Stay or Leave?: Exploring the Relationship between Reverse Transfer and Degree Attainment**. *Community College Journal of Research and Practice*, *46*(11), 825-840. https://doi.org/10.1080/10668926.2021.1910593
This research aims to explore the relationship between reverse transfer and degree attainment by addressing the following questions: 1) What are the predictors of reverse transfer? 2) Does reverse transfer affect degree attainment within six years of initial enrollment or college attendance and cumulative loan debt in the sixth year? 3) Is the relationship between reverse transfer and degree attainment different for students who struggled academically, socially, or financially at their original institutions? To answer these questions, I analyzed the Beginning Postsecondary Students data 12:17 using logistic regression models and propensity score matching. Results show that reverse transfer students were academically underprepared in high school and continued to academically struggle in college. Reverse transfer significantly decreased the probability of bachelor's degree attainment, while increasing the probability of earning a certificate or an associate's degree within six years, as well as the probability of still being enrolled in college in the sixth year. These results are largely consistent for students who struggled academically, socially, and financially at their original institution. In light of these findings, I conclude that reverse transfer can be a more viable option for struggling students to pursue a college degree and recommend statewide articulations specifically designed for reverse transfer.

Lelièvre, claude. (2022, octobre 3). **Qui a la main sur la politique de formation professionnelle?** Consulté 14 octobre 2022, à l'adresse Mediapart website: https://blogs.mediapart.fr/claude-lelievre/blog/031022/qui-la-main-sur-la-politique-de-formation-professionnelle
Historiquement, ce n'est pas le ministre de l'Education nationale, mais plutôt le Premier ministre et/ou le Chef de l'Etat. La réforme actuelle envisagée ne déroge pas à cette ligne, tant s'en faut.

Lelièvre, C. (2022). **La politique éducative durant la période gaullienne (1958-1969)**. *Carrefours de l'éducation*, *53*(1), 127-136. https://doi.org/10.3917/cdle.053.0127
On se demandera si les articles publiés à ce sujet par Bruno Poucet après la soutenance de son HDR se situent dans la continuité de sa façon d'aborder l'histoire des politiques scolaires telle qu'elle apparaît dans les deux axes majeurs qu'il a investigués (histoire de l'enseignement de la philosophie et histoire de l'enseignement privé) et telle qu'il l'explicite dans sa note de synthèse pour l'habilitation.

Lenzen, B., Houssin, É., Forest, E., & Borgès, C. (2022). **L'éducation physique en temps de pandémie : quelles leçons en tirer pour le « monde d'après » ?** *Raisons éducatives*, *26*(1), 25-44. https://doi.org/10.3917/raised.026.0025
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Liu, Q., Colak, F. Z., & Agirdag, O. (2022). **Celebrating culture and neglecting language: representation of ethnic minorities in Chinese primary school textbooks (1976–2021)**. *Journal of Curriculum Studies*, *54*(5), 687-711. https://doi.org/10.1080/00220272.2022.2045361
This study draws on data collected from Chinese language textbooks to investigate the ways in which ethnic minority cultures and languages are represented in primary school textbooks in China. Drawing on the methods of thematic and comparative analysis, we specifically analyse how the representation of ethnic minorities in Chinese textbooks has changed across different periods in history. The analysis reveals that the representation of ethnic minority cultures and languages is largely limited to the contributions approach and additive approach to multicultural curriculum development. The findings show a largely selective, traditional, and stereotypical representation of ethnic minority cultures and languages in school textbooks, which focus primarily on cultures from representative ethnic groups. Although an accurate and equitable representation of ethnic minorities is still mostly lacking in Chinese language textbooks, a multicultural approach to ethnic diversity has been gaining ground over the past four decades. Interestingly, increasing interest in a multicultural approach has been accompanied by decreasing tolerance towards ethnic multilingualism in textbooks over the past four decades. Such observable trends towards monolingualism and multiculturalism in the representation of ethnic and linguistic diversity in textbooks echo the continuous changes in national education policy.

Lopes da Barra, V. M., Bastos Gonçalves, K. M., & Teixeira de Sousa, S. K. (2022). **Pandémie, éducation et mémoires du temps présent**. *Raisons éducatives*, *26*(1), 373-394. https://doi.org/10.3917/raised.026.0373
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Lu, W., Zhou, S., & Wei, Y. (2022). **Government policies and unintended consequences: Rising demand for private supplementary tutoring in China**. *International Journal of Educational Development*, *94*, 102653. https://doi.org/10.1016/j.ijedudev.2022.102653
In recent decades, the worldwide demand for supplementary tutoring has increased dramatically. Studies suggest that families' interest in supplementary tutoring is not only driven by a lack of school resources and the erosion of education quality, but also by governmental attempts to equalize educational opportunities. Using data from a nationally representative household survey from China, this study examined changes in students' participation in private tutoring after the introduction of a national equalization policy called "Ten Regulations to Reduce Academic Burden for Primary School Students." The findings showed that first-grade students' participation in private tutoring doubled after the policy was introduced. The estimation of dynamic effects indicated that the policy's impact on private tutoring participation had also increased over time. Further tests for heterogeneity between cities and student groups suggested that students in large cities, students with college-educated parents, and students in cities with severe shortages in after-school care tended to be more sensitive to the policy change, demonstrated by greater investments in private tutoring.

Makwinya, N. M., McKinnon, D. H., & Lummis, G. W. (2022). **Depicting science teachers' concerns regarding the Tanzanian inquiry-based science curriculum**. *International Journal of Science Education*, *44*(12), 1978-1993. https://doi.org/10.1080/09500693.2022.2107724
Secondary school teachers in Tanzania have been attempting to implement the inquiry-based science curriculum since 2005. This study is descriptive and was designed within the realms of a Type IV case-study design (Yin, R. K. 2014. Case study research: Design and methods 5th ed. SAGE) to investigate their concerns in dealing with this curriculum. It employed the Concern-Based Adoption Model (CBAM) as its lens and collected data using the Stage of Concern (SoC) questionnaire. In addition, the study used background information of the participants themselves and their context collected using one-on-one

interviews to enrich the interpretation of revealed concerns. The findings revealed variations in the nature and intensities of concerns amongst science teachers in the case-study schools. These variations were partly due to the differences in contextual and background characteristics of staff of the three case-study schools. The implications of these findings for both policy and practice are discussed.

MARIN, V. I., PETERS, L. N., & ZAWACKI-RICHTER, O. (2022). ***Educational resources around the world: an international comparison***. Consulté à l'adresse https://edtechbooks.org/pdfs/print/oer_around_the_world/_oer_around_the_world.pdf
Ce livre ouvert propose huit descriptions détaillées des ressources éducatives libres (REL) et de l'éducation ouverte dans neuf pays : Australie, Canada, Chine, Allemagne, Japon, Corée, Afrique du Sud, Espagne et Turquie. Le volume se termine par une comparaison des systèmes au niveau national, institutionnel et de l'enseignement, en montrant comment les spécificités sociales et culturelles de chaque pays produisent des politiques et des mises en œuvre différentes.

Martin, C. de S., & Astier, M. (2022). **Un dispositif liant théâtre et recherche, vecteur d'une dynamique inclusive ?** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.21113
Depuis août 2017, nous menons une recherche théâtrale et scientifique sur l'inclusion par l'organisation de stages de théâtre réunissant personnes en situation de handicap et personnes valides. À la formation théâtrale, centrée sur le travail choral, est adossée une recherche collaborative sur l'inclusion : les stagiaires réfléchissent collectivement à la situation inclusive mise en place. La vie collective est continue puisque tous sont hébergés au même endroit et partagent les repas. En quoi ce dispositif sert-il de levier à la mise en place d'une dynamique inclusive au sein du groupe ? Cette expérience montre l'importance du travail théâtral conjoint au processus de recherche et la place fondamentale de la parole dans cette dynamique, que ce soit dans la création artistique ou dans la recherche scientifique. Le dispositif met en exergue les contradictions, mais aussi la réalité de l'inclusion dans un contexte défini. Il enrichit ainsi la production de connaissances sur l'inclusion, mais aussi sur la création théâtrale.

Mercier, C., & Lefer-Sauvage, G. (2022). **Forces et paradoxes des dynamiques dites « inclusives » : Étude auprès d'enseignants en formation à l'École inclusive**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20814
L'école inclusive qui est un jeune paradigme toujours en construction a besoin de temps pour s'installer progressivement sur le terrain de l'école et les pratiques pédagogiques. Au travers des parcours des stagiaires au CAPPEI, il est possible de comprendre les forces qui facilitent la mise en place de la scolarisation pour tous, mais également les paradoxes qui empêchent les dynamiques inclusives en France. Nous croisons les enjeux paradigmatiques avec l'analyse biographique, basée sur ce que l'enseignant a vécu en lien avec sa propre histoire professionnelle et personnelle. Une analyse qualitative auprès de 46 stagiaires CAPPEI a permis de mettre en valeur l'importance des parcours professionnels (proches du champ médical) et personnels, dans l'appréhension de la notion de besoin. Nous relevons aussi que des pratiques antérieures non conscientes ou implicites qui relèvent de l'inclusion font l'objet de l'enjeu de la formation continue. Enfin, des représentations obstacles aux dynamiques inclusives à travers la notion de handicap et de normativité participent à un frein. Aussi, il apparaît que les histoires personnelles et

professionnelles des enseignants s'engagent dans une dynamique parallèle et aussi complexe que l'histoire politico-culturelle de l'inclusion.

Michelet, J., & Périsset, D. (2022). **« Géoscola » ou la petite histoire de la mise en place d'un géoportail territorial comme aide au pilotage de l'école publique**. *Swiss Journal of Educational Research*, *44*(2), 250-263. https://doi.org/10.24452/sjer.44.2.7
The Géoscola platform grew out of the need to have an effective tool for steering and helping decision-making in the public school system in the Canton of Valais. Its creation results of an approach between educational sciences and geography. Information on the structure of the school system is based on the nomenclature of educational subdivisions with a territorial perspective. This was achieved with the adaptation of « Géoclip Air », a geoportal designed and used primarily by statistical institutes. This article reports on the technical and human adventure this project represented. It also analyses the process thus initiated, in collaboration with various institutional actors, which makes it essential to consider sensitive administrative, political and ethical implications and requirements.

Mili, I. (2022). **L'interprétation : un contenu d'enseignement esquivé par la pandémie de covid-19 ?** *Raisons éducatives*, *26*(1), 45-67. https://doi.org/10.3917/raised.026.0045
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Miller, A. L., Wilt, C. L., Allcock, H. C., Kurth, J. A., Morningstar, M. E., & Ruppar, A. L. (2022). **Teacher agency for inclusive education: an international scoping review**. *International Journal of Inclusive Education*, *26*(12), 1159-1177. https://doi.org/10.1080/13603116.2020.1789766
Inclusive education is contextualised within local systems and represents a continuous struggle to ensure access to meaningful and equitable education. The purpose of this scoping review was to examine international empirical studies published in peer-reviewed journals from 1999 to 2019 focused on teacher agency for inclusive education for students with disabilities in grades K-12. The conceptual framework used for this research identified teacher agency for inclusive schooling as requiring a disruption of traditional special educator identities, particularly pertaining to segregated schooling practices and deficit notions of disability. Eleven articles met the inclusion criteria. The results revealed varied conceptualizations of how teacher agency promotes inclusive

education. We identified the following themes related to teachers' agentic actions towards inclusive education: (a) instructional strategies, (b) collaboration, (c) family-school-community connections, and (d) other agentic moves. Implications for future research are discussed.

Napoli, J. (2022). **Quelques conséquences de la pandémie de covid-19 sur la méthodologie de recherche qualitative en sciences de l'éducation**. *Raisons éducatives*, 26(1), 305-317. https://doi.org/10.3917/raised.026.0305
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Neca, P., Borges, M. L., & Pinto, P. C. (2022). **Teachers with disabilities: a literature review**. *International Journal of Inclusive Education*, 26(12), 1192-1210. https://doi.org/10.1080/13603116.2020.1776779
The development of an inclusive education system is regarded as a fundamental pillar for the full participation of persons with disabilities in society. To date, research on inclusive education has been mainly focused on students with disabilities, special education teachers and the role of legislation with less attention being paid to another important player in the implementation of a truly inclusive education system: teachers with disabilities. To address this knowledge gap, in this article we present a literature review, analysing the main findings and contributions from research that examines issues pertaining to teachers with disabilities. Drawing from 53 articles published in English in peer-review journals, the paper identifies four main research topics: (1) Teachers' life trajectories, educational practices, and challenges; (2) Teacher's training; (3) Perspectives about teachers with disabilities (among students and school principals), and (4) the under-representation of teachers with disabilities in the literature. We conclude arguing that the research agenda on inclusive education would benefit from including the perspective of teachers with disabilities.

Ngidi, N. D., & Essack, Z. (2022). **Mapping the unsafe school journey: Rural primary school children's perspectives on dangerous social geographies in South Africa**. *International Journal of Educational Development*, 94, 102655. https://doi.org/10.1016/j.ijedudev.2022.102655
This paper describes a study conducted with 20 primary school children from a resource-poor rural community in South Africa. Using participatory mapping, the school children

were asked to draw the paths they walked to school (referred to as child maps), and identify unsafe areas on this journey. The data were analyzed using participatory visual analysis techniques by focusing on the children's representations of their school journeys and their perspectives on their vulnerability on these paths. The analysis revealed a plethora of areas that posed a threat to children as they walked to school. Moreover, the findings suggest that children experienced heteropatriarchal violence on their school journeys, which evoked fear and anxiety since they associated this walk with risk. Using participatory mapping offered a unique opportunity to see how school children constructed and navigated the routes they walked to school, and how on these paths, different forms of violence occurred. The children's maps offered an important tool for understanding the significance of space and place on routes to school in rural communities.

Niambi-Mayasi, B. (2022). **La flexibilité de la formation aux différents ordres d'enseignement : l'exemple finlandais**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3696* [Report]. Consulté à l'adresse https://www.cse.gouv.qc.ca/wp-content/uploads/2022/06/50-2117-ER-Flexibilite-Formation.pdf
Plusieurs systèmes d'éducation dans le monde cherchent à diversifier les voies et les modalités de formation pour mieux correspondre aux besoins, aux intérêts et aux profils des apprenants, en appliquant le principe de flexibilité dans l'offre de formation aux différents ordres d'enseignement. L'examen de l'exemple finlandais se justifie par le fait que le système éducatif de la Finlande s'est imposé comme étant une référence mondiale incontournable au cours des deux dernières décennies. Cette étude a été réalisée dans le cadre des travaux de la Commission de l'enseignement et de la recherche au collégial (CERC) ayant abouti à la production de l'avis Formation collégiale : expérience éducative et nouvelles réalités publié par le Conseil en mai 2022. Elle tente d'analyser et de décrire comment le système éducatif finlandais s'adapte aux besoins des apprenants dans la perspective de développement de leurs compétences au 21e siècle, en mettant en avant ce principe de flexibilité de l'offre de formation dans les réformes introduites aux différents ordres d'enseignement. La démarche utilisée s'appuie sur le cadre théorique de la flexibilité de la formation proposé par Paquelin (2017). L'analyse montre que la flexibilité transparaît dans la structure du système, dans l'admission aux études et la progression des apprenants, dans les lieux et les moments de même que dans les modalités d'apprentissage. Ainsi, la Finlande est parvenue à mettre en application le principe de flexibilité, réussissant, du coup, à mieux répondre à l'enjeu de l'adaptation de l'offre de formation aux besoins divers et changeants des apprenants et de la société. L'exemple finlandais montre suffisamment que la flexibilité de la formation aux différents ordres d'enseignement ne relèverait pas de l'utopie. Elle est possible, mais à certaines conditions : une conviction et une volonté politique fermes ; des changements qui allient cohérence et réalisme ; un leadership fort dans le pilotage des innovations et des changements proposés ; des ressources humaines, matérielles et financières conséquentes ; une adhésion et un engagement forts des acteurs aux différents niveaux du système.

Nuss, M. (2022). **Point de vue de Marcel Nuss pour conclure le dossier. Tentative de démythifier l'autodétermination et le médico-social**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 219-227. https://doi.org/10.3917/nresi.094.0219

L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

OCDE. (2022). ***Finland's Right to Learn Programme: Achieving equity and quality in education***. https://doi.org/10.1787/65eff23e-en
Finland has been widely regarded as one of the most successful education systems in the world. However, recent trends suggest that Finland's considerable achievements may be at risk. The country's performance in international student assessments has been declining over the past decade, as gaps among student groups and levels of school segregation have grown. In light of these developments, Finland is advancing a number of policies, notably under the umbrella of the Right to Learn (RtL) Programme, to improve quality and equity in early childhood education and care (ECEC), pre-primary and basic education. This analysis explores the Ministry of Education and Culture's (OKM) planned reforms in regard to the country's main education challenges and priorities. At the request of the Ministry, the analysis focusses on three main policy issues: (i) financing equity and quality in education, (ii) expanding participation and strengthen quality in ECEC, and (iii) equalising education opportunities through strengthening the local school policy. A final section looks at some of the cross-cutting issues that emerge from the OECD's analysis. This analysis offers policy considerations aimed at strengthening the design and implementation of the RtL Programme.

OECD. (2022a). ***Education at a Glance 2022: OECD Indicators***. Consulté à l'adresse https://www.oecd-ilibrary.org/education/education-at-a-glance-2022_3197152b-en
Education at a Glance is the authoritative source for data on the state of education around the world. The 2022 edition focuses on tertiary education, looking at the rise of tertiary attainment and the associated benefits for individuals and for...

OECD. (2022b). ***Innovative and Entrepreneurial Universities in Latin America***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/innovative-and-entrepreneurial-universities-in-latin-america_ca45d22a-en
The review examines how higher education institutions are supporting innovation and entrepreneurship in their surrounding communities. The study focuses on eleven universities located in six countries in Latin America: Chile, Colombia, Mexico,...

OECD. (2022c). ***Les grandes mutations qui transforment l'éducation 2022***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/education/les-grandes-mutations-qui-transforment-l-education-2022_17f113e3-fr
Vous êtes-vous déjà demandé quel sera l'impact du changement climatique sur nos établissements d'enseignement au cours de la prochaine décennie ? Que signifie pour les écoles le fait que nos sociétés deviennent plus individualistes et plus diverses ? La publication triennale Les grandes mutations qui transforment l'éducation donne un aperçu des principales tendances économiques, politiques, sociales et technologiques qui affectent l'éducation. Si les mesures sont robustes, les questions soulevées dans ce recueil sont suggestives et ont pour objet d'informer la pensée stratégique et de stimuler

une réflexion sur les défis de l'éducation. Cette édition 2022 couvre un riche éventail de sujets liés à la croissance économique, à la vie et au travail, à la connaissance et au pouvoir, à l'identité et à l'appartenance, ainsi qu'à notre monde physique, aux corps humains et aux interactions. Elle met notamment l'accent sur l'impact de COVID-19 sur les tendances mondiales et comporte de nouvelles sections consacrées à la prospective, qui invitent les lecteurs à réfléchir à la manière dont l'avenir pourrait différer de nos attentes actuelles. Cet ouvrage a pour objet de fournir aux décideurs politiques, aux chercheurs, aux chefs d'établissements, aux administrateurs scolaires et aux enseignants, une source non spécialisée de tendances qui affectent l'éducation comparables à l'échelle internationale, dans les écoles, les universités ou encore dans les programmes de formation pour adultes. Cet ouvrage s'adresse également aux élèves/étudiants et à la société dans son ensemble, notamment aux parents.

OECD. (2022d). ***The New Workplace in Japan: Skills for a Strong Recovery***. Consulté à l'adresse https://www.oecd-ilibrary.org/fr/employment/the-new-workplace-in-japan_7c897f52-en
This report examines how skill requirements have been evolving in Japan prior and during the COVID-19 crisis. It examines changes in the skills composition of Japan's workforce as well as policy efforts to improve the accessibility of career...

Olsen, B., & Qargha, G. O. (2022). **How do government decisionmakers adopt education innovations for scale?** In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3692* [Report]. Consulté à l'adresse Brookings Institution (États-Unis) website: https://www.brookings.edu/wp-content/uploads/2022/09/Brookings_CR-Report_FINAL-1.pdf
Provision of quality, inclusive, and equitable education remains one of the biggest challenges for low- and middle-income countries (LMICs). Two hundred and sixty million children are currently out of school, and as many as 8 out of 10 children in low-income countries are functionally illiterate by their 10th birthday. COVID-19 has intensified this, with early data suggesting the pandemic may have wiped out 20 years of education gains. Despite the efforts of global, national, and local actors, education improvement is moving too slowly and unevenly to address the magnitude of the need. Lire la synthèse.

Paintendre, A., & Tajri, Y. (2022). **De l'inaptitude au capacitaire en EPS : discussion autour d'un environnement scolaire capacitant**. *Recherches & éducations*, (HS). https://doi.org/10.4000/rechercheseducations.12729
À l'école et en EPS, un verbiage du registre de l'infirmité et de l'anormalité (Mazereau, 2012 ; Stiker, 2013 ; Roca, 1992) a traversé le siècle dernier lorsqu'il s'agissait de s'interroger sur la nature des aptitudes corporelles des élèves. De surcroît, une lecture du corps en action s'est structurée à partir d'une référence au modèle « médical » du handicap ne laissant que peu de crédit à tout autre élève que le « valide sportif ». Historiquement, quelle a été l'évolution de ce rapport au milieu « médical » ? Peut-on considérer que l'espace scolaire et l'EPS ont été des espaces privilégiés pour structurer un environnement capacitant (Falzon, 2005), notamment pour les élèves en situation de handicap ? Le capacitaire (Paintendre, 2017) questionne l'adaptation de la personne à son environnement par l'émersion de nouvelles possibilités d'agir (Paintendre & Andrieu, 2015). Elle ajuste ses possibilités corporelles à partir de son expérience sensorielle pour passer de la capabilité (Sen, 2009) à la capacité. Un regard nouveau se pose sur la relation (Rosa, 2020) entre l'élève et son environnement où ce dernier peut devenir

progressivement capacitant plutôt qu'handicapant, afin de structurer un parcours de formation où chaque élève devient un élève apte partiel et non un élève in-capable.

Palma Carvajal, J. F. (2022). **Advocacy NGOs and the neoliberal manufacture of the street voice**. *Journal of Education Policy*, *37*(5), 723-743. https://doi.org/10.1080/02680939.2021.1875266
In the previous decades there has been an unprecedented proliferation of Non-Governmental Organisations (NGOs) working in different policy fields. In hand with this process of 'NGOisation', there has been a growing academic debate regarding the role of NGOs in terms of their influence promoting or resisting the expansion of neoliberalism. For some, NGOs are organisations that have become domesticated by neoliberalism, aiding the spread of its influence around the world; while for others, there are still some NGOs that remain critical and attempt to challenge neoliberalism. Engaging with this debate, this article critically explores the role of two advocacy NGOs involved in processes of education policymaking during the recent education reforms carried out in Chile. Drawing on Foucault's theoretical work on governmentality, the research investigates the extent to which these NGOs contest Chilean neoliberalism or conversely, as subjects of governmentality, serve to protect and extend its hegemony. Finally, the article argues that NGOs can use their image as representatives of civil society to pacify demands for radical changes and allow the government to control the social sphere from a distance.

Palmer, S. B. (2022a). **A Lifespan Approach to Self-Determination Begins in Early Childhood with Support from Parents and Teachers**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 81-93. https://doi.org/10.3917/nresi.094.0081
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Palmer, S. B. (2022b). **Une approche de l'autodétermination tout au long de la vie commence dès la petite enfance avec le soutien des parents et des enseignants**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 95-108. https://doi.org/10.3917/nresi.094.0095
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Patton, K., & Winter, K. (2022). **Children's agentic capacity, schoolification and risk: competing discourses and young children's experiences in pre-school settings**. *Journal of Curriculum Studies*, *54*(5), 647-664. https://doi.org/10.1080/00220272.2022.2113916

In the Republic of Ireland there has been substantial investment in Early Years provision. The number of different types of settings for pre-school children and the associated research has grown significantly. This paper contributes to existing knowledge by reporting the findings of a qualitative participatory study carried out in the Republic of Ireland and involving a comparative analysis of the views of 90 pre-school children from three different types of setting. Within a conceptual framework that acknowledges the impact of neo-liberalism, the paper argues that despite the growing diversity of settings, provision is underpinned by three main dominant discourses, namely schoolification, risk avoidance and quality assurance. The influence of these on the lived experiences of young children is then explored focusing in particular on how, and in what ways, children exercise their agentic capacity. It is argued that young children's opportunities to exercise their social agency is at times constrained because of the influence of the combined discourses, which creates a sense of fear in staff (fear of parental complaint, fear of losing job, status and setting registration). Implications for provision and practice are explored.

Philippou, S., & Priestley, M. (2022). **Curricula from the past, in the present and for the future?** *The Curriculum Journal*, *33*(3), 341-345. https://doi.org/10.1002/curj.169

Pinheiro, D., Plaisance, É., & Prado, L. G. (2022). **L'éducation inclusive en danger au Brésil**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 229-245. https://doi.org/10.3917/nresi.094.0229
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Piombo, C. (2022). **Le Covid-19, accélérateur d'une stratégie territoriale à La Réunion**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
La crise sanitaire liée au Covid-19 a eu pour effet de provoquer une reconfiguration rapide et très significative de l'activité professionnelle des enseignants ainsi que des différents professionnels en appui à l'enseignement. En imposant une amplification des usages numériques, elle en aura révélé tout à la fois les atouts et les limites, mais également de nombreuses inégalités fortement liées aux conditions socio-économiques des familles, particulièrement sur l'île de La Réunion. Une synthèse des résultats de la recherche et des conclusions d'événements nationaux a permis aux acteurs du numérique éducatif de poser un diagnostic partagé dans l'académie sur les usages, les formations et les déploiements matériels dans les écoles et les établissements. Ce diagnostic a permis quant à lui de questionner les objectifs stratégiques et les moyens mis en œuvre par l'académie et les collectivités dans la période post-crise avec pour objectif, in fine, de structurer une stratégie partagée en matière de numérique éducatif destinée à pérenniser certaines pratiques établies lors de la crise sanitaire et à engager des projets partagés ambitieux pour réduire les inégalités et étayer les apprentissages.

Pirone, F. (2022). **La crise sanitaire : un accélérateur de l'évolution récente du métier enseignant ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Le système éducatif français est parmi celui où les enseignants ont le plus de difficultés dans les relations avec les élèves et leurs familles. Qu'advient-il dès lors que l'école ferme ses portes pour faire place à l'enseignement à distance ? À travers une analyse sociologique de données quantitatives (N = 5 875) et qualitatives (N = 20) recueillies au sein des enseignants pendant la première pandémie de Covid-19, cet article se propose d'étudier la manière dont ils ont géré l'enseignement à distance et les effets que cela a produit sur leurs représentations et pratiques professionnelles. Si l'exceptionnalité de la période a contraint les enseignants de trouver des nouvelles solutions pédagogiques et de développer des nouvelles connaissances et compétences professionnelles, il reste à savoir si ces changements seront durables.

Pitkänen, H. (2022). **The politics of pupil self-evaluation: A case of Finnish assessment policy discourse**. *Journal of Curriculum Studies*, *54*(5), 712-732. https://doi.org/10.1080/00220272.2022.2040596
Illustrating the rising trend across education systems, the article examines the socio-historical constitution of the politics of pupil self-evaluation in the case of Finnish compulsory education assessment policy discourse. By studying self-evaluation as a 'politics', which, drawing on studies in governmentality, engages in the governing and shaping of educational practices, the conduct of teachers and pupils but also in the forming of pupils' selves, the article challenges the mainstream understanding of self-evaluation as an apolitical technology of learning in pursuit of better learning outcomes, 21th century competencies and lifelong learning. The study uses Finnish compulsory education curricular, legislative and policy documents from 1921 to 2020 as data. In the genealogical reading of data, the rise of the politics of pupil self-evaluation at the interface of discursive formations of assessment as a practice of discipline and truth about the pupil and the practice of self-disclosure and constitution was demonstrated. Consequently, pupil self-evaluation will be consolidated as a normal educational practice. Importantly, implying subjectifying power, a self-regulative and self-evaluative pupil subjectivity in compliance with the requirements of current globalized knowledge economy and evaluation society will be mobilized and called for.

Plantard, P., Serreau, M., Guérin, S., & Perret, D. (2022). **La pandémie de Covid-19 : un fait social total « numérique » en éducation ? Approche anthropologique des pratiques numériques éducatives en Bretagne pendant les confinements de 2020 à 2022**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Lors de la pandémie de Covid qui a provoqué la fermeture des établissements scolaires, enseignants et élèves ont dû garder le lien, entre eux comme entre pairs. Nous avons mené une enquête auprès d'élèves en terminale pendant cette période et, au regard des éléments recueillis, nous proposons de lire cette période de confinement comme un fait social total « numérique ». Elle éclaire et interroge les représentations, usages et imaginaires liés au numérique dans l'éducation, mais aussi l'évolution, imperceptible – avec des signaux faibles qui émergent – mais en cours – avec des transformations psychodynamiques à l'œuvre – de la forme scolaire de l'école républicaine française aux prises avec l'évolution d'une société devenue numérique.

Pollard, L., & Bamford, J. (2022). **Lost in transition: Student journeys and becoming—Deliberations for a post-COVID era**. *The Curriculum Journal*, *33*(3), 346-361. https://doi.org/10.1002/curj.132
This paper offers an empathetic perspective of the cultural dynamic of migrant students' first experiences of university, told through the student voice. It focuses on the transition of students into higher education (HE); not always considered as part of the formal curriculum, providing a deeper understanding of students' transition via the cultural context of their HE experience. While this research took place prior to the COVID pandemic, it is clear that the pandemic has led to an increased use of virtual learning platforms across the sector, and this is set to continue as institutions emerge from the pandemic, suggesting that transition will not necessarily take place within university buildings. If belonging was a challenge for some students prior to the pandemic, how will institutions support transition for the new pedagogy? The cultural experiences of first-, second- and third-generation migrant students have been scantily written about in this context. This paper contributes to current understanding by providing insights gleaned through the narrative accounts of students. Development of agency, belonging and community is framed through an approach that empowers and offers a co-learner frame, achieved through the students' voices, offering narratives of the cultural experience of university.

Porta, T., & Todd, N. (2022). **Differentiated instruction within senior secondary curriculum frameworks: A small-scale study of teacher views from an independent South Australian school**. *The Curriculum Journal*, *33*(4), 570-586. https://doi.org/10.1002/curj.157
There is a paucity of research around Differentiated Instruction (DI) in Australian senior secondary education even though this approach has been shown to have the potential to cater for diverse learning needs in inclusive classrooms in other school contexts. Investigating how DI is understood and implemented by teachers in a senior secondary context will allow for a deeper insight into, and possible improvement in, teachers' knowledge and use of the DI approach. This qualitative study focussed on how four teachers from one school viewed DI and how they employed and documented DI practices in their senior secondary classrooms when catering for the needs of diverse learners. The teachers noted positive outcomes such as happy students and a sense of fulfilment for the teacher, as well as enablers for implementing DI effectively, including teacher collaboration and reflection. Challenges to effectively implementing DI were mentioned, such as a lack of time and large class sizes.

Prairat, E. (2022). ***L'école des lumières brille toujours***. Consulté à l'adresse https://www.esf-scienceshumaines.fr/education/416-l-ecole-des-lumieres-brille-toujours.html
L'École de la République est fille des Lumières. Ouverte à toutes et tous, elle prend forme à la fin du XVIIIe siècle. Gratuite, laïque et soucieuse de l'égalité des chances, elle se veut un lieu préservé car vouée à éclairer et à émanciper les hommes. Aujourd'hui, cette école – notre école – est confrontée à cinq grands défis, structurels ou inédits. Les premiers, sans cesse recommencés, sont inscrits au cœur même du projet républicain. Comment rendre l'école plus hospitalière, plus efficace, plus juste ? Défis d'hier, d'aujourd'hui et de demain. De nouveaux défis, plus inquiétants – l'avènement de la post-vérité et l'urgence du vivant – sont apparus ces deux dernières décennies. La post-vérité est un mal sournois qui se plait à mimer l'art de raisonner. Elle subvertit nos compétences cognitives et menace l'École dans sa tâche de transmission des savoirs et

des connaissances. L'urgence du vivant nous invite à redéfinir notre rapport à l'altérité ; il ne s'agit plus seulement d'apprendre à penser mais, plus fondamentalement, de changer notre rapport au monde.

Quay, J., Miller, L., Browning, D., & Brodie-Mckenzie, A. (2022). **Dewey's education through occupations as being-doing-knowing: an introduction to teacher planning with creative learning units**. *Journal of Curriculum Studies*, *54*(5), 632-646. https://doi.org/10.1080/00220272.2022.2070716
Teachers are concerned with both student engagement and achievement of learning outcomes. Both are necessary, yet often considered in disconnected ways. We argue that such disconnection is a consequence of competing educational purposes, combined with an organizational framework for schooling that attempts to paste over the differences by identifying young people generically as students. In seeking a way forward, Dewey understood the importance of getting beneath the competing views and exposing the compromises and confusions. Hence, he identified the need for a new order of conceptions leading to new modes of practice. Central to meeting this need was his pronouncement on the significance of education through occupations. We follow Dewey's lead by highlighting the importance of being, as a verb, to education. We wish to increase teachers' attentiveness to how being a student characterizes and constrains education, and the way teachers work. We draw on philosophical investigation to highlight that being is one with doing and knowing, offering a different way to consider encounters between young people and knowledge that teachers plan for as learning. In bringing this theory to life as practice, we introduce a new unit design framework: creative learning units.

Raimondi, M. J. (2022). **Quelle éthique pour les dynamiques inclusives ? Entre préoccupation et humilité**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.21210
Cet article mobilise un questionnement éthique pour appréhender la dynamique inclusive qui ne saurait se réduire à un raisonnement, fut-il critique. En effet, l'éthique déborde les contenus promus dans les domaines de la pratique, du théorique et du politique en les interrogeant et en les interpellant au nom d'enjeux et de valeurs qu'elle estime supérieurs à chacun d'eux. Il s'agit d'une forme de raison pratique, précisément parce qu'elle permet d'influencer le cours de la vie, d'orienter les actions, d'exercer un pouvoir d'agir. Or, si toute éthique est par définition perfectionniste, le sens du perfectionnisme peut varier d'une conception à l'autre. De quelle(s) éthique(s), le paradigme inclusif a-t-il besoin ? Dans un premier temps, nous examinerons la problématique sous l'angle d'une analyse macro portant sur les théories contractualistes en philosophie politique ; dans un deuxième, la problématique sera appréhendée à l'aune des éthiques du care en lien avec les disabilities studies ; dans une troisième partie, nous considèrerons quelques activités éthiques en lien avec le paradigme inclusif, plus spécifiquement dans le domaine éducatif, avant de conclure par quelques perspectives.

RAUDONYTE, I., & FOIMAPAFISI, T. (2022). ***Using learning assessment data for educational planning in Sub-Saharan Africa: use of learning assessment data***. Consulté à l'adresse https://unesdoc.unesco.org/ark:/48223/pf0000382621/PDF/382621eng.pdf.multi
Comment améliorer l'utilisation des données des apprentissages pour planifier l'éducation en Afrique sub-saharienne ? Cette étude comparative (Gambie, Ghana,

Guinée, Namibie, Sénégal, Zambie) explore la dynamique de l'utilisation de ces données et révèle leur utilisation limitée. Elle présente aussi les obstacles et conditions favorables à leur utilisation, insistant sur l'importance de développer les capacités nationales pour produire et utiliser des données, le rôle clé des partenaires internationaux, la collaboration souvent absente entre les acteurs ou encore l'importance des cadres réglementaires et des dispositifs institutionnels pour une meilleure utilisation de ces données.

République française. (2022a). ***Budget général, mission interministérielle, projets annuels de performances, annexe au projet de loi de finances pour 2023 : enseignement scolaire*** (p. 440). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18240
Cette annexe au projet de loi de finances est prévue par l'article 51-5° de la loi organique du 1 er août 2001 relative aux lois de finances (LOLF). Conformément aux dispositions de la loi organique, ce document développe l'ensemble des moyens alloués à une politique publique et regroupés au sein d'une mission. Il comprend les projets annuels de performances (PAP) des programmes qui lui sont associés.

République française. (2022b). ***Budget général, Programme 139, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : enseignement privé du premier et du second degré*** (p. 75). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18441

République française. (2022c). ***Budget général, Programme 140, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : enseignement scolaire public du premier degré*** (p. 56). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18444

République française. (2022d). ***Budget général, Programme 141, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : enseignement scolaire public du second degré*** (p. 98). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18447

République française. (2022e). ***Budget général, Programme 143, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : enseignement technique agricole*** (p. 98). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18453

République française. (2022f). ***Budget général, Programme 214, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : soutien de la politique de l'éducation nationale*** (p. 92). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18600

République française. (2022g). ***Budget général, Programme 230, Projets annuels de performances, annexe au projet de loi de finances pour 2023 : vie de l'élève*** (p. 62). Consulté à l'adresse République française website: https://www.budget.gouv.fr/documentation/file-download/18624

Rivombo & Motseke. (2022). **The Failure of a Community College to Address Unemployment in a South African Province**. *Community College Journal of Research and Practice*, *46*(11), 812-824. https://doi.org/10.1080/10668926.2021.1906785
The community colleges in many countries contribute enormously to skills development and job creation among the youth. In order to achieve these objectives, many governments play an active role in the establishment of community colleges. The purpose of this paper was to investigate the extent to which the Community Education and Training College (CETC) of the Free State Province, in South Africa, contributed to skills development and job creation among the youth. A study was conducted in the CETC. Semi-structured interviews, the focus group interviews and observation were used to collect data. The data collected were qualitatively analyzed. It was found that the shift from adult education to CETC was not accompanied by adequate planning and budgeting. Consequently, the Community Learning Centers (CLCs) lacked properly qualified lecturers, administration officers, resources and facilities. In addition, the CLCs were unable to develop relevant skills development programmes that would attract the youth to study and improve their chances of employment. These challenges made it difficult for the CETC to meet the labor needs of the local industries. It was concluded that the CETC did not contribute significantly to skills development and job creation. In order to improve the situation, the government is to increase funding to the CETC, to monitor the implementation of legislation governing CETCs, and to improve communication between the CETC and the local industries.

Roaux, C. (2022). **Covid et direction d'école : nouvelle crise, vieux blocages ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Cet article étudie comment la crise sanitaire récente révèle les fonctionnements et dysfonctionnements de l'organisation scolaire en mettant la focale sur la direction d'école primaire, seule responsable du bon fonctionnement de son établissement. Entre arrangements locaux, informations partielles et réalité d'une mise en œuvre hésitante, la place de celle-ci s'avère difficile et contradictoire. En effet, le « jeu », toujours singulier, est particulièrement complexe, car il met en tension et/ou plus ou moins en dialogue, des configurations d'acteurs qui ne s'accordent pas toujours sur la traduction des directives nationales au niveau local.

Roelens, C. (2022). **L'hypothèse d'une philosophie politique critique et anti-utilitariste de l'éducation en Anthropocène. Esquisse, contours, discussion**. *Spirale - Revue de recherches en éducation*, *70*(2), 23-35. https://doi.org/10.3917/spir.070.0023
L'article que l'on va lire relève de la philosophie politique de l'éducation, démarche pour laquelle les pédagogies critiques constituent un objet d'étude particulièrement intéressant tant elles assument de nous pousser à penser de concert éducation et politique. Nous nous demandons plus spécifiquement ici ce que pourrait être une philosophie politique critique et anti-utilitariste de l'éducation en Anthropocène, et tâchons d'en esquisser les principaux ressorts (partie I), le positionnement éventuel dans un spectre plus large des interrogations sur l'articulation des enjeux de l'Anthropocène et de ceux de la modernité démocratique (partie II), et enfin les implications problématiques potentielles face à trois questions vives de notre temps (partie III).

Salah, S. B. (2022). **Face à la crise sanitaire : la fabrique de la continuité pédagogique**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
La crise sanitaire due au Covid-19 et la fermeture des établissements scolaires ont mis sur le devant de la scène la question de la continuité pédagogique. Présentée comme une interrogation nouvelle, elle avait déjà été mobilisée dans les plans de prévention et de lutte contre une pandémie grippale publiés entre 2004 et 2010. Cet article a pour ambition de proposer une analyse historique de ce concept, en mettant en perspective la manière dont l'école a réagi à la crise du Covid-19 en la comparant à des situations de crises sanitaires antérieures (celles de la H5N1 et de la H1N1). L'étude de ces plans permet de faire remonter des continuités et des discontinuités dans la définition de la continuité pédagogique. L'idée est aussi de se concentrer sur l'évolution des attentes du ministère vis-à-vis des enseignants et de leur rôle en cas de fermeture des établissements scolaires et donc de mise en place de la continuité pédagogique. Nous voulons comprendre comment l'organisation de l'école, instaurée dans l'urgence pendant le confinement de mars 2020 à mai 2020, réactualise des éléments pensés en amont par le ministère de l'Éducation nationale.

Sivilotti, L. (2022). **Favoriser les dynamiques inclusives par la médiation : recherche-intervention auprès des lycéen·ne·s et étudiant·e·s atteint·e·s d'une maladie chronique grave**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20720
Alors que très peu d'enquêtes sont réalisées pour analyser le vécu, la scolarité, le bien-être et le bien-devenir des jeunes adultes atteint·e·s de maladie chronique grave, une équipe de chercheurs/euses a mené un projet de recherche sur ces investigations au carrefour des domaines de la santé et de l'éducation. S'en est suivie la naissance d'un dispositif proposant l'intervention d'actions de médiation participant à l'accompagnement de cette population vulnérable. Cet article s'intéresse à comprendre comment un·e nouvel·le acteur/(t)rice pourrait parvenir à participer aux dynamiques inclusives co-construites par les ressources existantes et moyens mis en place dans les institutions universitaires. Des études de cas ont été réalisées sous un angle ethnographique, par le biais d'observations longitudinales de la médiation menée auprès de quatre jeunes adultes, durant un an. L'analyse des résultats obtenus apporte une meilleure compréhension des parcours estudiantins et des positionnements professionnels du personnel participant à leur inclusion. Par ailleurs, ils permettent d'envisager le déploiement de ces interventions médiatrices prenant en compte l'organisation actuelle des services universitaires et impliquant l'ensemble des acteurs et actrices participant à l'accompagnement des jeunes adultes atteint·e·s d'une maladie chronique grave.

Slimani, M., Barthes, A., & Lange, J.-M. (2022). **La problématisation critique des questions environnementales et de développement. Balises curriculaires pour une éducation possible au temps de l'anthropocène**. *Spirale - Revue de recherches en éducation*, *70*(2), 53-65. https://doi.org/10.3917/spir.070.0053
Cet article se propose de développer une perspective pédagogique et didactique sur les finalités et les contenus des éducations environnementales au temps de l'anthropocène à visée critique. Nous mobilisons le cadre conceptuel de la didactique du curriculum et plus particulièrement celui des balises curriculaires pour proposer une actualisation didactique des finalités des pédagogies critiques à l'échelle des contenus

d'apprentissage tels que définis dans l'éducation en vue des objectifs de développement durable.

Štech, S., & Alves, M. G. (2022). **« L'après-covid montre que la crise sanitaire ne peut pas servir d'alibi pour adopter les mesures hâtives, peu réfléchies et non discutées »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Diversité : Pouvez-vous nous dire comment la crise sanitaire a impacté l'école dans votre pays à partir de début 2020 ? Stanislav Štech : Les écoles tchèques de la maternelle jusqu'aux universités ont été fermées 300 jours entre mars 2020 et mai 2021, c'est-à-dire la période la plus longue parmi les pays pour lesquels nous avons des données fiables. De ce fait, on estime le « retard » dans les apprentissages à 3 mois en moyenne en septembre 2021. Malgré tout, nous avons enregistré quelques ef...

St-Vincent, L.-A., Gélinas-Proulx, A., Huot, A., Labelle, J., Carlson Berg, L., Laforme, C., & B-Lamoureux, B. (2022). ***La gestion du changement organisationnel pour le bien-être et la réussite en éducation***. Consulté à l'adresse https://extranet.puq.ca/media/produits/documents/3269_9782760558090.pdf
En contexte de changement, comment accompagner l'équipe de l'organisation? Quelle forme de leadership adopter? Comment maintenir un climat bienveillant et positif? Vivre un changement organisationnel pour le bien-être et la réussite en éducation peut susciter des questionnements chez le gestionnaire. Cet ouvrage vise à faire état des connaissances issues de la recherche quant à la gestion du changement organisationnel en contexte de diversité dans une visée de réussite éducative et de bien-être afin de soutenir les gestionnaires des organisations éducatives et les chercheurs intéressés à la question. Constitué de trois parties, cet ouvrage aborde le concept du changement organisationnel, la gestion du changement en éducation ainsi que le changement pour le bien-être et la réussite en éducation, et ce, autour de trois axes : le climat, le leadership et l'accompagnement.

Thompson, G., Sellar, S., & Buchanan, I. (2022). **1996: the OECD policy-making assemblage**. *Journal of Education Policy*, *37*(5), 685-704. https://doi.org/10.1080/02680939.2021.1912397
Recent analyses of education policy have used the concept of the assemblage to explain how the Organisation for Economic Cooperation and Development's education work contributes to global policy convergence and new forms of policy mobility. These analyses often use Deleuze and Guattari's concepts of assemblage to designate relations between things (as actors) and people (as actors). In this paper, we argue that Deleuze and Guattari's assemblage thinking offers promising analytical insights that education policy studies have not fully explored. We propose that revisiting the problematics which animated Deleuze and Guattari's assemblage theory can broaden the conceptual apparatus at our disposal for analysing global education policy and the work of international policy actors.

Toure, L. (2022). **Public-private partnership in higher education: analysis of the positive effect of exchanges of experience on the behavior of students in business creation**. *International Journal of Accounting, Finance, Auditing, Management and Economics*. https://doi.org/10.5281/zenodo.6582536

Trask, S., & Cowie, B. (2022). **Tight-loose: Understanding variability, trade-offs and felt accountability across the curriculum-pedagogy-assessment dynamic**. *The Curriculum Journal*, *33*(4), 587-601. https://doi.org/10.1002/curj.163
Variability in education systems is a given. Variability has at once positive and negative implications for the main goal of education which is accelerating learning across diverse contexts and for all learners. In this article, we explain and employ a tight-loose framing to understand the scope for variability within an education system. A tight-loose framing directs attention to the interplay of prescription/accountability and autonomy. This framing is yet to be fully explored as a way of understanding and exploiting variability across the curriculum-pedagogy-assessment dynamic within a high-stakes assessment context. High-stake assessment has particular susceptibilities to variability because of its consequences for stakeholders and implications for accountability across the various levels of the education system. We illustrate the tight-loose framing through a case study from New Zealand of a teacher and her class of Year 12 science learners who were working towards the national senior secondary school exit qualification. The teacher was trialling a new General Science course that emphasised inquiry. Observation and interview data were collected over the course of the school year. We analyse the contours of variability across levels of the national curriculum and assessment policy, school agendas, teacher pedagogy, and student decision-making and experiences. Our findings show that teachers and students made trade-offs according to felt accountabilities and priorities within the tightness and looseness of their education context, as they perceived and experienced it. Our proposition is that a multi-level tight-loose framing provides a new and different insight into how policies, philosophies and practices interact under high-stakes conditions to affect outcomes for learners.

UNESCO, CEPAL : Comisión economica para América Latina y el Caribe, & UNESCO. (2022). ***Education in Latin America and the Caribbean at a Crossroads - The SDG4-Education 2030 Regional Monitoring Report***. Consulté à l'adresse https://reliefweb.int/report/world/education-latin-america-and-caribbean-crossroads-sdg4-education-2030-regional-monitoring-report
Les difficultés économiques et les effets dévastateurs de la pandémie de COVID-19 ont contribué au ralentissement et à la stagnation des progrès accomplis vers l'ODD4 et des résultats scolaires observés entre 2015 et 2021. Le rapport identifie les défis qui peuvent guider les politiques éducatives pour la prochaine décennie en Amérique latine. Il présente également un aperçu général de la situation éducative et sociale de la région et une analyse des tendances de la politique éducative entre 2015 et 2021 dans les principaux domaines thématiques liés à la réalisation des objectifs fixés. Les agences soulignent que les objectifs ne seront pas atteints sans un changement d'orientation des politiques et de l'allocation des ressources pour l'éducation.

UNESCO. Fonds Malala. (2022). ***Girls' education report cards: grading governments' progress towards getting every girl in school***. Consulté à l'adresse https://assets.ctfassets.net/0oan5gk9rgbh/41pICGCHZqNQIcQK0S7AP1/85587bcd7eb351466707cc7ae11609f1/TransformingEducation_20_DIGITAL_01.pdf
A l'approche de l'échéance 2030, le Fonds Malala qui évalue les progrès des gouvernements engagés en 2015 à parvenir à une éducation universelle de qualité pour tous d'ici 2030, montre que 18 % des pays à revenu faible et intermédiaire inférieur abritant 4 % des filles en âge d'être scolarisées dans le monde ne soutiennent pas

suffisamment l'éducation des filles et que plus, 72 % des pays donateurs ne donnent pas la priorité à leu éducation.

UNICEF : Fonds des Nations unies pour l'enfance. (2022a). ***Solving the equation: helping girls and boys learn mathematics***. New-York: UNICEF.
D'après de nouvelles analyses de données concernant plus de 100 pays et territoires dans le monde, les filles accusent un retard en mathématiques par rapport aux garçons. Cette disparité est en partie causée par les normes de genre négatives et par la vision souvent stéréotypée qu'entretiennent le personnel enseignant, les parents et les autres élèves au sujet de l'"incapacité innée" des filles à comprendre les mathématiques. Le rapport souligne qu'une telle attitude a également pour effet de saper la confiance personnelle des filles, les préparant ainsi à l'échec. À la lumière d'une analyse de données portant sur 34 pays à revenu faible et intermédiaire, il convient également de noter que les trois quarts des enfants d'âge scolaire en 4e année du cycle d'enseignement primaire ne possèdent pas les compétences fondamentales en calcul. D'après les données provenant de 79 pays à revenu intermédiaire et élevé, plus d'un tiers des élèves âgés de 15 ans ont encore des compétences insuffisantes en mathématiques.

UNICEF : Fonds des Nations unies pour l'enfance. (2022b). ***The role of remote modalities in implementing mental health and psychosocial support programs and services in the education sector***. Consulté à l'adresse https://www.unicef.org/media/127566/file/The%20role%20of%20remote%20modalities%20in%20implementing%20mental%20health%20and%20psychosocial%20support%20programs%20and%20services%20in%20the%20education%20sector.pdf
La COVID-19 a perturbé les systèmes éducatifs dans le monde entier, entraînant des problèmes de santé mentale en augmentation dans tous les groupes d'âge. Ce rapport examine les interventions qui favorisent la santé mentale et le bien-être psychosocial des apprenants, dispensées à distance ou de manière hybride dans le domaine de l'éducation (formelle et non formelle). Il identifie les programmes prometteurs de santé mentale et de soutien psychosocial au niveau mondial qui puissent convenir aux pays à revenu faible et intermédiaire (PRFI) et aux contextes d'urgence. Il s'agit notamment d'interventions utilisant la radio, le téléphone, la télévision et le numérique. Ce type de programmes renforce l'accessibilité, le soutien aux apprenants en situation de handicap et les capacités des parents. L'accès équitable aux appareils et aux données constitue le principal obstacle à l'utilisation des programmes d'apprentissage à distance dans les PRFI et les contextes d'urgence.

Urrego, V., & Mohib, N. (2022). **Ouverture sociale : intérêts et limites d'une politique ambitieuse**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.19997
Cet article s'intéresse au phénomène de l'ouverture sociale des grandes écoles françaises. Depuis les années 2000, une multitude de mesures et de dispositifs se développent en France dans le but d'élargir la base de recrutement des institutions d'élite critiquées, pour leur manque de diversité. Mais vingt ans après, le bilan s'avère mitigé. Ce texte tente d'apporter un éclairage à la compréhension de cette situation à partir d'une recherche portant sur le fonctionnement d'un dispositif d'accompagnement mis en place par un réseau d'écoles d'ingénieurs pour diversifier les profils de leurs étudiant·e·s. Les résultats de l'enquête réalisée auprès de trois

catégories d'acteurs impliqués (pilotes, étudiant·e·s, équipe pédagogique) conduisent à interroger la pertinence du modèle de l'égalité des chances méritocratique sur lequel repose la plupart des initiatives actuelles.

Vari, J., Desvages-Vasselin, V., & Dubois, É. (2022). **Les apories des politiques inclusives. À la recherche des pratiques pédagogiques participatives : jouer pour se libérer des stigmates**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.21230
Nous proposons dans cet article de mettre à l'épreuve la notion d'inclusion scolaire à travers une enquête menée dans un collège-lycée d'enseignement adapté (un EREA) qui, parce qu'il n'accueille que des élèves de niveau SEGPA, va à contre-courant du tout inclusif actuel. En effet, dans le cadre de notre enquête, nous comprenons que l'EREA s'apparente à un lieu protecteur qui libèrerait les enfants de leurs stigmates, de leurs passés de mauvais élèves. Dans l'entre-soi de leurs différences, les élèves témoignent leur sentiment de lâcher prise par rapport à la norme en vigueur de l'élève ordinaire. Nous cherchons à démontrer que cette libération est progressive, qu'elle est la conséquence du travail et de la réflexion d'une équipe pédagogique cohérente, engagée dans des pratiques de soutien aux élèves adaptées et inclusives, qui s'engage régulièrement dans des propositions d'activités ludiques pour développer le sentiment d'appartenance au groupe des élèves.

Vreuls, J., Koeslag-Kreunen, M., van der Klink, M., Nieuwenhuis, L., & Boshuizen, H. (2022). **Responsive curriculum development for professional education: Different teams, different tales**. *The Curriculum Journal*, *33*(4), 636-659. https://doi.org/10.1002/curj.155
Due to fast and unpredictable developments, professional education is challenged with being responsive, which demands a rethinking of conventional curriculum development approaches. Yet, literature on curriculum development falls short in terms of recognising how to react rapidly and adequately to these new developments. This study focuses on curriculum development initiatives at the school level in a Dutch university of applied sciences. Open interviews were held with 29 curriculum developers to explore how they define and give substance to developing curricula for new, changing or unpredictable professions. These 29 participants were involved in seven curriculum development trajectories. Four themes were detected: (1) curriculum developers are in favour of open, flexible and authentic curricula; (2) the context in which the curriculum development takes place and the different roles and responsibilities of curriculum developers are challenging; (3) curriculum developers feel insufficiently equipped to carry out their tasks; and (4) involving stakeholders is necessary but results in a "viscous" social–political process. Responsive curriculum development requires a great deal of flexibility and adaptability from curriculum developers. Yet, in our study, "institutional concrete" is found to severely hinder responsive curriculum development processes. To be responsive, such processes need to be supported and institutional barriers need to be removed.

West. (2022). **The Impact of COVID-19 on College Student Perceptions of Learning and Class Grades**. *Community College Journal of Research and Practice*, *46*(11), 769-777. https://doi.org/10.1080/10668926.2022.2079024
Although community college students have historically been at the forefront in utilizing some distance education across their degrees due to their own employment, parenting, or transportation circumstances, COVID-19 forced all college instruction online for much of the 2020–2021 year in Alabama. Given the economically and technologically

precarious situation for many community college students in the state, such a radical change in course delivery proved to be a challenge for many to cope with. This study examined such pandemic-related difficulties by studying how students perceived changes in their learning and grades as a result of this instructional shift. Students at an urban, medium-sized, predominantly black community college (PBCC) in Alabama (n = 204) were surveyed in the Fall 2020 semester to determine if they felt COVID-19 circumstances had caused their grades and/or learning to suffer. Results indicated students felt they had earned better or the same grades as before COVID when they had more access to a computer in general, a computer specifically with better capacity, wi-fi, a study place, a cell phone, and a textbook, as well as having attended class better. In particular, having a computer with sufficient capacity was over three times as important as other resources in determining better student perceptions of grades. Possessing an adequate computer was more important to perceived grades than student background characteristics, having a high grade point average, and even strong study habits. Due to changes in perceived learning, statistically significant predictors included age and class attendance.

Westberg, J., & Larsson, E. (2022). **Winning the war by losing the battle? The marketization of the expanding preschool sector in Sweden**. *Journal of Education Policy*, *37*(5), 705-722. https://doi.org/10.1080/02680939.2020.1861338
This article analyzes how childcare vouchers were introduced in the context of the Swedish welfare state by examining vital political decisions from the prohibition of publicly funded private preschools in 1984 and onwards. Basing our argument on theories of political institutions and historical institutionalism, we argue that this remarkable shift in preschool policy was due to a set of specific historical premises that included an expanding preschool sector and incremental reforms that did not abolish public preschools, but merely complemented them with private preschools. Instead of perceiving childcare vouchers as the mere results of marketization ideology, we interpret this reform as the result of a sequence of decisions, institutional layering, vested interests, and positive feedback mechanisms, where the expansion of the early care and education sector played a significant role. In this context, we argue that the marketization may be seen as a successful support of the rapidly growing sector of publicly funded preschools in Sweden. Although the Social Democrats lost the battle of marketization, they certainly won the war on publicly funded preschools for all.

Winthrop, R. (2022). ***Shared priorities to transform education systems: mapping recovery and transformation agendas***. Consulté à l'adresse https://www.brookings.edu/wp-content/uploads/2022/09/Shared-priorities-to-transform-ed-systems_FINAL.pdf
Pour maintenir l'éducation à l'ordre du jour mondial après le Sommet sur la transformation de l'éducation, la communauté mondiale de l'éducation devra s'unir autour d'un récit commun sur l'importance de l'éducation et sur la façon dont les acteurs de l'éducation travailleront en synergie dans les pays du monde entier pour relever de nombreux défis. Afin de tirer le meilleur parti de ce moment politique de transformation, ce rapport présente une cartographie des programmes et des débats proposés par les acteurs de l'écosystème mondial de l'éducation au pré-sommet de juin 2022. Parmi ces acteurs, l'autrice distingue ceux qui travaillent sur le rétablissement post-pandémique, considéré comme la priorité la plus urgente, et ceux qui travaillent sur des programmes de transformation plus larges. Elle classe les agendas en deux catégories. La première met en valeur les compétences et les capacités que l'éducation devrait

aspirer à développer chez les enfants et les jeunes, en plus des compétences fondamentales, le bien-être et le développement global, les compétences du 21e siècle pour le travail et la citoyenneté. La deuxième réunit des approches par lesquelles l'éducation devrait fournir ces compétences, par l'équité et l'inclusion, la technologie, en se concentrant sur l'autonomisation des dirigeants locaux et des méthodes « bottum-up ».

Zhang. (2022). **STEM Persisters, Switchers, and Leavers: Factors Associated with 6-Year Degree Attainment for STEM Aspiring Community College Transfer Students**. *Community College Journal of Research and Practice*, *46*(11), 796-811. https://doi.org/10.1080/10668926.2021.1906784
Focusing on community college transfer students who declared a STEM major at their initial transfer to a four-year research university, this study examined the extent to which students' sociodemographic characteristics and academic factors were related to STEM persistence and attrition. This study tracked multiple cohorts of transfer students matriculated at the four-year university between fall 2007 and fall 2014, and used data drawn from their transcript records. The findings indicated that STEM switchers, who obtained a non-STEM degree within six years of their initial transfer, were more likely to be older learners, female, and of non-Asian race/ethnicity than STEM persisters, who earned a STEM degree within six years. STEM Leavers, who did not earn any degree within six years, were more likely to be older, non-Asian, first-generation, and had a low or middle family income than STEM persisters. The study also found that STEM switchers and leavers were more likely to transfer over a lower number of courses, attempted fewer courses in the first semester, withdrew one or more courses, and received a lower semester GPA. In terms of mathematics preparation, STEM switchers and leavers were less likely to complete Calculus I or more advanced courses. The study contributes to the literature on STEM persistence and attrition, especially for STEM aspirants who transferred from community colleges to four-year universities. The findings also provide new knowledge about STEM attrition by comparing students who departed from STEM with or without earning a non-STEM degree.

Zhang, S., Han, C., & Chen, C. (2022). **Repeated partnerships in university-industry collaboration portfolios and firm innovation performance: roles of absorptive capacity and political connections**. *R&D Management*, *52*(5), 838-853. https://doi.org/10.1111/radm.12524
There is little empirical evidence on the relationship between repeated partnerships and firm innovation performance in the university-industry collaboration (UIC) portfolio context. This study investigates how repeated partnerships in UIC portfolios influence focal firms' innovation performance. Using a panel dataset of 768 UIC portfolios in the Chinese manufacturing industry, we theorize and reveal that repeated partnerships in UIC portfolios exert a negative effect on firm innovation performance. Besides, UIC portfolio repeated partnerships have a positive effect on absorptive capacity and that absorptive capacity partially mediates the relationship between UIC portfolio repeated partnerships and firm innovation performance, and political connections strengthen this relationship. These findings contribute to previous research on repeated partnerships and alliance portfolios, and provide practical implications for both firm managers and policymakers.

Zimwangana, T. (2021). ***Développement des établissements supérieurs privés en Angola et professionanalisation des enseignants*** (Phdthesis, Université Bourgogne Franche-Comté). Consulté à l'adresse https://tel.archives-ouvertes.fr/tel-03554726
Notre recherche s'inscrit dans le champ des sciences sociales, mais plus particulièrement dans les sciences de gestion, puisque notre problématique centrale concerne la professionnalisation des enseignants, leur parcours professionnel, leurs pratiques de formation, et leurs compétences.Deux enquêtes réalisées auprès d'un échantillon d'enseignants d'universités privées en Angola, ainsi que les analyses des réponses au questionnaire fermé et au questionnaire ouvert, démontrent que la gestion des ressources humaines concerne à la fois les enseignants et les futurs cadres qu'ils sont censés former.

Pratiques enseignantes

Abchi, V. S., Roth, M., & Matei, A. (s. d.). **Estimer la difficulté des questions en compréhension de l'écrit en français Vérification empirique d'un modèle théorique**. *e-JIREF*, *2022*(8), 29-46. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/332
Estimer la difficulté des questions pour évaluer la compréhension de l'écrit des élèves s'avère indispensable dans le processus de conception de matériels d'évaluation. Le but de cet article est de décrire un outil d'estimation de la difficulté des questions d'évaluation en compréhension de l'écrit et, dans une perspective pratique, d'examiner sa valeur prédictive. Pour ce faire, le niveau de difficulté a priori de 77 questions, basées sur quatre textes, a été estimé avec cet outil théorique. Puis, les questions ont été testées auprès de 700 élèves, afin de vérifier si leurs taux de réussite empiriques confirmaient les niveaux de difficulté a priori obtenus avec l'outil théorique. Les résultats indiquent un niveau de corroboration élevé, montrant ainsi la fiabilité de l'outil pour évaluer la difficulté a priori des questions. Vu nos résultats, l'outil d'estimation pourrait être une aide précieuse pour les enseignant·es en articulation avec d'autres critères davantage en lien avec les pratiques de classe. En effet, l'outil donne un panorama de difficultés potentielles que l'enseignant·e doit ensuite pouvoir réinterpréter et adapter en fonction du contexte.

Aubouin, C., & Monceau, G. (2022). **La réflexivité infirmière en formation, entre injonction et allant-de-soi**. *Revue internationale de pédagogie de l'enseignement supérieur*, *38*(2). https://doi.org/10.4000/ripes.4048
En France, une réingénierie des études infirmières a eu lieu en 2009. Cette réforme accompagne une évolution d'ensemble de la profession et a profondément transformé le dispositif de formation. Désormais, l'analyse de l'activité infirmière en situation est considérée comme principale source d'apprentissage. L'étudiant apprend de, par et pour les situations professionnelles. Deux catégories de formateurs, ceux exerçant en institut de formation en soins infirmiers d'une part et les infirmiers en poste chargés du tutorat des stages d'autre part contribuent ensemble au suivi de l'étudiant durant son parcours de formation. Ils sont en charge de l'accompagnement du processus réflexif par lequel l'étudiant doit construire son auto-formation en alternance entre institut de formation et terrain de stage. L'article interroge la manière dont ces formateurs ont vécu cette évolution durant laquelle le nouveau paradigme de la réflexivité et la redéfinition de la notion de compétence ont bousculé leur conception du métier et leur posture professionnelle. Les résultats font apparaitre que l'entrainement réflexif et l'injonction de

professionnalisation, désormais attendus en formation infirmière fait évoluer la posture de ses formateurs, d'une position « traditionnelle et transmissive » de formation à une posture d'accompagnement pédagogique. Les praticiens devenus tuteurs de stage sont appelés à endosser une compétence pédagogique jusqu'alors considérée comme propre aux formateurs exerçant en institut de formation, tandis que ces derniers doivent remanier leur conception pédagogique pour désormais mener un travail d'accompagnement à l'apprentissage les éloignant des formes d'« enseignement » qu'ils avaient coutume de pratiquer. L'article interroge finalement l'absence d'un accompagnement adapté des formateurs dans leur appropriation de la réingénierie pédagogique de 2009.

Baudier, A., Wilmet, E., & Bachy, S. (2022). **Implication et développement professionnel des enseignants dans de nouveaux dispositifs pédagogiques favorisant l'apprentissage du métier d'étudiant**. *Revue internationale de pédagogie de l'enseignement supérieur*, *38*(2). https://doi.org/10.4000/ripes.4114
Cet article présente et analyse la mise en œuvre de nouveaux dispositifs pédagogiques d'aide à la réussite qui ont contribué au développement professionnel des enseignants d'un établissement de l'enseignement supérieur en Belgique francophone. Plusieurs nouveaux ateliers co-construits en intelligence collective avec des enseignants, des conseillers pédagogiques (accompagnateurs des enseignants) et des accompagnateurs d'étudiants de première année ont visé essentiellement les composantes de bienveillance et le bon climat de classe. Un double impact se dégagerait de ce retour d'expérience : les apprenants s'engageraient davantage dans leurs études et les enseignants changeraient leur conception du métier d'étudiant, leur approche pédagogique et leur niveau d'interaction.

Blanchouin, A., Grapin, N., & Mounier, E. (s. d.). **Documenter l'activité évaluative des professeurs des écoles à partir de leurs gestes évaluatifs Étude de cas en mathématiques**. *e-JIREF*, *2022*(8), 3-28. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/330
The purpose of this article is to document the evaluative activity of French school teachers based on an analysis of their evaluative gestures. These are first described with reference to the theoretical framework of professional gestures (Jorro, 2018), and then defined as a combination of two gestures : one of gathering information on students' knowledge and another of feedback, these two gestures being consubstantial to the interpretation that the teacher makes of the information gathered. Based on the case study of a first-grade teacher during a problem-solving session in mathematics, we question the extent to which the nature of the object of assessment influences the repertoire of gestures deployed by the teacher and we seek to identify among the feedback gestures those that favor self-regulation of the pupils' activity. The methodology is based on a precise description of the teaching/learning context, then on the evaluative gestures deployed by the teacher. The results thus show a fading of knowledge, and a strong desire to reassure the pupil, without encouraging self-regulation of learning. The conclusion leads to theoretical, methodological, and links between research and training.

Bodea, S.-I. (2022). **Enseigner les arts visuels à distance : incidences sur l'accompagnement et l'évaluation des apprentissages des élèves**. *Raisons éducatives*, 26(1), 89-116. https://doi.org/10.3917/raised.026.0089

La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Bremner, N., Sakata, N., & Cameron, L. (2022). **The outcomes of learner-centred pedagogy: A systematic review**. *International Journal of Educational Development*, *94*, 102649. https://doi.org/10.1016/j.ijedudev.2022.102649
An increasing number of studies have investigated the implementation of Learner-Centred Pedagogy (LCP) in different countries, but there is still limited empirical evidence on what impacts LCP may have on learners and learning. This article summarises the findings of a systematic review of 62 journal articles reporting the outcomes of LCP implementation in low- to middle-income countries. The review found relatively few studies that provided objective evidence of LCP effectiveness. A higher number of studies identified non-objective perspectives of LCP effectiveness, such as teacher and student perceptions, as well non-cognitive outcomes such as increased student motivation, confidence, and enhanced relationships.

Capron Puozzo, I., & Vuichard Puozzo, I. (2022). ***L'innovation pedagogique. de la theorie à la pratique***. Consulté à l'adresse https://www.decitre.fr/livres/l-innovation-pedagogique-9782889304776.html

Charette, C., Caouette, M., Chatenoud, C., & Otis, A.-S. (2022). **Les pratiques pédagogiques qui soutiennent le développement de l'autodétermination des élèves ayant une déficience intellectuelle : regards d'enseignantes impliquées dans une communauté de pratique**. *La nouvelle revue - Éducation et société inclusives*, *94*(2), 109-128. https://doi.org/10.3917/nresi.094.0109
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Courdent, A. (2022). ***Quand raconter permet d'apprendre: le récit dans l'enseignement et la formation***. Villeneuve D'Ascq Cedex: Presses Universitaires du Septentrion.

L'usage du récit constitue un objet d'étude récurrent dans les didactiques. Nous nous demandons ici quelles formes de récit peuvent être convoquées, dans les situations d'enseignement-apprentissage ou de formation, pour quels types d'apprentissage. Nous interrogeons donc les fonctions de récits au cours des dynamiques de production (partie 1), de réception par les élèves (2), ainsi que de production par les enseignants (2), les formateurs et les formés (3). L'originalité et l'intérêt des travaux présentés résident dans le fait de se détacher du récit vu comme simple outil ou support, pour le concevoir comme le moteur même des processus d'apprentissage. En abordant de manière transdisciplinaire la question du récit, ces recherches articulent des cadres théoriques de différents champs, dans la confrontation aux pratiques, et font émerger des problématiques questionnant le rôle pivot d'une mise en intrigue, la place du sujet apprenant et la nature interactive de la narration.

Daele, A., Rossier, A., & Sá, S. (2022). **Construction de l'identité professionnelle des formateurs d'enseignants : études de cas en formation continue diplômante**. *Revue internationale de pédagogie de l'enseignement supérieur*, *38*(2). https://doi.org/10.4000/ripes.4074
Cette recherche exploratoire vise à définir l'identité professionnelle de formateurs d'enseignants du milieu scolaire dans un contexte de formation continue certifiante et à comprendre comment ces formateurs se préparent à exercer cette fonction. Six interviews ont été conduites auprès de formateurs internes et externes à une institution de formation d'enseignants en Suisse romande en prenant pour cadre de référence le modèle de l'identité professionnelle des enseignants de Donnay et Charlier (2006). L'analyse de contenu de trois de ces interviews, présentée sous forme de cas et complétée d'une analyse inter-cas, met en lumière les ruptures identitaires vécues par les formateurs, notamment par rapport à leur sentiment de légitimité face à des enseignants en formation, mais aussi par rapport à leur trajectoire personnelle comme formateur au sein d'équipes de formateurs en formation initiale et continue d'enseignants. Les perspectives envisagées concernent l'accompagnement des formateurs d'enseignants en formation continue pour définir et renforcer leur identité professionnelle.

Damon-Tao, L. (2022). ***Prendre soin de la relation enseignant-élève. La formation au développement des compétences émotionnelles des enseignants comme piste potentielle***. Consulté à l'adresse https://www.editions-harmattan.fr/index_harmattan.asp?navig=catalogue&obj=livre&razSqlClone=1&no=74498
Favoriser des interactions enseignant-élève empreintes de chaleur, d'affection et de soutien est primordial. Pour les élèves, ce type de relation contribue à développer leur engagement, leurs résultats scolaires, leurs compétences émotionnelles et sociales. Pour les enseignants, il favorise le ressenti d'émotions positives. Une telle relation est cependant rarement instaurée avec les élèves présentant des comportements perturbateurs, ces derniers ayant tendance à vivre une relation conflictuelle avec leur professeur. Or, ce type d'interactions favorise le maintien de ces comportements dans le temps et l'épuisement émotionnel des enseignants. Outiller ces derniers à améliorer la qualité de la relation vécue avec ces enfants constitue un enjeu important. Dans cette perspective, une recherche a été menée auprès de sept enseignantes de maternelle pour évaluer l'efficacité d'une formation courte, dédiée au développement de leurs

compétences émotionnelles. Cet ouvrage présente le cadre théorique mobilisé, l'ingénierie de formation réalisée et les résultats observés.

David, D., Romero, M., & Smet, C. D. (s. d.). **Développement d'une échelle de co-créativité en contexte d'apprentissage collaboratif en pédagogie universitaire**. *e-JIREF*, *2022*(8), 85-109. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/334
Creativity in learning contexts has mainly been evaluated focusing on individual activities, while the evaluation of the co-creative processes has been less studied in collaborative learning settings. We define co-creativity as the collaborative process in which learners are committed to develop a creative solution. To evaluate this process, we designed and developed a co-creativity scale (CoCreat), based on the systematic model of creativity of Csikszentmihalyi (1999) and a literature review on the different creativity components carried out in collaborative learning contexts. We introduce the design of the co-creativity scale CoCreat, its three factors and each of its items. The reliability and validity of this scale were verified with a sample of 139 students. We conducted two exploratory factor analysis (EFA), and a confirmatory factor analysis (CFA) which permits us to maintain the factor structure composed of the factors « team climate », « co-creative process » and « solution-focus ». We also discuss the importance of team climate as the main factor of the CoCreat scale and stress the importance of coordination and efficiency for co-creativity in educational contexts.

Dewulf, L., van Braak, J., & Van Houtte, M. (2022). **Examining reading comprehension in disadvantaged segregated classes. The role of class composition, teacher trust, and teaching learning strategies**. *Research Papers in Education*, *37*(5), 686-706. https://doi.org/10.1080/02671522.2020.1864766
At-risk students are overrepresented in disadvantaged segregated primary schools. Often, these students begin with an educational delay and have less parental support, which makes them more dependent on the quality of their education. Since quality of education depends in great measure upon mechanisms at the class level, it is crucial to gain insight into the interrelations between class input, teacher process variables and student outcomes. A multilevel path analysis was conducted to explore the relationship between socioeconomic and ethnic class composition, teacher trust in students, teaching learning strategies, and reading comprehension in socially and ethnically disadvantaged segregated primary classes. A reading comprehension test, teacher questionnaire and video observations of language lessons were administered (September – October 2013) to a sample of 7- and 8-year-old students (n = 271) and their 22 teachers. The socioeconomic and ethnic class situation had a significant impact on teaching learning strategies, which in turn was positively related to students' reading comprehension. Our findings underline the key role of teaching learning strategies, which mediates the relationship between the socioeconomic and ethnic class composition and reading comprehension in disadvantaged, segregated primary classes. Policy implications, limitations and directions for future research are discussed.

Diesbach-Dolder, S. de, & Mirza, N. M. (2022). **Incidents critiques en leçons d'éducation interculturelle**. *Swiss Journal of Educational Research*, *44*(2), 264-276. https://doi.org/10.24452/sjer.44.2.8
This article is based on the results of a research on real teaching practices in intercultural education. Based on the considerations highlighted in the literature about the risks of

« culturalization » of these practices, this contribution aims to understand how difficulties emerge, develop, and even transform themselves in classroom interactions. On the basis of pedagogical sequences collected in class during intercultural lessons, we identify critical incidents that allow us to identify the tensions between, on the one hand, the pedagogical intentions of the teachers, which aim at building knowledge and deconstructing phenomena such as social discrimination or stereotypes, and, on the other hand, the interactive process of constructing meanings which sometimes results in their reification.

Dorsey, D. W., & Michaels, H. R. (2022a). **Validity Arguments Meet Artificial Intelligence in Innovative Educational Assessment**. *Journal of Educational Measurement*, *59*(3), 267-271. https://doi.org/10.1111/jedm.12331
We have dramatically advanced our ability to create rich, complex, and effective assessments across a range of uses through technology advancement. Artificial Intelligence (AI) enabled assessments represent one such area of advancement—one that has captured our collective interest and imagination. Scientists and practitioners within the domains of organizational and workforce assessment have increasingly used AI in assessment, and its use is now becoming more common in education. While these types of solutions offer their users the promise of efficiency, effectiveness, and a "wow factor," users need to maintain high standards for validity and fairness in high stakes settings. Due to the complexity of some AI methods and tools, this requirement for adherence to standards may challenge our traditional approaches to building validity and fairness arguments. In this edition, we review what these challenges may look like as validity arguments meet AI in educational assessment domains. We specifically explore how AI impacts Evidence-Centered Design (ECD) and development from assessment concept and coding to scoring and reporting. We also present information on ways to ensure that bias is not built into these systems. Lastly, we discuss future horizons, many that are almost here, for maximizing what AI offers while minimizing negative effects on test takers and programs.

Dorsey, D. W., & Michaels, H. R. (2022b). **Validity Arguments Meet Artificial Intelligence in Innovative Educational Assessment: A Discussion and Look Forward**. *Journal of Educational Measurement*, *59*(3), 389-394. https://doi.org/10.1111/jedm.12330
In this concluding article of the special issue, we provide an overall discussion and point to future emerging trends in AI that might shape our approach to validity and building validity arguments.

Ercikan, K., & McCaffrey, D. F. (2022). **Optimizing Implementation of Artificial-Intelligence-Based Automated Scoring: An Evidence Centered Design Approach for Designing Assessments for AI-based Scoring**. *Journal of Educational Measurement*, *59*(3), 272-287. https://doi.org/10.1111/jedm.12332
Artificial-intelligence-based automated scoring is often an afterthought and is considered after assessments have been developed, resulting in nonoptimal possibility of implementing automated scoring solutions. In this article, we provide a review of Artificial intelligence (AI)-based methodologies for scoring in educational assessments. We then propose an evidence-centered design framework for developing assessments to align conceptualization, scoring, and ultimate assessment interpretation and use with the advantages and limitations of AI-based scoring in mind. We provide recommendations for defining construct, task, and evidence models to guide task and assessment design

that optimize the development and implementation of AI-based automated scoring of constructed response items and support the validity of inferences from and uses of scores.

Ferrara, S., & Qunbar, S. (2022). **Validity Arguments for AI-Based Automated Scores: Essay Scoring as an Illustration**. *Journal of Educational Measurement*, *59*(3), 288-313. https://doi.org/10.1111/jedm.12333
In this article, we argue that automated scoring engines should be transparent and construct relevant—that is, as much as is currently feasible. Many current automated scoring engines cannot achieve high degrees of scoring accuracy without allowing in some features that may not be easily explained and understood and may not be obviously and directly relevant to the target assessment construct. We address the current limitations on evidence and validity arguments for scores from automated scoring engines from the points of view of the Standards for Educational and Psychological Testing (i.e., construct relevance, construct representation, and fairness) and emerging principles in Artificial Intelligence (e.g., explainable AI, an examinee's right to explanations, and principled AI). We illustrate these concepts and arguments for automated essay scores.

Gaihre, Khanal, & Ghimire. (2022). **Practices and Challenges of Teachers Motivation in Community Colleges of Nepal**. *Community College Journal of Research and Practice*, *46*(11), 778-795. https://doi.org/10.1080/10668926.2021.1902426
Motivation among community college teachers is the driving force to direct and control the instructional activities in and out of classroom situations. Community colleges in developed countries have been immensely studied to uncover and identify the enacted practices and faced challenges. Little is known about the practices and challenges in motivating the teachers in community colleges in developing countries. Exploring what practices are enacting and what challenges are faced while motivating the teachers in community colleges from an unexplored context provides important and critical information for scholars. In this context, this study explored the motivational practices and the contextual challenges for teacher's motivation in community colleges in Nepal. Based on the information generated through in-depth interviews with teachers, campus chief, and college management committee chairpersons of community colleges located in one district of Nepal. The two-factor theory of Herzberg was used for the references for the evaluation and analysis of the data. The results revealed that community colleges in Nepal are attempting to motivate their teachers to adopt widely used good practices as in other organizations of similar nature. However, they are unable to implement those practices as per the expectations of their teachers due to insufficient resources and a lack of systematized procedures. Those colleges are seeking more support from their affiliating universities, University Grand Commission (UGC), and also from the state, province, and local governments

Gardien, È. (2022). **Les échanges entre pairs contribuent-ils à l'autodétermination des individus ? De quelles manières ?** *La nouvelle revue - Éducation et société inclusives*, *94*(2), 181-195. https://doi.org/10.3917/nresi.094.0181
L'autodétermination est clairement l'espace d'expression de soi-même. Un espace que nul ne doit contraindre, ni le commun ni le spécialisé. Le droit commun et le droit spécialisé s'appartiennent mutuellement, le second étant une déclinaison du premier. Opposer les espaces, quels qu'ils soient, ne fait pas sens au regard d'une ambition d'appartenance équitable. Il s'agit ici à la fois d'identifier les modèles conceptuels de

l'autodétermination et d'explorer les effets des processus sociaux, scolaires et formatifs sur les dimensions de son exercice, y compris dans l'intime, tout au long de la vie.

Gaudin, C. (2022). **Analyse de l'expérience d'enseignants-chercheurs stagiaires dans un dispositif de vidéo-formation à la pédagogie universitaire**. *Revue internationale de pédagogie de l'enseignement supérieur*, *38*(2). https://doi.org/10.4000/ripes.4100
En France, l'obligation d'une formation à la pédagogie universitaire des nouveaux enseignants-chercheurs pendant leur année de stage est récente. Parmi les dispositifs de formation mis en place dans les universités, ceux ayant recours au visionnage de vidéos se sont progressivement développés. Néanmoins, peu de travaux ont étudié la vidéo-formation des enseignants du supérieur. Inscrite dans un programme de recherche sur la formation professionnelle, l'étude examine un dispositif innovant de vidéo-formation à la pédagogie universitaire destiné aux enseignants-chercheurs stagiaires. Le caractère innovant de ce dispositif réside dans le fait d'exploiter, dans des situations d'allo- et d'auto-confrontation, des vidéos dévoilant le point de vue des étudiants. A partir d'entretiens d'auto-confrontation menés auprès de sept enseignants-chercheurs stagiaires volontaires de disciplines variées, l'étude cherche à déterminer les effets de ce dispositif. Les résultats montrent que les divers types de vidéos (situation d'enseignement, commentaires de l'enseignant-chercheur, commentaires des étudiants et réactions de l'enseignant-chercheur confronté aux commentaires de ses étudiants) et de contenus (pratiques d'enseignement « réussies » et « perfectibles ») constituent des ressources « capacitantes » pour les enseignants-chercheurs stagiaires en termes d'immersion-projection, de satisfaction et d'apprentissage-développement professionnel. Ils confirment également l'importance de les scénariser et de respecter des principes de conception de vidéo-formation tels que l'accompagnement, l'individualisation et la progressivité. Les enjeux liés à la conception et la mise en œuvre de ce type de dispositif sont finalement discutés.

Genevois, S., Wallian, N., & Lefer-Sauvage, G. (2022). **Subir ou s'adapter ? Les étudiants et enseignants stagiaires à l'épreuve du changement et de l'incertitude**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.1860
Il est difficile de savoir si la crise du Covid-19 aura des effets durables sur l'organisation des études et de la formation initiale des étudiants futurs enseignants. Il semble néanmoins essentiel de partir de leurs pratiques et représentations pendant le confinement en essayant de documenter et comprendre les changements en cours. Comment parvenir, dans un contexte de restriction des libertés d'action, à surmonter l'incertitude, voire à s'adapter au changement ? S'ils ont largement été en position de subir une situation non préparée et non anticipée, les étudiants et stagiaires ont dû également déployer des stratégies pour essayer de surmonter les effets directs ou indirects de la crise. L'usage des outils et ressources numériques dans le cadre de l'enseignement à distance a pu constituer un supplétif, voire un levier de changement dans les pratiques, mais n'a pas permis de relever les défis de la continuité pédagogique.

Girardet, C., & Mottier Lopez, L. (2022). **La bienveillance à l'épreuve de l'évaluation entre pairs à l'université**. *Swiss Journal of Educational Research*, *44*(2), 223-236. https://doi.org/10.24452/sjer.44.2.5
This paper studies educational prosociality ("bienveillance" in French), as operationalized in a sustainable continuous assessment for learning design in a Swiss

university. Following an initial production, 64 students wrote feedback on their peers' work. Students answered an item about their perception of feedbacks' prosociality. Then, working in 30 forums, students brought forth recommendations to write prosocial feedback. We analysed the variations of prosociality perceptions for each feedback, the links between feedback contents and prosociality perceptions, and students' recommendations. Finally, we discuss the subjectivity and situatedness of prosociality perceptions.

Granger, N., & Tremblay, P. (2022). **Effets du coenseignement sur le développement de l'identité professionnelle des enseignants du secondaire**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20603
Le coenseignement est l'un des modèles de services les plus utilisés pour favoriser la scolarisation des élèves à besoins spécifiques en classe ordinaire. Il offrirait un contexte favorable aux enseignants qui souhaitent améliorer leurs pratiques pédagogiques et collaboratives. Or, cette collaboration n'est pas facile à réaliser et génère des tensions de rôles. L'objectif visé par cette étude de cas réalisée auprès de deux binômes de coenseignantes au 1er cycle du secondaire consiste à identifier ces tensions qui s'opèrent et, plus spécifiquement, de comprendre leur influence sur le développement de leur identité professionnelle. Les résultats montrent que des enjeux de négociation, d'action et de réflexion sont à la base du développement de l'identité professionnelle. Les coenseignantes des deux binômes ont évolué, suivant un même processus (négociation – action – réflexion) mais de manières différenciées en fonction du contexte, des enjeux, de l'identité de chacune, entre autres.

Heurtebize, S., & Ria, L. (2022). **Concevoir un Environnement Numérique pour la pédagogie universitaire : le programme NéopassSup**. *Revue internationale de pédagogie de l'enseignement supérieur*, *38*(2). https://doi.org/10.4000/ripes.4025
Cet article rend compte des étapes de conception d'un Environnement Numérique d'Aide à la Compréhension et à la Transformation des Situations (ENACTS). Il présente l'environnement en contextualisant sa création et en mettant à jour les présupposés théoriques et méthodologiques, sous-jacents à sa conception, guidés par un programme de recherche d'analyse de l'activité. Il identifie les composantes d'une scénarisation médiatique permettant le passage de ressources vidéo à un environnement potentiellement capable de provoquer et d'accompagner le développement professionnel pédagogique d'enseignants de l'enseignement supérieur. Enfin, il discute des conditions de développement professionnel à partir de celui-ci et questionne sa reproductibilité.

Huez, J. (2022). **La réflexivité dans la formation des enseignants-chercheurs : quelle place dans leur développement professionnel?** *Revue internationale de pédagogie de l'enseignement supérieur*, *38*(2). https://doi.org/10.4000/ripes.4165
La littérature sur la formation et le développement professionnel des enseignants évoque la réflexivité comme élément essentiel de la compréhension de leur travail. Ainsi, quand la formation des enseignants du supérieur à leurs pratiques d'enseignement se structure, il y est fait référence à la démarche réflexive. Cependant, quel sens cela a pour les enseignants-chercheurs (EC), les formateurs, voire les décideurs? Notre recherche prend appui sur le terrain de l'Université Fédérale Toulouse Midi-Pyrénées et plus particulièrement sur celui de la formation des EC prise en charge par les formateurs de l'enseignement supérieur. Elle propose, autour de cette notion de réflexivité, d'analyser

l'écart perçu entre intention de mise en œuvre et ce qui est réalisé. Après avoir resitué le contexte de la formation des EC, désormais prescrite, nous analysons comment il leur est proposé de développer la posture réflexive. Nous nous appuyons pour cela sur des ressources mises à leur disposition, tels que les programmes de formation et les repères pour l'exercice du métier d'EC. Un exemple de dispositif mis en place à l'échelle locale, dans le cadre de notre recherche, est ensuite présenté. Ce GEASE (Groupe d'entraînement à l'analyse de situations éducatives) qui voit son initiation soumise à une proximité professionnelle entre EC et formateur/chercheur, crée un espace où la pratique réflexive est possible. Il fait également apparaître, à travers l'expression des EC, le métier éprouvé, et ce, dans son entièreté. Ce qu'en disent les EC questionne la pertinence de la formation et dessine ses limites.

Huggins-Manley, A. C., Booth, B. M., & D'Mello, S. K. (2022). **Toward Argument-Based Fairness with an Application to AI-Enhanced Educational Assessments**. *Journal of Educational Measurement*, *59*(3), 362-388. https://doi.org/10.1111/jedm.12334
The field of educational measurement places validity and fairness as central concepts of assessment quality. Prior research has proposed embedding fairness arguments within argument-based validity processes, particularly when fairness is conceived as comparability in assessment properties across groups. However, we argue that a more flexible approach to fairness arguments that occurs outside of and complementary to validity arguments is required to address many of the views on fairness that a set of assessment stakeholders may hold. Accordingly, we focus this manuscript on two contributions: (a) introducing the argument-based fairness approach to complement argument-based validity for both traditional and artificial intelligence (AI)-enhanced assessments and (b) applying it in an illustrative AI assessment of perceived hireability in automated video interviews used to prescreen job candidates. We conclude with recommendations for further advancing argument-based fairness approaches.

Johnson, M. S., Liu, X., & McCaffrey, D. F. (2022). **Psychometric Methods to Evaluate Measurement and Algorithmic Bias in Automated Scoring**. *Journal of Educational Measurement*, *59*(3), 338-361. https://doi.org/10.1111/jedm.12335
With the increasing use of automated scores in operational testing settings comes the need to understand the ways in which they can yield biased and unfair results. In this paper, we provide a brief survey of some of the ways in which the predictive methods used in automated scoring can lead to biased, and thus unfair automated scores. After providing definitions of fairness from machine learning and a psychometric framework to study them, we demonstrate how modeling decisions, like omitting variables, using proxy measures or confounded variables, and even the optimization criterion in estimation can lead to biased and unfair automated scores. We then introduce two simple methods for evaluating bias, evaluate their statistical properties through simulation, and apply to an item from a large-scale reading assessment.

Kheroufi-Andriot, O. (2022). **Un exemple de créativité ordinaire au bénéfice d'une dynamique inclusive**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20429
Une jeune enfant interne dans un Institut thérapeutique, éducatif et pédagogique (ITEP) est de nouveau scolarisée dans une classe d'école élémentaire du milieu scolaire dit « ordinaire », et l'objet de cet article est de mettre en lumière des « petits riens » déployés par les acteurs/(t)rices inscrits dans cette situation d'inclusion. Nous faisons l'hypothèse

que ces derniers alimentent une dynamique inclusive au bénéfice de son parcours d'inclusion, et qu'ils font ressortir une créativité ordinaire à inclure. Sans pour autant idéaliser cette question de la créativité, notre recherche propose une perspective pour la (re)penser.

Lavrenteva, E., & Orland-Barak, L. (2022). **Teaching culture in the EFL classroom as informed by teachers' approaches to student diversity**. *Research Papers in Education*, *37*(5), 633-666. https://doi.org/10.1080/02671522.2020.1864763
This study investigated teachers' reported practices of teaching culture in English as a Foreign Language (EFL) classrooms from the perspective of their approaches to student diversity. Specifically, it examined the relationship between teachers' orientations towards the cultural elements integrated in curriculum materials and their approaches to teaching cultural content in the context of linguistic, cultural, and religious diversity of Israeli schools. Interview data from three teacher groups – majority, minority and immigrant – obtained through open-ended questions, critical incidents and vignettes were interpreted through the lens of DOPA (Diversity in Organisations: Perceptions and Approaches) model. Thematic analysis yielded four distinct teacher profiles as related to teachers' approaches to student diversity, their curriculum orientations and subsequent use of the curriculum materials. The emergent profiles are discussed with regard to the ways of coping with diverse student populations developed by teachers in each group and reflected in adopted teaching practices.

Limbere, A. M., Munakata, M., Klein, E. J., & Taylor, M. (2022). **Exploring the tensions science teachers navigate as they enact their visions for science teaching: what their feedback can tell us**. *International Journal of Science Education*, *44*(12), 1897-1915. https://doi.org/10.1080/09500693.2022.2105413
This paper reports on inservice science teachers' collaborative feedback to each other on videos of their classroom teaching during debrief sessions. We aimed to understand how the teachers' feedback reflected their vision for science education and how they collaboratively identified and discussed the misalignments between their vision and actual classroom practices. Ten videos of debrief sessions involving 17 K-12 science teachers participating in a teacher leadership professional development program were analysed. The feedback captured the teachers' reflections as they collaboratively identified issues that were important to them and attempted to resolve them together. Our initial analysis of the data led us to frame our study within the literature on critical reflection, democratic practices, and student agency in science education. The teachers had a deep awareness of the need for democratic practices and shared power in their classrooms. Their feedback, however, revealed the tensions that arose as they discussed enactments of each of these tenets in the classroom. This study contributes to the literature on feedback given among inservice science teachers and proposes a professional development model that supports teachers' professional learning in a social and democratic setting.

Loisy, C. (2022). **Méthode trajectoire : étude du rapport d'une enseignante à la représentation de sa trajectoire de développement et pistes pour en étudier les effets développementaux**. *Recherches qualitatives*, *41*(1), 244-265. https://doi.org/10.7202/1088803ar
Cette recherche a pour objectif d'étudier l'activité d'une enseignante ayant participé à un entretien princeps mobilisant la Méthode trajectoire, un outil méthodologique

déployé pour faire objectiver l'expérience vécue des processus d'apprentissage-développement en mobilisant diverses activités symboliques (discours, écriture de mots-clés, représentation visuelle). Cette recherche tente également d'approcher le potentiel transformatif de cette activité. À cette fin, deux méthodes de collecte de données sont utilisées : un entretien d'explicitation et un entretien d'autoconfrontation. Les résultats mettent en évidence que l'entretien princeps avec la Méthode trajectoire a permis à l'enseignante de reconfigurer son rapport à soi et son rapport à sa trajectoire professionnelle. En revanche, l'entretien second ne permet pas de repérer si l'entretien princeps a permis le développement de l'efficience de ses processus.

Loizon, A., & David, M. (2022). **Environnement de travail en évolution : quel potentiel d'apprentissage et de développement pour les enseignants-chercheurs?** *Revue internationale de pédagogie de l'enseignement supérieur*, *38*(2). https://doi.org/10.4000/ripes.4133
Dans la perspective de l'ouverture, au sein d'une école d'ingénieurs, d'une nouvelle modalité de formation des étudiants nommée en France « formation par apprentissage », les deux auteures de l'article ont proposé une recherche-intervention auprès d'enseignants-chercheurs de l'établissement. Il s'agissait (i) de les accompagner dans la mise en œuvre d'une pédagogie de l'alternance et (ii) de mettre collectivement sous observation cette période de changement et ses potentiels effets sur leur propre activité d'enseignement. Appréhendé comme un observatoire de l'activité d'enseignants-chercheurs et des conditions de son développement, le dispositif, déployé avec cinq enseignants-chercheurs volontaires, a été initié par cinq séances de formation et des entretiens semi-directifs réalisés auprès de chacun 6 mois après l'ouverture de la formation par apprentissage. L'article rend compte, dans une perspective de didactique professionnelle, de l'analyse de l'activité de ces enseignants-chercheurs à partir des situations de formation proposées et des entretiens réalisés. Si la formation suivie permet de premières re-conceptualisations de l'action, elle ne saurait lever d'une part, certains freins relatifs à des représentations tenues pour vraies, liées, pour exemple, au métier et rôle de l'enseignant-chercheur, à la nature des savoirs à transmettre et d'autre part, certaines limitations de l'action liées à l'environnement de travail (logique organisationnelle, institutionnelle, statutaires).

Maillet, É., Méjean-Lapaire, A., & Daguzon, M. (2022). **Étude de la conception d'un dispositif de formation à destination des étudiantes sages-femmes. Propositions d'ordre didactique pour apprendre aux professionnel(le)s de l'intervention sur autrui à faire au mieux avec l'altérité**. *Travail et Apprentissages*, *23*(1), 70-94. https://doi.org/10.3917/ta.023.0070
Cet article étudie la conception d'un dispositif de formation pour enseigner à des sages-femmes novices l'activité des sages-femmes expertes en situation de consultation prénatale. Plus précisément, il s'agit d'enseigner la capacité des expertes à respecter un protocole tout en l'ajustant à l'histoire, la psychologie, etc. de la personne en consultation. Ce travail de conception repose sur une compréhension de la situation comme un système de caractéristiques agissantes (Leontiev, 1975) déterminant l'activité des expertes. La formalisation de ce système permet de concevoir deux séries de simulations. La première série enseigne aux novices l'activité déterminée par la seule prise en considération du cas clinique. La seconde permet alors d'expérimenter l'activité déterminée par la prise en considération de la personne. Cette reconstruction

didactique de la complexité rend possible l'enseignement, souvent absent en formation initiale, d'une expertise essentielle à la profession.

Mallet, D., Falzon, P., & Vidal-Gomel, C. (2022). **Des apprenants concepteurs de leur espace d'apprentissage**. *Travail et Apprentissages*, *23*(1), 95-115. https://doi.org/10.3917/ta.023.0095
La simulation est un moyen de formation utilisé depuis plus de cinquante ans dans le domaine de la santé. Les travaux menés sur la problématisation montrent que l'élaboration même du problème est pédagogiquement intéressante. Qu'en est-il pour la formation professionnelle utilisant la simulation ? Les apprenants pourraient-ils eux-mêmes concevoir les scénarios de simulation ? Ces scénarios seraient-ils propres à leur faire acquérir les compétences visées ? Ces questions ont été appréhendées dans le cadre d'un dispositif de formation à la manutention des patients destiné aux soignants. Il utilise la simulation par jeu de rôle pour l'apprentissage du « soin de manutention raisonné » (SMR). L'approche pédagogique proposée s'érige en alternative aux formations prônant l'apprentissage des « bons gestes » puisqu'elle vise l'accompagnement à la construction d'un geste adapté et situé, source d'émancipation pour le professionnel, de bien-être et d'autonomie pour le patient Ce texte présente le contexte de cette expérimentation, l'expérimentation elle-même et ses effets, les leçons générales qu'on peut en tirer et les possibles pistes à explorer.

Mamede, M., & Allard, C. (2022). **Interroger la forme scolaire à partir de l'expérience de la continuité pédagogique : analyse comparative des pratiques d'une enseignante avant et pendant le confinement**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Avec l'annonce du confinement de mars 2020 en France, les enseignants ont été amenés à improviser pour relever le défi de la continuité pédagogique. Cela s'est fait à partir de leurs propres possibilités et celles de leurs publics, avec des variations importantes et avec un risque d'accroissement des processus d'inégalités à l'œuvre. Le présent article propose une comparaison des pratiques ordinaires d'une enseignante de cycle 3 (double niveau CM1-CM2) en mathématiques, avec ce qu'elle a mis en place lors de la continuité pédagogique, en s'appuyant sur le concept de forme scolaire. Dans son cas, bien que les conditions de la mise en œuvre de la continuité pédagogique soient plutôt favorables, cette expérience n'est pas complètement satisfaisante. Ces résultats renforcent l'idée d'une stabilité de la forme scolaire.

Markakis, K. (2022). **Arts de faire avec la vulnérabilité. Rencontres avec des coordonnateur.trice.s d'ULIS dans le cadre d'entretiens cliniques de recherche.** *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20483
À partir d'une recherche clinique d'orientation psychanalytique sur le rapport des coordonnateur.trice.s à leurs propres pratiques professionnelles, cet article met la focale sur les différentes façons de faire avec ce que l'on pourrait qualifier de « vulnérabilité » dans les situations d'enseignement qui affecte aussi bien le/la coordonnateur.trice que l'élève. L'analyse de trois entretiens non-directifs tente d'esquisser les pratiques et les gestes professionnelles singulières qui permettent à chacun.e de faire avec la vulnérabilité, en discutant les liens entre ces pratiques, le rapport au savoir et les « arts de faire dans le quotidien » (Certeau, 1990).

Mercier, C., & Lefer-Sauvage, G. (2022). **Forces et paradoxes des dynamiques dites « inclusives » : Étude auprès d'enseignants en formation à l'École inclusive**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20814
L'école inclusive qui est un jeune paradigme toujours en construction a besoin de temps pour s'installer progressivement sur le terrain de l'école et les pratiques pédagogiques. Au travers des parcours des stagiaires au CAPPEI, il est possible de comprendre les forces qui facilitent la mise en place de la scolarisation pour tous, mais également les paradoxes qui empêchent les dynamiques inclusives en France. Nous croisons les enjeux paradigmatiques avec l'analyse biographique, basée sur ce que l'enseignant a vécu en lien avec sa propre histoire professionnelle et personnelle. Une analyse qualitative auprès de 46 stagiaires CAPPEI a permis de mettre en valeur l'importance des parcours professionnels (proches du champ médical) et personnels, dans l'appréhension de la notion de besoin. Nous relevons aussi que des pratiques antérieures non conscientes ou implicites qui relèvent de l'inclusion font l'objet de l'enjeu de la formation continue. Enfin, des représentations obstacles aux dynamiques inclusives à travers la notion de handicap et de normativité participent à un frein. Aussi, il apparaît que les histoires personnelles et professionnelles des enseignants s'engagent dans une dynamique parallèle et aussi complexe que l'histoire politico-culturelle de l'inclusion.

Mercier, C., Zanna, O., & Florin, A. (2022). **Les évaluations scolaires à domicile en période de Covid-19 : le point positif ?** *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Si l'évaluation des élèves à l'école fait l'objet de débats depuis plusieurs décennies, comment cette pratique quotidienne a-t-elle été mise en œuvre en contexte particulier de « continuité pédagogique » ? C'est à cette question et plus précisément à la manière dont les évaluations à domicile ont été vécues par les élèves que nous proposons d'apporter quelques réponses à partir d'une enquête en ligne proposée, à la sortie du premier confinement de 2020, à des collégiens de 11 à 15 ans afin de rendre compte de leur bien-être subjectif. 549 élèves y ont répondu en donnant leurs opinions sur différentes thématiques : les relations paritaires, les activités scolaires, le contexte de classe et collège, les relations avec les enseignants, le sentiment de sécurité et, en particulier, le rapport aux évaluations que notre contribution propose d'analyser. Les questions fermées apportent des éléments de comparaison entre les différents contextes ; les verbatims écrits par les élèves permettent de compléter ou de nuancer leurs réponses en fonction du contexte (à domicile versus au collège). Les premières passations (prétest) ont mis en lumière l'intérêt pour certains élèves de réaliser des évaluations à domicile : pour eux, cela permet une meilleure gestion du stress, un temps mieux contrôlé et des ressources à disposition (adultes, Internet, etc.). Tout bien considéré, la pandémie de Covid-19 aura ouvert une voie pour penser autrement les évaluations dans une perspective d'amélioration du bien-être subjectif des élèves.

Michel, A., & Viennet, C. (2022). **« Considérer l'élève comme un "tout" apparaît comme une nécessité pour que l'EPS soit un moment d'expression et de développement positif pour les jeunes »**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). https://doi.org/10.35562/diversite.2101

Moineau, C., Roy, É., & Tortochot, É. (2022). **Design social et enseignement secondaire en France : l'émergence d'un design pédagogique ?** *Sciences du Design*, *15*(1), 109-125. https://doi.org/10.3917/sdd.015.0109
Cet article propose d'aborder une pratique qui pourrait être qualifiée de « design pédagogique ». Dans la continuité des recherches anglo-saxonnes, le développement de la recherche francophone dans le courant des années 1990 a contribué à mettre en lumière des pratiques de design et d'enseignement du design dont l'objet n'est plus la création-conception d'artéfacts destinés à la société de consommation.L'étude de ces nouvelles pratiques conduit à de nouvelles définitions du design qui en questionnent les objectifs. En parallèle, ou conséquemment, des enseignements du design se sont développés pour former de futurs professionnels à ces nouvelles pratiques, mais également à destination d'élèves de lycée qui n'envisagent pas de devenir designers, afin de développer des compétences qui ne sont pas des compétences professionnelles de design.Ce qui est en jeu dans cet article, in fine, c'est le rapprochement entre certaines pratiques émergentes (innovation sociale par le design, design critique, design contextuel), mises en évidence par, ou issues de la recherche, et un design pédagogique prescrit en lycée professionnel en France. Pour réaliser ce rapprochement, une synthèse de recherches sur des pratiques de design à des fins pédagogiques met en regard les objectifs assignés et moyens alloués à l'enseignement et la pratique du design au lycée.

Morón-Monge, H., & García-Carmona, A. (2022). **Developing prospective primary teachers' learning-to-learn competence through experimental activities**. *International Journal of Science Education*, *44*(12), 2015-2034. https://doi.org/10.1080/09500693.2022.2108929
A qualitative study was made of how the learning-to-learn competence is favoured in prospective primary teachers when they participate in an experimental activity (ExA). The ExA was on the germination of seeds. Its objective was for the prospective teachers to learn how to (i) design and execute a school scientific inquiry, and (ii) reflect metacognitively about their experience with the ExA and what they had learnt. This latter objective is analysed in the present study. To this end, a category-descriptor instrument was designed for the learning-to-learn competence. This allowed the moments and actions to be analysed, as well as the prospective teachers' cognitive and metacognitive strategies during the ExA. The participants were organised into small work groups, and the information analysed was drawn from the records of the ExA in the notebooks which those groups prepared. In general, the results are indicative of the positive effect of the proposed ExA on the development of cognitive and metacognitive strategies in the prospective teachers' learning processes. Especially important were the moments of idea confrontation, reflection, and whole-class sharing since they let the prospective teachers become aware of and control these strategies. The scope, limitations, and implications of the study are discussed.

Muenks, K., & Yan, V. X. (2022). **University STEM instructors with stronger failure-as-debilitating mindsets are perceived to engage in fewer mastery-oriented teaching Practices by their students: An exploratory study**. *Social Psychology of Education*, *25*(5), 1205-1219. https://doi.org/10.1007/s11218-022-09718-2
The present study builds on and adds to a growing body of literature suggesting that teachers' mindsets predict students' classroom experiences. We examine to what extent university STEM instructors' beliefs about the role of failure in students' learning (i.e., their

failure-as-debilitating mindsets) are associated with their engagement in mastery-oriented teaching practices (as reported by students) as well as their students' overall perceptions of their courses. After surveying 238 university STEM instructors' failure-as-debilitating mindsets and collecting course evaluation data from institutional records, we found that instructors with stronger failure-as-debilitating mindsets were reported to engage in fewer mastery-oriented teaching practices (i.e., being available to students, encouraging student questions, and providing opportunities for active learning). Students also reported that they learned less in these instructors' courses and rated the instructor and course more negatively. Importantly, these associations were found even after controlling for several instructor- and course-relevant covariates that are typically associated with students' course evaluations, as well as instructors' mindsets about intelligence. Findings suggest that instructor mindsets about failure are visible to students and should be explored as a potential point of intervention in future research.

Nizet, I., Côté, J.-A., & Lison, C. (2022). **Le développement professionnel en évaluation des apprentissages d'enseignants du supérieur**. *Revue internationale de pédagogie de l'enseignement supérieur*, *38*(2). https://doi.org/10.4000/ripes.4094
L'objectif général de notre recherche est d'outiller le repérage de traces de développement professionnel chez des enseignants-chercheurs de différentes disciplines, se formant en évaluation par le biais du cours Évaluer en situations authentiques offert en ligne. Ce cours fait partie d'un microprogramme conçu selon la démarche du Scholarship of Teaching and Learning (Bélisle et al., 2016). Les artefacts provenant de trois tâches complexes, réalisées dans le cadre de ce cours, sont analysés en référant aux différents paramètres du modèle dynamique de développement professionnel de Clarke et Hollingsworth (2002) et aux dimensions identitaires et culturelles propres aux compétences évaluatives des enseignants universitaires (Nizet, 2015). Nous proposons une exploration de ce modèle à la lumière de l'intelligibilité des pratiques évaluatives, puisque la réalisation de tâches complexes dans le cours amène des prises de conscience et des déplacements identitaires et culturels, signes d'un développement professionnel authentique dans le cadre de contraintes institutionnelles et de cultures évaluatives dominantes.

Nwokike, F. O., & Eya, G. M. (2022). **Business Educators' Ratings on the Constraints to Effective Online Teaching in Universities in the South East, Nigeria in the New Normal Environment**. *British Journal of Education*, *10*(13), 45-55. https://doi.org/10.37745/bje.2013/vol10n134555
The empirical study on Business Educators' ratings on the constraints to online teaching in new normal environment was carried out in the South East States of Nigeria. The general purpose of the study was to determine the Business Educators' ratings of factors constraining online teaching in Universities in the South East States of Nigeria in the new normal environment. Survey research design was utilized for the study. The population comprised 68 Business Educators in the Universities in the South East offering Business Education programme made up of 49 Business Educators from the Federal Universities and 19Business Educators from the State Universities. Two research questions and two hypotheses tested at 0.05 level of significance were utilized for the study. A validated instrument by expert s from Enugu State University of Science and Technology was used to elicit information from the respondents. Mean and standard deviation were used to analyze the research questions while t-test statistics was used to test the hypotheses. From the result of the analysis, it was revealed that technological constraints such as Business

Educators' resistance to new technologies, poor access to internet connectivity constrains online teaching in the new normal environment. The researchers concluded that since online teaching is irresistible in the new normal environment., Business Educators in Universities in the South East of Nigeria have no choice other than to embrace online teaching and brake the barrier of constraining themselves to the walls of the classroom. Based on the findings of the study, the researchers recommended among others that Business educators should upgrade their skills and get fully prepared for the utilization of online teaching in the new normal environment.

Nyarko, S. C., & Rudge, D. W. (2022). **Using the history of plate tectonics to teach the nature of science**. *International Journal of Science Education*, *44*(12), 1958-1977. https://doi.org/10.1080/09500693.2022.2105977
Current science education efforts emphasise the need to train students to understand the nature of scientific work. In geosciences, training students to understand how science works does not only promote their interest and community engagement in the field, but also has the potential to promote awareness and ethics. However, instructional activities using an explicit and reflective approach to promote students' learning of the nature of science concepts remain scant. In this paper, a two-class unit intervention using an explicit reflective approach to the teaching of nature of science was used in an undergraduate lesson on the history of plate tectonics. We measured the influence of the lesson on students' nature of science knowledge using the Student Understanding of Science and Scientific Inquiry instrument. We collected parallel quantitative and qualitative pre- and post-intervention data from 37 community college students involved in a physical geology course. Quantitative and qualitative data analysis indicated that students' nature of science knowledge related to the tentativeness of scientific theories and the role of society and culture in science improved after the intervention unit. Results imply that geoscience educators should consider using explicit and reflective approaches when using the history of science to teach about the nature of science.

Onillon, S., & Grünblatt, R. (2022). **Approche actionnelle et interculturelle dans l'enseignement des langues étrangères : implémentation en classe et impact sur les apprentissages**. *Swiss Journal of Educational Research*, *44*(2), 180-194. https://doi.org/10.24452/sjer.44.2.2
There are many resources allowing language teachers to make informed decisions about their educational practices. The CEFR and the Western-Swiss curriculum (PER) provide guidelines for the implementation of an action-oriented and task-based approach in the classroom. More specifically, language activities aim to provide learners with the linguistic, sociolinguistic and pragmatic tools necessary to communicate in the target language and to carry out various tasks in different cultural contexts. Communicative competence defined as such is also known as intercultural competence (IC). This paper discusses the nature of IC and then describes how eight teachers implemented the approach in German and English classes. Findings have allowed us to identify six key components for teaching intercultural competence.

Peikos, G., Spyrtou, A., Pnevmatikos, D., & Papadopoulou, P. (2022). **A teaching learning sequence on nanoscience and nanotechnology content at primary school level: evaluation of students' learning**. *International Journal of Science Education*, *44*(12), 1932-1957. https://doi.org/10.1080/09500693.2022.2105976

It is widely argued that Nanoscience and Nanotechnology (NST) is going to affect several aspects of our life. Therefore, students need to develop their nanoliteracy to cope with the everyday issues related to NST. Although there is an increasing interest in introducing NST content to primary school students, the theoretical frameworks for interpreting their learning are still an open issue. To fill this research gap, this paper presents a Teaching Learning Sequence (TLS) about NST content that focuses on students' learning from the perspective of the Framework Theory and the Conceptual Change. The TLS is developed in six units, including concepts related to the size of objects, the observation tools, the lotus effect, the applications of NST as well as the models. The participants (N = 60) were 6th grade primary school students. A questionnaire was used to capture the students' progress one week and three months after implementing the TLS. The results provided evidence that shows that students' conceptions were closer to scientific ones after implementing the TLS. Results are discussed in the light of the Framework Theory and the Conceptual Change. Educational implications for teaching and learning NST concepts at the primary school level are also discussed.

Pereira, I. (2022). **Écologie et Multiplicité des oppressions. Une Perspective problématisatrice en pédagogie critique**. *Spirale - Revue de recherches en éducation*, *70*(2), 13-22. https://doi.org/10.3917/spir.070.0013
Cet article met en lumière certaines des difficultés auxquelles se heurte en réalité une pédagogie critique qui serait trop pressée de passer de la théorie à la pratique lorsqu'il s'agit de prendre en compte les défis écologiques. Pour cela, nous discutons la compatibilité entre la pédagogie critique, qui repose sur des théories anti-oppressions, et l'écologie. En effet, il n'est pas aisé de répondre à des problèmes tels que : l'écologie peutelle être pensée sous la forme d'une théorie de l'oppression ? Dans ce cas qui serait les opprimés et les oppresseurs ? L'écologie est-elle compatible avec les théories anti-oppressions ? Nous soutenons la thèse qu'une pédagogie critique qui ferait l'impasse sur la problématisation de ces questions se réduirait en réalité simplement à un discours dogmatique et ne jouerait pas son rôle de formation d'une conscience sociale critique.

Ploj Virtič, M. (2022). **Teaching science & technology: components of scientific literacy and insight into the steps of research**. *International Journal of Science Education*, *44*(12), 1916-1931. https://doi.org/10.1080/09500693.2022.2105414
Trust in science is indispensable and very important for the development of global health, and can certainly be gained by developing the scientific literacy of the whole population. The article presents various definitions of scientific literacy and seeks its connections to science education. It further explores the progress in developing scientific research skills among university students. The students participated in a one-week seminar and workshop on scientific literacy and were given an assignment. Using the pretest and posttest, we assessed students' development of scientific research skills, specifically the following procedural skills in scientific research: (a) a student poses high-quality research questions; (b) a student formulates a scientifically testable hypothesis(es) that includes a dependent and an independent variable; and (c) a student designs the experiment. The results show that the students' procedural knowledge of scientific research has improved in relation to the areas covered. The experiment showed no statistically significant difference in procedural knowledge in scientific research between undergraduate and postgraduate students. Scientific activities, properly integrated into the educational process, have great potential at all levels of education to improve the scientific literacy of the entire population.

Puttick, S., & Talks, I. (2022). **Teachers' sources of information about climate change: A scoping review**. *The Curriculum Journal*, *33*(3), 378-395. https://doi.org/10.1002/curj.136
This paper sheds light on an important and under-researched issue: The sources of information about climate change that teachers use. Utilising a 'scoping review' methodological approach, we analysed over 600 papers to address two main questions: What sources of information about climate change are teachers using? In what ways are teachers using these sources of information? Through our use of inclusive search terms and detailed analysis of papers, we found only 13 studies of relevance, none of which primarily focus on the sources of information teachers use. The 13 studies are all located in the Global North, and within this nearly half are in the USA. Methodologically, all apart from two rely on teachers' reports rather than observation or other methods. Four types of sources of information were frequently mentioned: The Internet; government sources; mass media and professional development courses. The 'superabundance' of information now available to teachers (particularly online), the importance of high-quality information for students' understandings of climate change, and the limited research on the sources of information about climate change that teachers use makes this is a significant blind spot for research to address.

Quay, J., Miller, L., Browning, D., & Brodie-Mckenzie, A. (2022). **Dewey's education through occupations as being-doing-knowing: an introduction to teacher planning with creative learning units**. *Journal of Curriculum Studies*, *54*(5), 632-646. https://doi.org/10.1080/00220272.2022.2070716
Teachers are concerned with both student engagement and achievement of learning outcomes. Both are necessary, yet often considered in disconnected ways. We argue that such disconnection is a consequence of competing educational purposes, combined with an organizational framework for schooling that attempts to paste over the differences by identifying young people generically as students. In seeking a way forward, Dewey understood the importance of getting beneath the competing views and exposing the compromises and confusions. Hence, he identified the need for a new order of conceptions leading to new modes of practice. Central to meeting this need was his pronouncement on the significance of education through occupations. We follow Dewey's lead by highlighting the importance of being, as a verb, to education. We wish to increase teachers' attentiveness to how being a student characterizes and constrains education, and the way teachers work. We draw on philosophical investigation to highlight that being is one with doing and knowing, offering a different way to consider encounters between young people and knowledge that teachers plan for as learning. In bringing this theory to life as practice, we introduce a new unit design framework: creative learning units.

Ramel, F., & Vergonjeanne, A. (2022). **Creative Pedagogy in IR Examination. When Fiction Unleashes the Learning Process**. *Journal of Political Science Education*, *0*(0), 1-14. https://doi.org/10.1080/15512169.2022.2122832
Although the esthetic turn in International Relations (IR) has recently expanded to teaching, with professors promoting the mobilization of artistic material in the classroom, its use in students' productions and examinations has received scarce attention. Drawing on a course at Sciences Po Paris dedicated to IR normative theory and given for five years at the graduate level, this research argues the added value of creative fictional writing by students in assimilating philosophical concepts. Using both quantitative and

qualitative analysis on five cohorts, both surveyed and interviewed in groups, it builds on in-depth feedback from a large sample of students. It appears that beyond long-term familiarization of students with authors and practical skills improvement, such exercise enhances their creativity and self-esteem by releasing their imaginations, and inspiring hope in democracy in the younger generation.

Ramillon, C., Pogranova, S., & Torregrosa, A. (2022). **Créer une ingénierie d'urgence pour un enseignement à distance : expériences croisées de trois formatrices**. *Raisons éducatives*, *26*(1), 139-154. https://doi.org/10.3917/raised.026.0139
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Redondo, C., Hétier, R., & Wallenhorst, N. (2022). **L'émancipation et ses limites en Anthropocène**. *Spirale - Revue de recherches en éducation*, *70*(2), 37-52. https://doi.org/10.3917/spir.070.0037
Notre contribution constitue un article théorique qui discute de l'éducation à l'époque de l'Anthropocène au prisme du courant des pédagogies critiques. L'ancrage est à dominante philosophique et anthropologique mais plusieurs concepts des sciences de l'éducation et de la formation sont également mobilisés. Il s'agit d'abord de prendre la mesure du phénomène systémique global qu'est l'Anthropocène et le risque, au-delà de certains seuils, de basculements irréversibles (et délétères pour la vie humaine en société). On verra ensuite que le défi humain et éducatif est considérable, vu les enjeux, mais aussi compte tenu du fait que bien que nous soyons tout à fait informés, le changement politique et de modes de vie est très en retard. Il faut alors tenir compte d'aliénations spécifiques, au-delà du problème de l'ignorance pointé depuis les Lumières. Enfin, dans cette perspective, l'appui d'une pédagogie de la libération comme celle de Freire peut s'avérer pertinent, dans la mesure où elle articule bien le souci de l'émancipation individuelle et de l'émancipation politique, donc des différentes échelles impliquées dans le phénomène de l'Anthropocène.

Ribaucourt, A. C. de, & Dubes, N. (2022). **Enseigner pendant le confinement**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Patrick Picard : De votre place, qu'avez-vous vu de ce qui s'est passé dans les écoles de vos circonscriptions durant les différents moments de ces deux dernières années ? Anne

Christyn de Ribaucourt : Pendant le confinement, le plus signifiant, ça a été l'explosion de la forme scolaire : les unités de lieu et de temps ont volé en éclats. Avec un peu de recul, nous avons pu relever trois « manières de faire » adoptées par les enseignants, révélatrices des différentes conceptions sur ce qu'il ...

Santiago, C. D., Bustos, Y., Sosa, S. S., Jolie, S. A., Flores Toussaint, R., Gebhardt, S., … Budd, K. S. (2022). **Examining the implementation of Teacher–Child Interaction Training-Universal in public schools**. *Psychology in the Schools*, *59*(11), 2208-2228. https://doi.org/10.1002/pits.22753
The Teacher–Child Interaction Training-Universal (TCIT-U) is a professional development program for teachers that promotes positive relational interactions and strengthens classroom management. This study examines the implementation of TCIT-U in a public school district to guide future implementation and sustainability. This study uses qualitative methods to examine the implementation of TCIT-U across preschool through second-grade classrooms in a suburban public school district in Illinois, United States. Eight teachers and five coaches participated in focus groups, while three administrators completed interviews. Qualitative data from focus groups and interviews are supplemented by quantitative data on satisfaction, teacher sense of efficacy, teacher observations, and school records. Results demonstrated high levels of acceptability, good feasibility, high satisfaction, and several notable improvements across teachers and students, such as improved teachers' confidence and self-efficacy in managing classrooms. Nevertheless, there were implementation challenges, including timing, competing demands, and district priorities. The results from this study offer guidance for future implementation of TCIT-U as an acceptable, feasible, and universal intervention.

Shermis, M. D. (2022). **Anchoring Validity Evidence for Automated Essay Scoring**. *Journal of Educational Measurement*, *59*(3), 314-337. https://doi.org/10.1111/jedm.12336
One of the challenges of discussing validity arguments for machine scoring of essays centers on the absence of a commonly held definition and theory of good writing. At best, the algorithms attempt to measure select attributes of writing and calibrate them against human ratings with the goal of accurate prediction of scores for new essays. Sometimes these attributes are based on the fundamentals of writing (e.g., fluency), but quite often they are based on locally developed rubrics that may be confounded with specific content coverage expectations. This lack of transparency makes it difficult to provide systematic evidence that machine scoring is assessing writing, but slices or correlates of writing performance.

Sivilotti, L. (2022). **Favoriser les dynamiques inclusives par la médiation : recherche-intervention auprès des lycéen·ne·s et étudiant·e·s atteint·e·s d'une maladie chronique grave**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.20720
Alors que très peu d'enquêtes sont réalisées pour analyser le vécu, la scolarité, le bien-être et le bien-devenir des jeunes adultes atteint·e·s de maladie chronique grave, une équipe de chercheurs/euses a mené un projet de recherche sur ces investigations au carrefour des domaines de la santé et de l'éducation. S'en est suivie la naissance d'un dispositif proposant l'intervention d'actions de médiation participant à l'accompagnement de cette population vulnérable. Cet article s'intéresse à comprendre comment un·e nouvel·le acteur/(t)rice pourrait parvenir à participer aux dynamiques inclusives co-construites par les ressources existantes et moyens mis en place

dans les institutions universitaires. Des études de cas ont été réalisées sous un angle ethnographique, par le biais d'observations longitudinales de la médiation menée auprès de quatre jeunes adultes, durant un an. L'analyse des résultats obtenus apporte une meilleure compréhension des parcours estudiantins et des positionnements professionnels du personnel participant à leur inclusion. Par ailleurs, ils permettent d'envisager le déploiement de ces interventions médiatrices prenant en compte l'organisation actuelle des services universitaires et impliquant l'ensemble des acteurs et actrices participant à l'accompagnement des jeunes adultes atteint·e·s d'une maladie chronique grave.

Song, X., Yang, X., Wang, Q., Su, Y., & Hong, J.-C. (2022). **The relationship between teacher's gender and deep learning strategy: The mediating role of deep learning motivation**. *Psychology in the Schools*, *59*(11), 2251-2266. https://doi.org/10.1002/pits.22694
Deep learning has gradually appeared in the field of teacher education research and is considered as an effective way to promote teacher professional development. To explore the relationship between teacher gender and deep learning strategies, as well as the mediating role of teachers' deep learning motivation, we conducted a questionnaire survey in this study on 429 valid teachers of different genders, ages and backgrounds. The results show that male teachers are more likely to adopt deep learning strategies and deep learning motivations than female teachers. Deep learning motivation is positively correlated with deep learning strategy while negatively correlated with superficial learning strategy. It can be seen that deep learning motivation plays a mediating role between teacher gender and deep learning strategies. These findings expand the understanding of teachers' learning and indicate that in professional development programs, we should pay more attention to the deep learning of female teachers, to help female teachers improve their deep learning motivation and deep learning strategies.

Tapia, F. S. (s. d.). **Des dialogues évaluatifs dans la leçon finale d'une séquence d'enseignement sur l'album L'indien de la Tour Eiffel : une contre-enquête autour de la découverte du vrai assassin**. *e-JIREF*, *2022*(8), 47-83. Consulté à l'adresse https://journal.admee.org/index.php/ejiref/article/view/333
Based on an articulation between two different theoretical frameworks, one concerning formative assessment and the other the didactics of reading in French, the doctoral study presented here observes the closing lesson of a teaching sequence on the picture book L'indien de la Tour Eiffel. In the context of this session, our objective is to study the evaluative dialogues between the teacher and the class involving an integrated formative assessment, without temporal rupture, into the learning activities. In these dialogues, we are more specifically interested in the nature of the contributions (or intra- and intertextual initiatives) of 11-12 year-old students in French-speaking Switzerland. These initiatives aim at discovering the real killer of the above-mentioned detective story. Using a two- pronged analytical approach involving (1) observation of the evaluative dialogues in terms of the pattern that structures and enables them, and (2) descriptive analyses of the five tasks composing the lesson, we identify characteristics relating to the learners' contributions. Supported by specific teacher guidance (involving different types of questions), the students' initiatives show various functions (proposing interpretative hypotheses, commenting on the ideas of the teacher and classmates by explaining their disagreement, etc.) and demonstrate some operations of learning self-regulation.

Moreover, these initiatives contribute to the form of reversed police inquiry taken by the lesson as well as to the teacher's decision to finish reading the text.

Teig, N., Scherer, R., & Olsen, R. V. (2022). **A systematic review of studies investigating science teaching and learning: over two decades of TIMSS and PISA**. *International Journal of Science Education*, *44*(12), 2035-2058. https://doi.org/10.1080/09500693.2022.2109075
A great number of studies have investigated science teaching and learning (STL) using data from the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA). Nevertheless, there is little effort to synthesise these studies. Reviewing the status of research on STL, including the trends, approaches, and findings is crucial for identifying research gaps that require greater attention. Consequently, this review synthesises empirical studies investigating STL using TIMSS and PISA. First, we mapped their characteristics based on the aims, data, STL measures, and research approaches. Second, patterns of the findings were summarized by focusing on the (1) relationships between STL and student outcomes; (2) factors that explain STL variation; and (3) patterns of STL. Most studies examined STL related to inquiry activities and their relationships to student outcomes. Their findings were largely inconsistent and could be traced back to different ways STL was conceptualized and measured. This review calls for the studies examining TIMSS and PISA data to enhance the quality of research approaches and clarity in reporting them. It also encourages researchers to reflect upon the knowledge gained from harnessing these data to examine STL and discusses the challenges and opportunities that lie ahead.

Tourneville, J. (2021). **Coupler les approches quantitatives et qualitatives pour étudier les temporalités enseignantes**. In Maubant, *L'archipel des temps de la formation : esquisse d'une ingénierie de l'alternance* (p. 179-193). https://doi.org/10.3917/chaso.mauba.2021.01.0179

Trask, S., & Cowie, B. (2022). **Tight-loose: Understanding variability, trade-offs and felt accountability across the curriculum-pedagogy-assessment dynamic**. *The Curriculum Journal*, *33*(4), 587-601. https://doi.org/10.1002/curj.163
Variability in education systems is a given. Variability has at once positive and negative implications for the main goal of education which is accelerating learning across diverse contexts and for all learners. In this article, we explain and employ a tight-loose framing to understand the scope for variability within an education system. A tight-loose framing directs attention to the interplay of prescription/accountability and autonomy. This framing is yet to be fully explored as a way of understanding and exploiting variability across the curriculum-pedagogy-assessment dynamic within a high-stakes assessment context. High-stake assessment has particular susceptibilities to variability because of its consequences for stakeholders and implications for accountability across the various levels of the education system. We illustrate the tight-loose framing through a case study from New Zealand of a teacher and her class of Year 12 science learners who were working towards the national senior secondary school exit qualification. The teacher was trialling a new General Science course that emphasised inquiry. Observation and interview data were collected over the course of the school year. We analyse the contours of variability across levels of the national curriculum and assessment policy, school agendas, teacher pedagogy, and student decision-making and experiences. Our findings show that teachers and students made trade-offs according to felt

accountabilities and priorities within the tightness and looseness of their education context, as they perceived and experienced it. Our proposition is that a multi-level tight-loose framing provides a new and different insight into how policies, philosophies and practices interact under high-stakes conditions to affect outcomes for learners.

Vari, J., Desvages-Vasselin, V., & Dubois, É. (2022). **Les apories des politiques inclusives. À la recherche des pratiques pédagogiques participatives : jouer pour se libérer des stigmates**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.21230
Nous proposons dans cet article de mettre à l'épreuve la notion d'inclusion scolaire à travers une enquête menée dans un collège-lycée d'enseignement adapté (un EREA) qui, parce qu'il n'accueille que des élèves de niveau SEGPA, va à contre-courant du tout inclusif actuel. En effet, dans le cadre de notre enquête, nous comprenons que l'EREA s'apparente à un lieu protecteur qui libèrerait les enfants de leurs stigmates, de leurs passés de mauvais élèves. Dans l'entre-soi de leurs différences, les élèves témoignent leur sentiment de lâcher prise par rapport à la norme en vigueur de l'élève ordinaire. Nous cherchons à démontrer que cette libération est progressive, qu'elle est la conséquence du travail et de la réflexion d'une équipe pédagogique cohérente, engagée dans des pratiques de soutien aux élèves adaptées et inclusives, qui s'engage régulièrement dans des propositions d'activités ludiques pour développer le sentiment d'appartenance au groupe des élèves.

Ward, B., Collet, V., & Eilers, L. (2022). **Using published authors as mentors to teach grammatical conventions**. *Research Papers in Education*, *37*(5), 667-685. https://doi.org/10.1080/02671522.2020.1864764
This study considers a contextualized approach to grammar instruction, asking: "Does embedded instruction using published authors as mentors improve grammar and usage for young writers?" Twenty-three students in one second-grade classroom participated. Students were taught grammar conventions through use of mentor texts for 45 minutes a day, four to five days a week for nine weeks. Students' scores on the TGM, a criterion-referenced test of grammar skills, and on the RDGU, a test specific to second-grade grammar standards, showed statistically-significant improvement over the course of the intervention. Results suggest that use of mentor texts is an instructional approach that provides authentic models and increases students' understanding of the syntax of language. Such an approach contrasts starkly to ineffective methods using worksheets and isolated grammar instruction.

Weiss, P.-O., Alì, M., & Vilieva, K. (2022). **Introduction : Visions périphériques. Éduquer et former en temps de crise**. In P.-O. Weiss & M. Alì, *L'éducation aux marges en temps de pandémie. Précarité, inégalités et fractures numériques*. Consulté à l'adresse https://hal.archives-ouvertes.fr/hal-03809793
Confinement, continuité pédagogique, éducation à distance… Avec la crise sanitaire provoquée par la pandémie de COVID-19, partout dans le monde la vie quotidienne des familles, des élèves, des enseignants, des apprenants et des éducateurs a été bouleversée, notamment dans certains contextes périphériques, moins visibles et moins médiatisés, mais aussi plus vulnérables. Cet ouvrage présente un panorama critique et global des études sur l'éducation en temps de pandémie dans ces réalités à la marge : les territoires ultramarins et postcoloniaux (en Afrique, en Océanie et dans les Amériques), les communautés autochtones et rurales, les groupes LGBTQIA+, les prisons, les minorités

et les quartiers dits sensibles. Tout au long de la crise, ces marges se sont révélées à la fois des incubateurs d'innovations et des espaces de revendication, en dévoilant les faiblesses et les fragilités des systèmes éducatifs nationaux et du système de gouvernance planétaire de l'éducation.

Zang, N., Cao, H., Zhou, N., Jiang, L., & Li, B. (2022). **Job load, job stress, and job exhaustion among Chinese junior middle school teachers: Job satisfaction as a mediator and teacher's role as a moderator**. *Social Psychology of Education*, *25*(5), 1003-1030. https://doi.org/10.1007/s11218-022-09719-1
Job exhaustion is not uncommon among Chinese middle school teachers, but the key antecedents of job exhaustion and the underlying mechanisms in this historically underrepresented population remain poorly understood. This study examined the association between job demand and exhaustion, and tested the mediating role of job satisfaction and the moderating role of teachers' role (i.e., homeroom versus subject) in this association. The two-wave, China Education Panel Survey data from 701 Chinese junior middle school teachers (Mage = 30.05 years old, SDage = 7.86; 78.75% females) were used. Primary hypotheses were tested using structural equation modelling. Results indicated that job load rather than job stress at Wave 1 was positively associated with job exhaustion at Wave 2 indirectly through its negative association with job satisfaction at Wave 2 only among subject teachers; in contrast, for homeroom teachers, job satisfaction at Wave 2 was the only factor that was identified to be negatively associated with job exhaustion at Wave 2. Notably, all significant associations emerged after controlling for a number of covariates, including job exhaustion at Wave 1. Such findings shed initial light on the complexity inherent within the phenomena of middle school teachers' occupational health in a Chinese cultural context. Reducing teachers' work load associated with long working hours and promoting teachers' job satisfaction may be effective ways to relieve and prevent job exhaustion, especially for Chinese subject teachers.

Zheng, M. (2022). **Bootstrap Equating Errors for the Common-item Nonequivalent Groups Design: A Comparison of Rasch Equating Methods**. *British Journal of Education*, *10*(13), 56-67. https://doi.org/10.37745/bje.2013/vol10n135667
The nonequivalent groups with anchor test (NEAT) equating design are traditionally based on using a single anchor to adjust for differences in test difficulty which is critical to equating test forms in most large-scale testing programs. When tests differ somewhat in content and length, methods based on the item response theory (IRT) model leads to greater stability of equating results. The current study compared standard errors, bias, and root mean square errors using four Rasch IRT equating methods for the nonequivalent groups with anchor test design. The sizes of the equating anchor were employed in all four different Rasch equating methods to investigate how different anchor sizes may impact the test accuracy of the tests by conducting a simulation study.

Relation formation-emploi

Beine, M., Peri, G., & Raux, M. (2022). ***International College Students' Impact on the US Skilled Labor Supply*** (NBER Working Paper N° 30431). Consulté à l'adresse National Bureau of Economic Research, Inc website: https://econpapers.repec.org/paper/nbrnberwo/30431.htm

US universities have attracted hundreds of thousands of international students each year for the last decade. Some of these remain in the US after graduating and contribute to the high skilled labor supply in US labor markets. In this paper, we identify and estimate by how much one more international master's (or bachelor's) student increases the skilled labor supply of the US in the short-run. To estimate this « transition rate » we implement an instrumental variable estimation using quasi-random variation in the tuition charged to international students by public US universities in the year that they likely started their studies. We find that attracting an additional international student to a US university increases the local labor supply by about 0.23 employees for master's students and about 0.11 for bachelor's students. These averages conceal an important difference. While non-STEM bachelor's and master's students had negligible transition rates into US employment, STEM Master students have had significant transition rates around 0.2, especially after the 2008 reform of Optional Practical Training for STEM graduates.

Diris, R., & Van Vliet, O. (2022). ***The Relation between Skills and Job Security: Identifying the Contractual Return to Skills*** (IZA Discussion Paper N° 15513). Consulté à l'adresse Institute of Labor Economics (IZA) website: https://econpapers.repec.org/paper/izaizadps/dp15513.htm
The last decades have shown that the traditional steady job with a permanent contract is on the decline. While permanent contracts and the insider position that they bring are highly valued by workers, research on the returns to human capital have predominantly focused on wages as subject of that return. This study uses PIAAC data from 29 countries to estimate how skills relate to the odds of obtaining a permanent contract, versus alternative contractual arrangements for employees. Our pooled analysis shows that skills substantially relate to having a permanent contract across the full sample. Numeracy skills contribute more than literacy skills; a difference that is largely driven by sorting to occupations and industries. We further identify substantial heterogeneities across countries, in which either no skills, only numeracy skills or only literacy skills significantly predict permanent employment at the country level, but never both. Moreover, this « contractual return to skills » differs substantially from the traditional wage return to skills across countries. We find suggestive evidence that these differences relate to demand factors and labour market institutions.

Rivombo & Motseke. (2022). **The Failure of a Community College to Address Unemployment in a South African Province**. *Community College Journal of Research and Practice*, *46*(11), 812-824. https://doi.org/10.1080/10668926.2021.1906785
The community colleges in many countries contribute enormously to skills development and job creation among the youth. In order to achieve these objectives, many governments play an active role in the establishment of community colleges. The purpose of this paper was to investigate the extent to which the Community Education and Training College (CETC) of the Free State Province, in South Africa, contributed to skills development and job creation among the youth. A study was conducted in the CETC. Semi-structured interviews, the focus group interviews and observation were used to collect data. The data collected were qualitatively analyzed. It was found that the shift from adult education to CETC was not accompanied by adequate planning and budgeting. Consequently, the Community Learning Centers (CLCs) lacked properly qualified lecturers, administration officers, resources and facilities. In addition, the CLCs were unable to develop relevant skills development programmes that would attract the

youth to study and improve their chances of employment. These challenges made it difficult for the CETC to meet the labor needs of the local industries. It was concluded that the CETC did not contribute significantly to skills development and job creation. In order to improve the situation, the government is to increase funding to the CETC, to monitor the implementation of legislation governing CETCs, and to improve communication between the CETC and the local industries.

Saavedra-Caballero, F., & Van Bellegem, S. (2022). **About job market outcomes: Assessing the performance of Colombian higher education institutions**. *Higher Education Quarterly*, *76*(4), 695-714. https://doi.org/10.1111/hequ.12340
One method for evaluating higher education performance is to conceptualize it as a production function represented as an input/output process. This paper proposes a performance evaluation of higher education institutions from the perspective of recent graduates taking as inputs students' cognitive abilities and tuition, and as outputs three we contend are relevant for recent graduates: starting salary, sectoral distinctiveness, and sectoral variety. Using a sample of recent Colombian higher-education graduates, we apply the DEA technique to analyze efficiency at the institutional level in the formal labor market. Our results highlight the importance of focusing on the student as the protagonist of the educational process and contribute to the debate about the selection of relevant inputs and outputs when measuring institution's efficiency.

Réussite scolaire

Ambrosetti, A., Fenaroli, S., & Benini, S. (2022). **Aspettative educative future degli allievi categorizzati con e senza bisogni educativi speciali: un'analisi comparativa includendo variabili individuali e contestuali**. *Swiss Journal of Educational Research*, *44*(2), 195-208. https://doi.org/10.24452/sjer.44.2.3
This article analyses the differences between pupils with and without specific educational needs (SEN) regarding their future educational expectations by including in the analysis some individual variables (self-efficacy, self-concept in mathematics), contextual variables (perceived teacher support) and control variables (competence achievement, socio-demographic variables). The analyses reported significant differences in future expectations and in all the examined variables (except for self-concept) between pupils with and without SEN. Significant differences were, also, found concerning the influence of contextual and individual factors on pupils' future expectations. Those of pupils with BES are mostly influenced by the perceived teacher support, while self-efficacy influences the future expectations of pupils without SEN the most.

Bonnet, E., & Verley, É. (2022). **À la rencontre des Meilleurs apprentis de France et des parcours d'excellence dans la voie professionnelle courte**. *Diversité. Revue d'actualité et de réflexion sur l'action éducative*, (200). Consulté à l'adresse https://publications-prairial.fr/diversite/index.php?id
Notre article présente la genèse d'une recherche réalisée sur les Meilleurs apprentis de France (MAF), lauréats à un concours professionnel qui récompense de jeunes lycéens ou apprentis inscrits dans l'enseignement secondaire professionnel. Considérant les MAF comme emblématiques d'une forme de réussite et d'excellence, nous rendons compte de la variété des parcours scolaires, des modes d'accès à l'emploi qui se dessinent dans la voie professionnelle courte. Interrogeant les ingrédients de la fabrique de l'excellence

professionnelle, nous montrons en particulier comment ces jeunes parviennent, dans un espace scolaire dévalué, à donner du sens à leur apprentissage et à leur travail et à se réapproprier certains savoirs disciplinaires délaissés.

Carnoy, M., Rosa, L., & Simões, A. (2022). **Trends in the academic achievement gap between high and low social class children: The case of Brazil**. *International Journal of Educational Development*, *94*, 102650. https://doi.org/10.1016/j.ijedudev.2022.102650
Since student achievement is related to educational attainment and to adult earnings, there is considerable interest in within-country achievement gaps between different social class groups, how they change over time, and the possible sources of those changes. In this paper, we analyze academic achievement gaps over a ten year period in Brazil. Our results suggest that social class inequality in public school student achievement on the Prova Brasil national test increased significantly among Brazilian 5th graders in the period 2007–2017, and that all of this increase was before 2013--indeed, mostly between 2011 and 2013. To the contrary, social class achievement inequality among 9th graders barely increased in 2007–2017, and that small increase appears to have occurred mainly in earlier years. We find that this increased achievement inequality among 5th graders was partly the result of increased inequality between schools with students of higher and lower average school class, and among municipalities with higher and lower income per capita and differing educational policies. Yet, a significant part of the increase is also related to changes in the within-school achievement gaps.

European Commission. (2022). **Pathways to school success**. In *https://veille-et-analyses.ens-lyon.fr/Rapports/DetailRapport.php?parent=actu&id=3688* [Report]. Consulté à l'adresse European Commission (Transnational) website: https://op.europa.eu/en/publication-detail/-/publication/2f5457d7-3edb-11ed-92ed-01aa75ed71a1/language-en
This staff working document is intended to accompany and support the Commission proposal for a Council Recommendation Pathways to School Success, which will repeal and replace the 2011 Council Recommendation on policies to reduce early school leaving. The staff working document sets out in more detail and depth the concepts put forward in the Commission proposal by providing research evidence, findings from consultation activities, good practice examples and other information as a basis for both the text of the proposed Recommendation and its accompanying actions. This document is also intended as a practical guide/handbook to help policy makers and stakeholders to fully understand issues surrounding school success and to support positive change across systems and across Europe.

Koh, J., Farruggia, S. P., Back, L. T., & Han, C. (2022). **Self-efficacy and academic success among diverse first-generation college students: The mediating role of self-regulation**. *Social Psychology of Education*, *25*(5), 1071-1092. https://doi.org/10.1007/s11218-022-09713-7
This study examines whether self-efficacy predicted academic success (via self-regulation) for first-generation and continuing-generation college students (Model 1) and among various racial/ethnic groups (Model 2). The 3,316 ethnically diverse incoming freshmen from a large, urban, public university (53% first-generation) participated in this study (43% Latinx, 24% Asian American, 23% White, and 10% Black). Participants' ages ranged from 16 to 23 (M = 17.97, SD = 0.41). Prior to matriculation, participants completed the online institutional survey, including items exploring self-efficacy and self-regulation.

This study distinguishes between emotional and behavioral aspects of self-regulation. To assess academic success outcomes, first-semester grade point averages and first-to-second year retention rates were collected from institutional data. Significant direct and indirect paths varied by generational status as well as race/ethnicity. Two types of self-regulation—emotional and behavioral regulation—had divergent effects. Increased behavioral regulation but decreased emotional regulation enhanced academic success. Findings highlight that differentiated interventions should be provided to meet diverse needs.

Lee. (2022). **Should I Stay or Leave?: Exploring the Relationship between Reverse Transfer and Degree Attainment**. *Community College Journal of Research and Practice*, *46*(11), 825-840. https://doi.org/10.1080/10668926.2021.1910593
This research aims to explore the relationship between reverse transfer and degree attainment by addressing the following questions: 1) What are the predictors of reverse transfer? 2) Does reverse transfer affect degree attainment within six years of initial enrollment or college attendance and cumulative loan debt in the sixth year? 3) Is the relationship between reverse transfer and degree attainment different for students who struggled academically, socially, or financially at their original institutions? To answer these questions, I analyzed the Beginning Postsecondary Students data 12:17 using logistic regression models and propensity score matching. Results show that reverse transfer students were academically underprepared in high school and continued to academically struggle in college. Reverse transfer significantly decreased the probability of bachelor's degree attainment, while increasing the probability of earning a certificate or an associate's degree within six years, as well as the probability of still being enrolled in college in the sixth year. These results are largely consistent for students who struggled academically, socially, and financially at their original institution. In light of these findings, I conclude that reverse transfer can be a more viable option for struggling students to pursue a college degree and recommend statewide articulations specifically designed for reverse transfer.

Papi, C., & Rinaudo, J.-L. (2022). ***(E)liens en éducation et formation: Quelles dynamiques ?*** (Rouen). Mont Saint Aignan: PURH. https://purh.univ-rouen.fr/node/1378
À contrepied des propos qui, le plus souvent, désignent l'isolement des étudiants comme une cause importante d'échec et d'abandon en formation à distance, les auteurs de cet ouvrage choisissent de s'intéresser aux « (e)liens ». Ils analysent ces liens pédagogiques, sociaux et psychiques dans le cadre d'interactions en ligne, en enseignement, en formation et dans des groupes de recherche, en particulier à partir du sentiment de présence

Parker, P. C., Perry, R. P., Chipperfield, J. G., Hamm, J. M., Daniels, L. M., & Dryden, R. P. (2022). **Adjustment and acceptance beliefs in achievement settings: Implications for student wellbeing**. *Social Psychology of Education*, *25*(5), 1031-1049. https://doi.org/10.1007/s11218-022-09717-3
Research suggests that when dealing with personal setbacks, secondary control (SC) adjustment and acceptance beliefs can foster psychological wellbeing. However, little research has examined these beliefs, in combination, and how they impact students in their academic development. We conducted secondary analysis using an eight-month longitudinal study design over a two-semester introductory course on a sample of university students (n = 237; 64% female; Mage = 19 years old). Multiple regression

analyses assessed whether the students' Semester 1 adjustment and acceptance SC beliefs influenced Semester 2 learning-related emotions, perceived stress, and perceived course success, and whether Adjustment x Acceptance interactions emerged involving these outcomes. Adjustment beliefs promoted learning-related positive emotions (hope, pride), perceived course success, and reduced perceived stress; acceptance predicted higher shame and perceived stress. Students' adjustment predicted lower helplessness for students with high acceptance beliefs. These findings are discussed in light of the role that SC beliefs might play in curbing psychological distress reported by students on postsecondary campuses.

Rocconi, L. M., & Boyd, A. T. (2022). **Measuring Quality in Legal Education: Examining the Relationship Between Law School Rank and Student Engagement**. *Research in Higher Education*, *63*(7), 1261-1282. https://doi.org/10.1007/s11162-022-09682-y
U.S. News and World Report's "Best Law Schools" dominate the conversation on quality in legal education. Despite their popularity, the criteria used to rank schools often has little to do with the quality of the educational experience. If rankings are intended to demonstrate quality, then these measures should be related with other measures of collegiate quality, such as student engagement. This study investigated the relationship between law school rankings and student engagement using data from the Law School Survey of Student Engagement. Findings reveal no relationship between ranking and engagement, except for a small, positive relationship between ranking and satisfaction.

Saviour, A., Izudeen, A. S., Abu, H., Ankalibazuk, E., & Konzabre, J. G. (2022). **Causes of Subpar Academic Achievement of Public Basic Schools with Emphasis on Basic Education Certificate Examination (BECE): A Case Study of Sagnarigu Municipality in Northern Region, Ghana**. *British Journal of Education*, *10*(13), 33-44. https://doi.org/10.37745/bje.2013/vol10n133344
The study was set up to determine the causes of poor academic achievement in the Basic Education Certificate Examination (BECE) in the Sagnarigu Municipality in Tamale, Northern Region, Ghana. The study sought to identify the contributing causes of such subpar learning outcomes and to provide some policy interventions to address them. For the study, two research questions were established. Data collection and analysis were done using a qualitative approach. In relation to the basic schools in the Sagnarigu Municipality, the study's accessible population included students, head teachers, teachers, parents, and municipal examination officers. As data sources, interviews and historical records were used. The researcher used the case study technique because he wanted to clearly understand why Sagnarigu Municipality students perform poorly on the BECE examination. Twenty (20) Junior High Schools were chosen purposively from the Municipality. The sample size was also chosen using a random sampling technique and included (10) head teachers, (20) teachers, (20) parents, (20) students, and (2) municipal education examination officers, making a total of (72) participants. The study discovered that the low academic accomplishment in the BECE was mostly caused by all inputs and processes, including teachers, the school environment, parents, and the students themselves. The highlighted school environmental problems included a dearth of teachers with advanced degrees, a lack of suitable physical and material resources to support teaching and learning, and teachers abusing their time spent in direct contact with students. Instances of routine tardiness and absenteeism to school, inability to complete the curriculum and inadequate exercises, assignments, and projects given to students, as well as low/inadequate motivation and pay from the employer, were found

to be teacher factors that contributed to the low academic achievement. The student traits that I considered relevant included instances of tardiness and absenteeism, lack of parental or guardian support for homework at home, involvement in vices like internet fraud also known as « yahoo » or « game guys », going to movie theaters and dance clubs, and drug usage. Parents' inability to offer reading materials like textbooks and supplemental readers, their lack of engagement with their children's instructors, and their lack of participation in PTA activities were all factors in the home that affected students' academic performance. Given the foregoing, the study came to the conclusion that all stakeholders—including the government, nongovernmental organizations, teachers, parents, and students—must play their respective parts in addressing the causes of low achievement in the basic schools under consideration in the Sagnarigu Municipality.

St-Vincent, L.-A., Gélinas-Proulx, A., Huot, A., Labelle, J., Carlson Berg, L., Laforme, C., & B-Lamoureux, B. (2022). ***La gestion du changement organisationnel pour le bien-être et la réussite en éducation***. Consulté à l'adresse https://extranet.puq.ca/media/produits/documents/3269_9782760558090.pdf
En contexte de changement, comment accompagner l'équipe de l'organisation? Quelle forme de leadership adopter? Comment maintenir un climat bienveillant et positif? Vivre un changement organisationnel pour le bien-être et la réussite en éducation peut susciter des questionnements chez le gestionnaire. Cet ouvrage vise à faire état des connaissances issues de la recherche quant à la gestion du changement organisationnel en contexte de diversité dans une visée de réussite éducative et de bien-être afin de soutenir les gestionnaires des organisations éducatives et les chercheurs intéressés à la question. Constitué de trois parties, cet ouvrage aborde le concept du changement organisationnel, la gestion du changement en éducation ainsi que le changement pour le bien-être et la réussite en éducation, et ce, autour de trois axes : le climat, le leadership et l'accompagnement.

Valeurs

Beatson, N. J., Tharapos, M., O'Connell, B. T., de Lange, P., Carr, S., & Copeland, S. (2022). **The gradual retreat from academic citizenship**. *Higher Education Quarterly*, *76*(4), 715-725. https://doi.org/10.1111/hequ.12341

Fischer, D., King, J., Rieckmann, M., Barth, M., Büssing, A., Hemmer, I., & Lindau-Bank, D. (2022). **Teacher Education for Sustainable Development: A Review of an Emerging Research Field**. *Journal of Teacher Education*, *73*(5), 509-524. https://doi.org/10.1177/00224871221105784
Teacher Education for Sustainable Development (TESD) is a niche innovation in teacher education that empowers teachers to prepare learners to address global socio-environmental challenges. To advance the diffusion of this niche innovation into general teacher education, this article offers a systematic literature review based on a qualitative analysis of 158 peer-reviewed publications on TESD research. Our results show that TESD research is a growing field characterized by five types of inquiry: designing learning environments, understanding learner attributes, measuring learning outcomes, promoting systems change, and advancing visions for the field. Major innovation potentials of TESD for more general teacher education are its emphasis on the grand socio-environmental challenges of our times, methodologies to engage with knowledge diversity (e.g., inter/transdisciplinarity), and sustainability science learning approaches

(e.g., backcasting). We suggest that future work builds from this review to strengthen links between teacher education and TESD in enhancing quality education.

Gargroetzi, E. C., & Garcia, A. (2022). **"I Don't Think Kids Nowadays Feel Like They Have a Lot of Power": Exploring Teacher Civic Commitments in a National Online Letter Writing Project**. *Journal of Teacher Education*, *73*(5), 479-493. https://doi.org/10.1177/00224871221105791
This study investigates teacher participation in a national online youth civic letter writing project through the lens of teacher civic commitments. Drawing on in-depth interviews and survey data from teachers who participated in the Letters to the Next President 2.0 project, civic commitments are articulated through civic beliefs, learning goals, instructional enactments, and geopolitical context. With a generic shared belief in ?youth voice,? teachers enacted the civic letter writing project through instructional activities that included (a) choice of topic, (b) publication, (c) reading letters from other youth, (d) research, (e) peer dialogue, and (f) connections beyond the Letters project. While beliefs appeared widely shared, divergence in learning goals and enactments led to distinct learning opportunities for students. With minimal research exploring the role of teachers in student civics learning, this study provides new insights to guide teacher preparation and ongoing teacher development in the realm of civics education.

Hadengue, M., & Guntzburger, Y. (2022, octobre 10). **Face à l'urgence écologique, comment transformer les programmes des écoles et universités ?** Consulté 14 octobre 2022, à l'adresse The Conversation website: http://theconversation.com/face-a-lurgence-ecologique-comment-transformer-les-programmes-des-ecoles-et-universites-190090
La transition des modèles d'enseignement demande un réel changement de paradigme, basé certes sur de nouvelles compétences, mais aussi sur une transformation profonde des narrations et des symboles.

Halabi, R. (2022). **Civics curriculum in Arab schools: Teachers facing ethical and ideological dilemmas in the classroom**. *The Curriculum Journal*, *33*(3), 396-409. https://doi.org/10.1002/curj.137
The goal of this research is to gain an understanding of how Arab civics teachers in Israel teach material that is inconsistent with their beliefs and aspirations. To this end, I conducted qualitative research employing interpretative phenomenological analysis. The findings show that different teachers find different ways to deal with the challenge. One group of teachers concentrates on teaching the programme as it is in order to avoid getting into trouble. Another group cautiously introduces creative strategies to expose the students to the Arab narrative that does not appear in the programme. A third group deals with the challenge directly.

Heimberg, C. (2022). **L'effet de la pandémie sur l'enseignement de l'histoire et de la citoyenneté**. *Raisons éducatives*, *26*(1), 117-135. https://doi.org/10.3917/raised.026.0117
La pandémie de covid-19 a émergé en janvier 2020 en Chine et s'est imposée, rapidement et brutalement, comme un phénomène planétaire majeur. Elle nous a fait vivre une expérience exacerbée de l'incertitude, révélant des aspects cachés ou ignorés d'une organisation sociale dans laquelle les conditions du bien commun ont été et demeurent bouleversées. Les sciences de l'éducation sont dans une position singulière pour s'interroger sur ce que la pandémie a fait – et fait encore – à l'université, à ses

enseignantes-chercheuses et enseignants-chercheurs, à ses étudiantes et étudiants. Le comité éditorial de la revue Raisons éducatives a réuni dans ce numéro un ensemble d'expériences universitaires, individuelles ou collectives, qui témoignent de nos actes professionnels en temps de pandémie, invitent à penser la complexité de la situation présente et esquissent des pistes possibles pour la part du monde d'après. Les articles partagés ici interrogent aussi bien les finalités et le sens de notre travail que les conditions de son exercice. Couvrant plusieurs aires géographiques en Europe, au Brésil et au Québec, ils abordent l'éducation et la formation sur deux axes, selon que les effets de la pandémie se déploient sur les contenus de l'enseignement et de la recherche ou sur l'expérience des acteurs et actrices.

Jarraud, F. (2022, octobre 7). **Eirick Prairat : L'école des Lumières brille toujours**. Consulté 14 octobre 2022, à l'adresse Le café pédagogique website: http://www.cafepedagogique.net/lexpresso/Pages/2022/10/07102022Article638007116373129892.aspx?actId=ebwp0YMB8s1_OGEGSsDRkNUcvuQDVN7aFZ1E4yS5hsZMczVe0oRbhmAPNiXrAmaf&actCampaignType=CAMPAIGN_MAIL&actSource=519464
En pleine privatisation à marche forcée de l'Ecole, il faut de l'optimisme, du courage et de l'intelligence pour plaider la cause d'une autre Ecole. Eirick Prairat a tout cela. Mais on lui sait gré surtout de rappeler infatigablement, dans un nouveau livre (L'école des Lumières brille toujours, ESF Sciences humaines) la dimension humaine du rapport pédagogique. Avant d'être « efficace » ou pas, avant d'être « républicaine » ou pas, l'Ecole est l'endroit d'une relation d'adulte à enfant ou adolescent. Tout cela ne l'empêche pas de réfléchir aux enjeux très actuels de l'Ecole comme le défi environnemental ou celui de la post-vérité. Ils s'en explique dans cet entretien.

Jeziorski, A., & Therriault, G. (2022). **Jalons théoriques et empiriques pour une éducation à l'environnement et au développement durable (EEDD) transformatrice-sociocritique. Les enseignements de recherches menées en France et au Québec**. *Spirale - Revue de recherches en éducation*, *70*(2), 101-111. https://doi.org/10.3917/spir.070.0101
Notre article propose une réflexion théorique et fondée sur l'empirie sur les conditions d'élaboration et de mise en pratique d'une éducation à l'environnement et au développement durable (EEDD) s'inscrivant dans une perspective transformatrice-sociocritique. Dans un premier temps, nous jetterons les bases conceptuelles de la perspective transformatrice-sociocritique de l'EEDD en s'appuyant plus particulièrement sur une articulation des principes de la pédagogie critique, ancrée dans une didactique des questions socialement vives à caractère environnemental (QSVE). Dans un deuxième temps, nous proposerons une synthèse de résultats issus de deux recherches antérieures menées au Québec (Canada) et en France portant sur la manière dont des élèves du secondaire et des futurs enseignants de différentes disciplines (sciences naturelles [SN] et sciences humaines et sociales [SHS]) considèrent les QSVE à l'école. Dans un troisième temps, il s'agira de mettre en relation certains de nos résultats de recherche avec les principes de l'EEDD transformatrice-sociocritique, pour ainsi en dégager des pistes de réflexion.

Nuoffer, F., & Pache, A. (2022). **Savoirs économiques hétérodoxes et compétences en EDD pour aborder les défis d'une transformation soutenable. Perspectives pour la formation des enseignant-e-s**. *Spirale - Revue de recherches en éducation*, *70*(2), 85-99. https://doi.org/10.3917/spir.070.0085

À l'ère de l'Anthropocène, des pédagogies critiques et des approches éducatives telles que l'EDD s'orientent désormais sur la transformation et la soutenabilité. Ce texte propose des pistes de réflexion autour des savoirs économiques scolaires et de référence, à mobiliser dans le curricula scolaire, ainsi que des compétences à développer. Ces savoirs et compétences doivent aider les élèves à aborder la complexité de notre monde, de faire face aux défis notamment ceux issus des implications sociales et écologiques de nos orientations économiques, de penser et d'agir pour une transformation soutenable. Également, ce texte aborde les enjeux et des perspectives pour la formation des enseignant-e-s, à la lumière du système suisse romand.

Pereira, I. (2022). **Écologie et Multiplicité des oppressions. Une Perspective problématisatrice en pédagogie critique**. *Spirale - Revue de recherches en éducation*, *70*(2), 13-22. https://doi.org/10.3917/spir.070.0013
Cet article met en lumière certaines des difficultés auxquelles se heurte en réalité une pédagogie critique qui serait trop pressée de passer de la théorie à la pratique lorsqu'il s'agit de prendre en compte les défis écologiques. Pour cela, nous discutons la compatibilité entre la pédagogie critique, qui repose sur des théories anti-oppressions, et l'écologie. En effet, il n'est pas aisé de répondre à des problèmes tels que : l'écologie peutelle être pensée sous la forme d'une théorie de l'oppression ? Dans ce cas qui serait les opprimés et les oppresseurs ? L'écologie est-elle compatible avec les théories anti-oppressions ? Nous soutenons la thèse qu'une pédagogie critique qui ferait l'impasse sur la problématisation de ces questions se réduirait en réalité simplement à un discours dogmatique et ne jouerait pas son rôle de formation d'une conscience sociale critique.

Prairat, E. (2022). ***L'école des lumières brille toujours***. Consulté à l'adresse https://www.esf-scienceshumaines.fr/education/416-l-ecole-des-lumieres-brille-toujours.html
L'École de la République est fille des Lumières. Ouverte à toutes et tous, elle prend forme à la fin du XVIIIe siècle. Gratuite, laïque et soucieuse de l'égalité des chances, elle se veut un lieu préservé car vouée à éclairer et à émanciper les hommes. Aujourd'hui, cette école – notre école – est confrontée à cinq grands défis, structurels ou inédits. Les premiers, sans cesse recommencés, sont inscrits au cœur même du projet républicain. Comment rendre l'école plus hospitalière, plus efficace, plus juste ? Défis d'hier, d'aujourd'hui et de demain. De nouveaux défis, plus inquiétants – l'avènement de la post-vérité et l'urgence du vivant – sont apparus ces deux dernières décennies. La post-vérité est un mal sournois qui se plait à mimer l'art de raisonner. Elle subvertit nos compétences cognitives et menace l'École dans sa tâche de transmission des savoirs et des connaissances. L'urgence du vivant nous invite à redéfinir notre rapport à l'altérité ; il ne s'agit plus seulement d'apprendre à penser mais, plus fondamentalement, de changer notre rapport au monde.

Prouteau, F. (2022). **Critique de la transition écologique pour éduquer en Anthropocène**. *Spirale - Revue de recherches en éducation*, *70*(2), 67-83. https://doi.org/10.3917/spir.070.0067
Dans cet article, nous cherchons à comprendre le caractère polymorphe de la notion de transition à partir d'une approche critique de multiples usages de ce terme. Nous analysons ce qui est mis en œuvre pour engager et accompagner la transformation du monde dans le sens d'une Terre habitable, notamment du point de vue de l'éducation. Nous étudions plus en détail la «Grande Accélération» dans ses composantes

environnementales et sociétales pour penser à nouveaux frais la transition écologique ou Grande Transition comme socle d'une éducation en Anthropocène, notamment dans l'Enseignement supérieur.

Raimondi, M. J. (2022). **Quelle éthique pour les dynamiques inclusives ? Entre préoccupation et humilité**. *Éducation et socialisation. Les Cahiers du CERFEE*, (65). https://doi.org/10.4000/edso.21210
Cet article mobilise un questionnement éthique pour appréhender la dynamique inclusive qui ne saurait se réduire à un raisonnement, fut-il critique. En effet, l'éthique déborde les contenus promus dans les domaines de la pratique, du théorique et du politique en les interrogeant et en les interpellant au nom d'enjeux et de valeurs qu'elle estime supérieurs à chacun d'eux. Il s'agit d'une forme de raison pratique, précisément parce qu'elle permet d'influencer le cours de la vie, d'orienter les actions, d'exercer un pouvoir d'agir. Or, si toute éthique est par définition perfectionniste, le sens du perfectionnisme peut varier d'une conception à l'autre. De quelle(s) éthique(s), le paradigme inclusif a-t-il besoin ? Dans un premier temps, nous examinerons la problématique sous l'angle d'une analyse macro portant sur les théories contractualistes en philosophie politique ; dans un deuxième, la problématique sera appréhendée à l'aune des éthiques du care en lien avec les disabilities studies ; dans une troisième partie, nous considèrerons quelques activités éthiques en lien avec le paradigme inclusif, plus spécifiquement dans le domaine éducatif, avant de conclure par quelques perspectives.

Roelens, C. (2022). **L'hypothèse d'une philosophie politique critique et anti-utilitariste de l'éducation en Anthropocène. Esquisse, contours, discussion**. *Spirale - Revue de recherches en éducation*, *70*(2), 23-35. https://doi.org/10.3917/spir.070.0023
L'article que l'on va lire relève de la philosophie politique de l'éducation, démarche pour laquelle les pédagogies critiques constituent un objet d'étude particulièrement intéressant tant elles assument de nous pousser à penser de concert éducation et politique. Nous nous demandons plus spécifiquement ici ce que pourrait être une philosophie politique critique et anti-utilitariste de l'éducation en Anthropocène, et tâchons d'en esquisser les principaux ressorts (partie I), le positionnement éventuel dans un spectre plus large des interrogations sur l'articulation des enjeux de l'Anthropocène et de ceux de la modernité démocratique (partie II), et enfin les implications problématiques potentielles face à trois questions vives de notre temps (partie III).

Slimani, M., Barthes, A., & Lange, J.-M. (2022). **La problématisation critique des questions environnementales et de développement. Balises curriculaires pour une éducation possible au temps de l'anthropocène**. *Spirale - Revue de recherches en éducation*, *70*(2), 53-65. https://doi.org/10.3917/spir.070.0053
Cet article se propose de développer une perspective pédagogique et didactique sur les finalités et les contenus des éducations environnementales au temps de l'anthropocène à visée critique. Nous mobilisons le cadre conceptuel de la didactique du curriculum et plus particulièrement celui des balises curriculaires pour proposer une actualisation didactique des finalités des pédagogies critiques à l'échelle des contenus d'apprentissage tels que définis dans l'éducation en vue des objectifs de développement durable.

van Goethem, A., Ten Dam, G., & Dijkstra, A. B. (2022). **What does society want adolescents to know about civics?** *Research Papers in Education*, *37*(5), 707-728. https://doi.org/10.1080/02671522.2020.1864767
Using a mixed-methods approach, this paper investigates current views within society about what civic knowledge is important for students leaving secondary education. We combined questionnaire data from a representative national sample with data from a multiple-case study among several focus groups of stakeholders with various roles in society. The results show that there is broad consensus in society about the civic knowledge that is important for students, consistent with civic knowledge conceptualisations as used in common standardised measurement instruments. The data also show a different appreciation of the different aspects of civics. In particular, themes related to solidarity, democracy and civic empowerment and their relevance were seen as a prerequisite for successful participation in society. Themes that are less prominent in the lives of adolescents or less important for understanding other civic topics were seen as relatively less important. Moreover, although equal civic knowledge for all students was considered desirable in principle, the stakeholder groups differentiated between groups of students in terms of interests, educational track and their expected future role in society. Social inequality between students was not problematised. This calls for further research into desired levels of civic knowledge for different educational groups.

Yves Lena, J., Chalmeau, R., Julien, M.-P., & Vergnolle-Mainar, C. (2022). **L'expérience de la complexité et de l'incertitude par les élèves dans le cadre d'un projet d'éducation au développement durable à l'école**. *Spirale - Revue de recherches en éducation*, *70*(2), 125-137. https://doi.org/10.3917/spir.070.0125
L'orientation principale de cette recherche collaborative est d'étudier comment les élèves de cycle 3 (CM1-CM2) s'approprient des problématiques complexes lors d'une activité de projet en Éducation au Développement Durable (EDD)1. Deux questions nous guideront : quelles sont les caractéristiques d'une pensée complexe construite par les élèves ? Quelle prise en compte par les élèves de l'incertitude lors de la projection dans le futur du territoire ? Durant le projet annuel, les élèves découvrent ce territoire et l'étudient au présent (sortie sur le terrain) et au passé (archives et sortie sur le terrain), afin de déterminer les dynamiques passées et présentes. Les élèves ont ensuite imaginé l'évolution d'un site naturel (tourbière et forêt) en s'y projetant en 2038.